

DOCUMENT RESUME

ED 371 143

CE 066 551

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TITLE Beyond the Buzzwords: Delivering Diversity Training that Makes a Difference.
PUB DATE 16 May 94
NOTE 34p.; Paper presented at the International Conference of the American Society for Training and Development (Anaheim, CA, May 16, 1994).
PUB TYPE Speeches/Conference Papers (150) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Education; Behavioral Objectives; *Corporate Education; *Cross Cultural Training; *Cultural Differences; Learning Activities; Multicultural Education; *Organizational Climate; Role Perception; Social Bias; Stereotypes; Trainers; *Training Methods; *Workshops

ABSTRACT

This document contains materials for a 3-hour diversity awareness workshop designed to help trainers accomplish the following: identify their strengths, weaknesses, and impact on others; develop an increased awareness of cultural stereotypes; master techniques for defusing hostility, handling difficult students and coworkers, and turning confrontation into cooperation; formulate personal strategies for exerting positive peer pressure; realize that diversity extends beyond race and gender and includes factors such as age, religion, disabilities, and language; and identify and eliminate cultural barriers to optimum learning. The document begins with an exercise designed to identify assumptions based solely on outward appearances. Presented next are the rationale for and goals/objectives of diversity training. The remainder of the document contains information and learning activities pertaining to the following: the trainer's role in making diversity work; language resistant and conducive to diversity and alternative behaviors and strategies for supervisors; male/female perceptions; lose/lose negotiation; first impressions; the role of individual employees in making diversity work; stereotypes; and individual goal setting. Concluding the document is a diversity training feedback form. Contains 13 references. (MN)

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*Genderspeak**Endangered White Male**Afrocentric/Eurocentric
Paradigms in the Classroom**Politically Correct
Core Curriculum*

BEYOND THE BUZZWORDS: DELIVERING DIVERSITY TRAINING THAT MAKES A DIFFERENCE

*Shattering the Glass Ceiling
Gender Gaps**Endangered Black Male
Race-Normed Tests**White Male Backlash**Physically Challenged**Exclusivity*

**ASTD INTERNATIONAL CONFERENCE & EXPOSITION
ANAHEIM, CALIFORNIA
MONDAY, MAY 16, 1994**

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BEYOND THE BUZZWORDS: DELIVERING DIVERSITY TRAINING THAT MAKES A DIFFERENCE

ABSTRACT

Corporate America continues to struggle with the issue of Diversity in the Workplace. The terms, "diversity manager," "diversity specialist," and "workforce 2000," are becoming as familiar as some of the jargon of the eighties. The thrust to extend valuing differences beyond affirmative action policy has spawned a new growth industry. Like any change movement, naysayers and forms of backlash have begun to emerge.

This document accompanied a three-hour workshop presented at the International Conference of the American Society for Training and Development (ASTD) in May, 1994. Training practitioners are urged to extend their comfort zones and to provide training in managing diverse employees that has an impact upon organizational culture. Differences and similarities between Affirmative Action, Multicultural Education, and Diversity Training are explored. The training process for an effective Diversity Training initiative is outlined throughout each stage - Assessment, Design, Program Delivery, and Evaluation.

Sample questionnaires, forms, role plays, and structured exercises are included. An evaluation form for organization that employ diversity training interventions and references provide additional resources.

FIRST IMPRESSIONS

We often make assumptions about people by their outward appearances. How much can you tell about the others in the room by their appearance and facial expression.

1. Find someone who likes animals and has at least one pet.

Name: _____

2. Find someone who looks as if he or she enjoys spicy foods.

Name: _____

3. Find someone who looks as if he or she likes exciting activities.

Name: _____

4. Find someone who looks as if he or she drives a luxury car (Mercedes, Lexus, etc.).

Name: _____

5. Find someone who looks as if he or she likes to play video games.

Name: _____

6. Find someone who looks as if he or she appreciates Country and Western Music.

Name: _____

7. Find someone who looks as if he or she has at least four children.

Name: _____

8. Find someone who looks as if he or she is an interesting conversationalist.

Name: _____

9. Find someone who looks as if he or she is a good dancer.

Name: _____

DIVERSITY TRAINING AND ITS BENEFITS FOR A MULTICULTURAL WORKFORCE

RATIONALE FOR DIVERSITY TRAINING

Customer service and the ability to avoid complaints are the core of the Quality movement throughout corporate America. The fact that a large proportion of the workforce consists of younger workers who enter the workplace directly from the classroom mandates a smooth transition from school to work. This can happen with cooperation between educators and employers. The student who learns to value the differences among his classmates is far more equipped to compete in the workplace.

Diversity awareness training can be a vehicle for giving them excellent tools and skills to excel and to compete in the global market place. Diversity Awareness Training is predicated upon a belief that teacher can maximize the unique talents and needs that they bring to the job. Multicultural education is predicated upon a belief that the contribution of varied cultures adds value to learning. Learning from the students from these cultures adds value to the instructional mix.

Students in American Schools are a microcosm of employees in the American workplace. They represent the diverse ethnic mix of our population. Through strengthening the skills and awareness of these young people, teachers benefit through increased sensitivity to their needs and cultural orientations.

Diversity is a *CHANGE PROCESS*. Therefore, the training procedures to institute diversity awareness can be utilized for increased positive interactions between teachers and students. One result should be a decrease in parental complaints because of poor intercultural communication.

It is our hope that each trainer who is present today will leave with a commitment to provide tools for diversity awareness and enhancement to the members of the campuses in his or her community. You will serve as educators and mentors. The result should be a productive and loyal student who feels that his or her contribution to the school is valuable.

The success or failure of this endeavor is linked to the level of self-awareness that each participant in this workshop attains. It is our hope that you will gain several new tools to assist you in your journey. The linkages between school districts and corporate training initiatives should provide a ripple effect for the informed corporations who are fighting a strong diversity backlash.

Projected demographics for Workforce 2000 also includes a larger percentage of females and older workers. Many of these individuals will need retraining to master the complexities of increased technology. Diversity training includes interpersonal skills that transcend a focus upon race and gender.

GOALS AND OBJECTIVES FOR DIVERSITY TRAINING

Upon completion of this diversity awareness initiative, the following goals and objectives should result:

- 1) Trainers should be able to identify their strengths, weaknesses, and the impact of their behavior and attitudes upon others.
- 2) Increased awareness of stereotypes should lead to an appreciation of the rich multicultural experiences that come from working in America's diverse classrooms and workplaces.
- 3) Techniques for defusing hostility, handling difficult students and coworkers, and turning confrontation into cooperation should be mastered by each trainer in attendance. These skills can only increase the productivity of individual work teams or campus clusters.

- 4) Personal strategies for exerting positive peer pressure should be developed. The end result will be a productive classroom and workplace with a focus upon the goal of providing quality diversity training to each of your trainees. The impact of cultural values will be critical to these skill building strategies.
- 5) A realization that diversity extends beyond race and gender and includes factors such as age, religion, disabilities, and language should increase sensitivity to individual differences by each trainer.
- 6) Cultural barriers to optimum learning should be identified and eliminated. Cultural synergy, rather than divisive differences, will be the focus.

DIVERSITY TRAINING THAT IS BASED UPON HOPE

The riots in Los Angeles triggered anguished cries of despair over relations between the races in our country. Although much has been made of diversity in the wake of the Hudson Institute's report on Workforce 2000, the demographics have produced a rash of hard data and dire projections.

Most of our major professional journals for the human resource professional have published articles on the topic of Diversity or Multicultural Workforce issues. Several articles in professional journals have suggested a rethinking of the diversity issue. As an African-American female, a species considered by many to be a double minority, I have become increasingly concerned by several trends. Although the issues of diversity pose genuine cause for concern, the essence of valuing those who are different is usually lost for a variety of reasons. Despite the work of experts such as Roosevelt Thomas, diversity and affirmative action are seldom treated as separate and distinct issues.

It is not uncommon for any discipline, including the field of Human Resource Development, to embrace the latest buzzwords and offer numerous workshops, publish copious articles, as instant gurus jump on the bandwagon. The fact that this has happened, all too often, to the Diversity issue mandates a reaction from those of us who are truly examples for the Workforce 2000 employees who will soon confront us.

Those few Trainers, Educators, and others involved in the development of a Quality Workforce, who are ethnic minorities, females, disabled, and diverse in any manner, must begin to speak out, and attempt to enlist others who are particularly sensitive to concerns raised by Diversity and Multi-culturalism. No longer can we afford the luxury of sitting in anguished or angry silence while "carpetbaggers" twist and tarnish issues which merit genuine concern and proactive measures. The diversity backlash in our country has begun to escalate as corporate downsizing and re-engineering have resulted in disproportionate layoffs of ethnic minorities and females.

I would like to offer a new paradigm for diversity. It can serve as a training tool, social justice issue, or as the descriptive term for a multicultural workforce. Although real change is threatening to many, and the range of keys in the Western scale stops at the letter G, why can we not extend our comfort zones to the KEY of H - HOPE????? It is a range which can lend itself to light voices as well as to the deepest basso profundo.

True diversity in the American workplace will not occur through blind fate, special affirmative action programs, and the "goodness" of caring and/or guilty corporations. Blood, Sweat and Tears have carved their steps of many new entrants to the workforce. The need for diversity training that reaches throughout the organization is crucial, if we are to meet the needs of Workforce 2000.

Can the second-generation Asian or Indochinese immigrant credit his ability to carve small businesses and rich urban enterprise zones to Minority Business Programs alone? Hispanic Americans of all ethnic persuasions - from Mexico and Central America to Puerto Rico - can not count upon yearly Cinco de Mayo celebrations to provide total awareness of their presence and problems. The sensitive, aware, and fair trainers who provide resources and assistance to Corporate America must be individuals who place emphasis upon recognizing each employee as a *valuable asset*, not a *problem* to be corrected through quick-fix training interventions.

Women have progressed through suffrage movements and the movement to gain equal pay for equal work. The harmony for their melodies is often discordant. All of these varied notes on the scale of a diverse work force seek to achieve perfect pitch despite the current upheaval in the American workplace.

Sociologists and psychologists have long held that the child who survives a troubled childhood and manages to succeed is the individual who has a strong internal "locus of control". He is empowered by his innate belief that his efforts and achievements can overcome the worst external circumstances. Is this not a melody of hope over despair?

The "empowered employee", "multicultural worker", and member of Workplace 2000 who succeeds will be the adult worker with a strong "internal locus of control." Diversity training that sticks will blend the tunes and rhythms of each member of these groups.

The twin "isms" of racism and sexism are often used as examples of forces which can derail the most promising career. The glass ceilings that limit the successful and promising female and minority in a quest for success are more than opaque for our growing underclass. It is difficult to look at the atrium of a skyscraper from the sub-basements of poverty, sexism, racism and unemployment.

What happens when diversity training is limited to corporate executives and employees who have been involved in insensitive behavior? Are we sending subliminal signals of Hammer's tune - "U Can't Touch This?" When diversity training is perceived as

punitive, rather than positive, more damage occurs to the concept of learning from our differences.

There is a psalm that asks "How can we sing in a strange land?" This question can be answered by encouraging the use of a new key to define new tunes. Diversity is about change. Diversity is about valuing each other. Diversity is about respect earned, not grabbed through threats and fear.

How can we attain true diversity? Create and define new paradigms just as the Israelites learned to sing in a new key. Encourage more diverse individuals to join the ranks of those who seek to train the diverse workforce of the twenty-first century.

As the individuals who will train these denizens of the new workplace, trainers have to assume increased social responsibility and sensitivity. The truly effective trainer for these individuals must be multi-lingual. He or she should learn to communicate in the language of the streets and the heart.

Most of us have mastered the skills to enter the board rooms of corporate America and to engage in dialogue with upper level managers. What skills do we possess to communicate with alienated and disconnected young job seekers? One reason for establishing links between the classroom and the workplace can be seen in the increasing levels of violence in each locale.

Your strength will be your ability to communicate with your hearts, as well as with your lips. Look beyond the young black male with a "fade" and dual earring and see a frightened young male with the body of a man and the reasoning capacity of a child. You are listening with your heart.

Look beyond young female workers with poor interpersonal skills and limited work skills and attitudes. Hear an insecure person who is aware of her limited abilities. Bravado often masks a growing awareness that the landscape is bleak for the young minority, female, or physically challenged individual with limited skills. Do we echo a song of despair, or do we create a song of hope?

You can choose to serve as mentors or as mockers. If the new breed of employee in the workplace can not look to those who provide training, for insight, guidance, and encouragement, what chance do they have? They must be encouraged to believe that they can master the skills to succeed in a high tech work place.

Individuals with disabilities should be able to look at those who achieved greatness despite handicaps. Do we provide role models for them?

I challenge each of you to make a special effort to transcend the demographics and to challenge the prognosticators. Go to many of our local ASTD meetings, and it is impossible to ignore the ironic gap between rhetoric and reality. Although we are well aware of the rapidly

shifting make-up of Workforce 2000, few minorities have entered the realm of training and development.

It will be critical for the training industry to go beyond beautifully written Affirmative Action Statements and to plan proactive measures to increase the participation of ethnic minorities, females as upper-level training managers, individuals with disabilities, and other diverse populations. It is not enough to empower these individuals with a "foot in the door". We must teach them to crawl, walk, run, and soar to the maximum of their capabilities. How can we expect to empower the workers of the year 2000 when they have few of their own to emulate?

We often forget that white males are a part of our diverse work force. They are not our adversaries. They should be our allies as we seek to refine the talent of each individual in the workplace.

Changemasters, visionaries and dreamers sing in the key of H, or HOPE. Those who value the status quo, who think they can not make a difference and refuse to serve as their brother's keepers are complacent with the key of F - failure, fatalism, and fault-finding. NAME YOUR TUNE.

We are all aware of the problems. The time has come for increased participation by professional organizations that influence policy in education, training, and corporate partnerships. Let's lift our torches to celebrate the beginning of new songs in new keys.

How can we do this? The solutions are not easy, but they can be achieved with effort. Let's begin to participate in career fairs. How many of our graduates know that much about the field of training and development? We can serve as prominent vendors at local expos. When we take out advertising, we can utilize media outside the mainstream publications. Many diverse groups have formed their own special interest organizations. Why not send our trainers to serve as speakers to make them more aware of our organization and our profession?

I welcome your responses and your reactions.

WHAT ROLE DOES A GOOD TRAINER PLAY IN MAKING DIVERSITY WORK???

COMMON PROBLEMS

THE SIGNIFICANCE OF CULTURAL BACKGROUNDS

Culture is something which we share. It is a collective mind set which distinguishes the members of one category of people from another. There are two forms of culture.

EXPLICIT

THAT WHICH IS VISIBLE

**gender
color
size
features
literature or myths
fine arts/architecture**

IMPLICIT

THAT WHICH IS SUBTLE

**enduring values
basic assumptions
habits of thought
patterns of daily behavior
methods of communication**

LAYERS OF CULTURE

**NATIONAL
ORGANIZATIONAL (CORPORATE)
OCCUPATIONAL
GENERATION
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FAMILY**

ROLE OF CULTURAL BACKGROUNDS IN THE TRAINEE'S REACTIONS TO INTERACTIONS AND ENCOUNTERS

THE FOLLOWING QUESTIONNAIRE PROVIDES GOOD BACKGROUND INFORMATION FOR SENSITIVITY TO THE ROLE THAT THE TRAINEE'S DISTINCT CULTURAL INFLUENCES PLAY IN HIS OR HER REACTIONS TO CLIENTS AND TO COWORKERS. TAKE THE TEST YOURSELF, SEE HOW YOUR PERSONAL CULTURAL PERCEPTIONS AFFECT YOUR REACTION TO EMPLOYEE BEHAVIORS. CAN YOU WALK IN THEIR MOCCASINS? IF SO, WHAT STEPS CAN BE TAKEN TO ASSIST THEM IN CHANGING THEIR BEHAVIOR??

CULTURAL AWARENESS AUDIT

Check the statement that best describes your likely response or attitude.

There are no right or wrong answers.

Go with your first response or reaction.

___ We can not control our destiny, so we have to accept what comes our way.

___ I am the master of my fate and can take charge of my life.

___ Time will always be there, so why rush????

___ If I waste time, I will lose money and profits.

___ I do things slowly and carefully to make sure that they are perfect.

___ Why waste time on small details? Get it done as fast as you can.

___ I can not proceed until we understand each other.

___ You understand the basics. Let's move on.

___ When I touch you, I feel connected.

___ Give me space to think about this. Back off!!

___ The buck stops here.

___ Never take blame when someone else can be found.

___ Our team can make anything better.

___ I can do this all by myself.

___ I need to take time to know you before we conduct business.

___ Cut the chitchat and small talk. Let's get down to the topic.

___ I love new and exciting activities each day.

___ Constant change makes me very uncomfortable.

The way that one answers these questions is directly impacted by the cultural orientations that we bring into each situation. These value systems and perspectives are not limited to ethnicity, race, or gender. The entire spectrum of diversity enters the picture.

- ** sexual preference
- ** age
- ** learning styles
- ** religion

These factors impact our approach to time, life, and work. A diverse workforce is most productive when value and consideration is given to the cultural values that make them who they are.

These cultural factors impact communication on verbal and nonverbal levels. A deeper understanding of cultural dimensions such as low to high context, power distance, and individualism vs. collectivism will help the successful diversity training professional to develop programs that reach *each employee* in a diverse workplace.

SOME EXAMPLES

Individualistic Cultures	Collectivist Cultures
North American	Latin-American
European	Asian
	African-American

These factors may also affect the diverse trainee's paradigm of success or upward mobility. Do we employ motivational techniques that are at variance with the trainee's value system? If status and power are accorded different roles by the trainee and the trainer, factors such as team-building and career progression may receive disparate emphasis.

True diversity is achieved when we learn to discuss these differences openly and to respond to the culturally based cues that trainees give on a conscious and unconscious basis. This will not occur, if the trainer is not in tune with his or her personal cultural orientation.

REMEMBER THAT DIVERSITY REPRESENTS A CHANGE PROCESS. CHANGE IS A THREATENING PHENOMENON FOR MOST INDIVIDUALS. RESISTANCE WILL BE INEVITABLE. ANTICIPATE SOME OF THE RESISTANT PHRASES WHICH WILL OCCUR.

RESISTANT PHRASES

APPROPRIATE RESPONSES

- | | | |
|---|---|--|
| * | It's not like that around here. | Use examples and previous incidents to support the existence of a problem. |
| * | We don't have that problem here. | Ask other workers(from different cultures) to cite some of their experiences. |
| * | Our Customers/Employees don't feel that way. | Use examples from difficult clients or employees. |
| * | I overcame the problems. The system has always worked for me. | Explain the changes in today's culture. We are longer in a "Leave It to Beaver" world. |
| * | Why do they need so much special attention? | This is not special attention. This is an opportunity to provide the type of support which a new type of worker requires. |
| * | I can't find any qualified People for this level. | Enhance individual opportunity and capacity; enhance COMPANY X to effectively use <i>all of its employees</i> . |
| * | <i>EEO/AFFIRMATIVE ACTION is handled through Human Resources. This is not a part of my job.</i> | <i>Managing or valuing diversity is a management issue; Supervisors are responsible for developing their people. HR is there to support them in this effort.</i> |

ALTERNATIVE BEHAVIORS OR STRATEGIES FOR SUPERVISORS

1. Avoid over-protection or over-exposure of diverse workers.
2. Give assignments that provide an opportunity to demonstrate competence and to take risks - but not beyond the employee's capabilities.
3. Avoid "O-slots"; give diverse employees an opportunity at non-stereotypical tasks.
4. Help counter "mistaken identities" by letting people know about the diverse employee's role and competence.
5. Understand that the diverse employee is under more pressure than your traditional worker.

6. Help the diverse find support
 - other "O's"
 - sponsors or mentors
 - back-ups
7. Avoid drawing too much attention to the diverse employee.
8. Don't force the few diverse employees together if it isolates them from the traditional employee.
9. Mix diverse employees and the traditional together in groups and in meetings whenever possible.
10. Encourage others not to make the diverse employee the butt of jokes.
11. Focus all employees attention on what they might have in common with each other.
12. Give resources to the diverse employees which make the traditional employees need them.
13. Use every opportunity to open and sustain dialogue.
14. Develop diplomatic skills for handling/confronting awkward employees when there are cultural collisions. Do not let them fester and grow out of control.
15. Seek opportunities to build networks which serve both diverse and traditional employees.
16. Team "O's" with old-hand and experienced "X's" so that "O's" can learn appropriate behavior and tricks of the trades.

*Adapted from "A Tale of O: On Being
Different in an Organization",
Goodmeasure, Inc., 1980*

RESPECT AND VALUING DIVERSITY

Any emphasis upon diversity training should include the universality of courteous treatment of Clients and each employee. This could be followed by a role play in which one team or individual models an interaction in which one of the communicants is not allowed to show any facial emotion.

Debriefing issues could focus upon the reactions of the person being spoken to. How did he or she feel when no trace of friendliness appeared on the other's face? Did he trust or feel comfortable with the individual. How did the neutral speaker feel? Was it easy to display courtesy with no sign of welcome or friendliness on his or her face? How would a person with no knowledge of the language or customs feel, if facial expression held the key to his or her impressions?

ADDITIONAL ROLE PLAYS/GAMES

MALE/FEMALE PERCEPTIONS

(This may be amended to reflect Black/White/Hispanic/, etc.; Varying Age Groups; or other variations on diverse groupings of individuals.)

OBJECTIVE: To increase our awareness regarding possible stereotypical attitudes about male/female behaviors and to illustrate the power of cultural conditioning and stereotyping.

PROCEDURE: Form groups of five-seven. Have each group member list ten behaviors he/she perceived as negative or aggravating, five that are primarily male and five that are primarily female.

When lists are completed, compare with other group members, paying particular attention to specific behaviors, e.g., why you think them negative, why you deem them more peculiar to one sex or the other, and any similarities for and from both sexes.

ALTERNATE PROCEDURE:

Instead of negative behaviors, you may ask for five symbols that are primarily male and five female. Each person must explain the meaning of the symbol and why it was chosen. The same discussion questions may be used.

**DISCUSSION
QUESTIONS:**

1. Are there any similarities in negative male and female behaviors? In male/female perceptions?
2. Which behavior is most aggravating to you? Does sex play a role in the aggravation? (Example: poor drivers)
3. When both sexes are guilty of a negative behavior, are you more aggravated by one or the other of the sexes? Why? Why not? Do you notice it more?
4. Could you do this same exercise with positive behaviors?
5. How does this exercise address stereotypes?

MATERIALS REQUIRED: *Pencil and Paper*

APPROXIMATE TIME REQUIRED: *Twenty Minutes.*

*Source: Jacqueline V. Markus, Dept. of
Communications, Arizona State U.,
Tempe Arizona.*

LOSE/LOSE NEGOTIATION

OBJECTIVE: To demonstrate the barriers to effective and fair communication when one group is hampered by cultural, racial, or barriers and to create awareness of the frustration which other groups experience when they are unable to "compete on a level playing field."

PROCEDURE: Select two teams of three to five players each. Have each team select a pair of negotiators. Their goal will be to win the same designated space. Allow one team to take over the space. The second pair will have to convince the competing team to give them the space without making any eye contact whatsoever. Their instructions should include the adoption of subservient behavior, such as addressing the others by their first names prefaced by Mr./Ms.-----, Sir/Ma'am before making any statement.

**ALTERNATE
PROCEDURE:** Increase the barriers to communication by the second team by blind-folding them, placing them in seats which place them at a lower level than their competitors, or some other formats for diminishing their ability to communicate at the same level.

**DISCUSSION
QUESTIONS:**

1. How did you feel when you were unable to look directly at the other teams? Did this give you a loss of power?
2. Which factor in the negotiation was most frustrating for you?
3. Did you believe that you had any opportunity to obtain the desired space? If not, did you begin to lose your desire to try?
4. How did the team in power feel? Did they begin to enjoy their position of dominance? If so, did this cause them to treat the other pair with less respect?
5. Could you do this same exercise with equal rules?
6. How does this address stereotypes?

Source: Sylvia Ryes Cornell,
Creative Concepts Unlimited

FIRST IMPRESSIONS

OBJECTIVE: To demonstrate the inherent dangers and inaccuracies which can result from taking individuals at face value.

PROCEDURE: Give each trainee a copy of the attached questionnaire. Have them mingle with each other in complete silence for a maximum of Six Minutes. During this period, they are to fill in the name of another trainee, without asking any questions, for each of the nine questions. After the questionnaires are completed, have five to eight individuals stand and give 30-Second self-reports. They should give their names and two unique facts about themselves. Ask for a show of hands from the others, if they listed them for one of the items which matches the self-report.

**DISCUSSION
QUESTIONS:**

1. How much of a match was there between the self-reports and the impressions which were formed by the group?
2. What were some of the factors which caused you to select the impressions which you formed?
3. If there were few matches, why do you think your impressions were so inaccurate?

4. How does this exercise address stereotypes?

MATERIALS REQUIRED: Questionnaires, Pencils, Name Badges.

WHAT ROLE DO INDIVIDUAL EMPLOYEES PLAY IN MAKING DIVERSITY WORK???

COMMON PROBLEMS

[* This material is deliberately repeated because the impact of culture has a similar impact upon managers and employees!!]**

THE SIGNIFICANCE OF CULTURAL BACKGROUNDS

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**enduring values
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LIST AT LEAST FIVE REASONS THAT EMPLOYEES GIVE TO AVOID NEW SITUATIONS.

1.

2.

3.

4.

5.

EXAMINING STEREOTYPES

Stereotyping occurs when we assign traditional and rigid roles or attributes to a group. These stereotypes can be based upon intellectual abilities, personality characteristics, physical appearance, social status, and domestic roles. When stereotyping occurs, the abilities and the potential of the individuals within the group are limited. Multicultural education seeks to defuse and eliminate stereotypes because children who see themselves portrayed only in stereotypic ways may internalize those stereotypes. Just as the stereotyped child fails to develop his or her own unique abilities, interests, and full potential, the EMPLOYEE who falls victim to a stereotype does not have an opportunity to attain the full benefits of working at COMPANY X. Workers who are stereotyped are robbed of the ability to achieve complete enjoyment during their employment. This has a definite impact upon turnover.

Examples: *Gender Bias*

Girls are characterized as timid, fearful, dependent, docile and incompetent.

Women are characterized as wives and mothers who rarely venture into challenging areas of work.

Boys are stereotyped as athletic, mechanical, adventuresome, brave and emotional.

Men are characterized as seldom caring for an infant, preparing a meal, or failing to accomplish a particular task.

Race Bias

Blacks are characterized as lazy and indolent.

Asians are characterized as quiet and studious.

Hispanics are characterized as stupid with scant command of the English language.

Whites are characterized as industrious and hard-working with superior leadership skills.

Stereotypes perpetuate bias by presenting only one interpretation of an issue, situation, or group of people. This distorted account or attribution restricts the knowledge of one group of people about the varied perspectives which may apply to a particular situation. We miss many opportunities to learn about the contributions, struggles of diverse groups to our society. When these omissions occur, the stereotyped group or individual becomes *invisible*. This diminished value implies that these groups are of less value, importance, and significance in our society.

ROLE OF BODY LANGUAGE

Figures that range as high as eighty-five percent (85%) have been cited for the amount of emphasis which our actions or visual interactions plays in communication. Our attitudes toward others and perceptions which are derived from these attitudes are often formed before the individual who represents another culture opens his or her mouth. This type of first impression can create serious problems. Very often, a symbol or gesture which is perfectly acceptable within one culture is offensive to another racial, ethnic, or other diverse group of people.

CULTURAL COLLISIONS

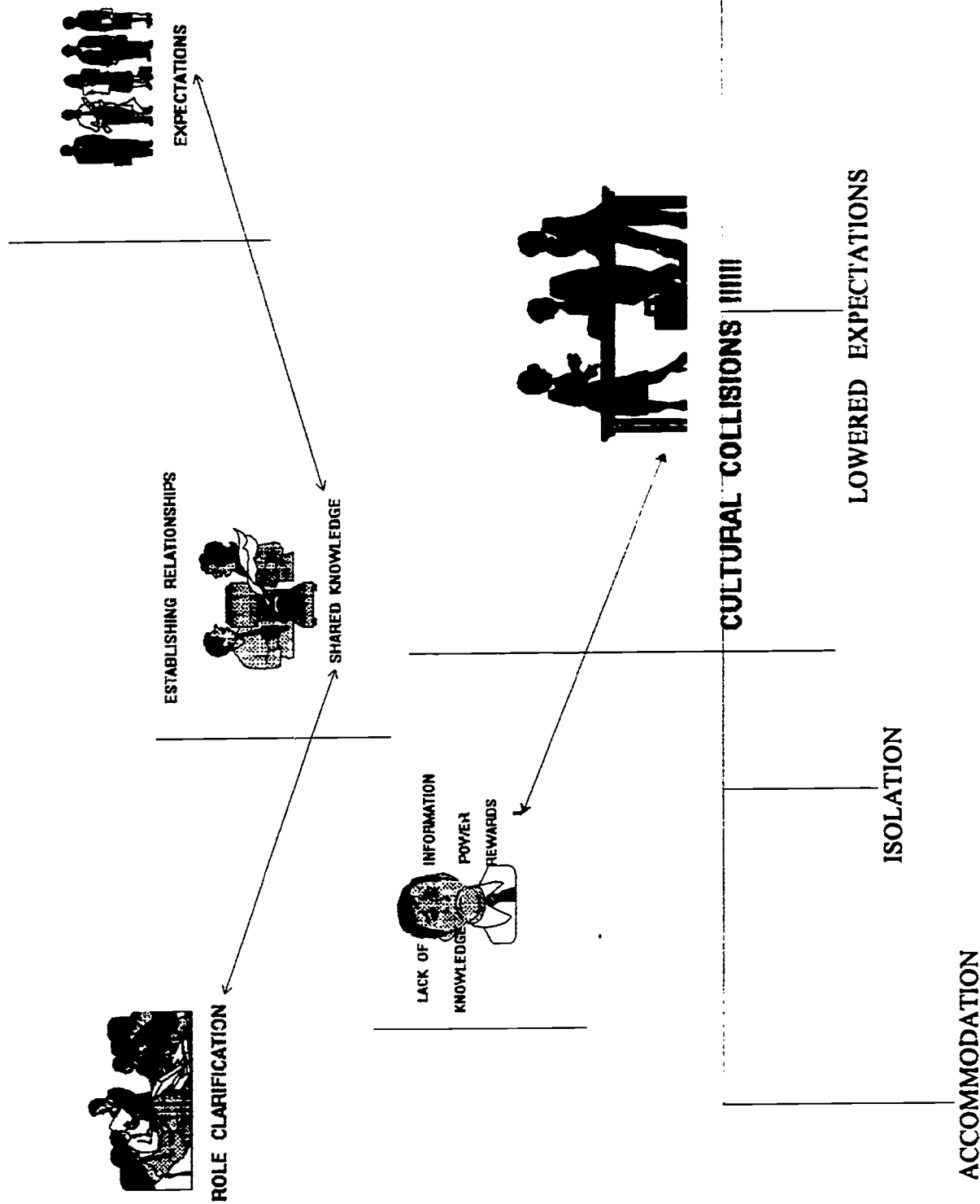
Each of us brings different values, assumptions, and world views to the workplace. These factors or traits are the result of our individual cultures and experiences. When Supervisors or Employees with varying or different world views interact, these differences can result in frustration. Frustration occurs when each party believes that he or she is not valued or understood. These clashes are called *cultural collisions*.

We usually begin each new relationship with a sharing of information. In the workplace, this sharing includes a clarification of what is expected of us. This role clarification is not always explained, although we give routine orientations to each new employee. What happens when our expectations and roles are not met?

If they do not **terminate** the relationship, the diverse individuals often begin to isolate themselves from the group. When this occurs, and increased understanding of the expected roles/outcomes result, diversity may be enhanced by mutual accommodation or diminished by lowered expectations. Cultural Collisions which are poorly handled may result in anger, withdrawal, or assimilation. The perception of diversity is shifting from a melting pot to a "salad bowl," "layers of a cake," or our example of a "sandwich." Attempting to create diversity through assimilation is no more desirable than anger or withdrawal. When assimilation occurs, the diverse worker loses some of the unique characteristics which make diversity work.

The chart that follows is a graphic example of the Cultural Collision Process. Valuing the differences that make us unique makes the act of accommodation to each other less difficult. It is normal to judge people by our values. Values are our usual standard for measuring or judging behavior. Intolerance or resistance come from interpreting people or events without adequate communication and information to understand and value diversity.

THE CULTURAL COLLISION PROCESS



HANDLING AND DEFUSING THE HOSTILITY WHICH CULTURAL COLLISIONS MAY CREATE.

There are many good tools for handling cultural collisions. This strategy can be supplemented by emphasis upon giving "I" messages.

We encourage the diverse worker to speak out when cultural collisions occur or negative, stereotypical remarks are made. When this communication is given through telling the offending individual "YOU did this or said that," defensiveness and hostility may occur. Encourage the trainees to utilize phrases such as "When you say ———, I feel ———." Other statements may include:

"I would be more comfortable, if——"

"Perhaps I did not give or receive enough information about———."

"When I encounter ———, I am not comfortable."

Role plays in which statements are rephrased from YOU to I are good tools for demonstrating the conciliatory effects of removing the finger-pointing from the offender to the victim of insensitive or discriminatory behavior.

Another form of cultural collisions may occur when workers who have lived abroad during overseas assignments return to their country of origin. Many are sent with limited training to prepare them for a new culture. After they have made successful adaptations to a different language and culture, re-entry can be difficult. Recognition of the role of cultural collisions in their interactions may ease the difficulty of each period of transition.

INDIVIDUAL GOAL-SETTING

If we are to view our diversity training initiative as a *change effort*, AWARENESS should be accompanied or followed by ACTION. We can achieve optimum success by establishing some clear-cut goals for valuing diversity at COMPANY X. The trainees should be stakeholders in the process. If they are given the opportunity to set and establish personal goals, buy-in and relevance of the goals is more likely to occur. We do not expect to experience a miraculous, transformational reaction. It is important that this final and important phase of the training process be realistic and the goals which are set are attainable.

DISCUSSION OF PERSONAL ATTITUDES

As an African-American female, I often disclose a few personal anecdotes about my relationships in white, male-oriented environments. I also relate my initial experiences during a transition from living in a totally minority community and entering a multicultural workplace. The trainer may choose to share some personal experiences about his or her initial interactions with those from another race, gender group, persons with disabilities, etc..

These disclosures provide a less threatening environment for the trainees to open up and to share some of their feelings and apprehensions. It is important, also, at this point to acknowledge white males as an integral part of a multicultural workplace and to give recognition to their insecurities. They must be stakeholders in the diversity process. If they are enlisted as allies and we avoid alienating them by *WMB(white-male bashing)* approaches, unnecessary tension and *confrontation* can *prevented or avoided*.

It is important to realize that many of the issues involved in diversity training are highly-charged emotional topics. If the trainer is uncomfortable in any of these areas, he or she should be encouraged to acknowledge these feelings to peers before attempting to facilitate discussions with trainees. Above all, discomfort and a limited amount of fear must be regarded as *permissible*.

You may wish to discuss the Stages of Change in a Train-the-Trainer Session. IF WE DO NOT PROGRESS BEYOND THE DENIAL STAGE, SUCCESS WILL NOT RESULT.

ASPECTS OF CHANGE

STAGE	SOME TYPICAL REACTIONS
DENIAL	<p>Change "shocks" people and is perceived as a threat.</p> <p><i>People become immobilized and deny a change is happening.</i></p> <p><i>Productivity may decrease. People appear slower in their thinking, distracted, and forgetful.</i></p>
RESISTANCE	<p>People express various reactions -- anger, depression, withdrawal, etc.</p> <p><i>Attempts to hold on and to maintain old, familiar ways.</i></p>
EXPLORATION	<p><i>Although people express grief/sadness over loss, they begin to acknowledge and see the value of change.</i></p> <p><i>People are willing to listen to/explore new possibilities.</i></p>
COMMITMENT	<p><i>People appear ready to establish new routines, adapt to new systems, and help others learn new ways.</i></p> <p><i>As comfort levels with the change increase, more flexibility creativity, and risk-taking on the job is engendered.</i></p> <p>The change is not viewed as a "change," but "the way we do things around here."</p>

If we are realistic about the possibility of resistance and denial, it will be much easier to obtain commitment from Employees and Supervisors. Goal-Setting should provide a mechanism for establishing feedback loops. It should also give us the opportunity to make mid-course corrections, when necessary.

CAPTURING AREAS FOR CHANGE

Catch Them Doing Something Right!!

Set the stage for the trainees by having them list some positive traits or actions which they have taken to improve or to contribute to our diverse world. Always start with positive, rather than negative areas.

Allocate Responsibility

Who will be responsible for seeing that the goals are met? Will the trainee need tools or information that he or she does not possess to attain the goals?

Develop Strategies

The goals should have a very definite timeline. Use analogies which the trainee can appreciate. (Stepping stones on a path, Plays on a football field, the ingredients in recipes, etc.) Suggest en route behaviors which will help them to attain the goals.

Areas for Improvement

Building upon the first phase, have the trainee suggest areas which could be used to strengthen those things or attitudes which he or she does well.

Change Partners

Where possible, have the trainees select a coworker, family member, or friend to assist them in monitoring their progress in meeting the goals.

EVALUATING THE RESULTS OF YOUR TRAINING

Although most of us are familiar with the four levels of evaluation, it would be helpful to determine your desired level at the outset of the training initiative. Although Level Four Evaluation is not easy to achieve, if we are to achieve our goal of ***Delivering Diversity Training That Makes A Difference***, that should be our ultimate goal.

Level One - Reaction

The widely used "smile sheets" are quick, inexpensive, and easy to administer. Useful data for collecting information may occur for purposes of course content or instructor style. This level provides very little correlation between how the participants feel about diversity training and what will occur on the job.

Level Two - Learning

This level would utilize measurable learning objectives to provide a basis for the tools used during training. Although this will determine how much the students learned during the classes or training sessions, the amount of learning that they carry to the workplace is based upon assumption.

Level Three - On-the-Job Behavior

This level of evaluation follows up on the achievement of the learning objectives through on-site interviews, observations, and obtaining feedback from peers, supervisors, and subordinates. With a sensitive topic such as diversity, methods could include focus groups, surveys, and critical incidents to document behavioral changes. In troubled work environments, a reduction of hostile encounters may show a pattern of change.

If the evaluation is truly objective, before and after measures should be included. The evaluation should occur at least three to six months after the training.

Level Four - Organizational Results.

This should be a determinant of the impact of diversity training upon the organization and how it has contributed to the goals and objectives of the company. Hard data must be included to show increased productivity, quality of customer service, and efficiency. This level is the most difficult and, probably, the most avoided level of evaluation. It is most effective when done six months to two years after the completion of training. The word completion is an oxymoron. Diversity awareness should be constant and continuous without being self-conscious. If we are successful in delivering diversity training, the organizational culture and climate should be a model of Workplace 2000.

A questionnaire for the HR contact person who assists the trainer in implementing Diversity Training initiatives is appended. It can be amended and adapted to the particular organization.

SUMMARY

THIS SESSION IS DESIGNED TO SERVE AS A RESOURCE GUIDE FOR IMPLEMENTING MEANINGFUL DIVERSITY TRAINING. THE TOOLS, ARTICLES, AND DATA WHICH ARE CONTAINED HEREIN ARE NOT IRONCLAD PROCEDURES. THE TRAINER SHOULD USE THIS MATERIAL TO FORM HIS OR HER INDIVIDUALIZED TRAINING PLAN. AS WE SET INSTITUTIONAL GOALS FOR IMPLEMENTING THE DIVERSITY AWARENESS PROGRAM, PERSONAL AND PROFESSIONAL CHANGES SHOULD RESULT. AWARENESS NEVER ENDS. WE WILL FOCUS UPON MANAGING CHANGE. IF THE CHANGES ARE WELL MANAGED, DIVERSITY WILL BECOME A VALUED ASSET IN THE PROCESS OF MAXIMIZING THE POTENTIAL OF EACH OF THE HUMAN RESOURCES WHO GIVE YOUR ORGANIZATIONS A UNIQUE ADVANTAGE IN THE RAPIDLY CHANGING WORKPLACE.

A BRIEF BIOVITA IS APPENDED FOR THE FACILITATOR. IF YOU WOULD LIKE TO DISCUSS SOME OF THE ISSUES AND TOPICS IN THIS SESSION, ALL PERTINENT INFORMATION IS INCLUDED. WE HOPE THAT THIS SESSION AND THE HANDOUT HAVE PROVIDED NEW TOOLS FOR YOUR NEXT FORAY INTO THE DYNAMIC AND CHALLENGING WORLD OF DIVERSITY TRAINING.

DIVERSITY TRAINING FEEDBACK

FIRM: _____

CONTACT PERSON: _____

A. NEEDS ASSESSMENT

1. Did the trainer/program designer gather enough data about your company and personnel to plan an effective program?
2. Was the data collection method accurate and unbiased?
3. Did you have enough input on the method of gathering information and identifying the special needs or characteristics of your employees?

B. PROGRAM DESIGN

1. Was the timing of the program appropriate for the needs and other factors affecting your organization? Why?
2. Were the materials used appropriate for the employees who received diversity training?
3. Did the trainer make efforts to obtain "buy-in" from the administrative staff or supervisors?
4. How effective were these efforts?
5. Was the training aligned with organizational goals?

C. EVALUATION

1. Did the employees who were trained have an opportunity to give feedback?

2. Were their reactions and responses open and unimpeded by fear of negative feedback or results from the organization?
3. Did the organization learn anything new about the employees who were trained? Did any new insights arise from the training?
4. Did the organization receive adequate follow-up and support from the trainer?

D. EFFICACY

1. Have you noticed any positive results or interactions between diverse employees as the result of the training intervention?
2. Have you received any negative reactions or interactions because of the training intervention?
3. Do you believe the training initiative merited continued emphasis upon diversity in your organization?
4. Would you recommend similar training for organizations in your industry? Please expand upon your answer.
5. Based upon your results, what would you do differently?
6. What do you consider to be the most significant result of the diversity training initiative and its impact upon your organization??

MULTICULTURAL READINGS

Your trainees are reflections of the larger society and its attitudes toward others. The following materials will give **you** additional insights to help **them** to expand their horizons. Understanding is the first step toward appreciating the differences that make us unique.

- Archer, C.M.. (1991) Living with strangers in the U.S.A.: communicating beyond culture. Englewood Cliffs, NJ: Prentice-Hall.
- Creighton, A. & Kivel, P.. (1992) Helping teens stop violence: A practical guide for counselors, educators, and parents. Alameda, CA: Hunter House.
- Dodd, C.H.. (1991) Dynamics of intercultural communication. Dubuque, IA: Wm. C. Brown Publishers.
- David P. Kennedy Center for International Studies, Brigham Young University. (1992). Culturgrams: the nations around us. (V. 1, The Americas and Europe -- V. 2 Africa, Asia, and Oceania. Provo, UT: Brigham Young University.
- Edwards, A. & Polite, C.K.. (1992) Children of the dream: the psychology of black success. New York: Doubleday.
- Harris, P.R. & Moran, R.T.. (1991) Managing cultural differences. Houston, TX: Gulf Publishing.
- Jackson, S.E. & Assoc. (Eds.) (1993). Diversity in the workplace: Human resource initiatives. The Guilford Press.
- Jameson, D. & O'Mara, J.. (1991). Managing workforce 2000: Gaining the diversity advantage. San Francisco: Jossey-Bass.
- Robinson, E.T.. (1993). Why aren't you more like me? HRD Press.
- Simms, G.F., et. al. (1993). Transcultural leadership: Empowering the diverse workforce. Houston, TX: Gulf Publishing.

Sue, D.W. & Sue, (199) Counseling the culturally different. San Francisco: Jossey-Bass.

*****This is a marvelous book that I have used repeatedly. My copy is not available. I included enough information for you to find it.**

Weeks, W.H., Pedersen, P.B., & Brislin, R.W.. (1979) A manual of structured experiences for cross-cultural learning. Yarmouth, ME: The Intercultural Press.

Wigglesworth, D.C .. (1993). Resources for workforce diversity. HRD Press.

Each of these titles should be available at a public library or an academic libraries. Some may be available in the ASTD Bookstore. Examine them for yourselves before deciding to purchase one or more for your personal resource collection.

Numerous articles have been published in professional journals and business periodicals. After collecting an assortment, you will probably be able to file them under topics such as *Eacklash*, *Doubtful*, *Positive*, and *Skeptical*.

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Sylvia Ryce Cornell is an experienced trainer and consultant. Her background as a librarian and professional trainer gives her a rare ability to bring detailed information and resources to any project that is undertaken by the company. Cornell combines a Master's Degree in Library Science from Atlanta University and a Master of Science in Occupational Education from the University of Houston. She has experience in Vocational Education through her five-year tenure at Houston Community College as Industrial Education Librarian.

Cornell was exposed to model programs throughout the country as she implemented competency-based programs in the libraries which served Industrial Education Programs. This reinforced her conviction that education and business can meet on common ground to prepare a workforce with technical and critical thinking skills. Cornell has made several presentations on quality partnerships between business and industry to major conferences, including the American Vocational Association meeting in St. Louis in December, 1992. Her research for these presentations was published as an ERIC document, "Forging Links That Bind: Quality Partnerships between Educators and Industry," in 1991.

Sylvia maintains professional ties with the American Society for Training and Development (ASTD), the American Vocational Association (AVA), and the Society for Intercultural Education, Training, and Research (SIETAR). She holds full membership in the American Productivity and Quality Center (APQC). These involvements have assisted Ms. Cornell in keeping abreast of relevant issues in the rapidly developing area of Training and Development.

Cornell's areas of expertise include program design and instructional design in the areas of Total Quality Management, Diversity, Intercultural Communication, and Leadership Development. Her graduate work has been augmented with additional coursework at the American Productivity and Quality Center and at the Center for Creative Leadership. She has designed and implemented several Leadership Development and Motivational programs for local school districts and support groups for adolescents. Cornell also designed and implemented a diversity program for AstroWorld, a division of the Six Flags Over America theme parks.