



**MISSOURI DEPARTMENT OF CORRECTIONS
TRAINING ACADEMY
LESSON PLAN**

COURSE TITLE:	Basic Training
CLASS TITLE:	Organizational Diversity -- People, Perspectives, Progress
MODULE TITLE:	Organizational Diversity -- People, Perspectives, Progress

PROGRAM OVERVIEW

Organizational diversity is an element of the workforce that can provide opportunity for valuing the differences everyone brings to the workplace. In this class, participants will work in small groups and individually to discuss and address possible biases and preconceived ideas about diversity to build a competent and unified work force.

PARAMETERS

Date: April 2007

Credit Hours: 6

Target Audience: All New Staff

Number of Participants: Varies

Required Training Space: Large Classroom

PERFORMANCE OBJECTIVES

EVALUATION TECHNIQUE

At the conclusion of this lesson, participants will:

1. Using perceived organizational biases, analyze the source and determine its legitimacy.
2. During a multi-cultural group project, demonstrate the benefit of diversity to the final product;
3. Using the information provided, individually recognize and reflect upon cross-cultural hooks; and
4. Acting as a diversity change agent, analyze a situation and determine the appropriate action.

Evaluation techniques utilized by the trainer(s) to determine if the performance objectives have been met.

1. Participant Feedback
2. Trainer Observation
3. Written Test

REQUIRED MATERIALS/EQUIPMENT/SUPPLIES/NEEDED

	<i>Overheads</i>	X	<i>Projector Screen</i>
	<i>Overhead Projector</i>	X	<i>Computer & LCD</i>
X	<i>Slide Show</i>	X	<i>Television(s)</i>
X	<i>VCR/DVD Player</i>		<i>Video Camera</i>
X	<i>Posters</i>		<i>Masking Tape</i>
X	<i>Markers</i>	X	<i>Easel Pads & Stands</i>

Videotapes/DVDs:

FrontLine – Jane Elliott – Blue Eyes, Brown Eyes

Other:

Display photos, posters and other historical documents around classroom for students to consider throughout the day. Items to be displayed include pictures of civil rights era events, and digital copies of other historical documents from the National Archives (online: <http://www.archives.gov>), also available in the lesson plan folder for this block of instruction.

Paperclips for activity (one per group)

Handout of Defined Roles for the Multicultural Group activity (should be one set per group). This should be cut so that only one role is on the paper.

STUDENT HANDOUTS**Title:**

Basic Training Manual (includes Department of Corrections Procedures D2-7.1 Diversity Recognition and Celebrations; D2-10.2 Affirmative Action Plan; D2-10.3 Equal Employment Opportunity.)

INSTRUCTIONAL STRATEGIES

Lecturette, group discussion and interaction, personal reflection opportunities, brainstorming

REFERENCE(S)

The following books and / or materials were used as a basis for this lesson plan. The instructor should be familiar with the material in these reference documents to effectively present this module.

TITLE

TITLE

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Missouri Department of Corrections Procedure
Department of Corrections Procedures D2-7.1
Diversity Recognition and Celebrations; D2-
10.2 Affirmative Action Plan; D2-10.3 Equal
Employment Opportunity 2. State of Missouri – Department of Corrections
Trainer’s Guide: Managing Diversity (In-
service Program guide) 3. Materials taken from The Managing Diversity
Survival Guide, Lee Gardenswart and Anita
Rowe, 1994 | <ol style="list-style-type: none"> 4. Materials adapted from Professional
Development Group, Inc. 5. Workforce America! Managing Employee
Diversity As a Vital Resource, Marilyn Loden &
Judy B. Rosener. Business One Irwin;
Homewood, Illinois 1991 |
|---|---|

Prerequisite Training/Certification: None

Curriculum Prepared by: David Nelson, Corrections Training Officer

Curriculum Content Approved by: Rosie Shelton, HRO

Date Approved

Curriculum Design Approved by: Linda Dunbar, Curriculum Design Specialist

Date Approved

Original/Revision Date

Design Notes:

Original Date: May 1999

V. Robinson Company

Revision Date: April 2007

David Nelson, Western Region Training Center

Revision Date:

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ANTICIPATORY SET

Welcome to this session. Today we'll look at the definition of diversity and how it affects the workplace.

My role today will be that of a facilitator and not an expert. My role is not to lecture but to lead the discussion and share the key learnings. Everyone in the room brings a different perspective. We'll learn the most by listening open-mindedly to the expertise that's here in the room.

Diversity sessions are different than other kinds of workshops and training. The goal of this session is not to necessarily change deep-rooted attitudes. It is intended to provide information and skills that lead to a greater understanding of co-workers, customers, and offenders.

Change is a long-term process and takes longer than a one day training session. It requires commitment from the organization and its employees. We need to recognize today that we are all in different places of understanding diversity issues. Some may be very familiar with the concepts and for others the information may be brand new.

Our primary goals for today are to increase awareness of differences and similarities and to learn skills that allow everyone to be effective in the organization. We are going to discuss how we can assimilate within the workforce to reach a common goal. In our business, the goal remains: safety and security. In the corrections' environment that will never change. Just as 'firm, fair and consistent' are the mantra that every Missouri Corrections staff can recite, we should also be just as aware that 'might' doesn't necessarily always make 'right'. We'll be looking at the relevance of managing diversity and how it impacts the Department of Corrections' ability to succeed.

During discussions on diversity, we will have the opportunity to communicate with one another in small groups and as a whole group about potentially emotional issues. Ground rules should facilitate our efforts to communicate productively so that all members are assured of being heard and respected whether others agree with what they say or not.

Brainstorm

In any training program but particularly a diversity program it is important to set ground rules that everyone can abide by. For the next 5 minutes you will have to opportunity to compile the list of ground rules for this class. In your small groups come up with at least 5 ground rules that you feel will be



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especially pertinent to a class on diversity. Post these on the easel paper at your tables. After all groups report out, there will be one combined list.

Note to Trainer: As the groups report their rules, combine into one list after everyone agrees they can abide by it. If you want, have each participant initial the combine list. Post the list so it can be referred to throughout the day if needed. Encourage the group to point out violators throughout the day. The following is a list of ground rules that should be incorporated in the list if not mentioned by the groups.

Ground Rules

Use Anonymous Examples - Respect others by not identifying individuals when you share experiences about work.

Confidentiality - When you share with others back on the job, refrain from attributing remarks to specific participants in this session.

Resist Taking Offense - We are here to share our thoughts, opinions and feelings, and to hear others' views, beliefs and perceptions. We do not have to agree with one another. If someone should question your views, take the opportunity to educate them about the issue from your viewpoint.

Speak for Yourself - Use 'I', not 'we' or 'they'. If you want an issue addressed, bring it up.

Active Participation - Your willingness to involve yourself in the exercises and discussions will not only enhance your learning and awareness, but also the development of the other participants.

Listening - Paraphrase to be certain that you understand - especially if you disagree. Refrain from interrupting or shouting over others. Make every effort to have your views heard, but encourage others to take their turn as well.

Be aware of your own comfort zone - As issues arise, feel free to set your own boundaries regarding the sharing of your personal beliefs and feelings.

Be open enough to gain a new perspective - Allow yourself the privilege of gaining new understanding about the people who share our world.

Ask participants: Of these 'ground rules' --

1. Which will be the most important for our group?
2. Which will be the most difficult to follow?

Note to Trainer: The answers to these two questions may well be the key to a successful training! The objective is to generate a consensus of agreement among participants that all the ground rules are important, to create participant buy-in and agreement to all the rules, even when we have difficulty adhering to some.



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The more we share, the better our session today will be. I encourage your participation even if you think your opinion may be unique. As always, it remains acceptable to disagree, as long as our disagreement doesn't dislodge the process of gathering knowledge that we came here today to obtain. Everyone has a right to his or her own point of view. Hopefully with the ground rules in place this openness can occur. We may even reach a point where some may have to stop, simply 'agree to disagree' on a specific point and move on. That is what managing diversity is all about. If necessary, we can go back periodically today and remind ourselves of these rules, and the fact that we each agreed upon them.

In this way, our group can support an environment where people feel equally comfortable sharing information and disagreeing.

Let's take a look at our performance objectives and what we are going to try to accomplish today:

1. Using perceived organizational biases, analyze the source and determine its legitimacy.
2. During a multi-cultural group project, demonstrate the benefit of diversity to the final product;
3. Using the information provided, individually recognize and reflect upon cross-cultural hooks; and
4. Acting as a diversity change agent, analyze a situation and determine the appropriate action.

INSTRUCTIONAL INPUT

Brainstorm

Before we get started we need to ensure everyone has a good working definition of what diversity is. Take 5 minutes and in your small groups come up with one or two word phrases for each letter in "DIVERSITY GAME" that relates to diversity in the workforce using the letters in the words. You can write them on your group's easel pad. Select a spokesperson to present your lists.

Note to Trainer: On an easel pad write the words DIVERSITY GAME vertically down the left side to illustrate. Provide examples if groups struggle with a letter. Ex. D=disability, different styles; I=individuals, intelligence; V=varying, various, variety; E=education, economic status; R=race, religion; S=sexual orientation, social class, similarities; L=individuals, intelligence; T=thought processes, team efforts, traits; Y=youth, years; G=gender, geographical origins; A=Age difference; M=multicultural; E= education, economic status



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Many of you came up with similar words and all describe some aspect of diversity. The lists you provided illustrates effectively the differences and similarities that can be found in society as well as the Department of Corrections. Combining all this together can provide the working definition of diversity that we will be referring to throughout the day.

Definition – The diversity of a population or workforce refers to.... The collective mixture of differences *and* similarities among all individuals represented.

Processing Questions

Diversity issues always center around two main themes: behavior and attitude. Realizing that many factors shape the human existence, our goal today is not to change attitude, but to address the behavior brought out by that attitude. All employees are responsible for behavior in the workplace that supports the ability of others to be effective. By increasing our awareness of differences we can avoid the pitfalls of the adage: 'behavior ignored is behavior condoned.'

GUIDED PRACTICE

We are the same.... We are different...?

This is the second week of training and you are familiar with most of the people in the class. To give you the opportunity to interact with someone maybe you haven't yet, you will be put with a partner for this next exercise.

Part #1 - Divide the class into dyads. Using page ____ in the student guide, interview your partner and determine at least twelve (12) things the two of you have in common. List those things at the top half of the chart on page _____. Allow participants 5 minutes to generate list of commonalities. You can refer to the diversity game topics if you get lost for ideas.

Note to Trainer: Have the pairs read their commonalities to the entire class. Encourage participation by other groups, as well, by soliciting quickest commonality noted? And oddest commonality noted?

Part #2 – Using the same partner; determine twelve (12) differences between each of you. List these differences on the bottom half of the page. Allow participants 5 minutes to determine list of differences.

Ask Participants: Was it more difficult to determine things you had in common with your partner, or things that were different?

Possible answers: common / different



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Ask Participants: Why do you think that was?

Possible Answers: varied responses

Ask Participants: What was something you had in common that you did not anticipate?

Possible answers: varied responses

Ask Participants: How did your perspectives of your partner change as you noted the differences from when you were focusing on the similarities?

Possible answers: varied responses

Conflicts can emerge in our workplace when differences are handled inappropriately. For every single difference you noted, there is a potential for conflict. Yet for every commonality there is equal potential for agreement and conflict resolution.

By looking for commonalities it is easiest to work toward shared goals and objectives. **The core commonality of each of us is our desire for the Department of Corrections to succeed.** For some of you, this may be the only commonality you have with each other. There will always be differences. By managing diversity, we can discover areas of commonality that can enable us to better understand and work with the differences that exist among us.

INSTRUCTIONAL INPUT

In this last exercise, many of you noted characteristics that you can see with your eyes that are similar or different, and some even noted characteristics that you had to dig deeper to determine. Both these obvious characteristics and the deeper ones are elements of diversity.

Ask participants: What two kinds of differences usually come to mind when we think of the term diversity?

Correct response: Race and Gender

Thinking Diversity

In actuality, diversity is much broader than race and gender. Diversity relates to all kinds of differences. People may be different in age, education, marital status, communication styles, cultural background (city vs. rural), work styles, lifestyles, political views, geographical origin and personalities. All these make up the elements referenced by the term 'diversity'.



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Diversity is anything that makes one person different from another. It is the collective mixture of differences and similarities among everyone. Managing diversity doesn't mean we ignore differences and focus only on similarities. It means we recognize differences and embrace the differences everyone brings with them. **Remember our definition – diversity refers to the collective mixture of differences and similarities among all individuals represented.**

Managing diversity does not mean we embrace those differences and make them part of our own. This is as important as recognizing the differences between sympathy and empathy! We may never agree with a co-worker about their religious practices. Nor do we have to. By managing diversity, however, we look for ways to continue to work together and be productive in spite of our differing views on religion.

Managing means we do not allow these differences to impede our ability to work together, or that we impede someone else's ability to contribute to the Department of Corrections.

This point is perhaps best emphasized by the children's book, "The Crayon Box that Talked," (Random House, by Shane Derolf and Michael Letzig). In this poignant story, children learn of a box of crayons, which developed a dislike for their neighbors because of their separate colors. Elementary school teachers have developed lesson plans asking the children to draw a picture using one crayon provided by the teacher. The children are then asked to draw a picture using all the crayons in the box, the students are then asked to compare the pictures and decide which one they like better. The point being, the desirous picture has elements of all the colors in it, not just one.

Our work place in the Department of Corrections is the same. What a boring place indeed for all of us to be the same. Just as with the crayons, we each have something significant to bring to the workplace. By recognizing and capitalizing on those individualities, we will be managing diversity.

A diversity change agent understands the necessity for change and is committed to being a conduit for that change to occur.

This means that we must first understand our own personal work in the area of diversity, and then modeling appropriate behaviors and challenging inappropriate behaviors. Each of us must decide what we are comfortable with.

We are going to watch a video that illustrates one person who acted as a change agent within the established organization. Realize that although



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what she did was reactive to a turbulent time in America, her reaction was also very proactive by setting in place standards that would be in place for generations in her small town in Iowa.

Show Video

NOTE TO TRAINER: Show the first **20 Minutes** of the Frontline film on Jane Elliott and the blue eyes, brown eyes experiment. Stop the film at the conclusion of the experiment with her students, and what her findings/decisions were.

Ask Participants: What are some of the things that stood out for you in the video?

Possible Responses: People tend to live up to, or down to, other's expectations; prejudice is learned behavior; learning can be impacted by stress; all are susceptible to some level of prejudice

Ask Participants: How do you think adults would respond in similar circumstances?

Possible Responses: differently, the same, don't know

This video illustrated how labeling things in and around our environment can affect how we differentiate things and how we perceive those things in our environment. Labels can be informative and necessary. They can also be damaging and hurtful.

Many of us are aware of the national debate that rages on the use of appropriate mascots at the high school, college, and professional levels of sports. In some cases, those school names and mascots were intended as tributes to the culture they represent. Rarely was the use of hatred or degradation intended.

As mentioned earlier, we may all be in a different place when it comes to understanding diversity and diversity concept. Let's take a look at the terminology we may encounter in the diverse workforce. Although we can't determine an all-inclusive list, let's take a look at some of the following terms, and their place in today's society. While your manual has many, let's just address several at this time.

Note to Trainer: The manual will list all of the following but for this training just discuss and clarify assimilation; bias; denial and prejudice.

Assimilation

Assimilation is different from managing diversity. Assimilation allows differences to enter the workplace *but then requires that those who bring the difference change* or assimilate into the culture that already exists. The



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newcomers are expected to adapt so they “fit” with the established culture of the organization. The burden of making the changes falls on the newcomers.

In contrast, by managing diversity, we allow differences to enter the workplace and we co-exist with our differences. Everyone is therefore responsible. By managing diversity, we allow those with differences to co-exist while maintaining their own individual beliefs.

Bias

We all have biases. You may have a bias toward a specific college, a specific career field, or a specific part of the city. Biases may be based on fact, fiction or a little of both.

For example you may have a bias toward living in a particular part of the country because you enjoy living there, because you are unfamiliar with the rest of the country or because of things you have heard about other areas.

The bias may be due to a lack of knowledge and familiarity or due to receiving incorrect information.

Denial

Denial of differences relates to denying that differences exist or that they are relevant for employees to feel productive in the workplace. *Denial may come from a lack of understanding that issues exist for others.* This a method of colluding that attempts to negate the existence of a problem, despite compelling evidence to the contrary.

Prejudice

Like biases, we all have prejudices. We all have opinions, attitudes and feelings that are formed without adequate knowledge. Many of these feelings were formed in childhood or adolescence. Prejudice is often formed from assumptions. These feelings may have been formed as a result of thinks we have heard or one experience we have had with one member of a group that we then attribute to the entire group.

Prejudices can exist within an organization. For example, the potential exists for prejudices to surface about a particular agency location, department, tenure, or work function.

Note to Trainer: The following definitions are in the student’s manual and do not need to be discussed.

Ageism

Although age discrimination is prohibited in the workplace, our cultural preoccupation with youth results in attitudes, behaviors and policies that keep older people invisible and undervalued.



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Assimilation – discussed in input

Baby Boomers

Persons born between 1946 and 1964. Baby Boomers have consistently been a dominant force in our society. From the growth in the number of elementary schools to the burgeoning of colleges in the 60's and 70's, boomers have left their mark. Now numbering 76 million, they constitute one-third of the U.S. population.

Benchmarking

A benchmark is a standard of comparison or a reference point. Benchmarking is the search for best practices that will lead to superior performance.

Bias – discussed in input

Childcare

Childcare is a family, social, political, business issue. Companies that have innovative policies on childcare and family-friendly benefits say they are not motivated by benevolence; their programs make good business sense. Avoid treating childcare as a women's issue.

Denial – discussed in input

Diversity

Diversity refers to the collective mixture of the workforce. It focuses on differences and similarities and is all-inclusive.

Ethnicity

Refers to a ethnic characteristic or background. Ethnic refers to a sizable group of people sharing a common and distinctive racial, national, religious, linguistic or cultural heritage.

Generation X or X-er's

This is the generation of persons born between 1965 and 1981. As the X'ers are beginning to enter the workplace, clashes are occurring between their style of management and that of Baby Boomers.

Generation Y

Consists of the persons born during the ten years following the Baby Boom. The Generation Y cohort has only half as many members as its Boomer predecessors. This period of lower birth rates has led to a decline in the number of 16-24 year olds, who are relied on by many organizations for filling entry-level positions.

Glass Ceiling

The glass ceiling is a symbol of all the barriers, overt and covert, that corporate, industry, military, and professional women keep banging their heads against. According to corporate research firm Catalyst, 80% of CEO's admit that male managers stereotype and discriminate against women employees. Women are excluded from the men's communication network. Where men who are still more comfortable with other men can maintain the status quo, women find it difficult to find mentors and role models. They are often harassed and must deal with stereotypical language and sexism.

Handicapped

Person with a disability. Good example of correct usage: The 1990 Americans with Disabilities Act. Do not use "handicapped" as a noun or adjective referring to any of the 43 million Americans with disabilities. The difference between a "disability" and a "handicap" is



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crucial: A disability is a condition; a handicap is an obstacle. Use “handicap” to describe a situation or barrier imposed by society, the environment or oneself. Use “disability” for a functional limitation that interferes with a person’s ability to walk, hear, talk, learn, etc.

Inclusive Language

Language that includes everyone. Nobody hears or reads it and asks, “Where am I in all that?” Inclusive language may contain sex-specific words, but they will be used in ways that are unbiased, balanced, and gender-fair (as opposed to gender-free).

Managing Diversity

A process to create an environment that utilizes and empowers our employees to achieve their full potential, to successfully reach our goals and to serve the needs of our constituents.

Organizational Culture

Each organization has an identifiable culture of its own, in the same way that a society or nation has an identifiable culture. A culture is the collection of shared values, ideologies, and beliefs of its members.

Prejudice – discussed in input

Pre-prejudice

Beginning ideas and feelings in very young children may develop into real prejudice through reinforcement by prevailing societal biases. Pre-prejudice may be misconceptions based on young children’s limited experience and developmental level, or it may consist of imitations of adult behavior. More serious forms are behaviors that indicate discomfort, fear or rejection of differences.

Power

As defined by Rosabeth Moss Kanter in “Men and Women of the Corporation” (Kanter, 1977), power is the ability to mobilize resources. When you mobilize resources you depend less on your power of position, gained through your job title and credentials, and more on your personal power (your skill in influencing others to act, even without formal authority). You use your power to enable others to act with creativity and authority.

R. Roosevelt Thomas, Jr.

America’s leading spokesperson on managing diversity. He is founder and president of The American Institute for Managing Diversity, which was founded in 1983.

Racism

Any attitude, action or institutional practice backed up by institutional power that subordinates people because of their color. This includes the imposition of one ethnic group’s culture in such a way as to withhold respect for, to demean, or to destroy the cultures of other races.

Sexism

Any attitude, action or institutional practice backed up by institutional power that subordinates people because of their sex.

Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a nature which constitute harassment when:

1) Submission to the conduct is either explicitly or implicitly term or condition of an individual’s employment



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- 2) Submission to or rejection of such conduct by an individual is used as the basis for employment decision affecting that individual; and/or
- 3) Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

Conduct that creates an intimidating, hostile, or offensive work environment is illegal.

Understand Differences

Work to help employees understand each other better. It has been effective in reducing social conflict. No organizational change is involved and there is no impact beyond the understanding.

Valuing Differences

Is designed to encourage awareness of and respect for diversity within the workplace. Valuing differences is geared to the individual and interpersonal levels. The object is to enhance interpersonal relationships among individuals and to minimize blatant expressions of racism and sexism.

Some of you have worked for the department just for a couple of weeks, some of you it has been a little longer. Let's look at the prejudices you may have had before your employment and since your employment with the department.

GUIDED PRACTICE

Identifying Source of DOC Prejudices

Part 1 -- In your small groups, think about what you thought about the Department of Corrections before you were hired (positives and negatives). Discuss where these prejudices may have originated from and note if it was from a factual source or possibly a prejudicial source.

Part 2 – Thinking about your experiences since your employment began. What prejudices do you have about the department now? And again decide if you have found this from a factual source, a possibly prejudicial source or another source. You will have 10 minutes for each part of this exercise. You can select one or two spokespersons to report to the rest of the class.

Responses will vary.

Note to Trainer: Acknowledge all thoughts and lead the discussion to the realization that it is up to everyone to come to their own conclusions and not rely on outside sources.

Ask Participants: Thinking back to the prejudices that you listed that were possibly from a prejudicial source, why did you think we have a tendency to believe these sorts of things?



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Possible Responses: If you hear something over and over – you think it MUST be true; it fits within our perception of what we believe prisons to be like

Ask Participants: What perpetuates the prejudices people have about the Department of Corrections?

Possible Responses: The media showing the negatives only; movies; unprofessional staff

The Department has made great strides in this area. More often now you do read newspaper accounts of good things happening within the department. The restorative justice program provides many things to the community (ex. remake of bicycles for kids; revamping computers for schools; staff involvement in the Polar Bear plunge; charitable campaign, etc.) The Department's image and hopefully people's prejudices are changing.

INSTRUCTIONAL INPUT

Gaining Understanding

As things change, albeit very slowly at times it is beneficial to understand what has taken place in the world and we can see there has been definite improvements in all aspects of diversity.

There is some historical data listed in your manuals that provides insight into other significant events surrounding diversity. A debate as to the legitimacy of these issues is not the purpose of them being listed there. This information is provided as an example of other issues about diversity. There is no doubt that all the following issues impacted where America is now. Each of these time periods was tumultuous. There are still struggles to overcome, most recent are the immigration issues, Arab-American issues, and gay and lesbian rights issues. And ten years from now there will probably be different issues we have not heard of yet.

Note to Trainer: These are to be reviewed briefly.

The Civil Rights Movement - Fundamental changes redefined:

- where minorities could work, reside and go to school
- how they could be treated
- whom they could marry
- what they could realistically aspire to

The Women's Movement - At the turn of the century, employment options for women were:



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- teaching
- secretarial work
- nursing
- service jobs (maids, nannies, waitresses)
- unskilled labor (agriculture, telephone)
- companies, textiles

Gay and Lesbian Rights Movement:

- laws against homosexuality made membership into organizations a problem
- by 1968 there were nearly 50 gay organizations across the country
- 1979 march on Washington
- President Clinton's pledge to remove the ban on homosexual men and women in the armed forces

Immigration:

- Currently, about half of all new legal immigrants to the U.S. are Asians
- Asian-Americans constitute 11% of the students at Harvard, 10% at Princeton, 16% at Stanford, 21% at MIT, and 25% at University of California at Berkeley
- During the 1980's, the U.S. received more legal immigrants than any other time since the beginning of the century
- Nationally, Hispanics account for nearly half the working-age immigrant population

Demographics:

- The most rapidly growing segment of the nation is individuals over 65
- Baby Boomers (1946-1964) now have grown children and grandchildren
- Baby Busters are now entering the work force
- Employer-employee relations have changed

Globalization:

- It is difficult to "Buy American"
- Competition is no longer domestic only; it is worldwide
- Companies must devise marketing strategies that consider how other cultures respond to products and advertising
- Companies must recruit talented employees regardless of color, gender or creed
- Interacting with only one group/culture is not possible

With the ease of travel and modes of transportation, we easily come in contact with many groups of people from various cultures. We need to



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remember that because someone may be part of a group or from a different culture doesn't mean they are also part of an extremist sect from that group. There is often fear or misunderstanding with cultures with which we are not familiar.

Ask Participants: What are some examples of misunderstandings that may occur due to unfamiliarity with a culture of group that is different from yours.

Possible Response: The war against terror has us on edge about the middle easterners, ex. Arab Americans; Japanese Americans during WWII were sent to camps due to American fear; African Americans are part of the Black Panthers and; juveniles that walk the streets/malls must be looking for trouble; long haired motorcycle riders must be part of a gang; someone covered in tattoos and body piercings – must have a drug addiction.

All of this reflects the changes that have occurred and are still occurring. It is important to realize that managing diversity is all about gaining an understanding of others. We don't have to agree with every position. But by gaining this understanding we can become better team members, managers and employees. Understanding each other allows us to work more cohesively as a team, thereby allowing us to work together to accomplish the goals of the organization. **That one commonality we all share.**

Diversity Concepts – Important Distinctions

Two other key topics to any diversity discussion are: Equal Employment Opportunity (EEO) and Affirmative Action. It is a misperception that managing diversity is the same as equal employment or affirmative action. It is as incorrect as assuming that any of these terms meant quotas. Knowledge about both of these terms, and what they entail is important for the proper management of diversity.

Equal Employment Opportunity (EEO)

In a nutshell EEO is government mandated. It is the law.

Equal Employment Opportunity (EEO)

- The law
- Aimed at preventing future discrimination
- Congress made it law in 1964 by passing the Civil Rights Act
- Requires that employers make all employment decisions without regard to any individual's race, color, religion, sex or national origin
- Related laws have expanded the coverage to include age, disability status, being a disabled veteran or being a veteran of the Vietnam War



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Affirmative Action

Affirmative Action was created to correct discriminatory hiring and promotion practices. It is organizationally driven. It focuses on numbers that **enter** the organization vs. the environment of the organization people enter.

Affirmative action attempts to make up for past practices of discriminatory hiring and promotion practices.

- A tool (not a law)
- It is an attempt to make up for past discrimination
- A plan to actively recruit, develop and promote individuals from groups previously discriminated against in employment
- Affirmative action does not equal quotas

Managing diversity focuses on not only hiring and promotion practices, but also the kinds of environment people enter and work within. It focuses on how diversity can be used as a competitive business strategy by allowing everyone in the organization to contribute to his or her fullest ability. It means considering practices and policies that allow this process to take place.

Managing diversity addresses all types of diversity – it is about maximizing the contributions of all employees. We used to train on *valuing differences* but managing diversity takes that to another level.

Beyond the **law** preventing discrimination (EEO) and the **tool** for making up for past discrimination (AA) there are still the thoughts and feelings that influence or activate behavior. There is a chart in your manual that reveals the limitations of EEC and AA and provides a brief description of the characteristics of two important concepts – *Valuing Differences* and *Embracing/Managing Diversity*.

EEO and Affirmative Action	Valuing Differences	Embracing/Managing Diversity
A focus on numbers	A focus on Attitudes	A focus on Action
The law and a tool	A moral imperative	A Productive Business Strategy
Corrective	Inclusive	Practical
Assimilation	Diversity	Fusion
Increases Opportunities and Access	Changes Mindset, Attitudes, and Organizational Climate	Changes System Procedures

While the EEO and AA were needed to focus on these issues, without going forward to managing diversity the goals of the Department could not be achieved.



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Let's do an exercise that can demonstrate the impact living and working in a diverse organization can have on productivity.

GUIDED PRACTICE

Place a large paper clip in the middle of each group's table so that each participant can see it. Give participants two minutes to come up with as many uses as possible for the paper clip. Encourage participants to be as creative as possible. After the time is up, ask groups to share their lists.

The outcome of this exercise is usually that the group with the most diverse members comes up with the most uses of the paper clip. In our organizations, if we have teams where everyone looks the same, has similar life experiences and backgrounds and thinks the same, we are really limiting ourselves in the terms of creativity and marketing opportunities. The more diverse the team, the more diverse its ideas and outcomes will be.

Ask Participants: How did your team benefit from the diversity within your groups.

Possible Response: Will vary

Ask Participants: Why is diversity good for business?

Possible Response: Everyone brings different talents, creativity and past experiences that will provide an energized and productive pool of employees.

Many times when we think of diversity we think only of race, sex or religion. From an organizational perspective, there are other diversity issues to consider. We will look at these now in the form of the Diversity Wheel.

INSTRUCTIONAL INPUT

Dimensions of Diversity: All the Ways We Are Different

In your manual there is a diagram – The Diversity Wheel – that illustrates to four layers of diversity. As we discussed earlier, we have many dimensions of diversity present in our organization. As we review the Diversity Wheel, let's look at the different layers of Diversity.

The first innermost part of the wheel is, **PERSONALITY**. Personality is the culmination of all the influences from the other parts of the wheel. Personality is the innately unique aspect of each individual that determines that person's particular style.



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The second layer of the wheel, **INTERNAL DIMENSIONS**, or characteristics, are those over which we have little or no control, such as:

- Age
- Gender
- Sexual orientation
- Physical ability
- Ethnicity
- Race

The third layer, **EXTERNAL DIMENSIONS**, are those that we have more control over, and are more related to lifestyles issues. These include:

- Geographic location
- Income
- Personal habits
- Recreational Habits
- Religion
- Educational Background
- Work Experience
- Appearance
- Parental Status
- Marital Status

Ask Participants: With all these characteristics to be considered, how likely is it that you could ever meet more than one or two people with the very same characteristics?

Possible Response: not likely

So we have internal and external dimensions that are all different and then add to that the complexities and differences of the fourth and final layer, **ORGANIZATIONAL DIMENSIONS** and the differences grow. The organization dimensions are the characteristics related to organization affiliation or classification. These include:

- Functional Level/Classification
- Work Content/Field
- Division/Department/Unit/Group
- Seniority
- Work Location
- Union Affiliation
- Management status

So, another layer of differences! There is no way to monitor all the possible differences. Again it goes back to the common goal for the department,



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“safety and security” and keeping that in the forefront of our interactions and communications within the department as we work towards that as a team.

Multicultural Team Building

We have all these different dimensions trying to work together in the department. Gaining cooperation among people is critical to all team effectiveness, and dealing with a diverse work force requires special knowledge and sensitivity. It is important to remember that each culture has values and communication styles that may make a significant difference.

Teams are distinguished from groups by their very nature. While groups are only bodies of people, teams are created to accomplish certain objectives, utilizing available resources in a methodical manner.

Note to Trainer: As trainer asked the following questions, the trainer should write the responses on easel paper.

Ask Participants: What are some words that describe a “team”.

Possible Responses: cooperative, collaborative, common goal, consensus building, interactive, organized; sharing; supportive

Ask Participants: What are some words that describe a “group”.

Possible Responses: People in a room; no common purpose; all looking out for what’s best for themselves

Ask Participants: What are the advantages to a team over a group.

Possible Responses: Support to accomplish the goal; give and take of ideas; respect for each other is maintained.

A definition of a group then is – a unit formed by a body of people gathered together.

The definition of a team is – a unit created to accomplish certain objectives in an efficient way and utilizes available resources in a methodical manner.

I want you to keep this in mind as we go through out next activity.

GUIDED PRACTICE

Note to Trainer: Set up the role play by dividing into groups of five to seven, depending on the number of participants. Refer the participants to the manual with the instructions for “Task Assignment for Multicultural Groups”.



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In your manuals read the instructions for this activity.

Manual section:

Instructions: Task Assignment for Multicultural Group

You are the personnel club for your work site. Your task is to plan the annual picnic for your site. You have been notified that if your plan can be in the hands of the caterer by tomorrow at 8:00 am, they will handle the order and take care of all necessary details at no additional charge.

However, your plan must be so clear that they will be able to proceed immediately without any phone calls or questions.

What is needed are specific instructions on who will be invited, the kind of food and how it will be arranged and served. You must also decide how the party will be paid for and where and when it should be held. In addition, you must set up the games and activities as well as choosing the prizes.

You have no instructions other than the above, and the group must proceed entirely by itself.

Your description, either in words, charts, or diagrams has to be perfectly clear and easy to understand. You will be provided with: a large sheet of paper and markers.

You each will have a role to play and to adhere to at all times. There is no assigned leader. You have 10 minutes to accomplish the assignment.

If you finish the task before the allotted time, use the remaining time to design a special poster for the party.

After you have read the assignment you will be provided your roles. Remember, do not discuss your role with the others, but adhere to it throughout this activity. You will have a minute to read your role. You will have 10 minutes to complete your planning of the picnic.

Note to Trainer: Below are role assignments. Have each role on a single sheet of paper. On a random basis, hand out as many different role assignments as there are people in a group, beginning with Assignment A, that is, a group of 7 will use all Assignments A through G. **MAKE SURE THAT NO MEMBER OF A GROUP KNOWS THE ROLE ASSIGNMENT OF ANY OTHER MEMBER.** If there are not 7 people in a group, the observer role can be deleted and the group will select someone after the activity to report out. Allow the group members a minute to think about their role and then they are to begin the task of planning the picnic.

Role Assignments

Role A – The Individualist

You personally enjoy challenging projects and especially the feeling of freedom with working alone. You appreciate the ability to achieve independent success and enjoy receiving immediate reward for your accomplishments.

- Personal time is as important as working time. You respect initiative and individual decision-making and don't hesitate to show it.



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- A feeling of belonging to a group is not as important as the positive feeling which comes from personal achievement.
- Do not be too obvious, but try to influence the group to work independently as the task begins. There is no assigned group leader.

Role B – The Group Oriented Member

- You like shared work and group consensus decision making, and believe strongly that the group has precedence over the individual.
- You honor your elders even in committee meetings, and think in terms of long term goals that would benefit the department.
- You are concerned about the public image of the department and are aware that decisions made in this task group may hurt that image.

You would like the group to work together on the project and end up with a product that represents a consensus of the group and not simply a sum of the individual ideas.

Role C – The Uncertainty Avider

- Your desire for advancement is not as great as that of those around you and you do not necessarily appreciate the way others push. You go out of your way to avoid conflict.
- You are tolerant of ambiguity and like to have every detail spelled out. You prefer consensus decision-making and constantly request it.

You live with high levels of anxiety. You feel that personal success is not as important as personal security. You are resistant to change and unwilling to take risks.

Role D – The Leader Needer

- You need strong leadership, someone to tell you what to do, and are willing for leaders to enjoy special privileges.
- You are uncomfortable with a consultative management style, and feel that law and rules are different for supervisors and subordinates.
- You want a leader to emerge and continually bring this up, repeatedly asking the other how they could possible work without a leader.

Do not be too obvious, but keep trying to influence others to take over leadership of the group.

Role E – The Achiever

- You want to be successful, believe that competition leads to results, even if it means conflict within the group because the relationships in the group are not important to you. You don't mind pushing the group to work harder.

- Try to have the men dominate the decision making process, while discouraging the women. Look for any impracticalities you see in the plan and be critical of them,

Do not be too obvious, but try to influence the group to arrange the best picnic within the time limit. As the task begins, there is no assigned group leader.

Role F – The Nurturing Member

- You need to have good relationships with your group above all else. You place less emphasis on individual performance than on group activity, avoiding competition within the group.
- You need a great deal of attention, always seeking smiles and approval from the group members. You want them to like you and complement you and your contribution to the group.



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Role G – The Observer (the observer will be a discussion leader after the task is finished.)

- During the first half of the task, there is not assigned group leader. You are to observe the leaderless group activity and note what is going on.
- Tell the group that you are an observer and will not say or do anything during the task. Observe and make notes on what type of leadership and skills the group needs. This information will be used in the conclusion.

Note to Trainer: After the 10 minutes are over, have the observer (or the selected reporter if not an observer) discuss the following questions of their small group. They will have 10 minutes to discuss and then the entire group will process the activity.

1. What roles did everyone play?
2. How did you feel about your role and the role of the others?
3. What skills could have helped the group progress more effectively?
4. What could be done to plan ahead for the next meeting to have things run more smoothly?

Note to Trainer: Process the entire class response from the above questions and then ask this question: How would your group have proceeded differently with a leader?

Remember back to the four dimensions we had talked about. Every dimension will impact upon your ability to perform tasks effectively, from the internal and external dimensions to the organization dimension. At your work site you will have to work with a variety of people from many backgrounds and cultures. Some may be similar to you while others may not. Understanding everyone may be looking at a task in different ways can hopefully lead to effective communication and hopefully the completion of tasks in a productive way.

Ask Participants: What did this activity illustrate to you?

Possible Response: The need for strong leadership; respect for others opinion even when it differs from your own; understanding that a “team” will work together but a group remains individualistic, dissension accomplishes nothing.

The purpose of this team-building activity is to offer an opportunity to understand the elements of a successful team, as well as appreciate the impact that diversity has on team effectiveness. No one in your group fits into the very same internal or external dimensions as anyone else. Everyone’s values, perceptions, motivation and communication styles vary in some way. It is important not only to recognize that there are cultural dimensions, but also we must utilize them as strengths for the organization to grow and be a great place to work.



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Organizational Bias

An organization has an identifiable culture of its own in the same way that a society or a nation has an identifiable culture. A culture consists of the collection of shared values, ideologies, and beliefs of its members; therefore, an organization's culture can be every bit as biased as an individual. Members of the group who are not assimilated to the prevailing culture will experience discrimination that existing managers did not experience in the same system.

For example, in some cultures risk taking is promoted and encouraged, while in more conservative cultures risk taking is not often encouraged. Some organizational cultures are more prone to these types of barriers than others.

Ask Participants: What might be some organization barriers?

Possible Responses: Hiring practices; not given enough priority

Note to Trainer: After the above question, elaborate on their topics and then include the following organizational barriers in the discussion.

Organizational Barriers to Diversity

- **Cost of implementation**
With budgets being cut and resources limited there could be the feeling that the organization can't afford it. But the encouragement of respect for others culture and opinions doesn't have to cost anything.
- **Fear of hiring under skilled, undereducated employees**
This also brings the fear of lowering standards. But this is not the case. Diversity will raise the standards and productivity. Think back to the activities we have completed and the impact everyone in your groups had upon the success of that activity.
- **Annoyance at reverse discrimination**
There could be this feeling of as some groups lose, others gain. By hiring the best person for the job everyone gains.
- **Perception of progress**
Another barrier is the thinking that the organization has already made enough progress in the direction of diversity. After all training is provided for new staff, tenured staff and supervisors addressing the issue; there is policy in place affecting the issue, what more can the organization do?
- **Not a top-priority**
Also along that line, since there is a sense that all has been accomplished, diversity is no longer considered a priority and the significance can wane.



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- **Impact on existing systems**

Another barrier can be the impact on existing systems. Will this be seen as a change or a challenge? Once the idea is entrenched in the organization it just becomes the normal way of doing business.

- **Sheer size of the organization**

It might seem likely that the size of an organization can be a barrier. The more staff the more diversity, the more training, more possible conflicts, more funding needed, etc. As said earlier, once the idea is entrenched in the organization it just becomes the normal way of doing business, and the size of the organization becomes less of a barrier.

Ask Participants: What is the impact to the organization of not dealing with each of these barriers?

Possible Responses: Misunderstandings and conflicts that lead to less productivity; not recognizing diversity hinders work processes; morale will be less; staff retention will be less

Ask Participants: Which three obstacles do you think are most significant and why?

Possible Responses: varied opinions can be shared

Every organization has a culture of its own. This includes communication styles, norms, priorities, and way of thinking. Some organizations are more prone to these barriers than others.

We are now going to do an activity to look at some of these barriers and decide what needs to happen to tear some of these down.

GUIDED PRACTICE

In your manuals you will find lists of organizational advantages of effectively managing diversity. In your small groups you are to consider how each of these would be advantageous for the Department of Corrections. As you do this, consider the mission statement of the Department talked about earlier and how diversity fits within it. Then, please evaluate and list on the easel paper how each advantage can benefit our organization. You will have 10 minutes to discuss and post your responses. Select a spokesperson to report to the large group.

Note to Trainer: Divide 1-2 organizational topics among the groups.

Organizational Advantages:

Embracing diversity can bring significant benefits to any business...



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1) Increased competitiveness through the understanding of customers, co-workers, subordinates, supervisors and managers.

Possible Response: The key is understanding. Understanding can reduce conflict in the work place.

2) Ability to attract and retain highly talented employees

Possible Responses: We are a very mobile society. Employees have more opportunities than ever and have the flexibility to be choosy about where they work.

3) Economic benefits of diverse markets

Possible Responses: Diversity allows for more free flowing ideas that will benefit the work site and employees. Economic benefits will be seen in more productivity and a higher rate of employee retention, which means employees stay longer and that translates into less training costs and possible comp time pay.

4) Elimination of costly discrimination lawsuits

Possible Responses: Staff time dedicated to such lawsuits but also it lowers morale and then productivity. There is also the outlay of money if found liable. There would be fewer complaints filed.

5) Improved teamwork

Possible Responses: This kind of an environment allows employees to work more cohesively and reduces conflict thereby allowing for greater productivity to occur. More effort may be put forth.

6) Improved productivity

Possible Responses: More efficiency can mean a more safe and secure facility for staff, offenders and the public.

7) Improved ability to cope with change

Possible Responses: Organizations that manage diversity can be more competitive because they ACT rather than REACT.

Processing Questions

Ask Participants: When the department can illustrate these types of advantages to staff, what may be the result?

Possible Response: Recruitment will increase, retention increases; staff are connected with the department and its mission and may strive for promotion.



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Ask Participants: What about the offenders? Is there any benefit for them if the department takes advantage of diversity?

Possible Response: Less stressed staff will impact the institutional atmosphere and can make for a safer environment for offenders also.

Organizations that manage diversity are able to attract and retain talented employees. Today's workers are a lot more savvy about where they choose to work. Employees value job satisfaction more than ever and want to work in an environment where they feel valued and appreciated. This kind of environment allows employees to work more cohesively and reduces conflict thereby allowing greater productivity to occur.

Additionally, organizations that manage diversity can be more receptive to new ideas because they **act** rather than **react**. By being proactive, they put policies and procedures in place ahead of time that are necessary to foster an atmosphere of inclusion and acceptance. As such, they are more in tune to changing market trends and therefore can remain on the cutting edge of trends and changing customer needs.

INSTRUCTIONAL INPUT

The last activity illustrated the impact diversity can have on an organization. Think about individual advantages for a moment. If the organization is doing all it can do to promote diversity, the organization is promoting the conscious development of skills and attitudes that include rather than exclude people due to differences.

Ask Participants: By developing these skills and attitudes what might be the results on an individual basis rather than on the organization as a whole?

Possible Responses: Better listening; Better communication (verbal and nonverbal); Better understanding; Better relationships, at work and home

Being open minded and embracing and accepting diversity has benefits professionally as well as personally.

Ask Participants: Who must embrace diversity in order for the organization to reap the benefits of diversity?

Possible Responses: managers, directors, employees

Components of Change



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Each member of the organization brings his/her individualism, the organization has a culture as well, and the management skills and practices reinforces the culture. Combined, these three make up the climate of the Department of Corrections. All entities of the organization must work together to effectively manage change.

It takes working on all three areas to enhance our environment. Simply working on only one will not make it happen. Ongoing culture change takes time and effort. It takes incorporating diversity concepts into things such as training, organizational communication, organizational policies, organizational goals, management accountability and career planning.

It is clear that change can only truly be accepted and implemented when all three areas work together.

Ask Participants: When change is occurring or something new needs to be implemented what is important to consider?

Possible Response: How the change is communicated.

This leads us to the next topic of subtle cultural biases.

Subtle Cultural Bias

Culturally connected communication biases can block productive relationships. One way to help get beyond irritations you may feel when encountering cultural differences is to identify the specific behaviors that bother you and then look deeper to understand the cultural programming that underlies them. The following checklist can help you start that process.

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Cross-Cultural Hooks: Getting Beyond Cultural Bias

This is a two part exercise. For the **first part**, individually read the list below. Put a check in the box beside any “hook” that could result in frustration or negative interactions between you and another individual. Then, next to any item you have checked, jot down your reaction (in just 2-3 words) when you encounter this “hook”. You will have 5 minutes to complete this.

Cross-Cultural Hooks

- Discounting or refusing to deal with women
- Speaking in a language other than English
- Bringing whole family/children to appointments
- Refusing to shake hands with women
- No nonverbal feedback (lack of facial expressions)
- No eye contact
- Soft, “dead fish” handshake
- Standing too close when talking
- Heavy accent or limited English facility
- Coming late to appointments
- Withholding or not volunteering necessary information
- Not taking initiative to ask questions
- Calling/not calling you by your first name
- Emphasizing formal titles in addressing people.
- Other

Part two: Now with a partner, share your lists and discuss why you think you have the reaction you have when you encounter the “hooks” you have checked. You will have ten minutes to complete this part.

Processing Questions

Ask Participants: What were some reactions that you had to the statements that surprised you?

Possible Response: varied

Ask Participants: What did you learn from this exercise?

Possible Response: varied

Different cultures view activities differently. So what you do may appear odd to those from a Chinese culture and some of their actions may appear odd to you.



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Ask Participants: What are some cultural norms you have noticed that are different from yours?

Possible Responses: handshakes vs. hugs or bowing; focus on immediate family or self vs. focus on extended family; challenging of authority vs. respect of authority and social order; value on youth while age can seem a handicap vs. elderly are given status and respect

You might have been surprised to realize that you don't know why certain things provoke a reaction. That is because it has been so much a part of your culture that it is just "the way it is" and you can't control it. But doesn't it seem odd that you can harbor negative emotions about something so simple but not realize why? Most of us go about our daily lives without questioning a lot of thoughts we have in different situations. Once we can realize there is no logical basis for our thoughts, we can look at situations differently. We can only control what we think if we understand that maybe we do look at some situations in a negative way and there is no reason for it. This type of thinking does not happen over night, but by planting this seed you will be surprised at how often you may catch yourself from dwelling on these "hooks" that have bothered you in the past.

INSTRUCTIONAL INPUT

Language Sensitivity

While we may not always be aware of it, our ability to clearly communicate and our credibility with others are closely linked to language usage. The last activity illustrated bias verbal and nonverbal actions. Now we want to focus specifically on the verbal component of communication and talk about language sensitivity.

If we are unaware of the subtle messages (nuance, innuendo) contained in our everyday language, garbled communication could be the result. To communicate effectively, we must have the knowledge required to anticipate how our message will be translated and interpreted by others. We also often feel unattached to initiatives brought about by organizations to affect change. As we come to feel more like these things are done **to** us as opposed to done **for** us, we lose sight of the goal: managing diversity.

You don't want language to interfere with communication of the message. For example, if I tell you about a marketing team where the "girls" all come up with some great ideas, you may get struck on the term "girls" vs. being open to what else I have to say. We can expand the list of terms that demean or devalue others when we consider that within the organization we



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may also label different areas or departments. For example, when we say “those lame officers in the laundry”.

Ask Participants: What type of image do you get from such a statement?

Possible Response: The officers are lazy; aren’t reliable; disrespectful

Many statements like this may be followed by a statement such as, “It was just a joke”. Very few jokes are appropriate in the workplace. They may be offensive to more than just the members of the particular group they reference. Very few jokes are “safe” ones.

The following list can be used as a guideline for the appropriate use of language within the organization to promote accepting diversity.

Note to Trainer: Review the following guidelines. It will be used in the Independent Practice immediately following.

Guidelines for Appropriate Language Usage

- Use language that includes rather than excludes others; for example, women, people of color, folks.
- Honor the preferences of others when choosing terms of address; for example, Ms. vs. Miss or Mrs.
- Avoid adjectives that spotlight others and imply they are exceptions: for example black doctor, woman pilot, older supervisor, blind salesperson.
- Use quotes and references from diverse sources.
- Avoid joking remarks directed at any diversity dimension (age, color, ethnic background, gender, sexual orientation, profession, education, language, works style, etc.)
- Use metaphors, analogies, or stories that reflect diversity; for example, from the sciences, arts and human relations areas as well as from the military and competitive team sports.
- Avoid terms that define, demean, or devalue others; for example, crippled, militant, girl, boy, guy, gal.
- Increase awareness of the roots / sources of words that may be viewed inappropriate by others; for example, minority, handicapped.



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*Adapted from, Workforce America! Managing Employee Diversity As a Vital Resource
Marilyn Loden & Judy B. Rosener. Business One Irwin; Homewood, Illinois 1991.*

INDEPENDENT PRACTICE

Individually reflect upon the guidelines for appropriate language usage. Select two that you feel you could incorporate more into your communication style. It may be something you do now but hope to improve upon or something you recognize you need to begin doing or something you need to stop doing. We will not be discussing this. This is just for your personal reflection. Jot your notes next to the guideline it pertains to. You will have 5 minutes to reflect upon this.

Note to Trainer: Do not discuss. This is for personal reflection only.

INSTRUCTIONAL INPUT

We have talked about the organizational impact upon diversity and well as our individual impact. Sometimes we often feel unattached to organizational initiatives. Managing diversity as an organizational goal is one initiative we are all attached to. We all have differences of some sort from everyone else.

In your manual is the following list of empowerment strategies that can be incorporated into our daily routines to overcome these organizational biases and assist each of us in becoming diversified in our environment. You can read these silently to yourself and as you do think back to the guidelines you just reflected upon and identify if any of these strategies fit with the appropriate language guidelines.

Personal Empowerment Strategies

- People have a tendency to ignore prejudicial or discriminatory jokes or comments. Failure to interrupt the behavior is collusion, which signifies implied agreement and support of these actions.
- Be aware of your own hesitations to intervene in these situations. Confront your fears about interrupting discrimination.
- Be open to the limitations that your own values, beliefs, stereotypes and expectations place on your perspective. None of us remain untouched by the discriminatory images and behaviors that we have been socialized to accept.
- Be a role model. Practice the positive values you are trying to reach in your work environment. Try not to compartmentalize your response to “multi-cultural” times.
- Learn to discern stereotyping from other benign categorical thinking. (think back to the earlier exercise about prejudices and how many you



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knew to be true but many others you had just accepted without really considering why it was accepted.)

- Build relationships. Get to know people as individuals as opposed to a member of a group.
- Remember that issues of human dignity, equality and safety are non-negotiable.
- Bottom line, the organization needs the commitment and contributions of its total and diverse workforce.

Ask Participants: What connections did you make between the guidelines for appropriate language usage and the personal empowerment strategies?

Possible Responses: if we work towards utilizing the strategies the guidelines will take care of themselves.

Acting as a Diversity Change Agent

Sometime things don't take care of themselves and it requires someone to step up and correct or attempt to correct the situation. Anyone who does this is acting as a diversity change agent. At times, we have all encountered issues or events that made us uncomfortable. Also during those times, we may refrain from speaking up or acting for what we believed to be right.

Ask Participants: What are some of the things that keep us from speaking out?

Possible Response: We don't have time; we aren't sure anyone else will be on our side; we don't think our actions will make a difference; maybe we misunderstood what was happening – we didn't know the entire story

Being a change agent and speaking out for what you think is right is not always an easy thing to do? It could be because of the status of the people involved, the location in which it is happening, outside information you think you know, etc.

A diversity change agent takes action when appropriate and addresses inappropriate systems or behaviors when important. A diversity change agent acts as a role model and a facilitator. Becoming a diversity change agent often takes personal courage and commitment. We have a few suggestions to provide that can help everyone in their attempt to be a change agent. While every one of these won't be used every time, it is important to keep the general idea in mind. This can be referred to the T.A.L.K. method to becoming a diversity change agent.

How to be a Diversity Change Agent

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Talk to yourself about it. Ask yourself:

- Are any of my biases getting in the way?
- What do I need from others to work together better?
- Am I prepared to focus on specific behavior?
- Is this important enough to act on?
- Has productivity suffered due to lack of attention to this issue?

Address the issue.

- Set up a private meeting.
- Be direct and honest.
- Demonstrate empathy (not sympathy).
- Describe the facts (not assumptions) as you know them.
- Voice your perceptions and feelings clearly.
- Be specific. Have sound data.
- Describe your feelings, thoughts and perceptions.
- Make "I" statements ("You" statements place blame).
- "I don't feel like we are all working together as well as we could. Do you?"
- Determine organizational or individual issue.

Listen and ask.

- "What is your perception of the situation?" Listen without judging.
- "What do you need from me in order to succeed?"
- "What in the environment is getting in the way?"
- Observe behaviors and listen to conversations of your co-workers.
- Respect different points of view.
- "If we made changes, how might we communicate these to the organization?"

Keep an open mind.

- Acknowledge your mistakes and learn from them.
- Be forgiving when others make mistakes.
- Learn about different cultures and backgrounds.
- Gain an understanding of appreciating differences - all kinds of differences.
- Don't take yourself too seriously.
- Realize that risk taking is part of being a Diversity Change Agent.
- Identify organizational constraints.

Adapted from Professional Development Group, Inc.

We want to give you the opportunity to use the T.A.L.K method in the next activity.

GUIDED PRACTICE



LESSON PLAN

TITLE: Organizational Diversity -- People, Perspectives, Progress

TRAINER NOTES

This will be a group activity. Discuss in your groups situations each of you have encountered that as you look back upon them, you wish you had done something to alleviate the problem (these can be work related or personal situations). You will have 10 minutes to discuss and come to a consensus on the situation you will discuss further. Select one with many variables. After you have selected one situation, address the following questions.

- What was the issue or problem?
- What kept you from acting or speaking in that situation?
- What might you have done or said at the time to be a change agent?
- What difference would it have made in that situation?
- What difference would it have made in you?
- If you were to confront a similar situation again, what will you do?
What will you say?

Use the T.A.L.K. method to guide you through this exercise. Remember you won't use every T.A.L.K. idea just those that are appropriate to your situation. You will have another 10 minutes to complete this activity. Select a spokesperson to report to the entire class.

Processing Questions

Ask Participants: What impact can diversity change agents have upon an organization?

Possible Responses: Can generate new ideas; can see beyond the conflict to the solution

Ask Participants: How can you apply T.A.L.K. to your job?

Possible Responses: Remain aware of my behaviors; clarify issues – do not assume anything; do not contribute to the “rumor mill”; listen to others point of view; do not jump to conclusions.

Let's evaluate exactly what being a change agent can mean. It doesn't necessarily mean putting up a poster in your office or taking on a new committee responsibility. It can be something as simple as demonstrating diversity awareness in things that we are already doing. It can mean presenting (or recognizing) different perspectives in meetings and by making sure everyone has a chance to contribute. It can mean influencing or challenging other members of your department or team to do the same. Regardless of our positions or tenure within the Department of Corrections, we all maintain a circle of influence over others.

EVALUATION/CLOSURE



LESSON PLAN

TITLE: Organizational Diversity -- People, Perspectives, Progress

TRAINER NOTES

Throughout today we talked about individual differences and the impact of diversity on the organization. There are many dimensions to any organization that can be affected positively and negatively by diversity.

Ask Participants: What are some of the ramifications of ignoring characteristics of diversity in our organization, the Department of Corrections?

Possible Responses: conflict in the workplace, employee discipline, lawsuits

Ask Participants: Who must embrace diversity in order for the organization to succeed?

Possible Responses: Each and every member

Ask Participants: Based on the information we've covered today, which types of jokes are appropriate in the workplace?

Possible Responses: Actually, very few jokes are appropriate. They may be offensive, they may be overheard by other than the intended parties in the conversation; they may be overheard by the offenders and cause for a grievance or IRR (Informal Resolution Request). Very few jokes are safe to tell in the professional workplace.

Ask Participants: Does managing diversity mean we are limiting our potential?

Possible Responses: No, it does not, it does just the opposite. It helps us be more efficient by recognizing both the strengths and differences among co-workers.

Let's also take one last look at the Performance Objectives we identified at the beginning of our session:

1. Using perceived organizational biases, analyze the source and determine its legitimacy.
2. During a multi-cultural group project, demonstrate the benefit of diversity to the final product;
3. Using the information provided, individually recognize and reflect upon cross-cultural hooks; and
4. Acting as a diversity change agent, analyze a situation and determine the appropriate action.

As we leave today's classroom experience behind, retain these important ideas that are central to a diversity mind set:



LESSON PLAN

TITLE: Organizational Diversity -- People, Perspectives, Progress

TRAINER NOTES

IDEAS CENTRAL TO A DIVERSITY MIND-SET

- Recognize that diversity is not about them; it is about us. (meaning it is not just their responsibility, but it is ALL of ours)
- Face the fear of change and the perceived losses.
- Create a more fluid power structure.
- Shed predictable habits and learn new behaviors.
- Get beyond ethnocentrism (belief in the superiority of ones own ethnic group).
- Emphasize common experiences that unify rather than differences that divide.
- Demonstrate values through actions, not words.
- Remember that diversity includes everyone.

From the Managing Diversity Survival Guide, Lee Gardenswart and Anita Rowe, 1994

