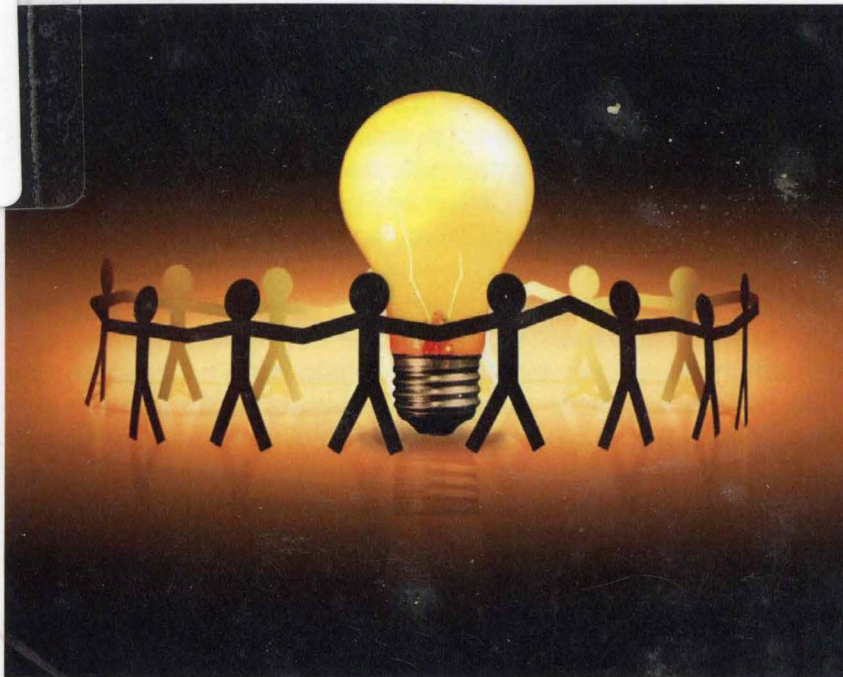# Making a Difference With Diversity

An Activities Guide for the State of Iowa Workplace

DAS Iowa Department of Administrative Services – Performance & Development Solutions
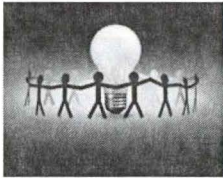
Using This Guide

Capitalizing on diversity in all aspects of your life is both a singular and a collective effort. It is not possible to achieve meaningful learning about other cultures without learning more about yourself, examining your own thinking, and opening yourself to new ideas. Some of the learning you will achieve will be taught to you by others, and some insights must be achieved on your own.

Perhaps you have taken a course or two on diversity in the past. "I get it," you think, "just be good to everyone you encounter and there won't be a problem." Regarding everyone with respect is a great start to becoming a culturally competent individual, but it is only one stepping stone towards growing personally and professionally as a result of working and living in a culturally rich environment. To truly capitalize on diversity is to see it as a source of personal expansion and unexplored possibilities. This guide contains both group and individual activities designed to assist you in exploiting the untapped opportunities that living and working in a diverse community can offer.

The activities are arranged in a monthly calendar format to provide a user-friendly guide aimed at making the State of Iowa an employer of choice for job seekers and employees of every cultural orientation represented in the communities it serves. It is recommended that the activities be conducted in the sequence that they appear, however a number of supplemental activities are included at the end of this guide and may be used as a substitute or to augment the schedule of monthly activities.

Individual Activities

The logo shown here will indicate that the activity it marks is to be done alone. These activities are designed to provoke insight, inspire fresh thinking, and expand understanding of self and others through self-examination. After you have completed the activity you are encouraged to share your thoughts with others. The first activity for the following month will involve discussing what stimulated your thinking in the previous month's exercise.

Team Activities
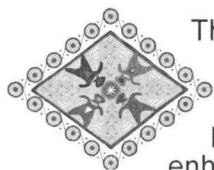
This logo will appear next to activities where team members need to put their heads together to come up with the best possible results. These activities are designed to create team synergy, promote top team productivity, foster inclusion of diverse ideas into team thinking, and enhance acceptance of all individuals as valued team members.

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Table of Contents

Month 1: **Gender Diversity**

Creating a Good Working Environment for Both Sexes

By Rita Rizzo, CMC

Communication between men and women has been a mystifying phenomenon since Adam and Eve skirmished over the apple. Now we know why. The male brain is structured differently and functions differently than a woman's brain. The variations found in the brains of men and women manifest in divergent listening styles, tasking methods, speaking habits, and thinking patterns. Gender diversity is evident daily in homes and workplaces around the globe.

These differences can be fun or frustrating, synergistic or divisive, energizing or exhausting. To be certain, the dissimilarity between the sexes keeps things interesting. Who talks more, men or women? Are the observed differences between men and women influenced by societal stereotypes, or can these differences be attributed to brain function distinctions?

According to Dr. Deborah Tannen, author of *You Just Don't Understand: Men and Women in Conversation* (2001), men and women speak different languages. Dr. Tannen's groundbreaking research showed that men and women vary greatly in the number of words they use. Men speak about 2000 words a day, while women speak about 6000 words daily. When and where each gender speaks also differs. Men tend to speak more in business meetings than women do, and women tend to speak more in conversation with friends and relatives than men do. Women have been known to lament the fact that the men in their lives won't talk to them. Perhaps this is because they have used up their 2000 words at work!

The body language of men and women during conversation also varies. When men speak to other men they generally turn their bodies away from one another, and do not have to make eye contact to feel heard and understood. Women, on the other hand, tend to turn towards one another during conversation, and maintain eye contact throughout the conversation. When men speak to women in one-on-one exchanges, they might tend to stand closer to the woman than she would prefer. A woman has a larger "intimate zone" around her than the average man does. While men are comfortable standing about a foot apart during conversation, women stand 18-24 inches apart so they can easily gaze into the eyes of the speaker. During conversation, a woman will instinctively move back when a man is standing too close. He will respond by moving forward, hence, we have a dance of sorts that sometimes ends when the woman has literally been "backed into a corner."

Men, have you ever been subjected to a "listening quiz" by a woman? Perhaps you are reading, working on the computer, or channel surfing with the remote control while a woman is speaking to you. At some point she inquires, "Are you listening to me?" You respond with a succinct reply, "Yes." "Okay, then tell me what I just said!" she prompts. Much to her chagrin, you can usually repeat the highlights of what she has said. Men tend to listen silently, while women are more empathetic listeners. When a woman is

listening, she may make supportive sounds or comments to reassure the listener that she is not only listening, but also that she understands what is being said. Dr. John Gray, author of *Men are from Mars, Women are from Venus* (1992) calls these verbal reinforcers "Venutian sounds." Comments such as "Right! Sure! Really? Aaaah!" are sprinkled through a woman's listening protocols.

Does making "Venutian sounds" actually make women better listeners than men? No, it doesn't, although it may make the speaker think that the woman is a better listener than those who listen silently. Sometimes women will respond to a pause in the speaker's voice with an encouraging utterance, although she isn't tuned into what the speaker is saying at all!

While women usually hear equally well out of both ears, men tend to hear better out of their left ear, close to the hearing centers in their brain. Men have more trouble distinguishing between background noise, and the sound of a woman's voice, especially if she is turned away from him while speaking. Men's hearing starts off worse than a woman's hearing, and it deteriorates faster with age. Ladies, if you want a man to hear you well, speak while standing slightly to his left, and if possible, turn down the background noise so you are best heard.

Another strategy to improve men's capture of the spoken word is to speak in as few words as possible. Men have been known to ask women to come directly to the point. What men don't seem to understand is that everything the woman is saying is part of the point she is making. A man's brain is structured to best comprehend a "Dragnet" style of speech, so remember, "Just the facts please, Ma'am!"

The female brain is structured to accommodate multitasking, and the man's brain is designed more for sequential tasking. Even men who appear to excel at multitasking may simply be sequentially tasking very quickly. Typically, men like to focus on only one task at a time, finish that task, and then move on to another. Women have more of a tendency to have their fingers in many pies simultaneously. For women, one task frequently leads to another. As a woman notices things that need to be done, she will often integrate those tasks into what she is already doing. A man is more likely to put the newly noticed task on his "To do" list, and finish what he has started before tackling a side task.

Although women are no more fickle than men are, the female habit of simultaneous tasking will be judged by men as "shifting gears," or getting off task. "Make up your mind about what you are going to work on," men implore, while women respond, "It all needs done, so I am working on all of it!" Men can easily misinterpret the integrative practices of women, whether they are integrating extemporaneous information into a conversation, or extra tasks into their workload.

A woman tends to spray her attention in a way that scans the environment, while a man tends to stream his attention on one particular item or issue. This occurs because the corpus collosum in the woman's brain is much larger, and more splenetic than it is in the male brain, allowing for more information exchange between the right and left hemispheres of the woman's brain. Research based on PET scans of the male and female brain show that a woman's brain at rest is about five times more active than a man's brain while he is busy solving problems. When a man says that his mind is a blank, he may well be telling the truth, yet a woman may feel he is simply trying to hide

his thoughts from her. A woman's brain is never off duty, and there is never a time when she isn't in touch with her own thoughts, so she may fail to consider that it could be possible for a man to take a mental rest.

Women tend to feel better if they talk through their problems, while men are generally more comfortable when they think through their difficulties before discussing them. Women who urge men to "talk it out" so they will feel better may actually be instructing a man to do something that will make him feel worse.

In the final analysis, the communication styles of men and women are quite complimentary to one another. The key to effective cross gender communication is to appreciate the gifts and perspectives of the opposite sex. Keep an open mind when differences manifest, and understand that the opposite gender's frame of reference, reactions, and perceptions are as valid as your own. Appreciate the richness that these differences bring to your workplace, and soon the men and woman at your workplace will be working together instead of alone.

This article originally appeared in Credit Union BUSINESS Magazine Volume 2, Issue 4, April 2007, pp. 70-71. Reprinted with permission.
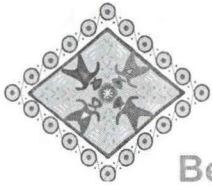
Month 1 - Team Activity

Benefits & Bothers About Men & Women at Work

Perhaps you have heard yourself or your co-workers state that they prefer working with one gender over another. This activity explores the benefits and bothers associated with working with men and women. Please allow 30 minutes for this activity.

Instructions

Break your team into smaller groups of 3-4 persons per group. Each group will design a chart that looks like the one shown here using newsprint (flipchart paper.) Take 10 minutes to brainstorm responses.

After brainstorming responses in all four categories each group will post their responses on the wall and present their results to the full group. Take 10 minutes for small group presentations.

Men	
Benefits	Bothers
Women	
Benefits	Bothers

Processing Questions

When all responses have been presented the team, take 10 minutes to discuss the following questions:

- Would anyone like to challenge or comment on any of the information posted?

- Is all of the data posted true for all men and women at work?

- How will we, as a team, confront bothersome behavior with integrity and respect?

- How will we, as a team, capitalize on the benefits that working with both genders bring to our team?
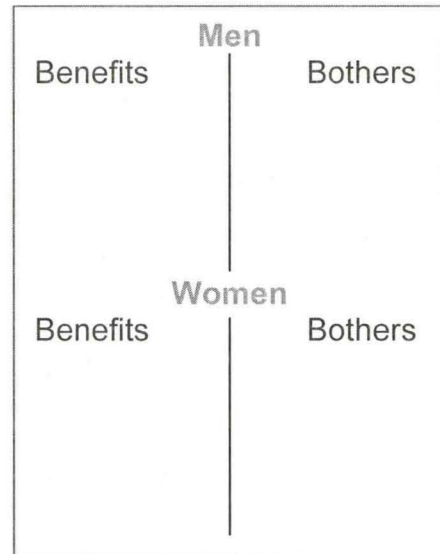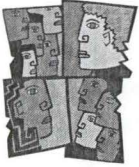
Month 1 - Individual Activity

Dispelling Gender Myths

Please check the statements you believe to be true.

❑ Men tend to be highly task oriented.

❑ Women tend to be highly oriented toward the maintenance of the relationship with the people and environment that impact the task.

❑ Men tend to be comfortable with, or at least expect competition.

❑ Women tend to be less comfortable with even friendly competition and take the competitive aspect of work much more seriously.

❑ Men tend to tease one another a lot as part of ongoing relationships.

❑ Women tend to take teasing more seriously, especially when it may reflect of their sense of competency in a job.

❑ Men play one-upsmanship (i.e. I am better than you...) games with one another. When men try to play this game with women it can translate as discrimination.

❑ Women do not grow up being rewarded for successful confrontation. Instead women tend to be rewarded for serving as the peacemakers; therefore, they may have to learn the confrontation skills that are necessary to keep tasks on track.

❑ Women can learn to share their relationship and listening skills, their multi-task management skills, and their detail orientation with men to create a better work environment.

❑ Men can learn to focus more on implementation, rather than just on the "big picture."

There is no right or wrong response to this survey. It is designed to help you consider how men and women are the same, and how they are different. It reveals how others might think about gender specific roles and expectations.
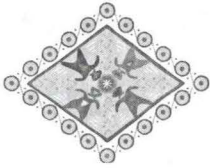
Month 1 - Team Processing

At the beginning of next month's diversity lesson please take 10 minutes as a team to respond to the following questions based on the survey you just finished.

- Are your responses based on your personal experiences with men and women or your observations of each gender?
- Do you depend on what you learned about gender roles from your family to guide you in your expectations of men and women?
- Do your beliefs about gender roles tend to be useful or challenging in your work life and personal life?
- Do you need to challenge some of your current thinking about gender to be more successful in connecting with others at work and at home?
- Are there others in your life that you need to talk to in order to express how you would like to be regarded and treated as a man or a woman?

When communicating concerns across gender lines, the rules of 'genderflex' will help you send your message most effectively.

Do's and Don'ts of Genderflex

Do's

- Use examples and anecdotes
- Understand the cultural styles of others
- Use power and make "I" statements
- Listen actively & make Venutian sounds
- Learn the values & assumptions of others
- Be aware of your values & assumptions
- Distinguish between "thinking" & "feeling" statements
- Demonstrate confidence in others
- Practice constructive confrontation (Think)

Don'ts

- Give unsolicited advice
- Prophesize, preach or lecture
- Hijack by one-upping others
- Use reassuring squelches
- Use disclaimers, apologies and qualifiers that are self-effacing in nature
- Contradict others
- Interrogate
- Evaluate or judge others but observe acts
- Diagnose the cause of another's problems

Month 1 - Gender Diversity Resources

Books

Gray, John. *Men are from Mars, Women are from Venus*. Writing the World. Ed. Marilyn Moller. Boston, Massachusetts. Bedford/St. Martin's, 2000.

Tannen, Deborah. *Put Down That Paper and Talk to Me!* Rapport-Talk and Report-Talk. Writing the World. Ed. Marilyn Moller. Boston, Massachusetts. Bedford/St. Martin's, 2000.

Rhode, Deborah. *Speaking of Sex: the Denial of Gender Inequality*. Cambridge, Mass.: Harvard University Press, 1997.

Reskin, Barbara. *"Sex Segregation in the Workplace,"* Annual Review of Sociology 19 1993.

Goldberg, Steven. *Why Men Rule: A Theory of Male Dominance* (Open Court, 1993).

Websites

Free Management Library. 1997-2008, Employee Diversity: Gender.
http://www.managementhelp.org/emp_well/diversty/women.htm
Links to a number of websites concerning women and business.

Diversity World. 1999-2008, Gender.
http://www.diversityworld.com/Diversity/gender.htm
A plethora of resources for women who work.

Connie Glaser, Biz Journals. Bridging the Gender Communications Gap.
http://www.connieglaser.com/article-archives/gender_communications_gap.html
An article that gives effective communication tips for men and women.
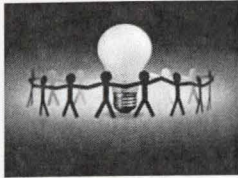
Etiquette for Working with People with Disabilities

Iowa Protection and Advocacy Services, Inc.

When working with people who have disabilities, use common sense. People with disabilities want to be treated the same way everyone else is treated. Remember, a person is a person first. The disability comes second. Don't be patronizing. Show the person the same respect that you expect to receive from others. Treat adults as adults.

Be considerate and patient. Anticipate what the person's needs might be and offer assistance when possible. Be patient if the person requires more time to communicate, to walk, or to accomplish various tasks.

Don't put unnecessary pressure on yourself to know and to do everything "right." Be patient with yourself in learning the specific needs of each person. Do not be embarrassed if you find yourself doing or saying the wrong thing. Remember, the person with a disability is usually aware of and sensitive to your discomfort and your good intentions in the situation.

Don't be afraid to offer assistance. If the person looks as if they need assistance, ask if there is something you can do. Do not automatically give help unless the person clearly needs it or has asked for it. Communicate with the person. Remember that some people with disabilities may have an assistant, interpreter, or companion with them. It is important to always look and speak to the person with a disability directly rather than to his/her companion.

Respect the person's privacy. Refrain from asking questions which would otherwise be inappropriate to ask of any person (i.e. – medical condition, private life). Be sensitive to their needs. Individuals are much more independent than people give them credit for. Many times, navigating the physical environment is less frustrating than trying to communicate with people who are not sensitive to their needs.

Person is Blind and/or has a Visual Impairment

Introduce yourself and identify who you are. Give the person verbal information about things that are visually obvious to those who can see. Be descriptive when giving direction. Saying, "Step over here," has little meaning to someone who cannot see where you point. "Three steps to your left, then two steps forward," is a more descriptive and helpful instruction.

Lead someone who is blind only after he/she has accepted your offer to do so. Touch his/her arm, and then offer your arm to guide that person. Allow the Person to hold your arm rather than you holding onto that person. It is important to let people control their own movements. Verbally describe the area you are in while you are walking.

Describe things from their perspective, not yours. Some persons who are blind use a "clock" reference for things or obstacles directly in front of them. For example, you can state, "There is a chair at 10 o'clock." Before using this method, ask the person if it is useful to them. Face the person with a visual impairment when you are talking. If your eyes are directed towards

them, your voice will be, too. Try to keep the path clear of obstacles. Inform the person of snow levels and/or icy conditions when walking on the sidewalk or ramp near the door. This can help prevent accidents. Describe what you are doing as you do it.

Things to Avoid

- Do not use references that are visually-oriented such as, "Go ahead to the cubicle. The one in the corner is available."
- Do not pet, touch, or interact with a guide dog while it is working.

Person is Deaf or Hard of Hearing

Find out how the person best communicates. If the person reads lips, speak in a normal fashion. Do not exaggerate your speaking. Short and simple sentences are best. Avoid blocking the view of your face and mouth. Get someone's attention by tapping his/her shoulder or gently waving your hand in front of that person before starting a conversation.

Not all people who are deaf or hard of hearing communicate through lip reading. People who are Deaf may prefer American Sign Language as their first language. This may require hiring an interpreter. Remember that for many who are Deaf or hard of hearing English may be their second language, therefore writing notes might also be confusing. The rule of thumb is to ask the individual how they prefer to communicate and then respect that response by following the recommendation.

If there is some doubt whether they understood you correctly, ask them. If they did not understand, try to rephrase your statement. When someone who is Deaf or hard of hearing asks, "What did you say?" it is often answered with, "Never mind," or "It's not important." These responses may give people the impression that you think they are not worth taking the time to repeat your statement.

Things to Avoid

- Do not become impatient or frustrated with the person if it takes longer to communicate.
- If the person is using hearing aids, try to avoid conversations in large, open, and noisy areas.

Person has Speech Difficulties

If you do not understand what the person is saying, bring it to his/her attention immediately and ask how the two of you may better communicate. If it is a stressful situation, try to stay calm. If you are in a public area with many distractions, consider moving to a quieter location. Consider writing as an alternative means of communication. If you and the person cannot find a successful way to communicate, consider asking if there is someone who can help interpret what he/she is saying.

Things to Avoid

- Do not pretend to understand when you really do not.
- Do not interrupt. Wait for sentences to be completed.
- Do not become impatient or frustrated with the conversation.
- Do not finish people's sentences for them.

Things to Consider

Many persons with difficulty in speech find themselves in situations where people treat them as if they are drunk or are stupid. They are accustomed to being avoided, ignored, and treated disrespectfully. Accessibility for individuals with speech difficulties lies within your power. Your understanding, patience, and communication skills are as important to someone with speech difficulties as a ramp or a grab bar is to someone who uses a wheelchair.

A Person Using a Wheelchair

Do not assume a person using a wheelchair needs assistance. Ask them if they need assistance first. People may require different degrees of assistance.

When you handle someone's wheelchair, treat it with the same kind of respect you would when holding someone's eyeglasses. They are similar in many ways: they can break, they are difficult to have repaired on short notice and weekends, and it is extremely difficult for the person to do daily activities without them.

When speaking to someone who uses a wheelchair, try to speak to him/her at the same level in which he/she is sitting. Having to look straight up at you if you are standing can be quite uncomfortable. When helping someone in a wheelchair down a step, ask the person which way he/she prefers it be done in order for both of you to feel secure.

Things to Avoid

- Do not start pushing someone around in a wheelchair without asking first.
- When communicating, do not stand too close to the person in the wheelchair. Give that person some space.
- Do not hang on a person's wheelchair. Many people in wheelchairs feel like it is an extension of them. Hanging or leaning on a wheelchair can be perceived as an invasion of personal space.
- Do not push open a door using a person's foot pedals.

Person has a Developmental Disability

A developmental disability is a condition that arises in infancy or childhood. It can also be caused from a serious head injury. This disability can cause problems in language, learning, mobility, and other areas.

Things to Do

- Speak in concrete terms, use short sentences, and avoid using abstract instructions.
- Complete one step of instructions before giving instructions for the next step.
- Demonstrate how things should be done. Explain what you are doing as you do it.
- Give extra time to complete a task.
- Speak in a normal voice. If you have difficulty in communicating, ask the person and his/her attendant, if applicable, for better ways to communicate.

Based on the level of disability, individuals may not be able to ask for personal assistance or follow directions. Look for behavior or body language clues to anticipate individual needs.

Things to Avoid

- Do not become impatient if the individual does not understand the direction given.
- Do not get defensive. Bluntness may be a part of the person's natural way of communication.
- Do not use terms that describe the level of disability of the person such as, "low or high functioning."

Person has a Mental Illness

Mental illness is a term used for a group of mental disorders which can cause severe disturbances in thinking, feeling, and relating to others. This can often result in a diminished capacity to cope with the ordinary demands of life. Mental illness can affect persons of any age, race or ethnicity, or socioeconomic level.

Mental illness is sometimes confused with mental retardation. However, these two disabilities are not the same. Individuals who have mental retardation have an intellectual impairment that is usually present since birth. A person with a mental illness, on the other hand, does not necessarily have an intellectual impairment. Yet, medications taken for a mental health condition may produce side effects that interfere with thinking, reasoning, and concentrating.

Things to Do

- Speak directly to the person when asking questions or giving instructions.
- Speak in a normal voice at a normal volume.

If a person with a mental illness begins to show signs of agitation, speak to him/her calmly. You may wish to ask that person if he/she would like to take a break and start the process again when comfortable. Allow time for responses. Some medications used in the treatment of mental health conditions can cause side effects such as slow responses in thought.

This article originally appeared as guidance for assisting Iowa voters with disabilities and is adapted from the website where it appears at
http://www.ipna.org/DOC/Guide%20to%20Etiquette%20Text%20Only%20Version.doc
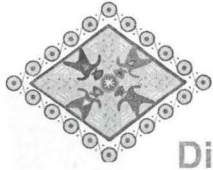
Month 2 - Team Activity

Disability Language

People are often uncomfortable interacting with individuals who have disabilities. The discomfort often stems from limited experience, and can be dispelled with increased knowledge and familiarity. This activity is designed to provide you with some basic dos and don'ts when speaking about or to someone who has a disability. Please divide your team into small groups of 3-4 people per group. As small groups, please respond to the following quiz.

Listed below are terms commonly used to describe people with disabilities. Match the unacceptable term listed under the "Instead Of" column with the correct corresponding term in the "Say" column.

Instead Of...	Say....
A. Handicapped or the disabled	___ Person with a learning disability
B. Mute or dumb	___ Person without a disability
C. Dwarf or midget	___ Person with autism
D. Emotionally disturbed	___ Person with epilepsy
E. Autistic	___ Congenital disability
F. Suffers from, victim of	___ Person with mental retardation
G. Learning disabled	___ Person who uses a wheelchair
H. Normal	___ Person with Down syndrome
I. Birth defect	___ Non-verbal
J. Retarded	___ Person with ...
K. Handicapped parking	___ Person of short stature
L. Epileptic	___ Person with a developmental delay
M. Quadriplegic, paraplegic	___ Person with an emotional disability
N. Mongoloid or Downs	___ Person with quadriplegia
O. Developmentally delayed	___ People with disabilities
P. Confined to a wheelchair	___ Accessible parking

The correct answers to this quiz appear on page 17 of this guide.

Month 2 - Individual Activity

Personal and Professional Interactions

Please respond to this eight question quiz below to test your knowledge of interacting with people with disabilities.

1. *As you are meeting or being introduced to someone, you notice they have a prosthesis and shake with their right hand. You should:*

   ___ A.   Withdraw your hand and continue to introduce yourself.

   ___ B.   Offer your right hand as you would with anyone.

   ___ C.   Offer your left hand.

2. *When meeting someone who is deaf and accompanied by an interpreter, you should:*

   ___ A.   Maintain eye contact with the person who is deaf.

   ___ B.   Maintain eye contact with the interpreter.

   ___ C.   Look back and forth between them.

3. *You are speaking with someone who is deaf or hard of hearing and they ask you to repeat a statement. You should:*

   ___ A.   Repeat the statement in a louder voice.

   ___ B.   Repeat the statement more slowly.

   ___ C.   Rephrase the statement.

   ___ D.   Use gestures to act out your statement.

   ___ E.   Offer to write your statement.

4. *You see someone who has a disability and they appear to be struggling. You should ignore them so as not to embarrass, draw attention, or infringe upon their independence.*

___ True   ___ False

If your answer was True, move to question 6.

5. *If your answer to the last question was false, what would you do in this situation?*

    ___ A.   Watch for a while to determine if they need assistance.

    ___ B.   Offer to assist the person.

    ___ C.   Assist the person.

6. *You are conversing with a person who has difficulty speaking. You are only able to understand a few words and phrases. What should you do?*

    ___ A. Pretend you understand what was said.

    ___ B. State what you understood and ask the person to repeat the rest of the information.

    ___ C. Smile and walk away as soon as you can.

7. *When conversing with a person who uses a wheelchair, it is preferable to pull up a chair, if available and convenient, and converse at eye level.*

___ True   ___ False

Employment Myths and Facts

8. *Review each of the statements below. Write a "T" next to each true statement, and an "F" next to each one that is false.*

    ___ A.   All people who are blind live in total darkness.

    ___ B.   People with mental retardation always enjoy jobs with repetitive tasks.

    ___ C.   People with quadriplegia are totally dependent on others for daily support.

    ___ D.   All people who are blind can read Braille.

    ___ E.   People who are deaf make ideal employees in a noisy work environment.

    ___ F.   People with emotional disabilities cannot work in a stressful environment.

    ___ G.   The unemployment rate for people with disabilities is equal to that of people without disabilities.

    ___ H.   New workplace technologies make it more difficult for people with disabilities to secure and maintain employment.

    ___ I.   Accommodating people with disabilities is often cost prohibitive.

    ___ J.   Employing and managing employees with disabilities requires unique skills.

Quizzes were compiled by TransCen, Inc. "Disability Awareness Activity." www.transcen.org.

Month 2 - Team Processing

At the beginning of next month's diversity lesson please score your individual quiz and discuss your results with others on your team. Say what you learned from this diversity lesson and ask others what new learning they acquired.

Disability Awareness Activities – Answers

Language

Instead Of…	Say….
A. Handicapped or the disabled	Person with a disability
B. Mute or dumb	Non-verbal
C. Dwarf or midget	Person of short stature
D. Emotionally disturbed	Person with an emotional disability
E. Autistic	Person with autism
F. Suffers from, victim of	Person has….
G. Learning disabled	Person with a learning disability
H. Normal	Person without a disability
I. Birth defect	Person with a congenital disability
J. Retarded	Person with mental retardation
K. Handicapped parking	Accessible parking
L. Epileptic	Person with epilepsy
M. Quadriplegic, paraplegic	Person with quadriplegia
N. Mongoloid or downs	Person with Down syndrome
O. Developmentally delayed	Person with a developmental delay
P. Confined to a wheelchair	Person who uses a wheelchair

Personal and Professional Interactions

1. Offer your hand as you would anyone. *Discussion:* The key is to treat people with disabilities as you would anyone. Remember, however, that each person is an individual and how he or she will react to a particular situation may differ. For example, in this situation, the person with a disability may extend his/her prosthesis or may choose not to extend his/her hand at all.

2. Maintain eye contact with the person who is deaf. *Discussion:* You are speaking directly to the person who is deaf; therefore it is appropriate to maintain contact with this person, not with the interpreter.

3. *Discussion:* Any, a combination, or all of these answers may be appropriate, depending on the person and the circumstances. The best recommendation is to use your judgment based on the individual situation.

4. False. *Discussion:* The best response in this situation is to offer the person assistance and then proceed according to his or her response. It is important to remember that each person is an individual and some people may be grateful for the assistance while other may decline assistance...as would anyone else.

5. Offer to assist the person. *Discussion:* See discussion in #4 above.

6. State what you understood and ask the person to repeat the rest of the information. *Discussion:* It is always best to be honest and politely tell a person if you are having difficulty understanding them. Stating what you think you understand is a way to make sure that your understanding really is correct, then ask them to repeat the parts of the conversation that you did not understand.

7. True. *Discussion:* If possible, the appropriate response is to pull up a chair and converse with this person at eye level. It is not appropriate, however, to kneel, bend over the person, or lean on the wheelchair as support. If a chair is not available, maintain a regular stance and continue the conversation.

Employment Myths and Facts

A. False: Many people who are blind can see some levels of light and/or colors within various fields of vision.

B. False: People with mental retardation are individuals and vary in ability, as do all individuals.

C. False: Different people with quadriplegia have differing levels of independence.

D. False: Only an estimated 10% of people who are blind read Braille.

E. False: Some people who are deaf have various types and levels of residual hearing, and some may be bothered by noisy environments, just as some hearing people are. As always, the type of work a person is suited for will depend on the individual's preferences.

F. False: This answer will depend on a person's definition of "stressful environment," and how different kinds of stress affect (or don't affect) an individual.

G. False: The unemployment rate for people with disabilities is far greater than that of people without disabilities.

H. False: Technological advances have opened many doors for some individuals with disabilities.

I. False: The majority of accommodations required for the workplace cost under $1,000. Source: Job Accommodation Network.

J. False: Managing employees with disabilities requires the same kind of good management skills that are needed to manage all workers.

Month 2 - Disability Resources

NLS Reference Bibliographies. Disability Awareness: A Selected Bibliography, 2003
http://www.loc.gov/nls/reference/bibliographies/awareness.html

A number of efforts have been made to extend equal opportunity to people with disabilities and to encourage their full participation in all aspects of society. Among those efforts were the passage of the Americans with Disabilities Act in 1990 and other federal laws that protect the rights of people with disabilities to access education, employment, and public accommodations. Another focus has been achieving full acceptance through changing attitudes toward people with disabilities. This bibliography explores myths and misconceptions that continue to exist and ways to interact with and write about people with disabilities to foster greater sensitivity and understanding.

The bibliography includes books, chapters in books, and periodical articles of general interest, most of which have been published since 1997. Each section, where applicable, also includes videos and CD-ROMs. Contact the sources listed for information about the availability of rentals, previews, or purchase. Additional documents such as research publications can be located through indexes such as ERIC, Psychological Abstracts (PsycINFO), and Sociological Abstracts.

Contents include general information, and information for in the classroom, books in the library, resources to use in the workplace, and references found in literature, in mass media, and selected Internet resources.
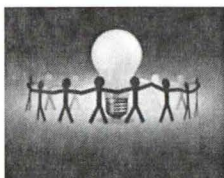
Bridging the Generation Gap at Work

August 30, 2004

ALEXANDRIA, VA -- A new survey finds that 40 percent of human resource (HR) professionals have observed conflict among employees as a result of generational differences. In organizations with 500 or more employees, 58 percent of HR professionals reported conflict between younger and older workers, largely due to differing perceptions of work ethic and work/life balance.

"Organizations recognize that the expertise and unique perspectives of a diverse work force can contribute to the success of a company," said Society for Human Resource Management (SHRM) President and CEO Susan Meisinger. "HR professionals can help managers and employees use communication and training to remove generational barriers to enhance the effectiveness and productivity of their diverse work force and improve the overall success of the organization."

SHRM's "2004 Generational Differences Survey" asked HR professionals about employees from different generations working together, the quality of their work, types of conflicts, retention factors, and strengths and weaknesses of each generation. The survey identified four generations: veterans, those born before 1945; baby-boomers, born from 1945 to 1964; Generation X (GenXers), born from 1965 to 1980; and Nexters (also known as Millennials, or Generation Y), born after 1980.

Overall, HR professionals are generally positive about relationships among the generations with half saying they work effectively together and 27 percent saying the quality of work frequently improves with a variety of generational perspectives. However, 28 percent of HR professionals said conflict among generations had increased over the last five years and 33 percent expect it to increase over the next five.

Nearly a quarter of HR professionals say differences over acceptable work hours are the primary sources of conflict, which reflects different perceptions of work ethic and benefits like telecommuting and flextime. Frequently, these complaints came from older workers about younger employees' willingness to work longer hours. Past SHRM research finds that work/life balance is among the most important job-satisfaction factors for younger employees and is typically not as important among older workers.

HR professionals use many methods for managing a diverse work force, according to the survey. A vast majority said communicating company information in multiple ways, including e-mail, one-on-one discussions and meetings is extremely effective. In addition, HR professionals said that training managers to address generational differences, offering team-building activities and developing mentoring programs to encourage workers of different generations to work together also are effective in managing an intergenerational work force.

Forty-two percent of HR professionals said their organization had lost GenXers and Nexter employees who believed they could not advance in their careers because

veterans and baby-boomers held top positions. HR professionals reported implementing succession-planning programs, offering training or increasing compensation in order to retain younger workers.

Taken from The Association for Convenience and Petroleum Retailing (2008) Bridging the Generation Gap at Work. Retrieved from NACS Online at http://www.nacsonline.com/ and is reprinted with permission.
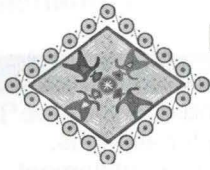
Month 3 - Team Activity

Perspectives, Values, and Work Paradigms

As a team consider each of the four tables shown and then answer the following questions:

- Are the perspectives, values, and paradigms of each generation represented in our team obvious in our team culture?

- What perspectives, values, and work paradigms do we need to include in our team culture that are not currently present to enhance our performance as a team?

- How will we go about integrating new perspectives, values, and paradigms into our team to better capitalize on the various generational perspectives represented?

Traditionalists

	Technological	Societal	Business
Perspectives	On the job training, formal education not needed, automation simplifies life, communication can occur quickly at a distance	Patriotic, defensive posture, white means might, women need rights, protect women and children, govt. protection for all	Beat the competition, produce only the best, unions give the little guys clout
Values	Earning mentality, budget, invention makes life better, controlled consumerism, respect authority	Regulate morals and habits, patriotism, respect for elders, fight for what is right, family with male head	Customer is king, poor but proud, high productivity, efficiency
Work Paradigms	Work hard, invent, job for life, sequential team work, boss/company is right, work to live	Everyone should work, brawn counts as much as brain when earning a living, union protection needed	Retirement is a reward, hard work leads to wealth, loyalty to employer

Baby Boomers

	Technological	Societal	Business
Perspectives	American might, sequential team work, college is needed for a good job	Women and minorities need rights, children have rights, protest brings change	Entrepreneurship, plenty for all—jobs, money, entertainment
Values	Do your part, buy now—pay later, use your imagination, individuals are important as the group, workaholism is good	From responsibilities focus to rights focus, war is unfair, govt. isn't to be trusted, love valued over hate, make your voice heard, be involved	Self-service, lifelong learner, competition within teams for top performance, information is power, instant gratification
Work Paradigms	Blue collar makes as much money as college educated, workers rights need to be respected, live to work	Women have the right to work, children can thrive in child care, strength in numbers	Get a desk job, work smart and get rich, invest well, innovate to get ahead

Gen-Xers

	Technological	Societal	Business
Perspectives	Computer is king, college is a birthright, exploration is expansive	Help the vulnerable, don't rock the boat, share power	Anyone can succeed through perseverance, must survive uncertainty, think globally
Values	Do it faster, mobility is desirable,	America protects all globally, care for the elderly, take risks, diversity is valued, speak out against injustice	Keep it simple, recovery is strengthening, life is unpredictable, stay viable
Work Paradigms	Technology skills are a must for all, organize and streamline operations, less is more, groups need function as teams	Coworkers are as important as bosses, save and conserve everything	Work your way up the ladder, flatter organizations are better, kill bureaucracy

Millennials

	Technological	Societal	Business
Perspectives	The world is at your fingertips, fastest is best, people merge with machines	Every person for themselves, friends replace families	Individual excellence is rewarded, uncertainty is a constant, contribute globally
Values	Information is valued, research brings answers, save the planet, be safe	Life is fragile, elders share family responsibility, be heard and noticed, be healthy, realism	Be on the fast track, worker satisfaction is king, consumerism drives the economy
Work Paradigms	I can do it by myself, I need good technical resources, virtual teams	No free lunch, telecommute, self-directed work	Individual achievement, get it done, nothing is impossible, earn to spend

Month 3 - Individual Activity

Tactics and Messages

Please read the following article and then answer these questions:

- Is the information presented about your generation accurate and true? If not, how would you correct it to make it more accurate?

- Are you typical of a person of your generation or are you different than others of your era? Why do you see yourself as 'typical' or 'different'?

Generational Differences Make All the Difference: Tactics and Messages to Use for Different Age Groups

Traditionalists

Traditionalists are loyal workers who believe in sacrifice, hard work, and duty before fun, and adherence to rules and regulations. They are a dwindling generation that is no longer well represented in the workforce. For them, work is an obligation and many members of this generation remain in the workplace out of economic need.

Traditionalists appreciate strong leadership of the "control and command" variety, and tend to feel that "no news is good news" when it comes to performance feedback. Many in this age group appreciate the opportunity for part-time work, project work, or casual employment opportunities. They like the opportunity to return to work after prolonged leaves of absence, and wish for their experience and expertise to be respected.

Recruiting tactics and messages: Jobs that offer a stable income, healthcare benefits, and non-strenuous jobs and work schedules appeal to this group of employees. An aging friendly workplace is important to Traditionalists with reasonable accommodations such as special lighting, foot stools, ergonomically correct seating, magnified computer screens, wrist supports on mouse pads, and an easy-to-navigate work space. They experience satisfaction from a job well done, and appreciate a keen separation between work and home life to protect their privacy and schedule.

Baby Boomers

Boomers were born to post-WWII parents who raised them to believe that they could be and do anything. They are a huge generation, making up as much as 28% of the population and 40% of the workplace, and were pushed by their World War II parents to achieve.

In the workplace, they seek status and will sacrifice family for advancement. They are focused on acquiring nice homes, cars, and other material possessions as these are markers of success to them. They are hard workers, but their way to show how hard they are working is to put in lots of time at the workplace. This generation expects people to work at least from 8 to 5, and a really good worker will come early and leave late. There is less emphasis on what you do and more on how much time you are around.

They believe in career paths, and many still have the notion that hard work and loyalty equals career success. They still do not understand job-hopping, young people, and in the back of their minds believe that young people's lack of concern over finding a company that offers a career path and some security will cause them problems.

Recruiting tactics and messages: Career advancement is of key importance as are promotional opportunities and the chance to make a real impact. This is a generation of people that are desperate to do something meaningful before they retire. They want to be remembered and are enticed by opportunities to do something significant. Offer them security and career opportunities, upward mobility, and status. Money is a minor enticement, and they are not focused on doing their own thing as much as on gaining some sort of status. They are obedient, loyal, and easy to entice and retain with the traditional HR tools of promotion, salary, and status. After all, this generation made those policies.

Gen X

Gen X is a younger group and is dwarfed by the two huge generations before and after it. The core of this group is in their forties and is the thinnest generation in numbers that America has had in some time. It makes up only 16% of our population.

The members of this generation were brought up in times of rapid social change. They lived in the era of Watergate and the time when the private lives of public officials became public. They are the kids whose mothers began working before the sophisticated child-care system we have today was in place.

Divorce was high in this generation's formative years. According to the U.S. Public Health Service, the number of all children involved in divorce increased by 300% from 1940 to 1980. The skeptical, realistic, blunt, cartoon character Bart Simpson perhaps best portrays their generation. They are skeptical of the integrity of almost all institutions, and believe they have to fend for themselves. They believe their mission in life is to clean up everyone else's mess.

Xers are one of the most diverse generations in America's history. The 1990 census found that almost 35% of those in the 10-29 age groups were nonwhite or Hispanic.

They expect to work very hard, but also to be well paid. They do not want to defer rewards, and they much prefer cash and salary to options and the promise of future promotions. This is the only generation that focuses on work-life balance. No one else really cares about that, but this generation has made it a concern for most organizations.

Recruiting tactics and messages: This is the generation that is skeptical of offers of security or long-term commitments. Leaders are suspect, and cynicism is common. They will leave you for a nickel, as the saying goes. Offer them money, stock options, and the chance to do what they want to do. They are excited by the chance to earn based on what they do rather than on what a boss says they should earn. They are to-the-point and expect to be treated that way, too. Don't be too diplomatic or try to get them excited because of who they will be working for. They don't have heroes.

Gen Y (Millennials)

Gen Y, the large (25% of the population) emerging generation of 20-somethings, is very different. Their parents are acutely aware of the problems that an unsupervised latch-key environment created, and they have been increasingly protected and supervised. They were taught very early to conform and to be like others.

They are a generation symbolized by "Baby on Board" car stickers, safety seats, air bags, superb medical care, and orthodontics. They are more likely to believe that it is possible to have a perfect world than their incredulous Gen X elders. They are diplomatic and are taught to work out a solution to issues peacefully, not with fighting as previous generations might have done. Parents intervene on their behalf frequently, and they have not been expected to take care of themselves as the Gen Xers were.

They are concerned with government and with making sacrifices for society and community. They look for a balance between material goods and spiritual happiness. Gone is the skeptical, self-centered nature of Gen X and the protesting and idealism of the Baby Boomers.

This is a "go do it" generation of compromisers believing in community and group. They look up to leaders and expect guidance and some protection from them. They see a boss as a mentor and coach. They expect to be paid for what they do, not how much time they spend doing it.

Recruiting tactics and messages: This is a generation that values balance and moderation. They want time to be with friends. They are conformists and team players, more than any other generation, and they will be very loyal if the organization provides them with a few things: flexible schedules, the opportunity to take long periods of time (without pay) to travel or do community service, and project- or group-focused work that has measurable outcomes. They respect leaders and want someone to look up to.
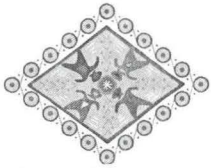
Month 3 - Team Processing

At the beginning of next month's diversity lesson please inquire of all team members to learn how they answered the questions with regard to generational identity. Use the information surfaced to leverage the generational perspectives present in your team and assure that each team member feels valued for their contributions to the team.

Month 3 - Generational Resources

Books and Articles

Lancaster, Lynne C., Stillman, David. (2003) *When Generations Collide: Who They Are. Why They Clash. How to Solve the Generational Puzzle at Work*. Harper Collins Publishers, Inc. New York

Underwood, Chuck. (2007) *THE GENERATIONAL IMPERATIVE: Understanding Generational Differences in the Workplace, Marketplace, and Living Room*. BookSurge Publishing

Society for Human Resource Management (2005) *SHRM Generational Differences Survey Report: A Study by the Society for Human Resource Management* (SHRM Surveys series) by Society for Human Resource Management

Hicks, Kathy & Rick. (1999) *Boomers, X-ers, and Other Strangers: Understanding/Generational Differences/Divide Us*. Tyndale House Publishers

Howe, Neil, Strauss, William. (2000) *Millennials Rising: The Next Great Generation*. Vintage Press

Raines, Claire. (2003) *Connecting Generations*. Crisp Learning

Hammill, Greg (2005) *Mixing and Managing Four Generations of Employees*. An online publication at FDU Magazine Online
http://www.fdu.edu/newspubs/magazine/05ws/generations.htm

Video

Massey, Morris (2006) *What You Are Is Where You Were When...Again*. Enterprise Media

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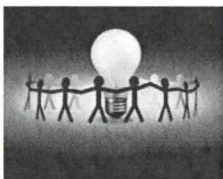
Fear of Messing Up May Undermine Interracial Contact

Science Daily (Apr. 2, 2008) — Democratic consultant Donna Brazile brought home America's reluctance to talk openly about race in a New York Times article that preceded the Barack Obama speech that now has the whole nation buzzing. In essence, she said in her quote, any serious discussion about race has the effect of clearing a room.

Brazile's remark and the presidential hopeful's groundbreaking speech about a subject that politicians generally tiptoe around in public hint at the complexities of race relations in America today. As we approach the second decade of the 21st century, research shows that many Americans feel anxious during interracial interactions whether or not race is even mentioned.

Now a provocative new study from Northwestern University suggests that whites who are particularly worried about appearing racist seem to suffer from anxiety that instinctively may cause them to avoid interaction with blacks in the first place.

"The Threat of Appearing Prejudiced and Race-based Attentional Biases," by Jennifer A. Richeson, associate professor of psychology and African-American studies and faculty fellow at the Institute for Policy Research (IPR) at Northwestern, and Sophie Trawalter, post-doctoral fellow, IPR, recently appeared in the journal Psychological Science. Study participants indicated that they worry about inadvertently getting in trouble for somehow seeming biased. As a result, the study suggests, they behaved in a way that research shows people respond when faced with stimuli that cause them to feel threatened or anxious: they instinctively look at what is making them feel nervous and then ignore it.

In this case, study participants, 15 white college students, indicated that they were motivated to respond in non-prejudiced ways toward blacks primarily for appearance's sake because of concern about social disapproval -- rather than because of their internal values.

They then took a standard psychological test that measures attention patterns related to anxiety provoking or threatening stimuli. The white students initially focused on images of black faces with neutral expressions, relative to white faces with similar expressions, and then quickly disengaged and paid greater attention to the white faces.

Participants who were selected for the study first had to complete a Motivation to Respond without Prejudice Scale. Those who were selected had scores that indicated that they were externally, rather than internally, motivated to not appear racially biased. On a one-to-nine scale, they rated their agreement with statements that included: "Because of today's politically correct standards, I try to appear non-prejudiced toward black people." They then participated in a computer test that featured in all the trials a black face and a white face, with either similar neutral expressions or similar happy expressions.

Theoretically, they shouldn't have paid attention to either of the two faces, one black and one white, appearing on either side of the computer screen, because they were told to keep their attention fixated on a cross in the middle of the screen. But, as expected, they inevitably turned their attention to the faces. Because everything happened so fast, however, they weren't aware that they had paid different amounts of attention to black faces, compared to the white faces.

When a dot appeared on the computer screen where one of the faces had previously appeared, they had to quickly say whether it appeared on the right or the left side of the fixation point. Finding the dot the fastest was an indication that attention had been directed to the face that had just disappeared from the position where the dot was displayed.

For the shorter trials (30 milliseconds) with the neutral faces, study participants tended to find the dot quickly when it was located behind the black face, which tended to be the initial focus of attention. During the slightly longer trials (450 milliseconds), however, the dot-probe test indicated that they tended to quickly turn their attention away from the neutral black face to the white face with the same expression.

"Think of it as initially turning your attention to something that poses a threat or causes anxiety and then ignoring it because you don't want to deal with it," said Richeson. "These low-level psychological processes happen dynamically, and our tests indicate that people probably avoided the neutral black faces because they provoke anxiety, not necessarily because of racial animus."

Patterns of attentional biases were eliminated when the faces were smiling. Well-established clinical and cognitive psychology research shows that people process expressions of emotion quickly, and presumably black male faces with smiling expressions did not seem threatening or provoke anxiety.

The article cites a similar study that tested how children with chronic pain responded to pain-relevant words. In short trials, they tended to look at the pain-relevant words, and in the longer trials they avoided them.

Richeson's study draws from a body of such clinical psychology research on threat and attention. Basically, that research shows that people who have anxiety about various stimuli in everyday life tend to ignore what is stressing them out, unlike people with clinical anxiety, who tend to fixate on what triggers their anxiety.

Richeson stresses in every class she teaches on stereotyping and prejudice that a solution to a problem often presents another problem. Ironically, her study suggests, standards to create a diverse yet harmonious society may unwittingly be encouraging anxious responses toward blacks.

"Norms and standards to achieve diversity are a great solution to undermining racial bias," Richeson said. "Our research suggests that we now also need to start thinking about creating opportunities to undermine anxieties about living up to those standards, to let people know they are going to be okay if they engage in interracial relationships."

Adapted from materials provided by Northwestern University.
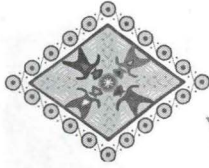
Month 4 - Team Activity

You Can Quote Me

Below are ten quotes to help your team discuss racial diversity in America. Please ask one team member to read the quotes aloud. Following the reading of each quote ask the team to respond to the quote by saying what it means to them.

"I am not a racist. Not by choice. Not by education. By osmosis. Hand-me-down racism is the unwanted baggage of the American soul."

Wayne Lockwood

"Either we are pulling together or we are pulling apart. There's really no in-between."
Kobi Yamada

"Respect...is appreciation for the separateness of the other person, of the ways she or he is unique."

Annie Gottleib

"We don't see things as they are; we see things as we are."

Anais Nin

"Be related, somehow, to everyone you know."

Ella Deloria

"If we can find constructive ways for people to work together, learn together, talk together, be together, that's the best shot we've got to avoid some of the horrible problems we see in the rest of the world, to avoid some of the difficult problems we've had in our own history, and to make progress on the problems that we have here today."
President William Jefferson Clinton

"We Americans have a chance to become someday a nation in which all racial stocks and classes can exist in their own selfhoods, but meet on a basis of respect and equality and live together, socially, economically, and politically."
Shirley Chisholm

"Real diversity, which includes a strong sense of unity, will never become a reality until each of us, on a daily basis, look for ways to find strength in differences. Biology teaches this law."

Dr. Walter Wendler

"Prejudice is a great time saver. You can form opinions without having to get the facts."

E.B. White
Author

"It is not the strongest of the species nor the most intelligent, but the most responsive to change that survives."

Charles Darwin

Month 4 - Individual Activity

Walk a Mile in Different Shoes

Sit back, relax, and close your eyes after reading these directions. Imagine being born of a race other than your present one. Remember that race basically refers to skin color, so you could be born with brown, black, white, red, or yellow skin. Once you have selected a new skin color, consider the following questions:

- ❑ Where would you live?
- ❑ What would your parents do for a living during your childhood?
- ❑ What occupation would you select as an adult?
- ❑ Who would your friends be?
- ❑ What would you do for fun?
- ❑ What would your aspirations for the future be?
- ❑ What kind of opportunities and difficulties might you have?
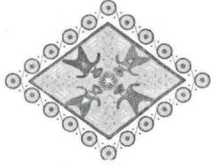
Month 4 - Team Processing

At the beginning of next month's diversity lesson please inquire of all team members to learn what race they selected, and discuss how they saw their lives being a member of that race. Below are three questions to use when processing this activity.

- ❏ Was it difficult to imagine yourself being from another race?
- ❏ How did you know how to answer the questions?
- ❏ How did this exercise make you feel?

Month 4 - Racial Diversity Resources

Books and Articles

Barak, Michalle E. Mor. (2005). *Managing diversity: Toward a globally inclusive workplace.* Thousand Oaks, CA: Sage Publications, Inc.
Illustrating practical solutions to diversity management, the author discusses the benefits of implementing inclusive practices. It utilizes vignettes from different countries, as well as case studies which bring the content of the book to life and makes it an interesting and captivating read.

Bell, Ella L. J. Edmondson, & Nkomo, Stella M. (2001). *Our separate ways: Black and white women and the struggle for professional identity.* Boston: Harvard Business School Press.
Drawing on surveys of both black and white female managers, the authors show the profound impact of early life lessons on women's professional identities and reveals how geography and social location, when combined with race, play a powerful role in their professional development.

Broadnax, Walter, D. (2000). *Diversity and affirmative action in public service.* Boulder, CO: Westview Press.
When it comes to creating a representative bureaucracy, Diversity and Affirmative Action in Public Service draws upon the most influential research and thought in the public administration literature regarding diversity and affirmative action in order to create a diverse public administrative work environment.

Brooks, Kenneth. (1995). *Cultural diversity without prejudice: A guide for critical thinking in the 21st century.* Vallejo, CA: Amper Publishing. *Cultural Diversity without Prejudice will help readers develop fair and accurate images about ethnic groups. It will assist in developing the social skills needed to survive in a culturally diverse nation. This book does not tell readers what to think, but rather reveals what they believe about race and ethnic issues then helps them decide if they wish to change or maintain their present beliefs.*

Cobbs, Price M., & Turnock, Judith L. (2003). *Cracking the corporate code: The revealing success stories of 32 African-American executives.* New York: AMACOM.
The authors of this book surveyed more than 30 influential African-American executives to discuss their strategies for dealing with racial, cultural, and organizational challenges. The content combines strong narrative and stirring quotes and tackles a number of issues, including race and gender bias, isolation, and competition and diversity. Cracking the Corporate Code provides inspirational guidance for young African-Americans considering a corporate career.

Gardenswartz, Lee, & Rowe, Anita. (1998). *Managing diversity: A complete desk reference and planning guide, revised edition.* New York: McGraw-Hill.
Even though many organizations today understand the need for diversity awareness, many of them lack an effective organizational strategy. This book is packed with information, worksheets, charts, and other valuable features for program implementation, as well as program evaluation and measurement. It also provides processes for conducting diversity audits and maximizing the talents of employees.

Thiederman, Sondra. (2003). *Making diversity work: Seven steps for defeating bias in the workplace.* Chicago, IL: Dearborn Trade Publishing.
Bias lies in every heart and mind, according to Sondra Thiederman. The heart and mind is also where the answer lies in defeating bias. By focusing on individual rather than organizational processes, powerful focus for bias busting can be obtained within the workplace. Utilizing case studies, politically incorrect questions, and insightful strategies, Thiederman guides readers through the discomfort of self discovery.

Video

CRM Learning. *Peacock in the Land of Penguins.* Order this video at http://www.crmlearning.com/a-peacock-in-the-land-of-penguins.
Designed for all levels of the organization, this animated program teaches us to appreciate those whose backgrounds or personalities are different from our own. Viewers learn to recognize the strengths inherent in a diverse work group and see the danger that lies in seeking conformity.

Website

Ferris State University. Racism Video Resources.
http://www.ferris.edu/diversity/links/RacismVideo.htm.
Fourteen video clips on various aspects of racism such as white privilege, color blindness, stereotypes, silent racism, and racism as a learned behavior.
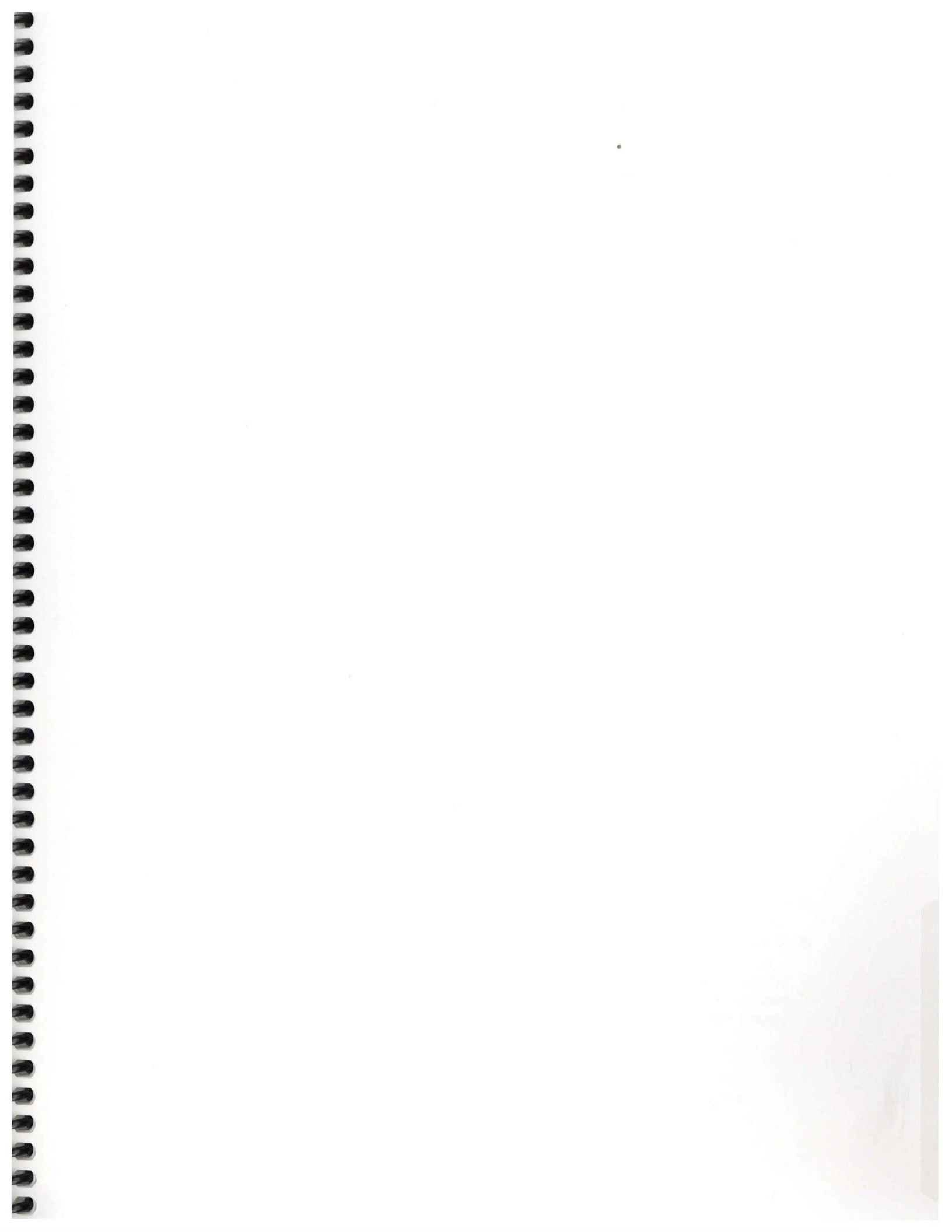
Examining Ethnicity

Rita Rizzo, CMC

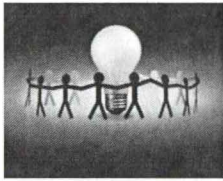Isn't ethnicity the same thing as race? How does one define the word? According to the Government of Australia ethnicity is "belonging to a group that shares the same characteristics, such as country of origin, language, religion, ancestry, and culture. Ethnicity is a matter of biological and historical fact and is not changed by the culture in which a person grows up." This appears to be a comprehensive, yet concise description of what constitutes "ethnicity," doesn't it?

Why not use the American definition of ethnicity you might wonder. Because there is no such thing as a national definition of ethnicity here in the U.S. Just Google the words "define ethnicity" and you will find a list of dissenting opinions about whether ethnicity is biological in nature, or simply a social construct. In 2000 the U.S. Census bureau conjoined race and ethnicity in the same query by asking respondents to choose from one of six categories; White; Black or African American; American Indian or Alaska Native; Asian; Native Hawaiian and Other Pacific Islander; and Some Other Race. Those who chose more than one category were collapsed into a "Two or More Races" category. Three more categories also appear on the census including "Native" meaning people born in the United States, Puerto Rico, or a U.S. Island Area such as Guam or the U.S. Virgin Islands, or people born in a foreign country to a U.S. citizen parent(s), "Immigrants" meaning aliens admitted for legal permanent residence in the United States, and "Foreign-born" which includes people who are not U.S. citizens at birth.

Based on the eclectic understanding of ethnicity embraced in America, some might take exception to the Australian definition. Of course the culture a person is raised in will influence their ethnicity, won't it? Maybe so, and maybe no. For example, American born people of Chinese descent who are raised in San Francisco's Chinatown might retain more of the cultural norms of China than a Chinese child who is adopted as an infant by a 10th generation American family in Phoenix. In the case of the adopted child, "ethnicity" might be more about biology than culture. For the Chinese-American person living in Chinatown "ethnicity" might be as much about culture as it is about biology.

Ethnicity in America appears to be a very personalized concept. For some, being able to speak unaccented English all but erases one's ethnicity. For others, dressing, eating, and thinking like those in the mainstream culture diminish their ethnicity. Some are quite proud of their ethnicity and speak about it openly, while others might not wish to be viewed as a member of an ethnic group. Some regard their ethnicity as being directly related to their race and others see their race and their ethnicity as being distinctively different from one another. So what is the proper etiquette when working with "ethnic" others?

Perhaps the most culturally competent response to dealing with ethnicity in the workplace is to focus on the personal identity of a person that you want to better

understand. Personal identity refers to the way in which a person defines themselves in terms of their individuality and difference to others. This might include factors such as age, gender, nationality, heritage, culture, religious affiliation, disability, sexuality, interests, talents, personality traits, and family and friendship networks. The way in which a person sees themselves in relation to those around them, and what makes them unique, are all aspects of personal identity. Part of our personal identity is given to us at birth, such as gender, nationality and genetic history. Other aspects of our personal identity are formed during our early years of development and continue to develop during our life as we grow, mature, make choices, forge relationships and build an evolving identity for ourselves.

Getting to know a coworker's personal identity will offer many clues to their ethnic identity and allow them to reveal as much or as little about their cultural underpinnings as they feel comfortable offering. When forming cross-cultural relationships there are some general guidelines that might be useful to keep in mind:

- What seems to be right, logical, sensible, important, or obvious to a person in one culture may seem wrong, irrational, silly, unimportant, or confusing to someone of another culture.
- Differences between cultures are too often perceived as threatening and are described in negative terms. Avoid revealing negative judgments about another's culture.
- Truly understanding another's culture requires personal experience and a great deal of time interacting with members of that cultural group. You cannot draw conclusions about a culture by interacting with only one of its members.
- People commonly believe that their primary language is superior to other languages. Debating this issue will commonly lead to an un-resolvable disagreement.
- Understanding another's culture or ethnic identity is a continuous process because all humans tend to grow and evolve over time. A person's view of their own ethnicity and culture is likely to change over time.

Culture consists of learned behaviors, traditions, beliefs, and a way of life created by a group of people. Be sure to have a clear idea about the elements of your own culture so that you can share information about your personal or ethnic identity with others who may seek to understand you better. Cross-cultural understanding is a two-way street that is well worth traveling with others in your workplace in order to capitalize on the richness to be found in the different perspectives fostered by ethnicity.
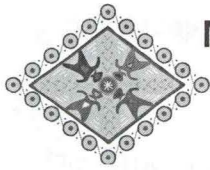
Month 5 - Team Activity

Defining American Culture

When Americans travel and live abroad they become the ethnic individuals that the natives of other countries seek to understand. In this activity your team will attempt to describe what it means to be an American by explaining the 10 elements of U. S. culture. The elements to examine are listed here:

1. Values and Beliefs:

2. Communication Patterns:

3. Social Relationships:

4. Diet and Food Preparation:

5. Dress and Other Body Decoration:

6. Religion and Religious Practices

7. Family Structure


8. Traditions and Customs

9. View of Time

10. Recreation and Leisure Pursuits

When you finish describing American culture please discuss the following questions:

- Did you find this activity to be difficult or easy? What made it so?

- Would it be easier to describe the culture of another country? Why or why not?

- Did you learn anything about being an American by doing this activity?
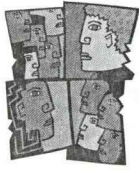
Month 5 - Individual Activity

Common Misperceptions Worksheet

Please read the following statement. Place a Y in the blank if you believe the statement is a common or typical attitude. Place an N in the blank if you believe the statement is not a common or typical attitude. Your Y or N does not indicate your own perception but what you think others might believe.

____ 1. African-Americans are the best dancers.

____ 2. German people are stern and aloof.

____ 3. French people are snooty.

____ 4. Hispanics are too lazy to learn English.

____ 5. Italians are all connected to the Mafia.

____ 6. Asians are sneaky.

____ 7. Jews are rich.

____ 8. Haitians carry HIV/AIDS.

____ 9. Whites are more prejudice than other groups.

____ 10. Japanese people are extremely competitive.

____ 11. Irish people drink more alcohol than most other groups.

____ 12. Arabs are dangerous people.

____ 13. Native Americans want handouts.

____ 14. Polish people are slow.

____ 15. Migrants have lots of children.
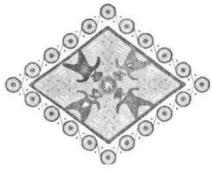
Month 5 - Team Processing

At the beginning of next month's lesson ask the following questions of your team.

- Which of these statements are commonly held views?
- How are stereotypes formed and maintained?
- What impact can stereotypes have on the lives of those being stereotyped?
- How do we break stereotypes?
- Have you ever been stereotyped? How did you respond?

Month 5 - Ethnic Diversity Resources

Books

Gannon, Martin. *Understanding Global Cultures*. Metaphorical Journeys through 17 Countries. Sage Publications 2003.

Jackson, Susan E. and Associates. **Diversity *in the Workplace, Human Resource Initiatives.*** Working through Diversity as a Strategic Imperative. The Guliford Press, 1993.

Jamieson, David and O'Mara, Julie. ***Managing Workforce 2000: Gaining the Diversity Advantage.*** Jossey-Bass Business and Management Series 1991.

Thomas, R. Roosevelt. ***Beyond Race and Gender: Unleashing the Power of your Total Work Force by Managing Diversity***. AMACOM1992.

Miller, Fredrick and Katz, Judith. ***The Inclusion Breakthrough***. Berrett-Koehler Publishers 2002.

Websites

Vega Garcia, Susan. Diversity and Ethnic Studies Recommended Websites and Research Guides. (1995)
http://www.public.iastate.edu/~savega/divweb2.htm.
This website contains links to a number of ethnic organizations and resources.

Phoenix College Library. Ethnic Identity and Diversity Resources.
http://www.pc.maricopa.edu/departments/library/guides/DiversityEthnic.html.
This website contains information, keywords, links, sample exercises and resources on the topic of ethnic identity.

Videos/Films

A number of feature films teach us about culture while entertaining us. Here are but a few:

Braveheart	Dances with Wolves
La Familia	Rising Sun
Roots	Selina
The Color Purple	The Diary of Anne Frank
The Eye on the Prize	The Diary of Miss Jane Pittman
The Joy Luck Club	Schindler's List
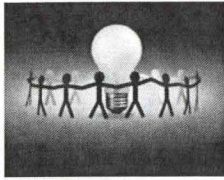
Is America Classist?

Rita Rizzo, CMC

"There is no class so pitiably wretched as that which possesses money and nothing else."

-Andrew Carnegie

Think back to the 1980's and recall the song by Cindy Lauper called *Money Changes Everything.* Is the song's title accurate in its contention? Recall the old adage "Money rules the world." Is this statement true? Does money alone bring people out of poverty? These and other thought-provoking questions will be discussed as we consider the nature of socio-economic classes. As if the issue of money is not controversial enough, there is also the cultural aspect of class. To some, the suggestion that there is a cultural aspect to classism is quite offensive, and to others it makes perfect sense.

While it is true that America doesn't have a caste system, it does possess economic layers labeled as poverty class, middle class, and wealth class. The middle class is further divided into lower middle class, middle class, and upper middle class, defining five economic classes in American culture.

America is known as "the land of opportunity." The underlying concept behind this idea is that anyone can be successful through perseverance and hard work. Is this an accurate concept? Can one really go from rags to riches in America without winning the lottery?

In 2005, The New York Times and The Wall Street Journal each published a series of ground-breaking articles about the changing nature of social class in America. The Wall Street Journal published the first in a series of articles called "Moving Up: The Challenges to the American Dream." The lead article was a sobering review of data chronicling declining mobility and opportunity in the U.S. As the Journal observed, "As the gap between rich and poor has widened since 1970s, the odds that a child born to poverty will climb to wealth -or that rich children will fall into the middle class -remain stuck.

An excerpt from an analysis of the two series of articles sums up America's attitude towards classism:

When it comes to talking about class, it's as if we stumble and go speechless when confronted with the most basic of American divides. Of course class differences exist. And people talk about them, but often in code and euphemism. Our discourse on class is in arrested development compared to our conversations about the other ways we differ from one another. One indicator: put the words "racism," "sexism," "homophobia" and "classism" in your computer spell-checker and see which one is underlined as a misspelled. ·

The conclusions drawn by investigative reporters after a year of research into the topic of classism in America are as follows:

- In the last three decades, we've become a vastly more unequal society. The rungs of the ladder of opportunity are weakening, threatening our national self-image as a meritocratic opportunity society.

- Inequality matters and too much inequality can lead to worsened opportunity.

- Classism wounds everyone, albeit in different ways. For poor and working class people, class divisions contribute to what sociologist Lillian Rubin described three decades ago as a "world of pain," inflicting real physical and emotional damage to people.

- If a society advertises itself as a meritocracy, but in practice allocates success based on hereditary advantage, many poor and working people are forced to internalize their shame and blame, instead of demanding that the society live up to its promise of opportunity.

- Internalized oppression plays itself out in violence, put-downs, and the ways that families might hold their children back from their potential.

Adapted from Ladd, Jennifer, Yeskel, Felice (2005, June) Class in America: Two Elite Newspapers Tackle The Big Taboo. Retrieved July 10, 2007 from Common Dreams.org News Center Website (1997-2007) at http://www.commondreams.org/views05/0602-30.htm
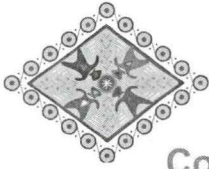
Month 6 - Team Activity

Could You Survive in Any Class?

Below are three short quizzes taken, with permission, from Ruby Payne's book, *A Framework for Understanding Poverty.* These quizzes describe the skills needed to survive in poverty, middle class, and wealth cultures. Please divide your team into three smaller groups. Assign the first group to respond to the "Could you survive in poverty" quiz. The second group will respond to the middle class quiz, and the third group will respond to the wealth class quiz. Each group is to total their collective responses upon completion of their quiz.

Could you survive in poverty?

Put a check by the items that members of your small group know how to do.

____1. I know which churches and sections of town have the best rummage sales.

____2. I know which rummage sales have "bag sales" and when.

____3. I know which grocery stores' garbage bins can be accessed for food.

____4. I know how to get someone out of jail without using cash.

____5. I know how to physically fight and defend myself physically.

____6. I know how to get a gun, even if I have a police record.

____7. I know how to keep my clothes from being stolen at the Laundromat.

____8. I know what problems to look for in a used car.

____9. I know how to live without a checking account.

____10. I know how to live without electricity and a phone.

____11. I know how to use a knife as scissors.

____12. I can entertain a group of friends with my personality and my stories.

____13. I know what to do when I don't have money to pay the bills.

____14. I know how to move in half a day.

____15. I know how to get and use food stamps or an electronic card for benefits.

____16. I know where the free medical clinics are.

____17. I am very good at trading and bartering.

____18. I can get by without a car.

____19. I know how to raise money in two days to cover the cost of a funeral.

____ Total

Could you survive in middle class?

Put a check by the items that members of your small group know how to do.

___1. I know how to enroll my children into Little League, piano lessons, soccer, etc.

___2. I know how to properly set a table.

___3. I know which stores are most likely to carry the clothing brands my family wears.

___4. My children know the best brands in clothing.

___5. I know how to order in a nice restaurant.

___6. I know how to use a credit card, checking account, and savings account—and I understand an annuity. I understand term life insurance, disability insurance, and 20/80 medical insurance policy, as well as house insurance, flood insurance, and replacement insurance.

___7. I talk to my children about going to college.

___8. I know how to get one of the best interest rates on my new car loan.

___9. I understand the difference among the principal, interest, and escrow statements on my house payment.

___10. I know how to help my children with their homework and do not hesitate to call the school if I need additional information.

___11. I know how to decorate the house for the different holidays.

___12. I know how to get a library card.

___13. I know how to use the different tools in the garage.

___14. I repair items in my house almost immediately when they break—or know a repair service and call it.

___ Total

Could you survive in wealth?

Put a check by the items that members of your small group know how to do.

___1. I can read a menu in French, English, and another language.

___2. I have several favorite restaurants in different countries of the world.

___3. During the holidays, I know how to hire a decorator to identify the appropriate themes and items with which to decorate the house.

___4. I know who my preferred financial advisor, legal service, designer, domestic-employment service, and hairdresser are.

___5. I have at least two residences that are staffed and maintained.

___6. I know how to ensure confidentiality and loyalty from my domestic staff.

___7. I have at least two or three "screens" that keep people whom I do not wish to see away from me.

___8. I fly in my own plane, the company plane, or the Concorde.

___9. I know how to enroll my children in the preferred private schools.

___10. I know how to host the parties that "key" people attend.

___11. I am on the boards of at least two charities.

___12. I know the hidden rules of the Junior League.

___13. I support or buy the work of a particular artist.

___14. I know how to read a corporate financial statement and analyze my own financial statements.

___ Total

When all groups have completed their quizzes ask the entire group to focus on the poverty quiz as the group that completed the quiz reports the total number of skills that they were able to do. Briefly discuss why people who live in poverty might need the skills listed. Repeat the process for the middle class and wealth class quizzes. When all results have been revealed, ask the following questions:

- Why did the group who took the middle class quiz know so many of the skills listed?

- At what age do people who live in the middle class begin learning the skills they possess? Do people in wealth and poverty class learn the skills of their class at about the same age?

- Given the fact that culture is based on learned behavior, is it possible that each class has a distinctive culture associated with their socio-economic status?

- What implications exist if people living in the various classes are acculturated to live only in the class they are raised in?

Month 6 - Individual Activity

Classism Isn't Classy

Please answer the questions posed here.

Perhaps you are thinking, "I could live in any of these classes without learning the skills common to the class if I wanted to." Of course you could, but would you be fully accepted into another class if you refused to participate in the thinking, activities, educational level, possessions, and sensibilities of the class?

Would there be consequences rendered by others in the class if you opted out of the survival strategies needed to fit in?

If you were able to move up from the class where you currently reside, how would your friends, relatives, neighbors and coworkers react to your good fortune?

Would you be welcome in the new culture you are entering, or would those who are established in that class attempt to undermine you?
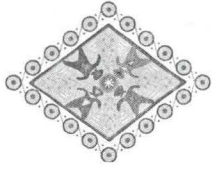
Month 6 - Team Processing

At the beginning of next month's diversity lesson ask team members to say what might make it difficult for them to transition from one socio-economic class to another. After completing the list of responses ask if the obstacles noted might be responsible in part for keeping people in the socio-economic class that they were raised in.

Month 6 - Resources for Understanding Socio-economic Diversity

Books

Payne, Ruby and Krabill, Don. *Hidden Rules of Class at Work.* Aha Process, 2002.
This book looks at how economic class influences behaviors that show up in the workplace and an understanding of how the levels of an organization reflect the hidden rules of class.

Perrucci, Robert and Wysong, Earl. *The New Class Society: Goodbye American Dream.* Lanham, MD: Rowman & Littlefield, 2nd edition, 2002.
A useful review of different class theory and a bold attempt to suggest a new construct of class structure.

Rose, Fred, *Coalitions Across the Class Divide.* Cornell University, 2000.
A look at the ways that class divisions undermine social movements. Rose draws on his experiences working in labor, peace and environmental movements to share lessons for organizing.

Willis, Thayer Cheatham. *Navigating the Dark Side of Wealth: A Life Guide for Inheritors.* Portland, OR: New Concord Press, 2003.
A wealthy woman reflects on the spiritual and personal implications of inherited wealth.

Lareau, Annette. *Unequal Childhoods: Class, Race, and Family Life.* University of California Press, 2003.
This accessible ethnographic study offers valuable insights into contemporary family life in poor, working-class, and middle-class American households.

Graham, Lawrence Otis. *Our Kind of People: Inside America's Black Upper Class.* New York: Harper Collins Perennial, 2000.
Graham spent six years researching the history of the African-American upper crust and this book is both a thorough work of social history and a thoughtful appraisal of his own place in the black social hierarchy.

Websites

Fox News.com and The Heritage Foundation (2004). The Specter of Poverty in America. http://www.foxnews.com/story/0,2933,132956,00.html.
This website contains an article that shares the conservative view of poverty in America.

The Spencerian (2005) *Drive* By Classism: A Dispatch from Our Broken America. http://warnerkirby.blogs.com/spencerian/2005/07/drive_by_classi.html.
This website contains an article that offers rebuttal to the Fox News/Heritage Foundation article sited above. Warning: This article contains graphic language.
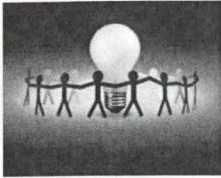
Sexual Orientation Discrimination in the Workplace

Nolo.com

A growing number of states prohibit discrimination against gay and lesbian employees.

Traditionally, gay and lesbian employees have found little in the law to protect them from discrimination and harassment in the workplace. Times are changing, however, and a growing number of employers are finding they are responsible for providing a workplace that's free of harassment and discrimination based on sexual orientation.

Anti-discrimination Laws

Federal laws: While there is no federal law that prohibits this type of discrimination in private employment, an executive order specifically outlaws discrimination based on sexual orientation in the federal government.

If you are a private employer and you operate your business in a state, county, or city with a law or ordinance prohibiting sexual orientation discrimination, you must follow that law despite the fact that there is no federal law in place.

State laws: Seventeen states and the District of Columbia have laws that currently prohibit sexual orientation discrimination in private employment: California, Connecticut, Hawaii, Illinois, Maine, Maryland, Massachusetts, Minnesota, Nevada, New Hampshire, New Jersey, New Mexico, New York, Rhode Island, Vermont, Washington, and Wisconsin. Some of these states also specifically prohibit discrimination based on gender identity. (In addition, six states have laws prohibiting sexual orientation discrimination in public workplaces only: Colorado, Delaware, Indiana, Michigan, Montana, and Pennsylvania.)

Local laws: Locally, more than 180 cities and counties nationwide prohibit sexual orientation discrimination in at least some workplaces -- from Albany, New York to Ypsilanti, Michigan.

Iowa laws: Effective July 1, 2007, the Iowa Civil Rights Act (Iowa Code Chapter 216) was expanded to add sexual orientation and gender identity to the list of protected characteristics. It is now illegal in Iowa to discriminate against a person because of his/her actual or perceived sexual orientation or gender identity.

What do these new terms mean?

"Sexual Orientation" means actual or perceived heterosexuality, homosexuality, or bisexuality. "Gender Identity" means a gender-related identity of a person, regardless of the person's assigned sex at birth. "LGBT" means lesbian, gay, bisexual, or transgender.

The law prohibits discrimination in:

♦ Recruitment and hiring;
♦ Job assignments;
♦ Pay;
♦ Leave or benefits;
♦ Promotion;
♦ Discipline;
♦ Referrals;
♦ Training;
♦ Lay-off and firing;
♦ Retaliation for a civil rights claim; and
♦ Harassment.

The law applies to employers as well as Labor Organizations and Employment Agencies. Employers may not retaliate against employees for making a discrimination complaint or taking any other action to oppose discriminatory conduct.

Sources: *Sexual Orientation Discrimination in the Workplace,* Nolo.com
Facts About Discrimination Based on Sexual Orientation, Status as a Parent, Marital Status and Political Affiliation, The U.S. Equal Employment Opportunity Commission
An Employer's Guide to Iowa Law Compliance – Sexual Orientation & Gender Identity.
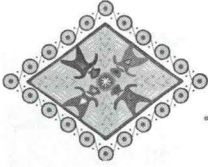
Month 7 - Team Activity

The Heterosexual Questionnaire

When gay, lesbian, and bisexual youth and adults are beginning to 'come out,' they are often asked questions that are nearly impossible to answer. In order to help us understand the heterosexist bias in our culture, you will ask them to grapple with these same questions in regard to *heterosexuality*.

Please break the team up into groups of three or four members and try to come up with answers. Try to answer each question as well as to react to the questions *as a whole.* Irrespective of each participant's sexual orientation, everyone should attempt to answer as though he/she is heterosexual. The questions appear below:

Please answer the following questions as honestly as possible.

1. What do you think caused your heterosexuality?

2. When and how did you first decide you were heterosexual?

3. Is it possible that your heterosexuality is just a phase you may grow out of?

4. Is it possible that your heterosexuality stems from a fear of others of the same sex?

5. If you have never slept with a member of your own sex, is it possible that you might be gay if you tried it?

6. If heterosexuality is normal, why are so many mental patients heterosexual?

7. Why do you heterosexual people try to seduce others into your lifestyle?

8. Why do you flaunt your heterosexuality? Can't you just be who you are and keep it quiet?

9. The great majority of child molesters are heterosexual. Do you consider it safe to expose your children to heterosexual teachers?

10. With all the societal support that marriage receives, the divorce rate is spiraling. Why are there so few stable relationships among heterosexual people?

11. Why are heterosexual people so promiscuous?

12. Would you want your children to be heterosexual, knowing the problems they would face, such as heartbreak, disease, and divorce?

Once the groups finish responding to the questionnaire, ask the following questions of the entire team:

1. Did you find the questions hard to answer? Were some harder than others? Which? What, specifically, was so difficult?

2. How did the questions make you feel?

3. What does it say about our society that gay, lesbian, and bisexual youth and adults are asked similar questions?

4. What can you do in the future if you hear someone asking such questions?
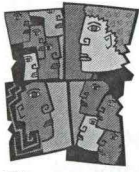
Month 7 - Individual Activity

The Language of Sexual Orientation

The purpose of this quiz is to self-test your understanding of words related to sexual orientation, gender identity, and gender expression. Please match the words with the appropriate definition shown on the next page. You will be asked to check the accuracy of your responses at the onset of next month's diversity lesson.

Sex (biological sex)	Gender identity
Heterosexuality	Queer
Gender	Isolation
Bisexuality	Lesbian
Sexual orientation	Primary sex characteristics
Transgender	Same-gender loving
Homosexuality	Questioning
Coming out	Two-Spirit
Female-to-male	Cross-dressers
Male-to-female	Sexual reassignment surgery
Gender expression	Secondary sex characteristics
Sexual minority	Men who have sex with men
Intersex	

1. Native American term for a person born with one biological sex and fulfilling at least some of the gender roles assigned to both sexes; considered part male and part female or wholly male and wholly female; often revered as a natural peace maker, healer, and shaman. _____

2. Having the genitalia, chromosomes, and hormones of females or males. _____

3. An umbrella term for all individuals who are outside the boundaries of biological sex and culturally determined gender expression. _____

4. A woman who feels romantic, emotional, and sexual attraction to other women. _____

5. Feeling romantic, emotional, and sexual attraction to both males and females; a normal sexual orientation of no known cause. _____

6. Physical characteristics that appear at puberty, including pubic hair as well as facial and chest hair (males) and breasts (females). _____

7. Process of becoming aware of one's sexual orientation, accepting it, and sharing it with at least a few others. _____

8. A term from the African American/black GLBTQ community and used by people of color who may see 'gay' and 'lesbian' as terms of the white GLBTQ community. _____

9. Social and cultural expression of biological sex. _____

10. Feeling romantic, emotional, and sexual attraction to those of the opposite sex; a normal sexual orientation of no known cause. _____

11. Characteristics present at birth and used to identify the sex of the infant — specifically, the penis and scrotum of males; the vulva, vagina, clitoris, and labia of females. _____

12. The ways in which an individual communicates gender to others through behavior, clothing, hairstyle, voice, and/or emphasis or de-emphasis of bodily characteristics. _____

13. A once derogatory term that has been reclaimed by some members of the GLBTQ community; an umbrella term for people whose sexual orientation and/or gender identity does not conform to mainstream cultural norms or models. _____

14. A term to describe males who engage in sexual behaviors with other men; includes men who self-identify as heterosexual as well as gay and bisexual men. _____

15. Being born with some degree of ambiguity in regard to genitalia and/or reproductive system. _____

16. A person born biologically female who identifies as a male and takes on the sex, gender, and identity of a male through surgery, medications, mannerisms, dress, and/or behavior

17. Romantic, emotional, and sexual attraction to others, categorized by the sex of the people to whom one is attracted. _____

18. Preferred term for people who usually identify with their own sex and gender but who sometimes wear the clothing, jewelry, etc., of the other gender to fulfill emotional needs. _____

19. Being unsure of one's sexual orientation and/or gender identity or feeling uncomfortable with the available categories (i.e., gay, straight, male, female, etc.). _____

20. The state of feeling alone and apart from others and a cause of deep psychological distress in humans as in other social animals. _____

21. Surgical procedures to modify one's primary and/or secondary sex characteristics.
_____

22. A person born male who self-identifies as female and takes on the sex, gender, and identity of a female through medications, surgery, mannerisms, dress, and/or behaviors. _____

23. Feeling romantic, emotional, and sexual attraction to members of the same sex; a normal sexual orientation of now known cause. _____

24. One's innermost sense of self as male or female, as lying somewhere between these two genders, or as outside gender lines altogether. _____

25. An umbrella term for anyone whose sexuality is expressed in less common ways; may include people who self-identify as gay, lesbian, bisexual, transgender, queer, Two-Spirit, third gender, and so on. _____

Adapted and reprinted with permission of the Coalition for Education on Sexual Orientation (CESO).
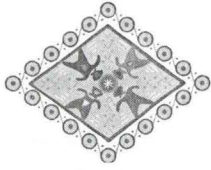
Month 7 - Team Processing

Below appear the answers to the individual quiz. At the onset of next month's diversity lesson the team leader will read the answers aloud and team members will score their quizzes. . If you get 20 or more correct answers, you are well-versed in this subject.

Answer Key:

1. Two-Spirit
2. Sex (biological sex)
3. Transgender
4. Lesbian
5. Bisexuality
6. Secondary sex characteristics
7. Coming out
8. Same-gender loving
9. Gender
10. Heterosexuality
11. Primary sex characteristics
12. Gender expression
13. Queer
14. Men who have sex with men
15. Intersex
16. Female-to-male
17. Sexual orientation
18. Cross-dressers
19. Questioning
20. Isolation
21. Sexual reassignment surgery
22. Male-to-female
23. Homosexuality
24. Gender identity
25. Sexual minority

Month 7 - Resources for Understanding Sexual Orientation

Books

Blumenfield, Warren J, editor. **Homophobia: How We All Pay the Price.** Boston: Beacon Press, 1992. ISBN: 0807079197. *Activists and academics offer concrete suggestions for transforming homophobic attitudes, behaviors, and institutions.*

Bornstein, Kate. **My Gender Workbook: How to Become a Real Man, a Real Woman, the Real You, or Something Else Entirely.** New York: Routledge, 1998. ISBN: 0415916739. *Bornstein offers a series of humorous and poignant exercises around issues of gender identity.*

Money, John. **Gay, Straight, and In-Between: The Sexology of Sexual Orientation.** New York: Oxford UP, 1988. *This book brings a truly scientific approach to an area of belief frequently dominated by partisan and dogmatic theories held by people who are certain of the 'truth' before the research begins. Money concludes that the research is still incomplete, so the question of the origins of homosexuality, heterosexuality, & bisexuality remains open.*

Websites

Medline Plus. Gay/Lesbian Health - Medline Plus Health Information Includes news, updated research and other sources of information on gay and lesbian health issues.
http://www.nlm.nih.gov/medlineplus/gaylesbianandtransgenderhealth.html.

APA Online. Answers to Your Questions about Sexual Orientation and Homosexuality(American Psychological Association).
http://www.apa.org/topics/sorientation.html .

LAMBDA Legal Lambda Legal is a national organization committed to achieving full recognition of the civil rights of lesbians, gay men, bisexuals, the transgendered, and people with HIV or AIDS through impact litigation, education, and public policy work." The web page provided information on legal issues such as Anti-Discrimination Law, Domestic Partnership, Marriage Law, Sodomy Law, and Hate Crimes Laws by state and with maps. http://www.lambdalegal.org/.

Videos

Ballot Measure 9. (72 min.) Wolfe Video, P.O. Box 64, New Almaden, CA 95402; 800.438.9653. *This video looks at the battle in Oregon over an anti-gay initiative on the 1992 ballot.*

Both of My Moms' Names Are Judy. Lesbian and Gay Parents Association, 6705 California Street, #1, San Francisco, CA 94121. *A powerful and moving series of interviews with children ages 6 to 11 who have gay or lesbian parents. Training materials—Overcoming Homophobia in the Elementary Classroom—are also available from the Lesbian and Gay Parents Association.*

The Brandon Teena Story, directed by Susan Musska. Zeitgeist Films at 212.274.1989. *Documentary on the life and murder of Brandon Teena, a female-to-male transgendered youth from Lincoln, Nebraska.*

The Celluloid Closet. (102 min.) Wolfe Video, P.O. Box 64, New Almaden, CA 95402; 800.438.9653. *This documentary chronicles gay and lesbian images in Hollywood over the last 40 years. Narrated by Lily Tomlin, it features interviews with a number of Hollywood's elite and includes numerous film clips.*

Coming Out Under Fire. (71 min.) Wolfe Video, P.O. Box 64, New Almaden, CA 95402; 800.438.9653. *This documentary profiles the experiences of nine gay and lesbian veterans.*

Gay & Lesbian Youth: Making History in Massachusetts. (29 min.) Governor's Commission on Gay & Lesbian Youth, Massachusetts Dept. of Education, State House, Room 111, Boston, MA 02133. *This documentary profiles the work of the Governor's Commission as Massachusetts became the first state to pass laws to protect gay, lesbian, and bisexual students in schools.*
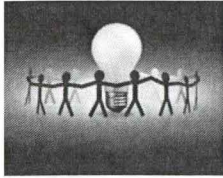
Religion in the Workplace Is Diversity Issue for U.S. Companies

Many firms seek guidance in accommodating employees' religious practices

28 November 2007

By Louise Fenner
Staff Writer

Washington -- American companies are looking for ways to deal with a diversity issue they increasingly face: the need to accommodate workers' various religious beliefs and practices.

"A lot of companies haven't figured out what to do, but they know they need to do something," says David Miller, executive director of Yale University's Center for Faith and Culture.

Miller, who heads the center's Ethics and Spirituality in the Workplace program, said there is "a huge appetite" in corporate America for guidance on handling religious diversity issues.

Increased immigration by Muslims, Hindus, Buddhists, and other groups is creating a more religiously diverse work force. These employees' spiritual beliefs and practices must be accommodated in the workplace -- unless it would impose an undue burden on the employer -- according to U.S. law. But that is not the only reason employers find themselves dealing with religious issues, Miller said.

"Faith at work is a bona fide social movement," he said. For many employees, faith is a resource for ethical guidance. It can help people find meaning and purpose in their work, or help them "stay anchored and keep their sanity" in a difficult job situation, Miller said. People want to bring their whole selves to work, and for many that includes their faith.

Furthermore, in a global marketplace, respecting religious differences helps attract and retain talented employees and enables companies to reach out to a larger customer base.

"This is a very powerful, growing trend," says Georgette Bennett, president of the Tanenbaum Center for Interreligious Understanding. "When we first started working on this issue, everybody said the religious dimension of diversity is a non-issue. But now if you go to meetings that deal with diversity, religion is a big item on the agenda."

Both Bennett and Miller advise companies on how to equitably accommodate employees' spiritual practices. "Our research found that the mere existence of a written

policy [on religious expression in the workplace] can help reduce the perception of bias," Bennett said. Religion is usually cited in workplace anti-discrimination policies, but only 4 percent of companies have specific policies on religion, she said.

They both reject the term "tolerance" when discussing religion in the workplace. "It is patronizing. We're not about tolerance, we're about mutual respect and understanding," Bennett said.

Members of the Ananda Buddhist Monastery and College in Yeagertown, Pennsylvania, wait to pay for items at a Lowe's home improvement store in Lewistown, Pennsylvania. They are part of an inflow of Asian immigrants to the United States over the past two decades, which also has brought an influx of places of worship from denominations that have their roots half a world away. Members of the Ananda Buddhist Monastery and College are part of an inflow of Asian immigrants to the United States.

"Tolerance is a word that is inadequate, it has outworn its welcome," said Miller, the author of *God at Work: The History and Promise of the Faith at Work Movement.* "Tolerance is a minimum threshold. To me, mutual respect is the name of the game."

Issues that can require accommodation, Bennett said, are the wearing of religiously significant attire such as hijabs (headscarves worn by Muslim women), crosses, or yarmulkes; taking time off for religious observance; and having facilities for prayer breaks and meditation.

Some companies hire chaplains to counsel employees facing personal or professional problems. Tyson Foods, for example, has some 120 chaplains at its food production plants and offices in Springdale, Arkansas.

Another approach is religion-based employee networking groups, also called religious affinity groups. Although many companies fear that such groups could be divisive, Bennett said, "a number of companies are doing affinity groups very successfully, such as American Express, Fannie Mae, and IBM." Another is Texas Instruments, where employees started Christian and Muslim groups that have held joint panel discussions.

"When it works well," said Miller, "the groups come together and share and have education seminars so other people can learn not to be afraid and learn about traditions that are different from their own."

Bennett said many companies, even those that do not sanction religious affinity groups, "are starting to do learning sessions. When you create a safe space where employees can discuss the issues, it's extraordinary what happens."

A few years ago, the Tanenbaum Center helped put together a panel at General Motors (GM) consisting of individuals who were members of different religions, she said. (GM has no religion-based affinity groups.)

Panel participants discussed what they value about their beliefs, how those beliefs have been stereotyped and how that affected them, and how their beliefs affect their work life, said Bennett.

"When that session was finished, there was such an extraordinary response from the employees," she said. "Those who were members of minority religions here [in the United States] said they were so grateful because they finally had an opportunity to explain their beliefs and their practices, and those who were members of what are majority religions here, namely Christians and Jews, were so grateful because they said, 'Finally, we understand -- we just didn't know what all this was about before.'
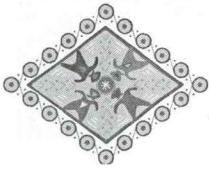
"And there was really tremendous good feeling in that packed room," Bennett said.

Taken from www.america.gov at http://www.america.gov/st/washfile-english/2007/November/20071128173019xlrennef0.1781427.html For more information, see the Web sites of the Tanenbaum Center for Interreligious Understanding and the Yale Center for Faith and Culture.

Month 8 - Team Activity

The Footsteps of the Faithful

The team leader will ask team members to look at their shoes. "Do you wear your heels down on the inside or the outside, or in the middle? Is the wear the same for each foot?" the leader will ask.

No two people have the exact same wear patterns on their shoes, much the same as no two people express their faith, religion or spirituality in the exact same way. Each team member will be asked to use their shoes to explain how they walk in their faith to others on the team. (Example: The toes of my shoes are scuffed, but they still protect my toes from injury. This reminds me of how my faith protects me from the scraps of daily life and keeps me safe from harm.)

After all team members have had a chance to talk about their faith ask the team the following questions:

❑ Do all team members belong to the same religion?

❑ Despite the fact that there are a number of different faiths represented on our team are their commonalities between some of the descriptions we have heard?

❑ Are there differences in the ways each team member regard their faith?

❑ How can our team best utilize the faith of our team members?
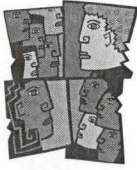
Month 8 - Individual Activity

Test Your Knowledge of World Religions

Name the religion after reading a brief description of its major tenets and beliefs.

Group 1

❑ Denies existence of a deity

❑ Often mislabeled

❑ Uses science as basis for creation

❑ Thought to be malevolent due to their beliefs or lack thereof

The group described is _____.

Group 2

❑ An integrated cultural system focusing on the totality of individual and communal existence

❑ Beliefs are based on divinely inspired model of cosmic order, lawfulness & purpose

❑ The Torah is seen as God's revealed instruction to humans regarding 'natural order' laws

❑ Worship is conducted in temples. Friday sundown to Saturday sundown is the Sabbath

The group described is _____.

Group 3

❑ Based on the teachings of Siddhartha Gautama

❑ Divided into 2 major branches, the Theravada & the Mahayanna

❑ Based on 'The Four Noble Truths'

❑ Belief in 'rebirth without transmigration of the soul' & karma

❑ Worship is conducted in temples

❑ Believe people are made of aggregate, changing bundles—material body, feelings, perceptions, pre-dispositions & karmic tendencies

The group described is _____.

Group 4

- Existence of a deity can neither be proven nor disproved
- Middle position between theism and atheism
- Use logical argument to challenge the existence of God and the soul
- Denies reliability of metaphysical and theological beliefs

The group described is _____.

Group 5

- Recognize the existence of one God
- Jesus Christ is a central figure
- The cross is the symbol for God's saving love
- Baptism is the means of initiation to Christianity
- The Bible is viewed as an inspired writing & contains the tenets of the faith

The group described is _____.

Group 6

- Based on the teachings of the Prophet Muhammad & means 'to surrender' to God's will
- A Muslim is a follower of the infallible revelations presented in the Koran
- The Hadith is a holy book, not thought infallible that reveals the example of the Prophet
- Practice monotheism & believe God created all through orderly natural laws & processes
- Mosques or temples are places of worship

The group described is _____.

Group 7

- Worship hundreds of minor deities, practicing polytheism
- Typified by a variety of practices & beliefs
- Show reverence for Brahma cows, abstention from meat, marriage within the caste & producing males
- The Vedas are the holy books revealing 'what has been heard from the Gods' & cannot be altered

The group described is _____.
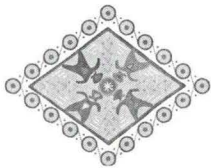
Month 8 - Team Processing

At the onset of the next diversity lesson ask team members to check their answers against the answer key below and then respond to the following questions:

- Was this activity easy or difficult for you?
- Why do you know so much or so little about religions other than your own?
- Did you learn any interesting facts about faiths other than your own as you worked through the quiz? If so, what?

Answer key:

Group 1: Atheist
Group 2: Judaism
Group 3: Buddhism
Group 4: Agnostic
Group 5: Christianity
Group 6: Islamic
Group 7: Hinduism

Month 8 - Resources on Religious Diversity

Books

McKim, Robert. *Religious Ambiguity and Religious Diversity.* Oxford Press 2001. *This study looks at two central religious issues--the religious ambiguity of the world and the diversity of faiths--and probes their implications for religious beliefs. Author Robert McKim offers a self-critical, open, and tentative approach to beliefs about religious matters.*

Quinn, Phillip L. *The Philosophical Challenge of Religious Diversity.* Oxford Press 1999. *This unique volume collects some of the best recent work on the philosophical challenge that religious diversity poses for religious belief.*

Corduan, Winfried. *A Tapestry of Faiths: The Common Threads Between Christianity & World Religions.* Intervarsity Press 2002. *Christians find themselves in an increasingly diverse world. The new place of worship in our neighborhood might just as likely be a Hindu temple or a Muslim mosque as a church or a synagogue. How should we view other world religions, and more important, how should we engage our religiously oriented neighbors in conversation?*

Websites

Open Directory. Society: Religion and Spirituality.
http://www.dmoz.org/Society/Religion_and_Spirituality/ .
This website contains hundreds of links to information about all religions found on the globe with sections for both adults and children.

SelectSmart.com. Spiritual Belief System Selector.
http://www.selectsmart.com/RELIGION/ .
This website contains a quiz that claims to reveal your true spiritual path.

La Guardia Community College. Difficult Dialogues.
http://www.lagcc.cuny.edu/difficultdialogues/religious_diversity.htm .
This site contains links to online mega-site dealing with religion, faith, theology, and spirituality.

Preventing Sexual Harassment
A Fact Sheet for Employees

What is Sexual Harassment?

Sexual harassment at work occurs whenever unwelcome conduct on the basis of gender affects a person's job, It is defined by the Equal Employment Opportunity Commission (EEOC) as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- submission to the conduct is made either explicitly or implicitly a term or condition of an individual's employment, or
- submission to or rejection of the conduct by an individual is used as a ,basis for employment decisions affecting such individual, or
- The conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

The U.S. Supreme Court has simplified matters somewhat by explaining that there are two basic types of unlawful sexual harassment. The first type involves harassment that results in a tangible employment action. An example would be a supervisor who tells a subordinate that he or she must be sexually cooperative with the supervisor or he or she will be fired, and who then indeed does fire the subordinate for not submitting. The imposition of this crude "put out or get out" bargain is often referred to as quid pro quo ("this for that"). This kind of unlawful sexual harassment can be committed only by someone who can make or effectively influence employment actions (such as firing, demotion, and denial of promotion) that will affect the victimized employee.

A second type of unlawful sexual harassment is referred to as hostile environment. Unlike a quid pro quo, which only a supervisor can impose, a hostile environment can result from the gender-based unwelcome conduct of supervisors, co-workers, customers, vendors, or anyone else with whom the victimized employee Interacts .on the job. The behaviors that have contributed to a hostile environment have included:

- Unfulfilled threats to impose a sexual quid pro quo
- Discussing sexual activities
- Telling off-color jokes
- Unnecessary touching
- Commenting on physical attributes
- Displaying sexually suggestive pictures
- Using demeaning or inappropriate terms, such as "Babe"
- Using indecent gestures
- Sabotaging the victim's work
- Engaging in hostile physical conduct
- Granting job favors to those who participate in consensual sexual activity
- Using crude and offensive language

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These behaviors can create liability only if they are based on the affected employee's gender and are severe or pervasive, as explained in the next section. Nonetheless, even If unwelcome conduct falls short of a legal violation, employers have moral and organizational reasons as well as legal incentives to address and correct that conduct at its earliest stages. The conduct constituting sexual harassment is not always sexual in nature. One court held that a man's violent physical assault on a woman was sexual harassment because the assault was based on the woman's gender, even though there was nothing sexual about the assault itself. Suppose, for example, that men sabotage the work of a female co-worker because she is a woman. Even if the men don't engage in sexual behavior, such as telling off-color jokes or displaying pornographic photos on the walls, their behavior is sexual harassment because the behavior is based on the woman's gender.

When Does an Environment Become Sexually Hostile?

To create a sexually hostile environment, unwelcome conduct based on gender must meet two additional requirements: (1) it must be subjectively abusive to the person(s) affected, and (2) it must be objectively severe or pervasive enough to create a work environment, that a reasonable person would find abusive.

To determine whether behavior is severe or pervasive enough to create a hostile environment, the finder of fact (a court or jury) considers these factors:

- ❑ The frequency of the unwelcome discriminatory conduct
- ❑ The severity of the conduct
- ❑ Whether the conduct was physically threatening or humiliating, or a mere offensive utterance
- ❑ Whether the conduct unreasonably interfered with work performance
- ❑ The effect on the employee's psychological well-being
- ❑ Whether the harasser was a superior in the organization

Each factor is relevant – no single factor is required to establish that there is a hostile environment. Relatively trivial, isolated incidents generally do not create a hostile work environment. For example, one work environment found no legal violation where a woman's supervisor, over the course of a few months, had asked her out on dates; called her a "dumb blonde," placed his hand on her shoulder, placed "I love you" signs in her work area, and attempted to kiss her. (Weiss vs. Coca Cola Bottling Co.)

Hostile environment sexual harassment also was not found where women were asked for a couple of dates by co-workers, subjected to three offensive incidents over 18 months, or subjected to only occasional teasing or isolated crude jokes or sexual remarks.

Sexual harassment was found, on the other hand, where women were touched in a sexually offensive manner while in confined workspace, subjected to a long pattern of ridicule and abuse on the basis of gender, or forced to endure repeated unwelcome sexual advances.

These examples simply illustrate how severe or pervasive gender-based conduct must be to be legally actionable (and how blurred the line between lawful and unlawful conduct sometimes is). Given this uncertainty, prudent employers will address incidents of unwelcome gender-based conduct long before they approach the level of severity or pervasiveness that would create a hostile environment as legal matter.

Is it Really Sexual Harassment?

Hostile environment cases are often difficult to recognize. The particular facts of each situation determine whether offensive conduct has "crossed the line" from simply boorish or childish behavior to unlawful gender discrimination. Some courts state that men and women, as a general rule have different levels of sensitivity -- conduct that does not offend most reasonable men might offend most reasonable women. In one study, two-thirds of the men surveyed said they would be flattered by a sexual approach in the workplace, while 15 percent would be insulted. The figures were reversed for the women responding. Differing levels of sensitivity have led some courts to adopt a "reasonable woman" standard for judging cases of sexual harassment. Under the standard, if a reasonable woman would fell harassed, harassment may have occurred even if a reasonable man might not see it that way.

Because the legal boundaries are so poorly marked, the best course of action would be to avoid all sexually charged conduct in the workplace. You should be aware that your conduct might be offensive to a co-worker and govern your behavior accordingly. If you're not absolutely sure that behavior is sexual harassment, ask yourself these questions:

- ❑ Is this verbal or physical behavior of a sexual nature?
- ❑ Is this conduct offensive to persons who witness it?
- ❑ Is this behavior being initiated by only one of the parties who have power over the other?
- ❑ Does the employee have to tolerate that type of conduct in order to keep his or her job?
- ❑ Does the conduct make the employee's job unpleasant?

If the answer to any of these questions is "yes," put a stop to the conduct!

How Can You Tell if Conduct is Unwelcome?

Only unwelcome conduct can be sexual harassment. Consensual dating, joking, and touching, for example, are not harassment if they are welcomed by the persons involved.

Conduct is unwelcome if the recipient did not initiate it and regards it as offensive. Some sexual advances ("come here Babe and give me some of that") are so crude and blatant that the advance itself shows its unwelcomeness. In a more typical case, however, the welcomeness of the conduct will depend on the recipient's reaction to it.

Outright Rejection

The clearest case is when an employee tells a potential harasser that conduct is unwelcome and makes the employee uncomfortable. It is very difficult for a harasser to explain away offensive conduct by saying, "She said no, but I know that she really meant yes." A second-best approach is for the offended employee to consistently refuse to participate in the unwelcome conduct. A woman who shakes her head "no" and walks away when asked for a date has made her response clear.

Ambiguous Rejection

Matters are more complicated when an offended employee fails to communicate clearly. All of us, for reasons of politeness, fear, or indecision, sometimes fail to make our true feelings known. A woman asked out for a "romantic" dinner by her boss may say, "Not tonight, I have a previous commitment" when what she really means is "no way, not ever." The invitation is not inherently offensive, and the response leaves open to question whether the conduct was truly unwelcome.

Soured Romance

Sexual relationships among employees often raise difficult issues as to whether continuing sexual advances are welcome. Employees have the right to end such relationships at any time without fear of retaliation on the job, so that conduct that once was welcome is now unwelcome. However, because of the previous relationship, it is important that the unwelcomeness of further sexual advances be made very clear.

What Not To Do

❑ Invite the alleged harasser to lunch or dinner or to parties after the supposedly offensive conduct occurred;

❑ Flirt with the alleged harasser;

❑ Wear sexually provocative clothing and used sexual mannerisms around the alleged harasser; and

❑ Use vulgar language and sexual horseplay in the workplace.

If you find gender-based conduct or sexually oriented conduct offensive, you should make your displeasure clearly and promptly known. Remember that some offenders may be unaware of how their actions are being perceived. Others may be insensitive to the reactions of fellow workers. Tell the harasser that the behavior is not acceptable and is unwelcome by you. At the very least, refuse to participate in the behavior.

Even if you do not find the conduct personally offensive, remember that some of your co-workers might, and avoid behavior that is in any way demeaning on the basis of gender. In determining if your own conduct might be unwelcome, ask yourself these questions:

❑ Would my behavior change if someone from my family was in the room?

❑ Would I want someone from my family to be treated this way?

The Do's and Don'ts of Sexual Harassment

Do

- Admit that a problem exists
- Tell the offender specifically what you find offensive
- Tell the offender that his or her behavior is bothering you
- Say specifically what you want or don't want to happen, such as "please call me by my name not Honey," or "please don't tell that kind of joke in front of me."

Don't

- Blame yourself for someone else's behavior, unless it truly is inoffensive
- Choose to ignore the behavior, unless it is truly inoffensive
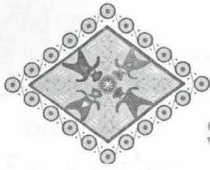- Try to handle any severe or recurring harassment problem by yourself -- get help.

This publication was prepared by David Kadue, an attorney with the Los Angeles office of Seyfarth, Shaw, Fairweather & Geraldson. It is current through December 31, 2000; includes new standards established by the Supreme Court.

Month 9 - Team Activity

Seductive Scenarios

Below are four scenarios describing situations that could lead to allegations of sexual harassment. Discuss each scenario and say what you would do if each situation occurred in your team.

Scenario One

Rosa is the newest member of your team. She is a recent immigrant from Sicily to America. In her former job it was considered acceptable, even desirable, to hug and kiss fellow employees, customers and visitors to the workplace. During a recent staff meeting when she became so delighted at hearing about upcoming cost of living raises that she sprang from her chair, embraced the team leader and kissed him full on the mouth. What will your team do in response to Rosa's affectionate behavior?

Scenario Two

Chet is a "star" member of your team, but he is also a self-proclaimed "ladies man." Some women on your team smile, giggle, or flirt back when he approaches them with unsolicited compliments or addresses them with terms of endearment, but others roll their eyes whenever he comes near them. How should Chet's flirtatiousness be handled?

Scenario Three

Sharon is a valued team member who has recently lost a good deal of weight which has required her to buy a new wardrobe. Previously a very conservative dresser, Sharon has now decided to wear more revealing clothing; short skirts, tight knit tops with plunging necklines, and "hip-hugger" type slacks that reveal her mid-section when she bends or stretches. Male team members sometimes stop and stare appreciatively at some of her skimpier outfits. Is there a problem here?

Scenario Four

Finn is a shy person who blushes quickly and easily. A member of your team for a year, Finn generally keeps to himself and says little during staff meetings. Felicia has been a member of your team for seven years and is known for her boldness, her quick wit, and her brashness. She finds it amusing to make Finn blush, especially during staff meetings, by behaving flirtatiously towards him when the entire team is there to witness it. How should the team respond to this situation?

There is no one correct answer to each of these scenarios, but how you decide about them will give a good deal of insight into your team's culture. Once all four scenarios have been discussed, the team leader will ask the following questions?

❏ What does the way in which we responded to these questions say about our team culture?

❏ Is there anything we need to change to assure that all team members feel respected and valued?

Month 9 - Individual Activity

Setting Boundaries

Everyone has a slightly different view about what it means to behave in a respectful manner at work. Some see an advantage to being able to enjoy mild flirtations at work while others believe the workplace should be "strictly business." Some like to show affection, support, and encouragement to teammates by touching, patting, or hugging them, while others prefer not to ever touch or be touched by teammates. Below, please create a profile about yourself that describes how you like to be treated at work. Jot a few comments about personal preferences in each of these areas:

Compliments on your appearance:

Flirtations:

Touch:

Jokes or Humor:

Crude or offensive language or swearing:

Social invitations or invitations to date:

Be prepared to share your profile with the rest of your team at the onset of the next diversity lesson.
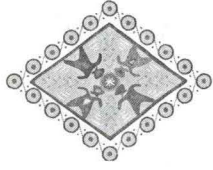
Month 9 - Team Processing

The team leader will open the next session by asking each person on the team to refer to their profile and share as much or as little information about it as they would like with the rest of the team in order to help everyone know how they would like to be treated at work.

Month 9 - Resources for Preventing Sexual Harassment

Books

Orlov, Darlene and Roumell, Michael. *What Every Manager Needs to Know about Sexual Harassment.* AMACOM 1999. *This book is the ultimate guide to dealing with and preventing sexual harassment in the workplace. Employees and managers alike will find it an enjoyable and informative read.*

Gordon-Howard, Linda. *The Sexual Harassment Handbook.* Career Press 2007. *The Sexual Harassment Handbook is the first book that gives you the insight to assess a sexual situation on the job and take effective action, before the lawyers are called in.*

Boland, Mary. *Sexual Harassment in the Workplace.* Sphinx Publishing 2005. *Sexual harassment is not about sex-it is about power. Immediate help is available to put you back in control. You do not have to give in and you do not have to give up your job. You can stand up to harassing coworkers and supervisors, and you do not have to go to court to do it.*

Websites

Nolo.com. Preventing Sexual Harassment in the Workplace.
http://www.nolo.com/article.cfm/objectId/7440C7F8-0B89-46E4-A1DE73FE99AA61E0/111/259/283/ART/ .
This site contains an excellent article on sexual harassment prevention.

The Equal Opportunity Employment Commission. Facts about Sexual Harassment.
http://www.eeoc.gov/facts/fs-sex.html .
This site outlines sexual harassment law and links to a page telling how to file a sexual discrimination complaint.

Sexual Harassment Support. What is Sexual Harassment and Why is it so Difficult to Confront?
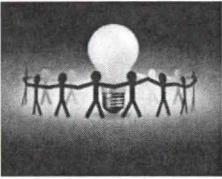http://www.sexualharassmentsupport.org/ .
This site offers support to those who have been or are currently victims of sexual harassment.

Videos

Sexualharass.com. Sexual Harassment Training Video.
http://www.sexualharass.com/ .
This site offers a number of videos/DVD's on preventing sexual harassment.

Capitalizing on Team Diversity

Diversity Leadership Guide @ NASA.com

Diversity can be one of your team's greatest assets. Most modern organizations today employ individuals from many backgrounds, walks of life, and countries around the world. If the team members take a moment to observe their workplace or the makeup of the team, they will find people who are different in many ways. Some will come from different ethnic, cultural, educational, and experiential backgrounds. Others will have different personalities or styles, and others will differ in gender, age, religion, and lifestyle and so on. The team will probably have both married and single team members and those with and without children. There will also be different feelings and thoughts about work and the workplace. In addition, there are certainly differences in work experience and seniority in the organization. Even if your team is not particularly diverse, it will likely serve a diverse organization and a diverse customer base.

When people bring a variety of work and life experiences, viewpoints, and talents to your team, there are more opportunities for quality decision making. Most decisions made today must take into account a variety of issues, such as customers and their needs, the benefits and limits of technology, gaining support from various people or groups who will be affected by the decision, and frequently complex and confusing alternatives. Having multiple perspectives may slow the discussion down from time to time, but will usually lead to a better quality decision.

As technology mechanizes us and diversity confounds us, there is a growing need for communication and understanding as well as the willingness to help out one another. The cubbyhole nature of large organizations created places where people holed up and worked individually. Today, these cubbyholes are being broken down as people are forced to come together more often to solve problems and to accomplish daily work tasks. Through teamwork, people can break down barriers to working together. In a team situation, where everyone is contributing to and influencing the team, there is less chance that people will maintain, either consciously or unconsciously, a sense of superiority. In effective teamwork, the superiority/inferiority imbalances have a chance to be equaled out. What have your experiences been with superiority/inferiority imbalance on teams? In a team, at some point, each person's needs are secondary to the whole, and at some point, each person's needs may surface and be thoroughly supported by the team. Every member gets the front seat from time to time, so that individualism feeds the synergy of the whole, and teamwork neutralizes the status games people play.

Today's organizations are a collection of diverse groups and people. Teamwork is a great way to learn to work across diversity in a healthy way. Working together in a team that has a focused and a clearly designated output gives people a chance to apply their diverse perspectives and backgrounds to achieve a common goal. In the close-knit manner in which teams must work, there are many opportunities to put diversity to work constructively. Once this becomes the norm, team members become less aware of differences, and more aware of unity. What opportunities exist in your work to put diversity to work constructively?

Organizations are finding that to compete effectively, they must learn cooperation and collaboration skills, that liaisons are better than enemies, and that not much gets done without a lot of folks doing their job consistently and caringly. To support the balanced involvement of everyone on the team, consider the following.

Avoid Subtle Exclusion of Team Members

Some team members will ignore or gloss over a person in the group who has a different view. Sometimes team members do not want to take the time to review what might be a creative alternative. People often pre-judge or stereotype a person's ideas because that person does not appear to be part of the mainstream of the organization. Have you ever been on either side of such a scenario? The goal of healthy teamwork is to consider everyone's ideas and to depersonalize the inputs so that ideas stand on their own merit. Another goal of healthy teamwork is to build cohesiveness as a group, to become a working unit. A good team does not exclude certain members for any reason. If there are members who are simply unwilling to be a part of the team and refuse to be included, that is another matter. Subtle forms of exclusion, however, are inappropriate in teamwork. Subtle forms of exclusion may include:

- Not responding to a team member's comments
- Not seeking input from that team member
- Not inviting that team member to join you for a break or lunch
- Not seeking out a team member between team meetings (for short discussions, hallway chats, to work on something together, and so on)
- Not referring to that team member by name
- Not building on that team member's ideas

Many organizations have included diversity awareness in their training. Some have targeted broad sweeping organizational changes to decrease stereotyping and unfair employee practices. However, until individuals learn to be comfortable with and work productively with a diversity of people, little progress can be made. Until team members can work side by side, without stereotyping and making assumptions about one another, teams will have trouble performing.

Become Comfortable with Diversity

Effective teamwork thrives on differences among its team members and builds on that diversity. Teams should not swallow up, or ignore, individuals, but instead fully utilize individual strengths to maximize team output. In healthy teams, members can talk openly about their differences, as they apply to working and getting along together, and because of this open acceptance of difference, the members can move forward to achieve targeted results as a team. True teamwork does not let members avoid people with whom they feel uncomfortable working. True teamwork demands that the members figure out how to work with other people. Following are some ways team members can become comfortable with the diversity of their team and capitalize on the various talents of all members:

- Learn what others would like to get out of being on the team.

- Do not assume the other person thinks, feels, or sees things the same way you do.

- Reach out. Do not let yourself be intimidated by difference. Try to get to know others as unique individuals. Do not be daunted if there seems to be little common ground. Honor the differences. Show interest in the person. Sooner or later, there will be common ground.

- Find out what other people's work experience has been. Work is usually a common-ground experience for people. Remember not to focus on levels or positions in the organizations - this may push you further apart.

- Learn to ask open-ended questions to draw out the other person, such as, "What is your reaction to . . . ?" "What has been your experience with. . . ?" "How do you feel about. . . ?"

- Learn to dwell on ways you are similar to others on the team. Think of yourself and your teammates as all part of the human race and discover how that humanity plays out on the team.

Advantages of Diversity

If you can get along with a wide variety of people, you will be able to benefit from the following advantages of diversity:

- Knowledge and Perspective—A blended work force brings the knowledge and background of many types of people together. The more diverse employees are, the more perspectives to blend. The advantage is a variety of sources of information and expertise.

- Learning throughout the company—When new people come onto the team, it's an opportunity for everyone to learn. The more diverse the group, the greater the opportunity for growth.

- Employees can lean more about their customers and competitors from the people on their team.

- New directions—When teams diversify, new opportunities are often discovered. By bringing a fresh perspective, new members may be able to think of new products, services or ways to serve customers. A static work force often can't develop in this way.

- Adaptability—The more a work team reflects the world outside, the better prepared it will be to face business changes. Employees from a wide variety of backgrounds can come up with new processes and responses to work place changes.

- In order to be socially competent in the workplace, the ability to deal with a wide variety of people must be cultivated. By valuing the diversity encountered, it is possible to build strong partnerships. Respect for others will be an advantage.

Keep this thought in mind: When we look for differences, we find them. When we seek similarities, we find those too. The wise person searches for both, and in so doing discovers an individual.

Compiled from Rees, Fran (1997) Teamwork from Start to Finish. San Francisco: Pfeiffer, Jossey-Bass Inc. Skillsoft (2006) Teamwork and Emotional Intelligence: Course
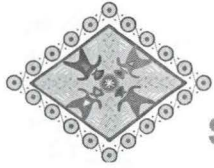
Month 10 - Team Activity

SWOT Your Team's Diversity

Below is a **SWOT Analysis Template** to assess your team's strengths, weaknesses, opportunities, and threats that face your team currently as you attempt to capitalize on team diversity. The criteria examples shown are merely suggestions of areas you might want to consider while evaluating each dimension of team diversity.

Criteria examples Advantages of diversity? Capabilities? Resources, Assets, People? Experience, knowledge, data? Innovative aspects? Location and geographical? Accreditations, qualifications, certifications? Communications? Cultural, attitudinal, behavioral, Management succession? Philosophy and values?	**Strengths**	**Weaknesses**	*Criteria examples* Disadvantages of diversity? Gaps in capabilities? Lack of competitive strength? Reputation, presence, and reach? Own known vulnerabilities? Timescales, deadlines and pressures? Effects on core activities, distraction? Reliability of data, plan predictability? Morale, commitment, leadership? Management succession?
Opportunities as column	**Opportunities**	**Threats**	*Criteria examples*

Criteria examples Political developments? Technology development and innovation? Global influences? Business and product development? Information and research? Partnerships, agencies, distribution?	**Opportunities**	**Threats**	*Criteria examples* Political effects? Legislative effects? Environmental effects? New technologies, services, ideas? Vital contracts and partners? Obstacles faced? Insurmountable weaknesses? Loss of key staff? Economy - home, abroad?

Month 10 - Individual Activity

Building Personal Cultural Competence

In order to be thought to be culturally competent one must possess the knowledge, skills, abilities, and awareness needed to work effectively cross cultural lines. Below are a number of culturally sensitive questions that you can ask someone in order to gain a better understanding of them and become a more effective teammate to that person. In the upcoming week please approach someone you believe to be culturally different than you and ask 4-5 questions taken from the list below. Feel free to contribute further to the conversation by sharing your own answers to some of the questions listed with the person you are speaking with.

Sharing Home and Family Norms to Gain Cultural Competence

Personal/Family History

- ❑ Where were you born and raised?
- ❑ What was the ethnic background of your parents and grandparents?
- ❑ Why did your family come to America?
- ❑ What were they like?
- ❑ What characteristics, traditions, and values held by your parents and grandparents do you still maintain?
- ❑ Which have you changed?

Family Practices

- ❑ What is the most important thing a family can provide for a child?
- ❑ What do you think it takes to keep children safe these days?
- ❑ Do you expect different things from girls and boys in your family?
- ❑ What do you see as the role of a parent in a family?
- ❑ How is the role of the grandparent viewed in your family?
- ❑ Is extended family an important part of your life?
- ❑ Do your friends often function like family for you?

Intercultural Experiences

- ❑ Has discrimination affected your life? If so, how?
- ❑ How much experience have you had with people who are culturally different than you yourself?
- ❑ Have your experiences been positive or negative for the most part?
- ❑ What is one thing you would like to learn about people who are different than you?
- ❑ How do you decide if you can trust people or not?
- ❑ What kind of pre-judgments do you think people of other cultures make about you because of your race, culture, or ethnicity?
- ❑ What would you like others to understand about your culture?
- ❑ How have you grown in your perspectives and insights with regard to your view of others who are culturally different than you?

Month 10 - Resources to Capitalize on Team Diversity

<u>Books</u>

Tatum, B. D. (1997). *Why are all the Black kids sitting together in the cafeteria?* New York, N. Y.: Basicbooks.

Thomas, R. R. Jr. (1999). *Building a house for diversity.* N. Y.: AMACOM.

Carr-Ruffino, N. (1998). *Managing diversity: People skills for a multicultural workplace* (2nd ed.) San Francisco. State University: Simon and Schuster Custom Publishing.

Cox, T. Jr. & Beale, R. L. (1997). *Developing a competency to manage diversity*. San Francisco: Berrett- Koehler Publishers, Inc.

Henry III, W. (1990). *Beyond the melting pot*. Time (April 9), 28 - 31.

<u>Websites</u>

University of Missouri. Diversity Toolkit.
http://extension.missouri.edu/staff/diversity/Toolkit.doc .
This website offers an assortment exercises, activities, and resources for building diversity awareness and cultural competence.

Proverbs to promote understanding across generations and cultures
Booklet:
http://diversityeducation.cas.psu.edu/PDFs/Booklet.pdf
Overheads:
http://diversityeducation.cas.psu.edu/PDFs/Overheads.pdf
Achievement Record:
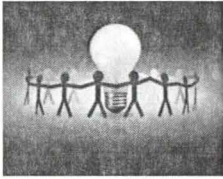http://diversityeducation.cas.psu.edu/PDFs/Proverbsachievrecord1.doc

Diversity Training University International (DTUI). Start Your Own Strategic Diversity Initiative.
http://www.dtui.com/start_own.html .
This website provides a number of articles/products/programs to launch a diversity initiative.

Diversity Activities and Celebrations

Workplace diversity causes teams to be more productive and perform at a higher level. Diversity assists individuals in expanding their paradigms, accelerating personal and professional growth, and recognizing new options and unexplored territories in their lives. Diversity can be channeled into a mastermind alliance whose sum is greater than its parts. Diversity is expansive, providing collective viewing points where previously only individual points of view existed. Anything this special, this wonderful, this exciting, this unifying, should be celebrated.

The final section of this guide is dedicated to a discussion of diversity celebrations, and to fostering of cross-cultural fun. Teams who play together tend to stay together longer, support their membership better, and grow faster than teams that function on a "business only" basis. Browse this section as a team. Find ideas and activities that you think might be fun, and try them. When you hit upon an activity that is universally enjoyed by your team, make a tradition of it by doing it regularly and inviting others to join you in it.

Do you need a reason to celebrate? If so, check out the 2008 calendar on the next page. Pick one holiday a month to research and celebrate. Your selection might reflect the diversity represented on your team or you could simply select a celebration that sounds intriguing to explore.

2008 Ethnic & Religious Dates

January 2008

1 - Emancipation Day (African-American, United States)
1 - Feast of St. Basil (Christian, Orthodox)
1 - Japanese New Year (Japan)
5 - Guru Gobind Singh's Birthday (Sikh)
6 - Epiphany (Christian)
6 - Three Kings' Day (Puerto Rico, Dominican Republic)
7 - The Nativity of Jesus Christ (Christian, Orthodox)
9 - Al Hijra - Muslim New Year
13 - Lohri (Buddhist, Hindu, Sikh)
16 - Religious Freedom Day
19 - Ashura (Islamic, Muslim)
20 - World Religion Day (Baha'i)
22 - Tu b'Shvat or Tu B'Shevat* (Jewish, Israel)
26 - India Republic Day

February 2008
Black History Month (African-American)

2 - Imbolc (Wiccan)
2-5 - Brazil, Carnival
4 - Rosa Parks Birth Anniversary
5 - Mardi Gras (United States)
5 - Mexico - Constitution Day
6 - Ash Wednesday (Protestant, Roman Catholic)
7 - Chinese Lunar New Year (China, Korea, Taiwan, Vietnam)
7 - Tet Nguyen Dan (Vietnam)
11 - National Foundation Day (Japan)
12 - Lantern Festival (Taiwan)
12 - NAACP Founded
14 - Race Relations Day
17 - League of United Latin Citizens (LULAC) Founded American
24 - Flag Day (Mexico)

March 2008
Greek-American Heritage Month
Irish-American Heritage Month

1 - St. David's Day (Welsh)

2 - Mothering Sunday (England)

3 - The Doll Festival (Japan)

7 - World Day of Prayer

16 - Palm Sunday (Protestant, Roman Catholic)

17 - St. Patrick's Day(Ireland, United States)

20 - Holy Thursday (Christian)

21 - Good Friday (Protestant, Roman Catholic)

21 - Naw Ruz (Baha'i, Persia)

21 - New Year's Day (India)

21 - Purim (Jewish)

23 - Easter (Protestant, Roman Catholic)

25 - Feast of Annunciation (Christian)

April 2008

6 - National Tartan Day (Scottish-American)

6 - Organization of the Church of Jesus Christ of Latter Day Saints

8 - Vesak - Buddha's Birth (Buddhist)

14 - Sinhala and Tamil New Year (Sri Lanka)

19 - Passover *begins at sundown (Jewish)

23 - St. George's Day (English)

27 - Easter (Orthodox) or Pascha

May 2008
Asian Pacific American History Month
Jewish-American Heritage Month

1 - Ascension Day (Christian)

1 - Beltane (Celtic)

1 - National Day of Prayer (United States)

2 - May Day Bank Holiday (United Kingdom)

2 - Yom Hashoah/Holocaust Memorial Day (Jewish)

5 - Cinco de Mayo (Mexico)

9 - Victory Day (Russia)

18 - Isreal's Independence Day (Yom Ha'Atzma'Ut)

19 - Malcolm X's birthday (African-American, United States)

23 - Declaration of the Bab (Baha'i)

25 - Corpus Christi (American, Roman Catholic)

29 - Ascension of Baha'u'llah (Baha'i)

June 2008

8 - Shavuot *begins at sundown (Jewish)
16 - Martyrdom Day of Guru Arjan (Sikh)
19 - Juneteenth
27 - Martyrdome of Joseph and Hyrum Smith

July 2008

1 - Canada Day (Canada)
4 - Fil-American Friendship Day (Phillippines, United States)
9 - Martyrdom of the Bab (Baha'i)
24 - Pioneer Day (Mormon)
31 - Feast of St. Ignatius Loyola (Spain, Roman Catholic)

August 2008

1 - Lammas and Lughnassad (Britain, Pagan, United States)
9 - Bon Festival/Feast of Lanterns (Japan)
10 - Tisha B'av* (Jewish)
14 - Pakistan's Independence Day
15 - India's Independence Day
15 - Liberation Day (Korea, South Korea)

September 2008
National Hispanic Heritage Month (Mexico)

1 - Israel Miraji Ascent of Prophet Muhammad
1 - Ramadan (Islamic, Muslim, Moslem)
16 - Mexico's Independence Day
19 - San Gennaro Day (Italian-American)
23 - Autumnal Equinox (Japan)
26 - Lailat-Ul-Quadr (Islamic, Muslim)
30 - Rosh Hashanah* (Jewish New Year)

October 2008

German-American Heritage Month
National Italian-American Heritage Month
Polish-American Heritage Month

1 - Eid-Al-Fitr (Islamic, Muslim)
9 - Yom Kippur* (Jewish)
13 -Sukkot* (Jewish)
21 - Cirio de Nazare (Brazil)
21 - Shemini Atzeret (Jewish)
22 - Simchat Torah (Jewish)
28- Diwali (Buddhist, Hindu)
31 - Reformation Day (Christian)

November 2008

National American Indian Heritage Month

1 - All Saints' Day (Christian, Roman Catholic)
1 - Dia de los Muertos (Mexico, Latin America)
2 - All Souls' Day (Roman Catholic)
12 - Birthday of Baha'u'llah (Baha'i)

December 2008

6 - St. Nicholas Day (International)
8 - Bodhi Day - Buddha's Enlightenment (Buddhist)
8 - Eid al-adha (Islamic, Muslim)
12 - Virgin of Guadalupe (Mexico)
13 - Santa Lucia Day (Sweden)
16-25 - Las Posadas (Mexico)
22 - Hanukkah* (Jewish)
25 - Christmas (Christian, Roman Catholic, International)
26 - Boxing Day (Canada, United Kingdom)
26 - Jan 1 - Kwanzaa (African-American)

*Holy days usually begin at sundown the day before this date.

Celebrating Diversity: Ideas from Everywhere

From the fun and festive website *Celebrate Diversity* Month.
http://www.celebratediversitymonth.org/site/page/pg270.html
Visitors to the site made the following suggestions to celebrate diversity in your work team, school, or family environment.

Diversity Cookbook
We asked those who would like to participate to bring in recipes from their country of origin, or a recipe that was near and dear to them for whatever reason. We then placed them into cookbook format, and each person in our office received a copy of the cookbook.
David, Supervisor, Beckley, West Virginia

Bodily engaging the audience in diversity
Using a roomful of co-workers, parents, children and grandparents, divide them into four-five major groups. Give them paper and art supplies and the instruction to cut out the shape of a specific major part of the human body like hands, head, legs and midsection. Every group should have only one type of body part to cut out and should not tell the others. They may add color or shapes to enhance features.

Finally, invite every group to start putting the pieces together to make a whole person. Facilitator then allows for observations on the differences and similarities.
Pattan, Biologist, Plantation, Florida

What about clothing
Have each staff wear an outfit from their own country and bring a special dish.
Edrine, Nursing , Laurel Ridge

Posters
I believe that as people grow as unique persons...they begin to respect others uniqueness...&& the people that are growing up right now are [[obviously]] the kids...so lets let them know that instead of making fun of people that are "different", lets celebrate it. So have kids make posters and put them up in their school celebrating diversity.
Norma, 7th Grader, New York

Book Groups
With a group or a class, select novels that represent various cultures. Each person will select and read a novel of a culture that they do not belong. After reading the novel, each person researches the culture presented and brings back what they have learned to discuss in a book talk/reading group. To spice up the group, bring along a dish that represents the culture that you are discussing for"cultural pot luck."

Ebony, Teacher, Virginia

Open Mic
Perhaps having an open mic event for songs, art, poetry, stories, memories, and so on to function as a platform for the diverse voices and expressions that are contained within each person to be heard.
Sam, Bilingual Benefits Representative,
Target Corporation, TMSC, Brooklyn Park, New York

Flag Day

As Flag Day approached on June 14th, we asked those of our team members (who wished to participate) to provide our diversity team with their country of origin. Then we used Clip Art to create flags for the countries. We used fishing line to hang the flags over the team members' desk cube; and we included the country name, hanging below the flag on fishing line. It brings a lot of color into our department and sparks conversations about individual ancestry.

Mary, HR Manager, Minneapolis, Minnesota

Humor

Have a group of people of various nationalities come together for a luncheon or this could be done at the start of a multicultural team's meeting. Ask each person to prepare to tell a joke or a humorous story that depicts the humor in his or her culture or country of origin.

Bobbie, Geologist, USA

Put Yourself on the Map

A world map placed in a common area and employees are invited to place a pin in their country /location of origin.

Pam, HR Director, Cincinnati, Ohio

Musical instruments

Invite employees to participate in a "Music of the World" event. Invite them to participate by performing or playing a recording of the music of their generation or culture or country.

Harriette, Seamstress, Red Wing, Minnesota

Language

Pass out phrases in other languages. Have the employee learn the phrase and translate. This could promote having employees go to those that speak the language for help. The new knowledge could be presented in a group setting.

Jeanne, HR, Ohio

"Who We Are"

In a program specified for Diversity, have speakers from many different cultures speak about someone who has "made a difference" in their community and the world. This would give others an educational opportunity, an experience to know that "all" cultures have made contributions.

Vanessa, Administration, Healthcare

Diversity Poster Contest

There should be a Diversity Poster Contest during the celebration of Diversity month, similar to the annual FOD Poster Contest.

Mark Williams, Engineer, Fort Worth, Texas

Multi-cultural Food Tasting

Different departments within an office environment could each make a food dish representing a particular culture. Employees could rotate between different departments to sample the unique dishes that they might have never tried before. Music and decorations could accompany the different food themes.

Kathie, Promotions, Birmingham, Alabama

Sports

How about a sports diversity event? Challenge your employees via email with diversity questions from sports teams/players etc. Then for one day invite employees to wear their team and enjoy a small game of whiffle ball, badminton or something that evokes memories and fun for everyone.

Cheryl, Claims Adjuster, New Hampshire

Form a book group

Identify a book to read; set a date for discussion.

Ann, Non-profit Health, California

Have a Bring Your Hobbies to Work Day

Tell employees that on a specific day they are invited to bring displays/pictures of their hobbies or interests. They can all set up and be ready to talk about their unique hobbies in the cafeteria or a conference area or even the lobby during specific times like from 12 to 2.

Lee, CPA, Minneapolis, Minnesota

Diversity Photo Contest

I am an EEO/EO counselor for the Georgia Army and Air Guard. I challenged everyone to submit photos showing diversity in the community, schools system or the workplace. It could be people helping one another, children playing or adults working together. I posted the submitted photos on the bulletin board at our office so everyone could see how the world and people deal with diversity in their everyday life.

Lee Ann, EEO/EO Counselor, Atlanta, Georgia

A Parade of Nations

This works for a senior citizen home. They pick a day which is called Heritage Day. On that day, from noon to one o'clock, all employees are invited to don their native garb and join in a Parade of Nations. The parade weaves through the hallways of the home much to the delight of the residents.

Karen, CEO, Minneapolis, Minnesota

Use the Internet

Everyone pick a country. Using the internet, follow the news in that country for one month. Print out headlines of the week and compile them in a public place--maybe on a world map.

Art

Learning Meals
Food is always a great way to have conversations about ones past -

have a potluck and ask each one to bring a dish that is NOT from their ethnic origin - and ask them to talk about what the food is about, what it represents, etc.

This will make the employee research about the people represented by the chosen recipe and hopefully learn to cook it.

Minda, Admin, California

Where I am From!
At my store we have team members from all over the world. What we do to cultivate diversity is enlarge a world map and give each team member a pin and ask them one day after the team "huddle" or meeting to tell us where they were from. We then hung the map in the break room for everyone to see!

Stephanie, Human Resource Manager, Target

Wall of Remembrance
Bring photos, medals, military uniform, etc., of a friend or family member who has served, or is serving in the military. Display in a place of prominence as a way to say thanks to those who have risked their lives to protect our freedoms.

Abby

Role Playing
Have employees pair off and give them a scenario involving two people from different cultures than themselves. Ask the employees to act out the scenarios in the way they think others from the assigned cultures would act out the scenario.

Emily, Human Resources, Raleigh, North Carolina

Adopt a Friend
Select some one you do not know and get to know them. Ask these questions:

What are two things you have in common?
What are two things that are different about us?
Favorite Past time or hobby of your new friend?
What did I gain from this experience?
Then stay in touch.

Kathy Key, Accounting/Diversity Council , Harrison, AR

Taste Diversity
Have employees make a dish that expresses the culture of their home country. Set up buffet style and put in the dish the flag of the country that the dish represents.

Elliot, Recruiter, March of Dimes, White Plains, New York

Go find out
Have two gatherings. At the first, everyone makes a list of cultures or groups that they didn't grow up with or aren't a part of. Then each person must research and learn at least one aspect of that group they find interesting. At the next gathering, each person shares that one thing with the group.

Art, Consulting, Minnesota

International Night

How about an International Night where groups of children, or adults, or both, get together beforehand and study a particular country? On International Night they dress in the apparel of the country and decorate their area with symbols of cultural traditions. The audience then asks them questions about the country. I've seen this event at our school and it's loved by parents and students alike.

Bill, School Administrator, Tampa, Florida

Involve Individuals

Here are a couple of things we've done that "involve" people in our company.

1. Place a large world map on the display board. Have blank slips of paper and various colored pins available. A sign instructs anyone who'd like to participate to write their name on a slip of paper, then pin the paper on the country of their ethnic heritage. More than one slip per person may--and most likely will--be used.

2. Employee's photo and a few sentences telling about their heritage are posted on the bulletin board.

Sharon

Games

It would be really interesting to learn a card game or board game from another culture, and to share my own. Afternoon spent playing games would make lots of connections between people. Also so many games are metaphors for other things; it would be cool to learn the metaphors other people take from their games.

Jon, Online Development, Minnesota