
DIVERSITY AWARENESS TRAINING



INSTRUCTOR GUIDE
4-HOUR COURSE

HRDQ[®]

DIVERSITY AWARENESS TRAINING

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Published by HRDQ

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Version 2.0

Last updated May, 2008

ISBN 978-1-58854-397-4

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Instructional design and learning philosophy

We are committed to providing the best core-skills content possible for Instructor-Led Training (ILT). The following principles are applied in the development of programs:

Sound Instructional Design

All course content is developed using a variety of research techniques. These include:

- Brainstorming sessions with target audience
- Library research
- Online research
- Customer research (focus groups, surveys, etc.)
- Subject Matter Experts (SME)
- Interviews with trainers

Expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These include:

- Learning objectives — effective tools for managing, monitoring and evaluating training
- Meaningfulness — connects the topic to the students' past, present, and future
- Appropriate organization of essential ideas — helps students focus on what they need to know in order to learn
- Modeling techniques — demonstrate to students how to act and solve problems
- Active application — the cornerstone to learning — helps students immediately apply what they have learned to a real-life situation
- Consistency — creates consistent instructions and design to help students learn and retain new information
- Accelerated learning techniques — create interactive, hands-on involvement to accommodate different learning styles

Application of Adult Learning Styles

Adults learn best by incorporating their personal experiences with training and by applying what they learn to real-life situations. Our experienced instructional designers incorporate a variety of accelerated learning techniques, role-plays, simulations, discussions, and lectures within each course. This ensures that the learning will appeal to all learning styles and will be retained.

Course timing

Chapter One: Learning about Diversity



Reading



Written Exercise



Facilitate











Group Activity

Type of Activity	Segment	Time
	Meeting and greeting	10
	Defining diversity	10
	Creating a climate for diversity	5
	The primary and secondary dimensions of diversity	10
	The history of diversity	15
	Why diversity is important	10

Course timing

Chapter Two: Understanding Yourself and Your Workplace

Type of Activity	Segment	Time
	Examining the impact of diversity in your workplace	10
	Assessing diversity levels	5
	Examining awareness	5
	Determining the known and the unknown	15
	Identifying preferences	10
	Examining styles and differences	5
	Acknowledging differences	5
	Reducing misunderstandings	5



Reading



Written Exercise



Facilitate




Group Activity

Course timing

Chapter Three: Defusing Stereotypes

Type of Activity	Segment	Time
	Defining stereotypes	10

	Defusing stereotypes	20
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Reading



Written Exercise



Facilitate



Group Activity

Course timing

Chapter Four: Managing Issues of Diversity

Type of Activity	Segment	Time
	Building bridges	10
	Improving your workplace	5
	Communicating about diversity Communicating with respect	15
	Managing issues	5
	Handling sensitive situations	15
	Determining conflict styles	20
	Case study	Varies
	Valuing a visions of diversity	10



Reading



Written Exercise



Facilitate



Group Activity

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Course objectives

Successful completion of this course will increase your knowledge and ability to:

- Describe how diversity impacts the workplace
- Identify areas of common ground
- Identify techniques for effective communication
- Describe strategies for managing issues
- Develop an action plan

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Chapter One

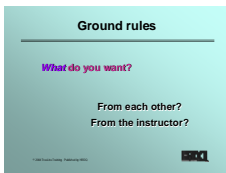
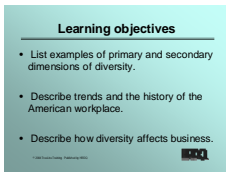


LEARNING ABOUT DIVERSITY

Learning objectives

Successful completion of this chapter will increase your knowledge and ability to:

- List examples of primary and secondary dimensions of diversity
- Describe trends and the history of the American workplace
- Describe how diversity affects business



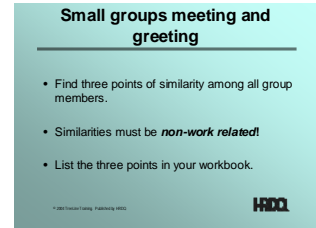
Meeting and greeting

The following worksheet will guide your team in identifying areas of similarity with their team members. This investment of time will provide a foundation for looking at diversity in a new way.

As a team, identify three points of similarity. For example, you all have a brother, all drive a sports car, etc. Note: The similar points cannot be work related.

Take five minutes to find three points of similarity and record them on this worksheet.

Names of team members	Three points of similarity (non-work related)
1.	
2.	
3.	



Optional: Have students think about a situation (work or personal) where they felt on the outside. Ask them to summarize that feeling in ONE word.

Write the words on a flip chart. Common answers are: isolated, lonely, angry, and demotivated.

Allow two minutes for students to meet and greet as many other students as possible. After two minutes, tell them to take their seats and break them into groups of three.

Allow them two minutes to find three points of similarity (non-work related). For example, all love chocolate, have a cat, etc.

Debrief discussing how easy or hard it can be to find similarities.

Lead a discussion about what diversity is.

Discuss the definition of diversity. Ask, "What comes to mind when you think of diversity?"

Defining diversity

Diversity is defined as the state or instance of being different, having variety, or being dissimilar. More specifically, diversity has come to refer to having various and balanced representation of gender, ethnicity, race, age, and abilities in the workplace.

Explaining diversity: what it is and what it is not

Diversity continues to evolve as more industries move toward a global marketplace. To further define diversity, review the bullet points below.

- Diversity is valuing each individual for his or her uniqueness and similarity.

- It is the appreciation of a variety of different backgrounds, styles, values, and attitudes as assets to an organization.

- Diversity is more than race, disability, age, and gender.

- Diversity is providing an environment where all employees feel valued.

- Diversity is not Affirmative Action of Equal Employment Opportunity (EEO) legislation.

Defining diversity

How people differ

Factors of diversity include:

- Age
- Race
- Religion
- Gender
- Sexual orientation

Other differences:

Creating a personal definition of diversity

Customize the definition of diversity to fit your organization. Be practical and realistic about how you would like to see diversity in your organization. Recognize that diversity is an ongoing process, rather than a finite project.

Definition:

Lead a discussion about how people differ.

Have students fill in additional ways people differ.

Possible answers: from different regions of the country, values, education levels, political affiliations, sports played, parents, single-parents, etc.

Have participants record the definition of DIVERSITY in their own words.

Debrief by getting a few examples from the group, but if you see reluctance to share, do not push it.

Lead a discussion about the importance of creating a climate for diversity.

Ask, "Why is it important to consider climate?"
"What can we do to ensure that diversity includes everyone?"
"What are the benefits of diversity?"

Optional activity:
Making a place card.
The place card can be found in the appendix.
Have students tear out the page in the appendix.
Fold it on the line so that it forms a "place card."
Then have them write their definition of diversity on each side.

Creating a climate for diversity

Many organizations are investing time and effort on learning about diversity because they understand the connection between their employees and their growth and profits.

Maximizing diversity in the workplace is a challenge. The following will help make diversity initiatives successful:

- Focus on the business benefits of diversity.
- Remember that diversity needs to include everyone.
- Get commitment from all levels.
- Communicate roles and expectations.

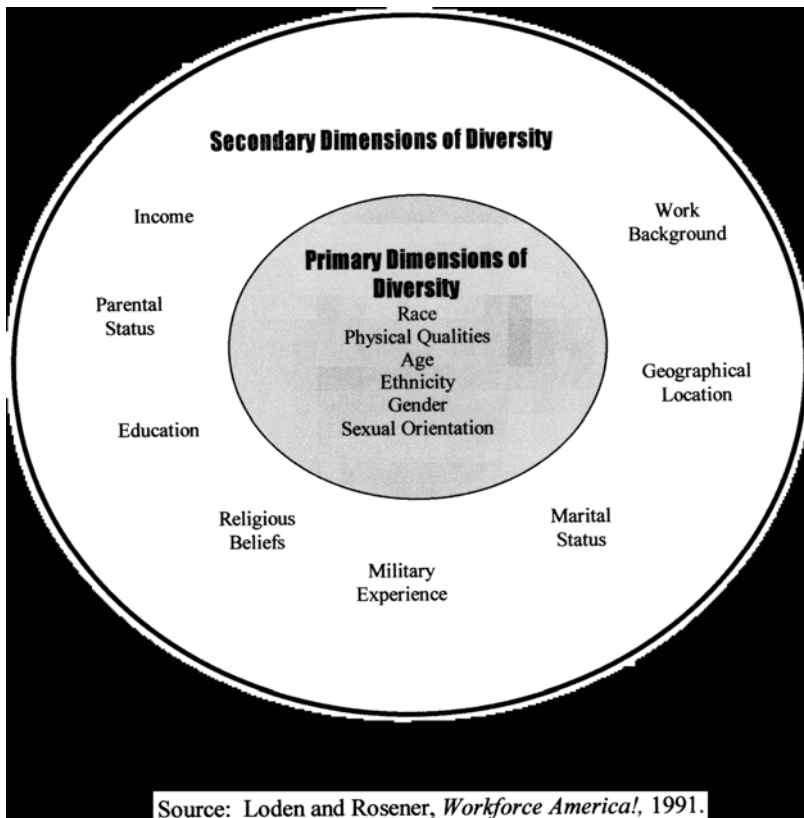
The primary and secondary dimensions of diversity

The book *Workforce America!* written in 1991 by Loden and Rosener illustrates diversity in two dimensions: primary and secondary.

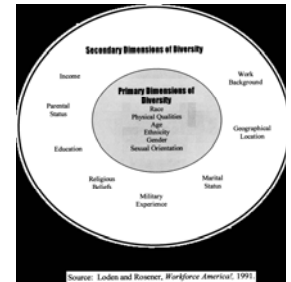
Primary dimensions are characteristics that we cannot change. They are age, race, ethnicity, sexual orientation, physical qualities, and gender. Typically when people are being stereotyped, because of a primary dimension, they are sensitive about it. People are usually less sensitive about secondary dimensions because they are characteristics that can be changed to a degree. We can also choose whether we want to disclose this information or not.

(Taken with permission from Loden and Rosener, *Workforce America!*, 1991)

The chart below illustrates the primary and secondary dimensions of diversity.



Source: Loden and Rosener, *Workforce America!*, 1991.



Source: Loden and Rosener, *Workforce America!*, 1991.

Lead a discussion about how these dimensions impact perceptions.

Ask for examples of secondary dimensions (i.e., family upbringing, political affiliations, children or childless, hobbies, etc.)

Lead a discussion about the history and trends relating to diversity.

Describe the initiatives from the Civil Rights Act in 1964 to the Americans with Disabilities Act in 1989.

Tell participants to share ideas on how each act contributed to diversity today, and to record them in the right-hand column of the table.

Ask, "What was it like in the 1960s?" In the 1960s, schools were desegregated and there was a focus on the human rights movement.

The history of diversity

To get perspective on diversity, it is important to look at the history of diversity in the workplace.

The Civil Rights Act was passed in 1964. Soon after, Affirmative Action legislation was enacted to ensure that employers made efforts to hire, promote, and retain women and minorities. It came to be seen as "quota filling."

EEO legislation prohibited discrimination on the basis of race, color, religion, sex, national origin, age, disability, or veteran status. It was meant to provide equitable treatment in recruiting, hiring, training, compensating, and promoting all people.

Sexual harassment was a focus in the 1980s and 1990s, as more women entered the workplace and more incidents of sexual harassment and intimidation were reported.

The American with Disabilities Act (ADA) was enacted in 1989. This requires employers to make "reasonable accommodations" in employing people with job related limitations or disabilities.

Event	Information
Civil Rights Act	
Affirmative Action	
Equal Employment Opportunity	
Sexual Harassment	
Americans with Disabilities Act	

The history of diversity

Workplace trends

The Industrial Revolution brought about significant changes in the American workforce. With the advent of equipment and machinery such as the steam locomotive, steamship, electric telegraph, and sewing machines, the world of manufacturing began to boom. Opportunities opened up for women, which helped them to become economically independent. This initiative was the beginning of change in politics, the workplace and family relationships. The workplace shifted from small rural farms to urban manufacturing environments that employed thousands.

The United States Department of Labor commissioned a study, called "Workforce 2000." It reported that the most significant major trends in the U.S. population show:

- Decreasing percentages of white people
- Increasing percentages of people of color
- Decreasing birth rates
- Increasing percentages of people in their middle and older years

Discuss trends and changes in the workplace.



Ask, "What were the benefits of the workplace when it was a small, rural focus?" "What are the benefits of working in today's workplace?"

Ask, "What does this report mean?" The trends are moving toward a heterogeneous workplace. "What are the benefits of a heterogeneous workforce?" "How will this affect you and your workplace?"

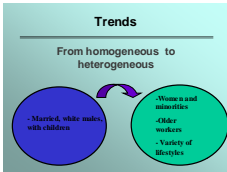
The history of diversity

Interpreting workplace trends

In summary, the workforce is shifting from homogeneous to heterogeneous.

The trends are moving toward:

- An equal balance of men and women
- Decreasing numbers of whites and increasing numbers of people of color
- A shortage of new entrants to the workforce
- Increased percentage of workers in the 25 to 55 and older age group



Homogeneous	Heterogeneous
Married white males with children	Women and minorities, older workforce, and variety of lifestyles

Identifying common dimensions

The following worksheet will guide you in identifying common dimensions. This investment of time will provide insight into being part of a group.

Identify a dimension that you have in common. It could be anything from race, age, sex, to "lifestyle groups": working mothers, vegetarians, political affiliations, hobbies, both like to watch TV, etc.)

Common dimension:

One thing I like about being in this group:

One thing I dislike about what people say regarding this group:

Break participants into pairs.

Have them work with people who were NOT in their "Meet and Greet" group.

Have them identify a common dimension of "group."

Have both partners share with each other: one thing they like about being in that group and one thing they dislike about what others say regarding that group.

Debrief on perceptions and differences that exist in members of the same group.

Lead a discussion on WHY diversity is important in business.

Tell small groups to develop a WHY statement.

Allow participants from the same division or work group to work together.

Allow five to ten minutes for small groups to create WHY statements.

Have a few groups share theirs.

OPTION: Have them record their WHY statements on flip chart paper and tape these on the wall of the classroom.

Why diversity is important

Studies show that workplace teams of diverse ethnicity and gender are, after an initial period of adjustment, more productive and more creative than homogeneous teams.

Diversity affects all areas of business:

- International and global business
- How organizations are perceived by customers
- The domestic market
- The workforce

Develop your own “Why Statement” which answers the following questions:

- Why should our organization develop a diversity program?
- What will we gain from this effort?
- What will our customers gain from it?

Remember to:

- Be specific to your organization, division, or business unit
- Be practical and honest about benefits
- Be realistic

Write your “Why Statement” in the space below.
