

# Diversity 101™

The Complete Series

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## This Program is Designed to . . .

This *Discussion Guide* is designed to help you present a brief overview of the content from ***Diversity 101™ The Complete Series***. It introduces key concepts through video and discussion. It is ideal for organizations that want to provide participants with an overview of how to recognize common workplace diversity and inclusion situations, address the situation and effectively empower employees to make the right decision about creating a respectful workplace.

It should take you between 1-3 hours to complete this guided discussion. You can pick and choose vignette topics to focus the discussion on.

### **An Important Note about Printing this *Discussion Guide*:**

You may print one copy of this *Discussion Guide* for training purposes. Any other duplication or distribution in any form is prohibited.

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## About Your Session

The following steps outline one way to make effective use of this thought-provoking video.

1. Review the video and discussion questions, so you are familiar with the material. Be sure you are familiar with the spirit and intent of your organization's policies regarding manager responsibilities, including what procedures to follow and what documentation the human resources department requires.
2. Introduce the purpose of the session.
3. Discuss the following questions prior to watching the video:
  - What does diversity mean to you?
  - What does inclusion mean to you?
  - Have you experienced a 'diversity moment' at work? What did you do?
  - What could be the benefits of diversity and inclusion to the organization? To yourselves?
4. Show the video, *Diversity 101™ - The Complete Series*. You may want to have paper and pencils available for taking notes in case your participants did not bring them.
5. After each video situation/vignette, use the Video Discussion Questions found in this Discussion Guide to debrief with participants. You can either break into groups to discuss the video or stay as one large group. If you choose to break into smaller groups, give each group several questions to discuss and then have a spokesperson from each group share feedback from the group discussion. The discussion leader will facilitate the discussion. Be sure to provide opportunity for other groups to comment or ask questions.
6. Wrap up the session and thank the group for its time and attention.

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## Vignette 1: An Overview

**Time it takes:** 20 Minutes

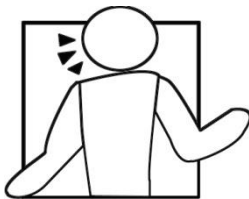
**What it is about:** Introducing the topic of diversity and inclusion and describing what participants will experience and learn.

**What you will need:**

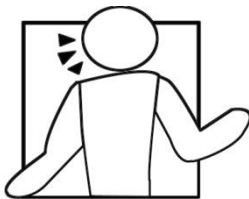
- Video — *Diversity 101 – An Overview™*
- Optional: Case Study – Advantage of D&I
- Optional: Flip chart/Markers

**How to do it:**

1. To get people focused, say:



We are each unique **individuals** - with our own gifts, skills, concerns and perspectives. This uniqueness is part of what makes us who we are as a person; and in the workplace, it can also be what makes us similar to, and different from, our coworkers.



Continue by saying:

Inclusion gives a sense of belonging; it gives people a sense of being welcomed, valued, respected and treated fairly for who they are and what they bring or contribute to the organization.



Finally:

Diversity and inclusion are not the same.

Ask: What is the value of motor oil to an engine?

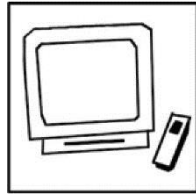
*[Facilitator Note: You might consider documenting a few of the responses on the flip chart or virtual chalkboard for online sessions.]*



*[Possible Responses: It reduces the heat and friction among the moving parts.]*

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Say, Inclusion is similar—it allows us to leverage the advantages of diversity. Diversity without inclusion focuses on differences without necessarily seeing similarities or respecting the differences.



2. Play the video *Diversity 101 – An Overview™*

3. Say: There are many benefits associated with diversity and inclusion.

Continue by saying: “Diversity 101” is about creating a common ground that emerges from our willingness to make time, explore differences, encourage respect and take responsibility.

*[Facilitator Note: Research shows that diverse groups can outperform homogenous groups. A common problem associated with homogeneous groups is “group think.” Group think is tendency to strive for unanimity or maintain a strong allegiance to the status quo without realistically examining alternative courses of action.*

*Research also shows that diverse groups can have more difficulty working together than homogeneous groups. By definition, diversity means difference, and difference is at the core of conflict situations.*

*The challenge becomes how can we ensure success because of our diversity not in spite of it? Successful organizations, groups and teams actively look for the points of difference and encourage an exploration of their disagreements. They are willing to take the time to elicit differing viewpoints and engage a process that encourages respect. They use decision making methods that are inclusive and avoid creating a disadvantage or exclusion (e.g., averaging or “majority rule”) through a focus on completing the task without building consensus or finding mutually agreeable solutions*

*The key is inclusion. Inclusion is directly linked to respect, trust and the positive attitudes associated with group cohesion. As a group becomes inclusive, its functioning is positively affected. For example, the interactions and communication between members increase; and, group member satisfaction also increases as the group provides friendship and support.]*

4. Say:

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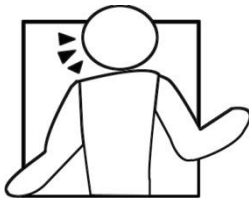
The purpose of today's introductory program, is to provide us with some practical information, skills and tools. All of us are here to do a good job. And, most of us already know the importance of respecting each other. Yet, it's also true that we all, at some time or another, may have said or done things that offended or even hurt people with whom we work. Often, these expressions are not only unintentional they may very well be unconscious.

These situations are often created by diversity and inclusion dynamics.



Diversity and inclusion dynamics are the positive and negative reactions that occur when differences in culture, experience and expectations come together. This can sometimes result in "diversity moments." Diversity moments occur when diversity dynamics affect our relationships, behavior or understanding of a situation. They are often based on cross-cultural misunderstandings which occur when a meaning that exists in one culture is interpreted differently in another.

Continue by saying:



Diversity moments. Diversity moments occur when diversity dynamics affect our relationships, behavior or understanding of a situation. They are often based on cross-cultural misunderstandings which occur when a meaning that exists in one culture is interpreted differently in another.

Diversity moments usually occur unexpectedly when a person encounters a situation or misunderstanding that is grounded in cultural differences. An example be using a hand gesture such as the "ok" sign that is acceptable in your culture but offensive in another.

*Diversity moments* involve an unintended direction or emphasis grounded in cultural differences. In other words, it's when you become aware that a diversity or inclusion issue is suddenly and often unintentionally dominating a situation. When this occurs, you may find yourself surprised, embarrassed, confused, uncomfortable or uncertain.

Although *diversity moments* can result in humor that brings us together, our focus today is on how to recognize and respond to the *diversity moments* and other types of situations that can get in the way of teamwork, productivity and customer service.



These situations can present challenges and difficulties which are often the result of different meanings and responses which are linked to differences which have to do with the cultures and backgrounds of the people involved.

It's important that we all be able to recognize these kinds of situations so we can take steps to avoid them whenever possible and to respond to them in an appropriate manner when they do occur.

Finally, we each have our own personal communication, conflict management and problem solving styles. The benefit of this training is to give us a shared set of skills to use with one another and throughout the organization.

5. Say: Diversity and inclusion provide a competitive advantage in terms of the ability to:



- Attract and retain a talented workforce
- Anticipate and satisfy customer needs
- Produce innovative and creative solutions and products
- Do the right thing (e.g., organizational policies and values)

6. Ask: What questions do you have about the information we just covered?

*[Facilitator Note: Time-permitting, you can print and review the Case Study – Advantage of D&I on the following page.]*

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## Vignette 2: Don't Know What You Got...

Time it takes: 20 Minutes

**What it is about:** Recognizing how unconscious bias contributes to “diversity moments” by influencing our perceptions, behavior and the decisions we make about others.

### What you will need:

- Video Vignette – *Diversity 101 – Don't Know What You Got™*
- Optional: Flip chart/Markers

### How to do it:

1. Introduce the session by saying:



The term **bias** may be used to describe both positive and negative mindsets towards individuals and groups.

For our purposes, bias refers to the persistent, harmful and unequal treatment of someone based solely on some characteristic they possess or their apparent membership in or identification with a particular group.

We are all socialized into our cultural heritage, whether we know it or not. We learn language, values, and beliefs as well as “who is one of us” and “who is not” from our experiences in our cultures. Because much of this learning takes place at an unconscious level, we are not aware of the fact that it exists, hence the term “unconscious” bias.

Recent research in brain science has given some insight into unconscious bias; our memory holds many things, including unconscious biases without our awareness that the biases even exist or that they influence our behaviors.

We don't like to think of ourselves as having biases toward others. The fact is many of these biases exist in our society and in our memory and are sometimes expressed unknowingly. By being self-aware and willing to engage with others when bias is unintentionally implied or expressed we can better resolve problems and promote more effective working relationships.

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2. Transition to the video and activity and say: This video is about unconscious bias. As you watch observe the difference between what people are thinking and what they are saying. Write down some notes about what you notice. What is the effect on their perceptions, behavior and the decisions they make?

3. Play the video:



4. *Diversity 101 – Don't Know What You Got™*

5. Discuss the video by asking:



**What types of biases were behind the comments made during the meeting?**

*[Possible Responses: Age, generation, appearance, religion, accent, gender identity, etc.]*

**To what extent was there a gap between what people were thinking and what they actually said?**

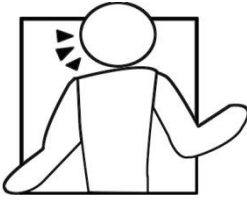
*[Possible Responses: People made their comments in a polite or socially accepted framework that hid their biases from themselves and others.]*

**How did the presence of unconscious bias impact the team?**

*[Possible Responses: People were sometimes aware of and reacted to the negative perceptions even when they were not explicitly stated; unconscious bias caused them to focus on negative assumptions while not seeing or seeking positive attributes; impaired the quality of the relationships needed for good teamwork; the interpersonal dynamics interfered with their ability to solve problems or complete the task effectively.]*

6. Stop the discussion and say:

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Let's focus on the team leader, Maura. **What did she realize what was happening among the team and what did she do in response?**

*[Possible Responses: Maura recognized that what was being said was not what people were really thinking, and that what they were thinking couldn't be said; Maura told the team that the meeting was not going well and suggested that they start over with a focus on accomplishing the presentation instead of who should do it.]*

7. Ask (and record on flip chart if possible):



**What did the team do to explore differences?**

*[Possible Responses: Various team members supported Maura by identifying what was needed in the presentation. For example, Edgar stated that it was important to show their technology edge; and, Absella emphasized that the context for how they got to this point was important.]*

**What did the team do to encourage respect?**

*[Possible Responses: Irene acknowledged the points made by Edgar and Absella, and asked for other teammates' opinions (i.e., Ofosu). Ofosu suggested they explore the different contributions that each person could make and modeled the suggestion by beginning with Edgar.]*

**What did the team do to take responsibility?**

*[Possible Responses: The team continued to work together in a positive manner. Edgar acknowledged both the work of the team and Ofosu's contribution to the teamwork that emerged. Maura acknowledged the positive work of the team and identified next steps.]*



Say: Bias can be expressed blatantly or through subtle micro-messages as we discussed in an earlier vignette. The most effective strategies for reducing "automatic" bias involve self-awareness and self-management as strategies to use to "unlearn" bias.

One strategy is to be aware of common stereotypes and seek opportunities to recognize, experience and value diversity and the many examples of group members that disconfirm the stereotype. Another is to intentionally think specific counter stereotypical thoughts whenever you encounter a member of the group associated with the stereotype.

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Another strategy is to increase our intergroup and social contexts, including opportunities for familiarity and friendships which increase our ability to see people in a more individual manner.

Finally, training such as we are having today, which stresses appreciation rather than elimination of group differences has been found to be successful in reducing bias.

8. Summarize the discussion by saying: Remember these important points:



- Some Bias can be expressed blatantly or through subtle micro messages.
- Societal stereotypes can unconsciously influence our perception, judgment, language and actions.
- Exploring differences and encouraging respect are ways to counteract the possible presence of bias.

9. Continue on to the next vignette discussion.

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## Vignette 3: Merge Ahead

**Time it takes:** 15 Minutes

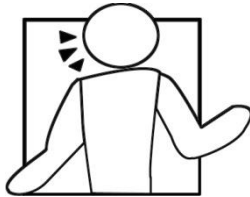
**What it is about:** Recognizing that diversity and inclusion go beyond race, gender, ethnicity, etc. They can and often do involve differences in organizational culture, including work styles and schedules, geographic and time-zone differences, occupations, and working on virtual teams.

**What you will need:**

- Video – *Diversity 101 – Merge Ahead™*
- Optional: Flip chart/Markers

**How to do it:**

1. Say:



Diversity moments are not always about race, gender, ethnicity, etc. Many and perhaps most diversity and inclusion dynamics involve workforce issues, such as field v headquarters, regional differences, departments, occupation, credentials, hierarchy, seniority, etc. In this age of buy-outs and mergers differences in organizational culture can be a challenge; video summary and conclusion.

2. Say:

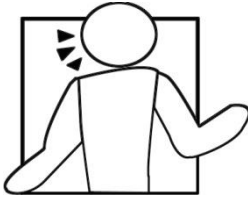


You're going to see three co-workers discussing meeting times and how to get work done after a merger/acquisition. Write down some notes about what you think may be the "Diversity moment(s)" in this scenario.

3. Play the video *Diversity 101 – Merge Ahead™*
4. Discuss the video.

**Ask:** What is the "diversity moment" in this situation?

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*[Possible Response: Time differences that were impacting the performance of a virtual team.]*

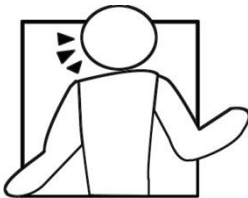
**Ask: What specific Behaviors are involved?**

*[Possible Responses: Donald doesn't seem to understand or even care that there is an issue with making Bryce attend a morning meeting that requires him to leave for the office at an extremely early hour. Donald mentions that his company bought Bryce's company, therefore Donald can set meeting times.]*

**Ask: What are common or ordinary diversity and inclusion issues that you have experienced or observed that may seem minor (such as a meeting time) but could have significant impact on team work, productivity or customer satisfaction?**

*[Possible Responses: New employees feeling included; younger employees feeling discounted or not valued; union believing management not acting in good faith or excluding them; role confusion; marketing making promises that sales can't deliver; etc.]*

5. Say:



Any employee can address a situation involving diversity and inclusion dynamics. And, at this point, you probably realize that just about any situation can involve diversity/inclusion dynamics. You never know when they are going to show up. In this vignette, the issue was time differences that were impacting the performance of a virtual team.

6. Summarize by saying:



- Diversity and inclusion are not always about race, gender, ethnicity, etc. Many common workplace issues involve diversity and inclusion dynamics.
- Organizational cultures are based upon long term beliefs and practices that are considered to be important enough to the success of the organization to be continued.
- Unexamined beliefs and practices can advantage some while disadvantaging others and create unintended exclusion.

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7. Continue on to the next vignette discussion.

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## Vignette 4: Seriously, at Work?

**Time it takes:** 20 Minutes

**What it is about:** Understanding how “diversity moments” can be created by cross-cultural miscommunication and misunderstandings

**What you will need:**

- Video – *Diversity 101 – Seriously, at Work?*™
- Optional: Flip chart/Markers

**How to do it:**

1. Say:



Diversity moments can often be uncomfortable and challenging. That’s why we need cultural competence. Cultural competence is the ability to recognize and respond effectively to diversity and inclusion dynamics. Self-awareness and self-management are foundational to building cultural competence.

Self-awareness is the process of understanding yourself. It means being able to recognize your feelings about different groups of people, understand the emotions associated with the feelings, and understand what you think and do as a result.

Steven Covey emphasized that each of us has RESPONSE-ABILITY - the ability to choose our response to any situation. Managing our emotions allows us to make these choices so we can choose how we respond to diversity and inclusion dynamics. We need to understand the emotions and responses to situations and other people; and, expressing emotions in a positive, affirming or constructive manner.

2. Say:



You’re going to see three co-workers discussing a vacation and photos shared. Write down some notes about what you think may be the “Diversity moment(s)” in this scenario.

3. Play the video *Diversity 101 – What Did She Say?*™

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## 4. Discuss the video.

Ask: **What is the “diversity moment” in this situation?**



*[Possible Response: Shelley is bothered by the conversation and display of pictures between Tyler and Kim regarding his vacation with his partner.]*

**What specific Behaviors are involved?**

*[Possible Responses: Shelley’s expresses disapproval verbally and nonverbally. She states “why does he have to flaunt that,” referencing Tyler’s sexual orientation.]*

**Ask: What is the Impact of the situation or behavior (e.g., on you or others; on the team, productivity, customer service)?**

*[Possible Responses: Kim is surprised, confused and concerned about Shelley’s reaction. She did not know Shelley felt this way. A mistrust can develop.]*

**Ask: What is the Consequence or possible outcome if this behavior continues (that you want to avoid)?**

*[Possible Responses: It may have a negative impact on their relationship because Kim does not share Shelley’s concerns. It also may have a negative impact on their (Shelley/Kim) relationship with Tyler. It creates or represents a larger problem regarding relationships and organizational policies regarding sexual orientation.]*

**Ask: What is your Request (what do you want—i.e., the desired outcome)?**

*[Possible Responses: Shelley to be aware of the bias expressed and the problems it causes, e.g., (1) appropriate behavior; Tyler did not do or say anything inappropriate that triggered Shelly’s feelings of discomfort and reactions; (2) using a double standard; Tyler was just talking about his vacation the way everyone does but Shelly is saying he should not have that privilege; (3) no one should have to hide who they are and who they care about when the manner in which they express it is within the range of acceptable behavior in the workplace.]*

## 5. Ask:



How can focusing on self-awareness and self-management help us in situations like the one we just saw?

*[Possible Responses: Avoid reactionary, impulsive and defensive responses, keeps us focused and on track, enables you to see total picture; enables you to focus on impact, consequences and solutions as opposed to blame]*

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*and negative judgments; encourages you to be specific and assemble the facts as well as recognize when you may need more information; helps you get clear in terms of what you want to accomplish and the desired outcomes.]*

6. Ask:



What can make these types of moments especially difficult has to do with the contradiction that sometimes exists between our stated, espoused or unexamined beliefs, and our actual lived values and beliefs?

Again, this may have to do with the difference between what we consciously believe, say and do versus our unconscious beliefs, communication, and actions.

7. Summarize by saying:



Having diversity in the workforce is just the beginning. Without inclusion to support our differences involved, the result can be discouragement, impaired performance, turnover or experiences of inequality and inequity. Being inclusive is a conscious act and intention because we are most often attracted to and comfortable with those who share our similarities.

8. Continue on to the next vignette discussion.

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## Vignette 5: Spreading Rumors

**Time it takes:** 20 Minutes

**What it is about:** Understanding how “diversity moments” can be created by assumption and misguided rumors

**What you will need:**

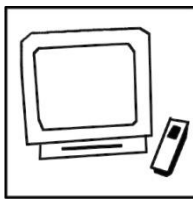
- Video – *Diversity 101 – Spreading Rumors™*
- Optional: Flip chart/Markers

**How to do it:**

1. Introduce the vignette. Say:



You’re going to see a couple of coworkers making comments about another coworker. Write down some notes about what you think could be the impact of comments like this that go unchallenged.



Play the video vignette, *Diversity 101 – Spreading Rumors™*

2. In pairs (or teams), discuss the video.

**Ask:** What is the “diversity moment” in this situation? What diversity dynamics may be present?



*[Possible Responses Carl’s comments about Gabriella, implying that Gabriella was promoted for reasons other than her qualifications or competencies, e.g., appearance/sex appeal.]*

3. **Ask:** What were Carl and Amar’s specific behaviors that you observed?

*[Possible Responses: gossiping and spreading rumors about Gabriella; making assumptions about the reason for Susan’s promotion; making false statements about her; making comments with sexual overtones/innuendo, implying that Phil, the supervisor, was unfair or acted inappropriately]*

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**Ask. What is the impact of this behavior?**

*[Possible Responses: rumors stated as facts can hurt relationships; they can damage someone's reputation; they can undermine teamwork and confidence in others; they can also result in a violation of company policy or the law.]*

**Ask. If this behavior continues, what are the possible outcomes or consequences?**

*[Possible Responses: it could destroy teamwork and open communication among them; Gabriella might quit; Gabriella might consider their actions as slander, harassment, discrimination or libelous which could lead to legal action against the company; Eddie hear the gossip and believe he was treated unfairly, creating dissatisfaction which could lead to legal action against the company; the behavior can erode trust in the organization's fair employment practices.]*

**Ask. If you were coaching Danny, what should he say or do in order to support diversity and encourage inclusion?**

*[Possible Responses: Do not ignore or agree with the comments; challenge the validity of the comments; point out the inappropriate or disrespectful nature of the comments.]*

4. Refer back to the video conclusion. Say:



We saw how Danny addressed the situation.

Take 2-3 minutes to compare Danny's actions to those you suggested. How did Danny support diversity and promote inclusion?

*[Possible Responses: Danny told Carl and Amar that he disagreed with Carl's comment about Gabriella; he challenged the validity of Carl's remark; He asked for Carl's acknowledgement of a past situation in which Gabriella demonstrated leadership/initiative He suggested that Carl give both Gabriella and her boss, Phil, some credit/respect for promoting Gabriella; he stated that Gabriella's promotion was deserved.]*

5. Summarize by saying:



Spreading false information or accusations concerning employees may be a violation of organization policy. Carl and Amar engaged in behavior that could have a disruptive effect on relationships in their workplace and could be seen as contributing to possible harassment or a hostile environment situation.

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An inclusive workplace is one that discourages gossip and malicious rumors. The fact that the conversation took place in the workplace means that those impacted by it, such as Danny, have a right and a responsibility to respond.

6. Say: Remember these important points:



- Gossip, and rumors stated as facts, can impair relationships, damage reputations and perpetuate stereotypes.
- Based on the frequency and impact, consequences can include poor morale, turnover, bullying, hostile environment or illegal harassment.
- Respect is an essential component of inclusion.

7. Continue on to the next vignette discussion.

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## Vignette 6: That Wasn't Funny

Time it takes: 20 Minutes

**What it is about:** Recognizing how jokes can have an unintentional impact and create “diversity moments” based on diversity and inclusion dynamics in the workplace.

### What you will need:

- Video Vignette – *Diversity 101 – That Wasn't Funny™*
- Optional: Flip chart/Markers

### How to do it:

1. Introduce the session by saying:



**Are racial, ethnic, sexist, religious, etc., jokes in the workplace ever okay? Are there any exceptions?**

*[Possible Responses: No; these types of jokes are not okay anytime in the workplace; maybe, if they're welcomed and no one is offended.]*

**What's the problem with these kinds of jokes?**

*[Possible Responses: They offend people; they show disrespect; they hurt teamwork and relationships, which impacts productivity/performance; it's hard to know at what point the joking that was once welcomed becomes unwelcome; there's the potential for a third party (e.g., another employee, visitor, vendor, contractor, repair technician) to become offended; a recurring or significant pattern can potential meet the definition of bullying, harassment or hostile environment.]*

2. Continue the discussion by saying:

Most of us know not to say things to offend people. In American culture, however, it has been acceptable to tell “harmless” racial, ethnic, religious and sexual jokes as a way of making people feel included. In other words, the custom was to tell jokes about our differences in order to not take them so seriously.

Today jokes and remarks in the workplace that ridicule people around these types of differences are considered to be a real problem. First, they may create policy or legal issues. Second, they may be offensive to co-workers or customers. Even when this type

of joking is welcome or occurs among people of the same group, it may still be unacceptable. Third, jokes are one of those practices where impact is more important than intent.

3. Transition to the video and activity and say:

Let's watch a situation where jokes are being told. As you view this vignette, observe the diversity and inclusion dynamics present.

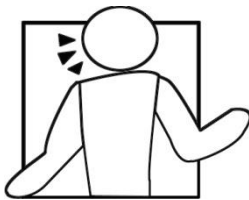
*[Facilitator Note: Some participants may comment that these kinds of jokes are okay if no one is offended. Emphasize that the video will illustrate how these kinds of jokes can create a problem even if there is no indication that anyone is offended. The reality is that if the jokes are prohibited, it does not matter who is present and who is telling them.]*

4. Play the video:



5. *Diversity 101 – That Wasn't Funny™*

6. Discuss the video by asking:



**What are the diversity and inclusion dynamics present here?**

*[Possible Responses: The group was telling jokes with sexual, racial and ethnic connotations that made other people uncomfortable; they thought it was okay to tell jokes because the jokes were about their own culture, e.g., "equal opportunity jokes;" they might actually be violating a company policy against telling offensive jokes. they may be contributing to a hostile environment if other employees do not use the break room because of the offensive conditions; Luis is taking a stand that is different from his co-workers or past practices.]*

7. Stop the discussion (divide the group in half) and say:



I'd like this portion of the room (point to ½ the participants) to focus on what you liked about how Luis addressed the situation. Is there anything else you would have suggested he say or do? Write notes down on flip chart (optional).

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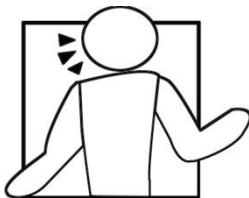


*[Possible Responses to what you liked about what Luis did: He said hold on, did you see that-- Janelle and Susan? and stopped the joking; he said that they probably shouldn't be saying things they wouldn't want to hear others say; he took a risk by speaking up and expressing his concern; he opened the door to further discussion by the group about the jokes; he gave his perspective in a respectful way.]*

I'd like this portion of the room (point to ½ of the participants) to focus on the group. (1) How would you describe their intent versus the impact of their behavior? (2) Where have you observed or experienced anything similar? Write notes down on flip chart (optional).

*[Possible Responses: (1) They were not intending to be offensive; they were just having fun; this situation seemed ordinary, something they do often; (2) in the cafeteria or break room; at the holiday party; riding in the company truck; gathering at a restaurant to celebrate a co-worker's retirement, on company travel or attending a conference, etc.]*

8. Summarize the key points of the group work by saying:



As we discussed, most of us know not to say things to insult people. And telling jokes or making remarks in the workplace that ridicule people is disrespectful and may be illegal.

It's important to remember that allowing employees to engage in inappropriate conduct when it involves their group can still be a violation of policy and it may send the wrong signal to others who may feel they have permission to do it, too or that they're being treated unfairly if they're penalized for behavior that the other employees are permitted. Either response could lead to charges of illegal discrimination. In addition, other members of the same group could claim charges of harassment based upon the existence of the behavior. In any of these examples, the organization could be liable in a complaint or legal action for failing to correct a situation that may have had a negative impact upon others.

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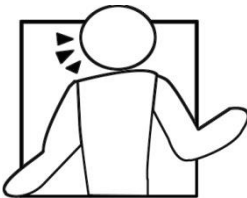
Continue by saying:

All things considered, if an organization becomes aware of a similar situation, the best thing for the organization to do is to take action to ensure that all employees refrain from using offensive and potentially offensive expressions in the workplace, even when they didn't mean to offend anyone.

9. Continue the discussion. Say:

Before we move on, let's clarify what we mean by the word "workplace" when we're referring to jokes and similar behaviors that may be viewed as offensive. When we talk about refraining from these kinds of jokes in the workplace, we're not referring to just the office or the job site, but to anyplace employees gather for work or work-related activities. Common examples include meals or having drinks when traveling or carrying out company business and social events where managers or supervisors are present or where business is routinely discussed. Summarize by saying: So remember that the "workplace" extends beyond the office or job site.

10. Summarize the discussion by saying: Remember these important points:



- Jokes and other remarks may be prohibited, no matter if they are welcome or involve members of the groups affected.
- Work rules must be applied and enforced consistently, no matter who is involved or the intent.
- The workplace can extend beyond the job site.

11. Continue on to the next vignette discussion.

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## Vignette 7: The “PC” Police Are Here

Time it takes: 20-30 minutes

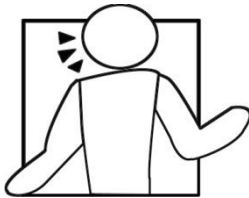
**What it is about:** Helping participants gain a better understanding of “diversity moments” through an example of how seemingly innocent expressions may have a harmful impact.

### What you will need:

- Video Vignette – *Diversity 101 – The “PC” Police Are Here™*
- Optional: Flip chart/Markers

### How to do it:

1. Introduce the video and say:



The video will show a “diversity moment.” Remember a diversity moment occurs when diversity or inclusion concerns suddenly and often unintentionally dominate a situation or interaction.

To prepare for watching and discussing the scenario, you will need to form groups of three (or so). Within your group, please count off by threes. Do we have any groups of four? (Get strays into groups if possible. If you have a group of four, have the fourth person be the observer.)

2. Transition to the video and activity and say: In this vignette, you’ll see three people—Meredith, Rich and Dave.

Those of you who are ones (#1 in your group of 3) need to watch the scene from the perspective of Meredith. The twos (#2 in your group of 3) need to watch the scene from the perspective of Rich. Rich will be the man on the phone. And the threes (#3 in your group of 3) need to watch the scene from the perspective of Dave, the other man in the video.

3. Say:



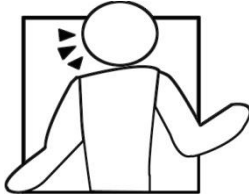
Be sure to take notes for your respective character as you watch the video.

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4. Play the video vignette *Diversity 101 – The “PC” Police Are Here™*

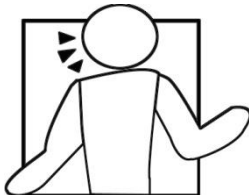
5. Continue the activity and say:



Each of you will now have the opportunity to defend and justify the behavior of your character. It doesn't matter if you agree or disagree with their actions or personally believe what they said or did is right or wrong. Just step into your character's shoes and look at it from their perspective.

Each of you will have up to one minute to explain and justify your character's behavior. After one minute, switch to the next person. Switch again to the third person after another minute. [Allow three minutes.]

6. Stop the discussion and say:



Still staying in character, each of you should now take one minute to discuss what your character could have done differently to achieve a better outcome in this situation and meet on common ground. [Allow three minutes.]

7. Say:



Rich may not have intended to be disrespectful to Dave, but that was the impact of the comment. Rich seemed to be unaware of what could be seen as unconscious bias. In this situation, what could Meredith have done differently to achieve a better outcome? Write your answers on the flip chart.

*[Possible Responses: she could have spoken up; she could have encouraged an open conversation; she could have supported Rich's point of view; she could have notified a supervisor.]*

**What could Rich have done differently to achieve a better outcome in the situation?**

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*[Possible Responses: he could have acknowledged Dave's feelings and point of view more; he shouldn't have become defensive, which shut the conversation down; he could have taken more responsibility for his comment.]*



Say: I want to talk specifically about Dave. Dave was reacting to something referred to as “micro-inequities.”

These are repeated, subtle, often unconscious, messages that devalue or discourage and can be conveyed through facial expressions, gestures, tone of voice, choice of words, nuance and syntax. The accumulation of negative micro-messages over time can create the experience of bias and inequity that detracts from teamwork, commitment and overall performance. In this situation, it wasn't just Rich's comment that fueled Dave's response; it was the culmination similar messages over time.

**Ask: What could Dave have done differently to achieve a better outcome in the situation?**

*[Possible Responses: he could have remained calm; he could have avoided sarcasm, which escalated the situation; he could have explained his feelings and perspective more clearly.]*

Say: The point is that any one of them could have done something different to get a different and more positive response. And, when one of us is experiencing stress the other can help support and resolve the situation, not make it worse.

8. Continue by asking:



What specifically did the three of them do to successfully resolve the situation and meet on common ground?

*[Possible Responses: they stopped to talk about the issue; they didn't ignore the situation; they explored their differences respectfully; they communicated openly; Meredith encouraged Rich to look at the situation differently; Dave provided additional detail regarding the impact of the expression; Rich acknowledged the inappropriateness of his comment; Rich apologized and Dave accepted the apology; Meredith acknowledge Rich was not intentionally offensive; Rich was open to feedback from Meredith and Dave.]*

9. Continue the discussion. Ask: What made things work in this situation?

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*[Possible Responses: Rich could see how his remark offended Dave; Rich committed not to use similar comments in the future; they were able to talk about the situation in a way that didn't harm their working relationship; they will be able to maintain a cordial, professional relationship; it enabled all of them to take responsibility for resolving the situation.]*

10. Summarize the discussion. Say:



Some people use the term “political correctness” in a negative, sarcastic or disapproving manner. Avoiding such phrases or finding alternative ways to express a thought is really a sign of respect builds trust and promotes an inclusive workplace. The objective of this vignette and our discussion was to illustrate how easily comments can become unintentionally disrespectful and have a harmful effect on working relationships. Misunderstandings of this type can create serious problems when they are not resolved and can even contribute to a hostile work environment should they become prevalent, highly impactful or disruptive.

Many expressions of disrespect have histories that explain why these expressions are offensive. These histories don't always know or understood, sometimes even by the people affected. Since there is no way we can always know what may trigger a “diversity moment,” any one of us may encounter a “diversity moment” at any time. When that happens, everyone can take responsibility for addressing the situation and maintaining the work relationship.

*[Facilitator Note: Some participants might comment that Dave was being too sensitive. If this happens, consider asking the participants if someone has ever stepped on their foot accidentally. Then ask them if they would consider themselves as being too sensitive if their foot hurt as a result of the person's unintentional action. They will probably say “No,” to which you can respond that, even though the person did not set out to hurt them, the pain is nonetheless real and lasting. Say that the impact of disrespectful expressions in the workplace can be similar. Each of us has different areas of emotional sensitivity. Even if someone meant no harm and apologizes, the pain may still be there. In situations where a participant seems determined to make a point along the lines of people being too sensitive, just acknowledge the point and move on.]*

11. In summary, say: Remember these important points:

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- Diversity moments are often unintended, occur when we least expect, and can leave us surprised, confused, embarrassed, guilty, fearful, frustrated or uncertain
- Over time micro-inequities contribute to the experience of bias and inequity that detracts from teamwork, commitment and overall performance.
- Anyone involved or affected by a diversity moment can initiate a conversation to get to the heart of the matter.

12. Continue on to the next vignette discussion.

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## Vignette 8: What Did She Say?

**Time it takes:** 20 Minutes

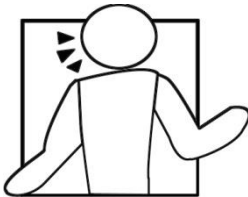
**What it is about:** Understanding how “diversity moments” can be created by cross-cultural miscommunication and misunderstandings

**What you will need:**

- Video – *Diversity 101 – What Did She Say?*<sup>™</sup>
- Optional: Flip chart/Markers

**How to do it:**

1. Introduce the vignette. Ask:



**What does the word “inclusion” mean or suggest to you when we’re talking about the workplace?**

*[Possible Responses: being on the inside; not being left out; having people seek me out; having people ask my opinion; looking out for my interests]*

**Why is it important to make sure we don’t exclude people in the workplace?**

*[Possible Responses: it’s a sign of respect; it allows us to build strong relationships and teamwork; it facilitates good communication; it allows us to take advantage of everyone’s expertise and talent; it supports employee engagement, loyalty and commitment]*

Now we’re going to take a look at a situation where inclusion becomes an issue.

2. Say:



You’re going to see a group of coworkers finishing up a meeting, and two are speaking Spanish. Write down some notes about what you think may be the “Diversity moment(s)” in this scenario. What do you think the coworkers who don’t speak Spanish may be feeling and thinking?

3. Play the video *Diversity 101 – What Did She Say?*<sup>™</sup>

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4. Discuss the video.

Ask: **What is the “diversity moment” in this situation? What do you think the coworkers who don’t speak Spanish may be feeling and thinking about what’s going on in this scenario?**



*[Possible Responses: this appears to be a recurring situation with co-workers speaking Spanish and others feeling left out; they might think Ana and Rosa are talking about them; they might feel that Ana and Rosa are being rude; they could feel left out; they might feel disrespected; they might feel annoyed because Ana and Rosa aren’t paying attention/are focusing on their own agenda]*

**What can be done to address the situation?**

*[Possible Responses: they shouldn’t just walk away without saying something; they should share how they feel; they should talk about the impact on the team when a few coworkers use a language that not everyone understands; they should come to an agreement about how to handle language differences; team leader or supervisor should address this]*

**Ask: what stops people from doing these things?**

*[Possible Responses: embarrassment; lack of skills; fear of conflict; concern for the relationship; hoping someone else will address the situation or that the person will somehow resolve it themselves; believing it is one-time event and not worth “making a big deal” about; not my problem]*

5. Ask each group to take 5 minutes to discuss what they observed, and report out to the larger group.

After 5 minutes, ask: How did Vicki make time to discuss? How did Ana respond?

*[Possible Responses: she took Ana aside; she asked Joe if they could talk; Vicki asked Ana what she and Rosa were talking about; she brought the situation to Ana’s attention]*

Ask:

**What did they do to explore differences?**

*[Possible Responses: she shared the team’s feelings about/reactions to the situation; Ana gave her perspective which Vicki listened to and acknowledged]*

**What did they do to encourage respect?**

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*[Possible Responses: Vicki pointed out that everyone needs to communicate and understand each other; she expressed understanding of the reason that Ana and Rosa were speaking Spanish]*

### What did they do to take responsibility?

*[Possible Responses: Ana suggested that she would do a better job of finding a way to trying not to exclude others; she offered to translate for the others whenever she spoke Spanish in a group; Vicki indicated that she would not make assumptions or jump to conclusions; she attempted to connect with Ana by speaking Spanish]*

#### 6. Summarize by saying:



Having diversity in the workforce is just the beginning. Without inclusion to support our differences involved, the result can be discouragement, impaired performance, turnover or experiences of inequality and inequity. Being inclusive is a conscious act and intention because we are most often attracted to and comfortable with those who share our similarities.

Say: With regard to speaking languages other than English, many organizations want and need people who speak different languages.

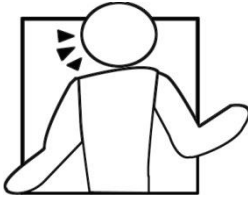
Typically, there are no organization requirements that only English can be spoken at work. In fact, there are EEO rulings and court decisions that state that employers can't keep employees from speaking other languages at work, except when there are clear job-related reasons having to do with safety, productivity and meeting legitimate requirements.

People are drawn together by their similarities and shared experiences. Ana's comment about how easy it is to communicate with someone who shares your language or how communicating complicated instructions is just easier in a person's first language are examples of this. At the same time, these expressions of cultural similarity can create misunderstandings with others who feel that they're being excluded or, worse yet, ridiculed.

It's important that we all respect the different cultures in our organization. It's also important to remember that the purpose of communicating is to create a shared understanding. So to maintain effective working relationships, we must sometimes make a special effort to include others so they won't feel excluded. For example, it's common practice in some European countries, where multiple languages are used in conducting business, for people to announce that they are going to shift to another language in order to facilitate communication. This is considered to be a respectful way of ensuring understanding and inclusion.

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7. Say: Remember these important points:



- Employees can speak languages other than English at work unless there are job-related reasons for speaking English only.
- Sharing a common language usually has more to do with commonality and ease of communication than an intent to exclude, isolate or ridicule others.
- Cross-cultural miscommunication and misunderstandings often contribute to diversity moments.

8. Ask:



In summary, now that you've seen seven different (albeit quite common) situations in the class, I'd like to ask you two more questions again:

- What does diversity mean to you?
- What does inclusion mean to you? And why is it important?

*[Facilitator Note: Jot down a few of the responses to each question on a flipchart as take-away thoughts.]*

9. Ask: Are there are any closing comments or remarks?

10. Thank the group for participating in the training.

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## Case Study: The Competitive Advantage of Diversity & Inclusion

### Attract & Retain a Diverse and Talented Workforce

Promoting diversity and inclusion helps organizations:

- Attract & retain the best talent from a wide range of sources.
- Create an environment which understands and appreciates differences.
- Establish a respectful, professional and accountable workplace.
- Develop a positive reputation in its industry and community, and among its potential hires.
- Encourage differing viewpoints to enhance problem solving & decision-making.

### Anticipate, Meet and Exceed Customer Expectations

Promoting diversity and inclusion helps organizations anticipate, meet and satisfy customer expectations. For many organizations, growth is often driven by expansion into new geographic markets or into new customer bases. Note: Use actual examples from your organization's marketing or communications department or research examples from your industry.

A well-known example is Harley Davidson whose sales dropped nearly 25% during the 2008/2009 recession. Through sophisticated customer service and market analysis, targeted outreach, and changes to approaches to sales and service, they have more than tripled sales as a result of a new focus on women, younger riders, and members of minority groups--customers who had not been a significant part of their customer base in the past. Although going after those new markets may appear easy and obvious the Harley organization had to make significant efforts and investment in order to become aware of the unique characteristics of these groups in terms of what would attract them and what would turn them off. They also needed to know how these groups felt about their product as well as the images associated with their company. Many women for example wanted a wider range of colors and more respectful treatment from sales personnel that took them seriously. Harley listened and responded in a way that exceeded sales expectations.

A diverse workforce can often provide insights and perspectives that can enable the organization to improve customer service as well as grow into new markets.

There are many examples of companies' failure to this in terms of cross cultural misunderstandings and blunders. For example, a company printed the ok finger sign on each

page of its catalog without realizing that in many parts of Latin America that gesture is considered to be obscene. It was a marketing disaster and six months of work was lost.

In another example Disney World's first European site outside of Paris encountered numerous culturally-based problems they failed to anticipate, mostly because they treated Europeans as if they were Americans. Attendance projections were miscalculated because they were based on parks and peak attendance patterns in the United States not practices in France. For example, most Europeans stayed less than the 4-5 days predicted because they viewed theme parks as day excursions not as an extended destination for vacations. Customers were unable to get wine with their meals. Disney's policy of serving no alcohol in the Park caused astonishment in a culture where a glass of wine at lunch is a given. And, Europeans tended to have fixed times for meals with more people than expected showing up at the same time resulting in exceedingly long lines and delays. By their second year of operation Euro Disney had reported losses of more than two billion dollars.

### **Innovation**

It is widely recognized that a greater number of innovative ideas and solutions are created from a group of people with different perspectives and backgrounds than from a homogeneous group whose members have similar experiences and who often act and think alike. For example, in 1999 Ford assigned 30 women engineers to redesign the Windstar minivan to make it more user friendly for their target market, women with children. This unfrequented initiative resulted increased sales due to design improvements such as square cup holders for juice boxes, reverse sensing systems that beeped to warn backing up drivers of objects in the way; sliding doors on each side that could be opened by clicks on the key fob, built-in child seats, handling similar to a car v a truck, front and rear climate and sound systems, and high safety ratings.

### **Doing the Right Thing**

Commitment to diversity and inclusion is often a commitment to fair employment practices. An inclusive environment is one in which decisions and working conditions are more likely to be free from illegal discrimination and workplace harassment, including sexual harassment, bullying and other prohibited behaviors.

*[Facilitator Note: Reference the organization's core values and diversity and inclusion policy, as appropriate.]*

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## Suggestions for Additional Training in Diversity & Inclusion

If you like the program, **Diversity 101™**, and are looking for complementary materials, check out these other training programs produced by Sollah Interactive ([www.sollah.com](http://www.sollah.com)).

### **M.E.E.T.: Breaking New Ground.™ Respect and Inclusion in the Workplace**

This new program (based on the international best-selling M.E.E.T. on *Common Ground*) will provide your employees with the tools they need to understand and manage their behavior as it relates to others in the workplace. This program uses highly relevant and realistic video scenarios involving common situations, such as inappropriate expressions and jokes, unconscious biases and gossip.

### **Just Be F.A.I.R.™: A Practical Approach to Diversity in the Workplace**

It's one thing to talk about diversity and fairness in the workplace; it's another to grapple with issues day-to-day, face-to-face. The F.A.I.R. approach (Feedback, Assistance, Inclusion and Respect) equips employees at every level to broaden their definition of diversity and build positive, productive relationships. Powerful scenarios demonstrate what to say and do when cultural differences impact jobs and working relationships.

### **We Need to M.E.E.T.™: Managing for Respect in the Workplace**

Creating and maintaining a respectful work environment begins with managers. Success depends on their ability to recognize, respond to and resolve issues between employees. This program offers a version of M.E.E.T. targeted to managers and supervisors. The focus is on the legal and organizational responsibilities managers have in establishing a respectful and inclusive working environment.

### **Generations: M.E.E.T. for Respect in the Workplace™**

With workers from four generations now active in the workforce, the potential for misunderstanding, frustration and conflict puts increasing pressure on productivity. To turn that challenge into a competitive advantage, this program applies the M.E.E.T. approach to the complexities of effectively working in and managing a multigenerational workforce.

Employees and managers gain insights, strategies and skills that help minimize generational conflict and strengthen collaboration.

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