

# *Trainer's Notes*

## **Diversity: Recognize, Respect, Connect**

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### **Objectives:**

Upon completion of this course, you will be able to:

- Build connections using similarities and differences
  - Establish a framework for understanding diversity
  - Use awareness of self and workplace to connect across cultures
  - Build knowledge, skills and attitudes that demonstrate respect across cultures
  - Create a plan for on-going diversity awareness building
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**Materials**


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- Laptop and LCD projector that plays DVDs **OR** TV with DVD
- Speakers
- Power strip extension cord
- Nametags or tents
- Sticky notes, 10 per participant
- Highlighters, one per participant
- Flipchart or whiteboard
- Crayons, markers, several per participant, at tables
- Prepared flipchart page of Diversity Primary Variables (TN pg. 18)
- Prepared flipchart page of Diversity Secondary Variables (TN pg. 18)
- Prepared flipchart page of Hesitations and Hopes (TN pg. 8)
- Posters with one quote per poster to hang up around the room
- Video "Let's Talk Diversity"
- Timer
- Internet access to view, The 100 People Project: An Introduction Video, approximately 4 minutes (TN pg. 24)

**Optional environmental enhancements:** music from different cultures for opening and breaks; other objects, e.g., carvings, beaded work, dolls, books for display (trainer's choice)

**Optional:** Strips of paper, one per participant, with diversity related quotes to generate table introductions and discussion

**Optional:** Prepared timeline 1950-59, 60-69, 70-79, 80-89, 90-99, 2000+ (TN pg. 12)

**Optional:** Dictionary for Terms and Concepts (TN pg. 13-16)

**Optional:** Index cards (TN pg. 25)

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**Suggested Pace**


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- 45" Introduction, including paired interview and processing Discover Common Connections
- 45" Establishing a Framework for Understanding Diversity
- 15" Break (start around 10:30)
- 45" Terms and Concepts through Language Use in Wisconsin
- 20" Areas of Self Awareness (around 11:50)
  
- 60"± Break for lunch until around 1:00
  
- 75" Assessing diversity in my workplace through Create a Diversity Friendly Work Environment
- 10" Quick break (start around 2:15)
- 50" Diversity Case Scenarios through Becoming a More Effective Ally (start around 2:25)
- 15" Final Thoughts and Evaluation

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## Logistics

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- Explain bathrooms, vending machines, cell phones off or silenced, etc.
- Respect and listen to each other; avoid side conversations.
- Respect time schedule for breaks and lunch because time is of the essence.
- **Remember** as part of the DCF's Values that we treat everyone with dignity and respect, because we believe in everyone's inherent value.
- **Optional:** Explain that Diversity is an important and exciting issue however; we need to be cautious of what we say in the room that might offend others. Even though this is an opportunity to learn from others about diversity, we still have a **Zero Tolerance**. Explain that participants may use the hand gesture of a TIMEOUT when someone has said something offensive.
- **Option:** As a class come up with rules to abide by during the diversity training. For example, no talking while others are speaking, no using offensive or derogatory language, no cell phones on, etc.
- **Option:** Guess Who activity in TN Appendix can be done before Spotlight on Biases, Collusion, Generalizing, and Stereotypes (TN page 16 or 28)

### VIDEO Vignettes.

- Suggestion: Divide showing video between introduction in the morning and right after lunch, or show vignettes as you feel appropriate throughout the day to engage participants in discussion.
- **“Let's Talk Diversity”** Mark Schmitt has a copy of the video
- There are directions on the video, “Stop here and discuss.” Suggestion: show the video without interruption; do not stop and discuss.
- Discuss points that seem most relevant to working in the TANF world.
- Ask if or how demographics seem to be changing in participants' geographical areas.

Answer to the video transition question about where New York City would rank in the list of the 10 largest cities in the world: In 2017, New York City (20,153,634) is ranked number 14 according to

[http://en.wikipedia.org/wiki/List\\_of\\_metropolitan\\_areas\\_by\\_population#cite\\_note-3](http://en.wikipedia.org/wiki/List_of_metropolitan_areas_by_population#cite_note-3)

The point of this question is to show an example of ethnocentrism.

1. Tokyo, Japan - 37,832,892
2. Shanghai, China – 34,000,000
3. Sao Paulo, Brazil – 33,383,303
4. Jakarta, Indonesia – 31,689,592
5. Delhi, India – 26,454,000
6. Seoul, South Korea – 25,514,000
7. Karachi, Pakistan – 25,100,000
8. Guangzhou, China – 25,000,000
9. Beijing, China – 24,900,000
10. Shenzhen, China – 23,300,000

## Introduction

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Trainer(s) briefly **introduce(s)** self/themselves. **Share** any training and educational experiences that you've had in diversity.

**Invite** participants to write their names on name tents/tags.

**Optional: Direct** participants' attention to quotations on strips of paper, one per person.

**Invite** them to introduce themselves to their tablemates, read and comment on the quote they received.

**Explain** that today's training provides us an opportunity to discuss diversity concerning W-2 and the work that we do. This class will be helpful in the end to a better understanding of yourself, your W-2 participants and the diverse world around you.

**Summarize** that W-2 is part of TANF, which is funded by HHS (Health and Human Services). All entities that receive federal financial assistance from HHS, either directly or indirectly is obligated to comply with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, and national origin by recipients of federal financial assistance. Furthermore, Section 504 prohibits the discrimination based on disability.

## A Few Words about Diversity

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**Direct** attention to opening comments in the PG.

**Ask** participants if they agree or disagree with those comments. Diversity is a word that can mean many things, but essentially, it is the acceptance of anyone that is different from you. We can keep the lines of diversity open by being aware of diversity and exposing ourselves to diversity.

**Ask** for a show of hands of those who have already experienced awareness or sensitivity training.

**Ask** for a response to the PG question, "Does your internal image of diversity match the dictionary definition?"

**Share** that the concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique and recognizing these individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. Diversity allows the exploration of these differences in a safe, positive, and nurturing environment. It improves understanding of different groups, so you can move from beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual and in groups, which create greater harmony in the workplace.

**Explain** “you” (the individual) are truly in the center of the way you think and perceive humans and diversity. We control our perceptions, thoughts and behavior. We all have to work on ourselves. **Draw** a mind map with “you” in the middle, with diversity factors connecting to you; for example, environment, community, childhood, family, parents, education, etc.

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### **Behavioral Self-Assessment Survey**

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**Note** when introducing this survey: acknowledge that feelings about differences and people who are different range from obvious hostility to total acceptance.

**Explain** that answering this survey will help them gain awareness of their thoughts, feelings and behaviors.

**Allow** 10 minutes to complete the survey and compute the total score.

**Explain** that:

- Honest responses have more value than perceived “correct” responses.
- Individual’s responses and scores will remain confidential UNLESS the participant requests to share them.
- There will be some general discussion about the survey.

## Diversity Awareness Continuum

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Refer participants to Diversity Awareness Continuum on page 7. Review the categories and encourage participants to take notes.

Regarding “Rebel”—in the context of this survey, not in the popular sense—at the end of the continuum: **Explain** that being a rebel can cause **positive** social, political, or religious changes. **Ask** participants for examples of people they would classify as rebels.

### Examples of Rebels:

- Jesus Christ
- Abraham Lincoln
- Susan B. Anthony
- Martin Luther King Jr.
- Mohandas “Mahatma” Gandhi
- Nelson Mandella
- Cesar Chavez
- Mother Teresa
- Malcolm X
- Framers of the U.S. Declaration of Independence and Constitution

**CAUTION:** Trainers, do not get sidetracked into a discussion or debate of historical fact or theory. This response is about the participants’ perceptions.

**Emphasize** the importance of taking the following steps:

1. Becoming and remaining aware of our personal biases and prejudices.
2. Recognizing how these impact our decisions to interact with others whom we perceive as different from ourselves.

**Draw** a diversity-training continuum on the white board or flip chart as shown below.

Knowledge, Feelings, Awareness      Affirmative Action      Civil Rights Legislation

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→ **TRAINING**

**Comment** that today’s training is geared to the left end of this spectrum and to the awareness that actions springing from unexamined beliefs may be in violation of another’s civil rights.

**Remind** participants that this training does **not** count toward ADA or Civil Rights training requirements. Those courses can be accessed through the PTS Learning Center.

**Note** that Awareness + Action = Successful Connections. AND those successful connections are not about approving or adopting another’s views or behaviors.

**Encourage** participants to review and think about their answers to the survey.

**Invite** questions and comments.

- What did the survey bring up that they had not thought about?
- How could they use the results of the survey for themselves, with others?
- Which, if any, of the responses would have been different 5, 10, 15 years ago?
- Who else might benefit from taking the survey?
- Where in the case management process is this kind of awareness particularly important?



**Review Implicit Association Test (IAT):** Strongly encourage trainers (and participants) to take several of these tests themselves before/after the training.

### **Thoughts about Expectations**

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**Hesitations and Hopes:** Individual Activity (Note that this activity can take a great deal of time if it is not direct and kept on task.)

**Explain** that diversity often is as exciting as it is difficult to address. **Give** participants a few minutes to review the objectives for the course and then **ask** these questions:

1. In context of the course objectives, what information or understanding do you hope to gain from the training? **and**
2. In context of the course objectives, what hesitations do you have about participating in the training?

**Distribute 6 sticky notes to each participant.**

**Ask** participants to print 3 hopes and 3 hesitations on the sticky notes provided.

**Give** the following examples, or share your own, to explain the activity:

**Examples:**

- “I want to learn what diversity really means.”
- “I hope to gain a better understanding of diversity issues.”
- “I hope to learn some new skills to work with my customers.”
- “I’m concerned that I’ll discover that I’m not as accepting of diversity issues as I thought I was.”
- “I’m afraid to get into this subject because I have strong feelings about it.”

**TRAINER CAUTION** inform participants that we will post the hopes and hesitations, so if they are too uncomfortable to then keep those, but post the others. Acknowledge that these can be sensitive concerns. Our goal is to learn from one another in an honest and safe environment.

**EMOTIONAL/PSYCHOLOGICAL SAFETY:** Is important to the success of this training.

**Write** “Our Hopes” on one sheet of flipchart paper and “Our Hesitations” on another sheet. After participants have had a few minutes to write their hopes and hesitations, direct their attention to the two flipcharts. Have them post their responses. Trainer reads and groups responses in similar areas: for example, Job-related, general, etc.

**Write** hopes and hesitations by category, e.g., job related, on flipchart, **read** aloud.

**Discuss** briefly how the training will address each area specifically.

**Explain** that although the focus of this training is tailored to the workplace, much of the information presented and many of the skills addressed are applicable to areas outside the workplace. **Invite** comments and questions.



## Discover Common Connections

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**Reinforce** the main point of the exercise, encouraging participants to pair with someone who is different in some visible way and someone they do not know. For example, glasses vs. no Glasses, hair color, height, etc.

**Encourage** participants to ask/answer as many questions as possible. Avoid getting into side conversations until breaks or lunch.

**Ask** volunteers to share one similarity or difference.

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## Reflection

### Learning Points

- Each person is one-of-a-kind.
- Even though we are different, we share common connections.
- Our lives can be enriched when we connect with others who are different from us.
- We can make connections when we open ourselves up.

**Caution:** Make certain that each partner shares only ONE similarity and ONE difference. They are not to review their entire conversation; otherwise, this will take up too much time.

## **Establishing a Framework for Understanding Diversity**

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The Framework section of the day offers a more detailed objective approach to discovering how we came to place ourselves on a given spot of the continuum. We will look at:

- Discrete factors that attract or distance us as individuals to others
- The groups, individuals and events that have contributed to our perceptions and to our placement on the continuum
- The language and concepts used in the study of diversity
- The factors in the primary and secondary variables of our personal cultures
- The diverse landscape of the workplace

### **Factors that Attract and Distance**

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**Tell** the group that first we will isolate or become aware of specific factors that individually attract or distance us to and from others.

**Lead** them through the activity. **Ask** volunteers to share factors that attract and distance us from our participants.

#### **Possible Responses:**

Intelligence/knowledge, Physical characteristics, Similarities, Differences, Values, Beliefs, Behaviors, Gender, Race, Religion, Education level, Humor, Personality, Profession/employment, Socioeconomic status, Skills/talents, Interests/hobbies  
Self-confidence/ego, Assertiveness, Voice, Sexual orientation, Personal bias/stereotypes, Demeanor

#### **Concluding Points**

- Be aware of factors that attract and factors that distance.
- Be aware of “distancing factors” that may prevent you from connecting with job seekers and coworkers.
- Be ready to nurture or develop strategies to build on attracting factors.

**Learning Point:** “That which attracts one person may distance another.”

**Ask** participants if they would be willing to share a type of participant that they do not like working with or feel very uncomfortable with?

**Share** an example, a case manager may have trouble working with a child sex offender because the case manager has 3 young children. Everyone has strengths and weaknesses. Recognize when your biases may interfere with your working relationship with a participant. Understand your cup of tea. It’s ok to be honest but an important step in recognizing your own bias and the participants you work with.

## **Factors Affecting Connections; Group Memberships, Individuals, Events**

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**Explain** that groups, individuals, and events are influencing our perceptions of others continually.

This activity asks us to look more objectively at three specific factors that have contributed to our attitudes and behaviors toward diversity.

### **Group Memberships**

**Make** the following learning points:

1. The U.S. is a pluralistic society – our country is composed of many types of groups, including groups where choice is not a factor (e.g., family, racial, gender, and age groups), as well as groups where membership is by choice.
2. Through membership in these groups, we become connected with many different people.
3. Just as each of us develops a “personal culture,” groups develop a “group culture” that includes elements such as purpose, rules, values, beliefs, expected and accepted behaviors, jargon, rituals, rewards, and traditions.
4. Our group memberships also help to define who we are.

**Ask** participants for examples of groups we belong or belonged to.

**List** examples provided on flip chart.

**Make sure** there is awareness that some are very informal and others are formal.

**Examples:**

Race	Boys/Girls Club
Age group	Boy/Girl Scouts
Ethnicity	Athletic teams/clubs
Physical fitness or abilities	Church committees
Employment sectors	Community organizations
Economic	Big Brothers/Sisters
Musical	Masons
Hobbies	Eastern Star

**Note** that each of us will belong to many groups during a lifetime – some groups are inclusive, and others are exclusive.

**Remind** participants that with group membership and individual’s perceptions, when we divide people into groups of “us” and “them,” it is easy to overlook important areas of commonality where we can build connections in spite of our differences.

### **Individuals**

**Ask** a volunteer to read the text related to influential individuals.

**Give an example** of an individual who influenced or influences your perceptions of others.

### **Events**

**Ask** for another volunteer, or ask the previous volunteer to read the text related to events.

**Give an example** of an event that influenced your perceptions of others.  
**Consider** mentioning one more personal and one more global event.

**Optional:**

**Expand** “events” to include movies, books, television programs.

**Direct** participants’ attention to book lists in the appendix.

**Encourage** participants to exchange titles of significant books/movies that have increased their awareness of others from another culture.

**Post** flip chart paper for participants to record titles.

**Refer** to pens, markers, crayons on the tables.

**Encourage** participants to create a visual representation of the streams that have flowed together—or whatever image they choose—to create their current pool of perceptions.

**Invite them to identify and include some specific groups, individuals, and events** that have contributed.

**Mention** that they may, but don’t have to, write down what the group, individual or event contributed.

**Tell** them they have five minutes to complete their visual.

**After five minutes, invite** participants to share their images with their interviewing partners. (Partnering through the day can demonstrate that “getting to know” someone has value, just as getting to know job seekers has value for quality case management. It isn’t about liking or approving, but about understanding and incorporating information in case management choices.)

**Give** partners total of 5 minutes or less to talk.

**Ask** volunteers to share awareness for each of the specific contributing factors.

**Provide** an example and list on the flip chart to stimulate volunteering.

Use your own examples:

Groups: Big Brothers Big Sisters—staying involved in the community

Individuals: College Professor—showed compassion in undoing racism

Events: Civil Rights Tour—Memphis, TN seeing is believing, Slave haven Burkle Home on the Underground Railroad, The National Civil Rights Museum in the Lorraine Motel

**Optional:**

**Create an events time line** on the wall.

**Encourage** participants to use sticky notes and post events on the events time line.

## Terms and Concepts

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### **Transition into specifics.**

**Mention** that every area of study has its own language and its own concepts and contexts. The terms and concepts included represent a small portion of the diversity vocabulary.

These definitions were compiled from a variety of sources and are commonly used to describe diversity terms and concepts. Trainer should feel free to introduce these definitions in a different format.

**To learn more about the ADA**, consider taking the independent learning course “Introduction to the Americans with Disabilities Act (ADA) for W-2” available at the PTS Learning Center, <https://wss.ccdet.uwosh.edu/stc/DCF>

Also, mention that the course “Introduction to Civil Rights” is available at the PTS Learning Center.

**Share** that the Barrier Screening Tool is a voluntary tool because of the ADA. If the BST was mandated, it would be a violation of the ADA because we cannot force participants to disclose any disabilities they have.

**Emphasize** that “diversity” includes all differences and applies to everyone. **Ask** participants to name other areas of diversity, such as learning styles.

### **Possible Responses:**

- Management styles
- Mental abilities
- Communication styles
- Income level
- Interests/hobbies
- Skills/abilities/aptitudes
- Educational background
- Lifestyle
- Likes/dislikes

**Ask** participants to highlight those terms that strike them as important, confusing, etc.

**TRAINER NOTE:** Review the terms and be comfortable enough so you can respond to any participant confusion.

**Mention** that there are other examples of prejudice, including prejudging a person because s/he reminds you of someone else, or assigning characteristics to a person because s/he reminds you of another person with those characteristics.

**Ask** if there are any other terms—and their definitions—that participants feel are relevant to the discussion of diversity, but are not included in the list.

## **Terms and Concepts Continued**

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**Invite** participants to share some definitions they highlighted

**Record** up to five of those words/phrases on the flipchart.

**Ask** for a show of hands of others who selected the same words.

**Lead** a brief open discussion about why people selected the terms they did. If reasons differ, affirm those differences as an example of diverse thinking.

**Ask** which of these concepts most connect with their work and in what ways.

**Invite** participants to share words or terms not included in the PG list. Are there any terms that you had different misconceptions, meanings of? For example, the term minority is meant to refer to “people of color” however, it could also mean less than the majority, which would not be accurate. Therefore, the word could have a negative connotation behind it.

**TRAINER NOTE:** It is important to acknowledge that a cultural or personal value may collide with current law or program requirements.

1. Acceptable discipline in one culture may be regarded as child abuse in Wisconsin; that is a legal consideration.
2. Cultural standards about a woman’s role in the family may seem to be in conflict with a **W-2** program requirement or placement.

These seeming clashes can be an opportunity to teach and to learn from the job seeker, as well as discuss options. Because W-2 is a voluntary work program, decisions to seek other support systems vs. remain with W-2 need to be addressed. “Informed choice” extends to cultural matters.

**CAUTION: Have a dictionary and monitor time. This could sidetrack.**

**Terms and Concepts Continued**

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**Ask** a volunteer to read the quote in the box.

***Spotlight on Biases, Collusion, Generalizing and Stereotypes***

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**Inform** the group that we want to put a spotlight on words, which, when put into practice, have the potential to decrease effective interaction, especially in effective case management.

**OPTION:** This could be a good place to use the “Guess Who” activity as a lead in to the assumptions or on TN pg. 28. Directions are in the TN Appendix pg. 47-49.

**Biases**—preferences for or against some thing, some idea, some one. Refer to definitions.

**Give or ask** for an example of a bias that doesn’t have societal implications, e.g., having a preference for or against face-to-face/distance learning methods; traditional versus innovative holiday activities. Because of a bias, people often respond negatively to something without even trying or experiencing it. If appropriate, point out that we are not referring to something that clearly is opposed to someone’s values such as experimenting with drugs.

**Review** points 1-5 regarding bias.

**Ask** which of the 5 statements represents an idea to which they had given little to no thought.

**Ask** for a show of hands who has had experience with item 1.

**Ask** if, in the long run, those similarities overshadowed more obvious differences.

**Ask** what, if any, significance item 3 might have for interacting with job seekers and/or co-workers.

**COMMENT:** Some personality types are more likely to build quick connections based on similarities; others on differences.

**Collusion**—knowingly or unknowingly cooperating with others to reinforce prejudice and stereotypes.

Collusion is a common (and often unconscious) form of exclusion that occurs regularly.

**Explain** that how we learn collusion relates closely to how perceptions are formed from others, groups, events, and both consciously and unconsciously.

**Ask** how remaining silent in the context of collusion is different than keeping silent to avoid hurting a person’s feelings, saying something negative. Silence may send a message of agreement or neutrality; silence in this context may result in exclusion, non-professional behavior, continued conflict, or other types of harm.

**Ask** what reasons people might give for remaining silent.

**Give** an example from history, for example, silence as neighbors disappeared during the Nazi regime; **or**

**Ask** participants for examples of collusion that prevent us from building meaningful connections, such as negative comments about co-workers or job seekers in break room settings, etc.



## Spotlight on Biases, Collusion, Generalizing and Stereotypes

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### Generalizing Versus Stereotyping

**Ask** participants to read 1-4.

**Or use your own example.**

4. Stereotyping is more rigid, often stated in terms of She is a Muslim. All Muslims are terrorists. (an overgeneralization) Therefore, s/he is a cute little terrorist. (a stereotype)

**Ask** a volunteer to share in his/her own words the essence of the points given.

**Ask** for an example of a generalization or a stereotypical statement that some in the public might make about W-2 job seekers OR that W-2 job seekers might make about W-2 workers.

For example. W-2 job seekers: *They are lazy.*

For example. W-2 Staff: *They don't know what it's like to be in our shoes.*

**Ask** what these generalizations are based on: lack of experience, media or someone else's portrayal, "the word on the street", lack of knowledge, lack of understanding, a bad experience or a resistance to getting to know the other, etc.

**Mention** that sometimes people can have a "once and forever learning experience." In other words, one very powerful experience, either negative or positive, can create a reality for an individual that is very hard to change. For example, one bad marriage experience can lead to "all men, women—even marriage itself—are not to be trusted."

**Option: Ask** seasoned workers what they do to overcome negative generalizations or stereotypes that they might have had about their job seekers.

- Focus on case management styles, look at own reactions and focus on doing the job
- Try to improve relationships with challenging job seekers
- Get educated about unknown barriers or issues that you have concerns about
- Be objective, not subjective, when working with your W-2 job seekers
- Avoid office gossip (plus your breaking confidentiality with W-2 job seekers) with other W-2 Case Managers because you might learn about misinformation regarding your job seekers
- Ask questions and learn the truth instead of believing in generalizations and stereotypes
- Don't make assumptions and judgments about your W-2 job seekers
- Applicants may not be treated on the basis of generalizations and stereotypes

### **Primary and Secondary Variables of Cultural Diversity**

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**Transition** from looking at language of diversity to examining cultural variables.

**Explain** that who we are includes both unchanging and changing elements; this forms our personal culture.

1. All people are similar and different in a number of areas in both the primary and secondary variables of cultural diversity.
2. Many elements in the primary and secondary areas make up each person's "personal culture."
3. We are born with the elements in the primary dimension. These are typically the fixed and observable pieces of personal information that others can gather by looking at us.
4. We have control over elements in the secondary dimension. They change over time, and we can choose whether or not to disclose them to others.
5. As individuals, we may place more importance on any of either primary or secondary variables and identify ourselves with or look through the prism of that variable, e.g. I am (a/n) \_\_\_\_\_ woman, man, black, white, Native American, mother, doctor, teacher, public servant, middle class, poor, etc.

**Point out** that knowing something about the various elements and the emphases of another person's personal culture will enable us to make better connections with others, for example, starting sentences with "As a mother, how do you manage.....etc."

## ***Personalizing Cultural Dimensions***

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**On flipchart paper prior to training, prepare** a circle of primary variables and another circle of secondary variables.

**Post** papers in the room.

**Distribute** at least six sticky notes to each participant.

**Instruct** participants to write on each sticky note one example for any categories within the primary and secondary variables. (They may choose to use more than one sticky note and more examples.)

**Demonstrate** posting pre-prepared sticky notes on the prepared wall chart to get things moving. **Ask** participants to post their sticky notes.

**If possible, encourage** increasing the number of examples so that sticky notes spread over a large area.

**Process** the results.

Which subcategories occurred most/least frequently?

Were there some options you hadn't thought about?

How much have you ever consciously thought about the elements of your own personal culture before today?

**Give 2 minutes to reflect and jot down thoughts or feelings.**

**OPTION: Ask if any feelings or insights** popped up for people as they watched the map get larger and larger.

**Possible responses:**

Wow! Exciting, overwhelming

How can we put people in just one box, or such little boxes, when they are so much more?

There's so much to learn about from each other.

I never thought about how much diversity exists within each individual.

I'm more diverse (more interesting) than I thought I was—and so are my job seekers and co-workers.

**Share** or **elicit** connecting conversation-starters related to similarities and differences.

**Examples:** What is your experience with...? I know very little about\_\_\_\_. What can you tell me that will help me understand more?

Invite participants to give examples of phrases they use to learn more about others' similarities and differences.

**Good place to break for lunch.**

## **WI and U.S. Facts and Figures**

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**Transition** into this segment: We have just looked through a magnifying lens at a multitude of elements that make up our personal cultures. Now we back away and look at a bigger picture of some statistics about Wisconsin, the U.S., and the globe.

We'll focus on WI in our demographic profile of race and age. **Ask** the class for their reactions to the WI population by Race. How does this data compare to your local area? Ask questions about their community regarding racial dynamics and the WI data.

**Ask** the class to guess the estimates:

**Wisconsin:** About 5.8 million (5,778,708)

**U.S. Population:** About 320 million (323,127,513)

**World Population:** About 7.5 billion. To give an idea of how many people that is, 1% of seven billion is 70 million! Our global population is extremely large.

These are 2016 estimates from the U.S. Census Bureau.

(<https://www.census.gov/quickfacts/fact/table/US/PST045216>)

**Ask** the class what they think of these population numbers?

## Wisconsin Population by Age

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**Optional: Ask** what trends in demographic changes are you experiencing or have experienced in your local area? What do these age numbers mean? Do you have a concern about working with a participant of a different age?

## 21<sup>st</sup> Century Information

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### **There will be a new U.S. in the 21<sup>st</sup> century.**

**Ask** participants for their thoughts. **Ask** what your agency's understanding and commitment to diversity? How has your role prepared or not prepared you to work with a diverse population? Think about language, culture etc.

**Ask** if anyone knows what non-white Hispanic means?

According the U.S. Census Bureau:

**Hispanics or Latinos** are those people who classified themselves in one of the specific Spanish, Hispanic, or Latino categories listed on the Census 2010 questionnaire - "Mexican," "Puerto Rican", or "Cuban"-as well as those who indicate that they are "another Hispanic, Latino, or Spanish origin." People who do not identify with one of the specific origins listed on the questionnaire but indicate that they are "another Hispanic, Latino, or Spanish origin" are those whose origins are from Spain, the Spanish-speaking countries of Central or South America, or the Dominican Republic. The terms "Hispanic," "Latino," and "Spanish" are used interchangeably.

Origin can be view as the heritage, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States.

People who identify their origin as Spanish, Hispanic, or Latino may be of any race. Thus, the percent Hispanic should not be added to percentages for racial categories.

**Non-Hispanic White alone persons.** are individuals who responded "No, not Spanish/Hispanic/Latino" and who reported "White" as their only entry in the race question.

(<https://www.census.gov/quickfacts/fact/note/US/RHI705210>)

### **The U.S. workforce is experiencing major changes.**

How does this information impact your case management?

## **World Population by Geographic Regions**

---

The race and ethnic makeup of WI and the U.S. are different. Compared to a global perspective of the world population, **ask** what are your thoughts? How has your upbringing shaped your ideas about the world and diversity?

What was your perception of the world? North America is a very small percentage of the population in the world.

**Share** that by 2050, the U.S. population is expected to increase by 50%, and racial/ethnic minorities will make up nearly half of the population. Immigration will account for almost 2/3 of the nation's population growth. The population of older Americans is expected to more than double. One quarter of all Americans will be of Hispanic origin. Almost 1 in 10 Americans will be of Asian or Pacific Islander descent. In addition, more women and persons with disabilities will be on the job.

## 100 People: A World Portrait

---

**Ask** any of the following questions below to start a short discussion. This discussion is to provide an idea of the world through a global perspective. Our perceptions of the world around us may be very limited in terms of culture, language, religion, etc. These snippets show the vast array of diversity, especially around the world

- What was surprising? Or interesting? What stands out?
- What does this say about the United States compared to the rest of the world?
- How many of you have traveled outside of the United States? Where? Did you have any “aha” moments?
- Thoughts and perspectives...

Information about the original author:

Dr. Donella H. Meadows (Ph.D. in biophysics, Harvard University), the founder of the Sustainability Institute, was a professor at Dartmouth College, a long-time organic farmer, a journalist, and a systems analyst. She was honored both as a Pew Scholar in Conservation and Environment and as a MacArthur Fellow.

For 16 years, Donella wrote a weekly column called "The Global Citizen," commenting on world events from a systems point of view. It appeared in more than 20 newspapers, won second place in the 1985 Champion-Tuck national competition for outstanding journalism in the fields of business and economics, received the Walter C. Paine Science Education Award in 1990, and was nominated for a Pulitzer Prize in 1991. In 1990, she published the State of the Village Report under the title "Who Lives in the Global Village?" "If the World Were a Village of 100 people" has since been published in Spanish and Japanese.

**The 100 People: A World Portrait** by John A. Vonk and Fritz J. Erickson has updated Donella's Village of 100 people. The website is <http://100people.org/index.php>. There is an optional video you may show from this website called, "The 100 People Project: An Introduction." The video clip is about 4 minutes. **Ask** participants for their thoughts.

The World Portrait is an accurate representation of the world based on populations and projections (data) of the world.



### ***Language Use in Wisconsin***

---

**Give** participants time to review the list of languages spoken in Wisconsin.

**Ask** participants to highlight those they have experienced in their agencies.

**Ask** how agencies access to interpreters.

**Ask** if they are aware of any phrases that might be offensive.

**Ask** if they know any “connecting” phrases in different languages. For example, good morning, good afternoon, hello, how are you?, please, thank you, good-bye, etc.

**Post** two or three blank sheets of flip chart paper and make markers available.

#### **OR**

**Distribute** several index cards at each table.

**Encourage** participants to write phrases from languages other than English and their translations on the index cards or pages throughout the day.

**Discuss** the benefits of learning even “thank you” in the non-English speaking job seeker’s first language. Language and communication is a powerful tool that can make a huge difference in access.

**Collect** the cards/look at the phrases after a break. Read the phrases, or ask volunteers to read them.

#### **Optional wrap up to this section**

**Ask** for and record a *quick* list of similarities that cross all races.

Possible responses:

- Basic life events, e.g., birth, death, marriage
- Emotions
- Hopes/goals
- Education
- Family life
- Health and aging concerns

**Ask** for and record a quick list of differences that might occur within racial groups.

Possible responses:

- Economic status
- Ethnicity/tribal affiliation
- Education level
- Faith experiences
- Life experiences
- Values
- Languages

## Increase Cultural Connections: Self- and Workplace Awareness

### Areas of Self-Awareness

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**Explain any of the following that haven't been dealt with already:**

- To deal effectively with diversity, we must clearly understand our own messages (e.g., assumptions, beliefs, attitudes, opinions, and expectations).
- Increasing our self-awareness allows us to become more aware of whom others really are.
- Greater awareness of others enables us to navigate obstacles, find common ground, etc.
- Discover and understand our differences.
- Discover and understand our similarities.
- Understanding our differences and similarities helps us to connect with others.
- Our connections (as with all of our experiences) lead to increased self-awareness and a greater understanding of the world around us.
- How we internalize and personalize our external messages and present ourselves to others is an important element of self-awareness.

**Refer** back to pages 10 and 16...what attracts and distances; meanings of bias, etc.  
**Note** that the diagram on page 26 is one way to illustrate how our perceptions, attitudes, beliefs, values, worldview, and behaviors are formed.

**Trainer** should share own example.

**Storage Area:** Growing up I was always told that black people were robbers and to lock your doors because black people were going to rob us.

**Personal Processing:** Decipher these message positive/negative; think about media, TV, music, community etc. Discard, modify, change etc.

**Public/Social Behavior:** I could react negatively and be afraid of black people, hold on to my purse, lock car doors in certain neighborhoods etc. Or change public behavior depending on how I personally process the information. The output would be impacted by the input and processing.

**Emphasize** that the “inputs” and “outputs” of each area in the diagram are dynamic, or always in a state of change.

## Areas of Self-Awareness

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### Public/Social Behavioral Area

**Trainer, share** a time when your public behavior was in conflict with your beliefs, your personal process area. **Example,** believed the African American woman, wearing the dark blue sweater was an American Airlines flight attendant and asked her for a pillow.

**Ask** if any others feel comfortable enough and are willing to provide an example. **Ask** have your assumptions or generalizations interfered with the work you do, to be fair, equitable and consistent?

**OPTION:** Share an example with your partner.

**Remind** that today is not about blame; it is about awareness building and action planning. Moreover, remind that public behavior can infringe on another's civil rights.

## Exploring My Assumptions

---

**OPTION:** This could be a good place to use the “Guess Who” activity as a lead in to the assumptions. Directions are in the TN Appendix pg. 47-49.

**Tell** participants that the next exercise illustrates how messages from our “Information Area” are internalized in the “Personal Area” based on our own experiences and interactions with others. **Refer** to the areas of self-awareness diagram page 26.

**Point out** that how we personalize our messages can affect our willingness to connect with others in positive or negative ways.

**Explain** that during this exercise, participants will consider their personal stereotypes.

**Tell** participants they will **not** be asked to share responses.

**Ask** participants how assumptions and stereotypes can become obstacles to building connections with others.

**Make certain** the following points are mentioned:

1. We often base our assumptions and stereotypes on old messages or misinformation.
2. We often filter out or disregard new information that contradicts our preconceived ideas.
3. We often see only what we expect to see (i.e., we see only what fits our assumptions or stereotypes about that group).

**Activity: Instruct** participants to write down the **first** thought that comes to mind as they read each stem statement (e.g., Old people are sickly, Teenagers are rude).

**Complete** as many as they can in the time allowed.

For greatest insight, **reinforce** the need to write down initial reactions. **Note** that the exercise is an opportunity for personal reflection; participants will not be asked to share their responses. **Allow** 5 minutes to complete. (Trainer should feel free to add additional stem statements for other groups or categories.)

**Trainer Note:** Be prepared for participants who may be offended by the underlying assumption of the activity. Some participants may already be in a spot regarding the **Today** column, that they insert an answer such as “is an individual.”

This also may be a good time to refer to the Implicit Association Test described on Page 8.

**Reflection: Consider Your Response**

---

**Process** the activity.

**Refer** participants to the questions on this page.

**Ask** them to answer the questions as a reflection. **Allow** 3 minutes.

**Ask** volunteers to share any response or insight based on a question of their choosing.

**Option:** give the group 2 minutes to talk with a partner.

**NOTE:** Items 5 and 6 may not apply to everyone. They may not have any responses they would like to change.

**Review** the Learning Points Box page 30.

**Highlight** the learning point that has the most significance for you.

## Assessing Diversity in My Workplace

---

**Ask** participants to provide examples of the diverse groups who seek services from their W-2 Contract Agencies. Think about the primary and secondary variables.

Trainer **notes** participant comments on flipchart.

**Have** participants write down responses to the dimensions of the variables individually or with a partner, providing a reasonable amount of time for them to do so.

**Ask** if anyone would like to share their responses with the rest of the large group.

**Do not belabor** the issue.

**Record** five to ten items.

**Focus** on local resources that may go beyond the ones most commonly used, e.g., Head Start, support groups for special needs, faith-based groups, etc.

Remind trainees that all applicants and participants are afforded an equal opportunity to participate in the W-2 Program, regardless of a disability or other barrier to participation in the W-2 Program or employment. We have to pay attention to the diversity of our participants in making sure that we are treating participants as individuals in providing meaningful opportunities in the W-2 Program.

## **Assessing Diversity in My Workplace Continued**

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Give participants 5 minutes to answer the questions on page 32.

**Ask** a volunteer to share a response.



### ***My Agency Environment***

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**Have** participants complete, My Agency Environment inventory ranking each area from 1 (lowest) to 5 (highest) on his or her agency-demonstrated awareness of each factor.

**Ask** what other areas they identified.

**Refer** back to the Diversity Awareness Continuum on page 7.

**Ask** how the Unaware through the Rebel might view agency environments and what, if any, actions they would take to maintain or change that environment.

**Ask** what cultural elements might affect good cause claims, referrals for service or job sites, religious holidays, gender considerations, attitudes toward alcohol, etc.

This may be an area that agencies are still developing.

**Draw** attention to the online resources listed in the appendix.

**Remind** participants that as part of Ops Memo 10-64, there should be notice posters in your lobby/wait area that applicants have a right to request for a BST or a formal assessment. This notice must be available in English, Spanish and Hmong.

**Remind** trainees that the Rights and Responsibility brochure has participant information about his/her right to file a grievance or complaint alleging discrimination.

## **Behaviors that Demonstrate Respect and Facilitate Connections**

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### **Cultural Nuances**

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**Ask** participants to read page 34. (You might even ask volunteers to read sections aloud.)

**After participants have read, comment** that although some cultures may as a group demonstrate some of these behaviors more than it demonstrate others, all individuals from the cultures may not. To every pattern, there are exceptions.

**It also is important to note** that those who are second generation and more in the U.S. often are torn between their culture of origin and the dominant U.S. culture.

**It is always best to be aware of a framework, but to pay attention** to the individual across the desk.

**Ask** what “aha” or learning moments participants have experienced related to the areas provided on pages 33 and 34.

**CAUTION:** When participants share from their own experience, they may relate through the filter of their own biases. Their views may not accurately reflect a culture’s true behavior or belief system.

**Ask** how participants know when **YES** means **YES** and when **NO** doesn’t mean opposition.

## The Role of Culture in Conflict

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**Share** your own examples/experiences as you review the points, or ask participants to share their own experiences of the points

**Ask** the class to think about how our diversity impacts our relationships with participants. How may your beliefs about culture conflict with others?

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## Communicate for Understanding

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**Explain** that communicating in a culturally aware manner means interacting with others in ways that demonstrate respect for who they are. **Remind** participants that who we are is determined partly by our personal and group cultures.

**Emphasize** that effective, respectful communication requires sensitivity and skill, **especially the skills of observing and listening to the other's behaviors.**

**Point out** that the 4 key strategies on this and the next page are especially important when communicating with diverse populations, including those with language differences.

**Refer** participants to the 4 strategies (3 & 4 are on page 37 of the PG):

1. Communicate in a thoughtful, considerate manner.
2. Recognize when the listener does not understand.
3. When the other person is speaking, listen with the intent to understand.
4. Demonstrate sensitivity to words and symbols.

**Have** participants review the list of suggestions for the 4 strategies, and **highlight** those they find most helpful. **Invite** other best practices from the class.

## Communicate for Understanding Continued

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Regarding Strategy 4, “Demonstrate sensitivity to words and symbols,” trainer may want to **ask** for other examples of offensive or controversial terminology and symbolism.

### Possible Response Examples:

- “Mexican” instead of Hispanic or Latino
- “Guy” or “boy” instead of man
- “Gal” or “girl” instead of woman
- Swastika
- Confederate flag
- Tomahawk
- Native American symbols for team names

**Point out** one obvious way to demonstrate that we value diversity:

- Become more language-aware and avoid words with negative or demeaning connotations.
- Respectfully ask how a person wishes to be addressed. What culturally related information would be useful for you to know, for example, are handshakes or a pat on the back acceptable?

**State** that we unintentionally create communication gaps due to “fear of the unknown” – not knowing which terms, phrases, or symbols are inappropriate can shut down communication.

**Share** that be careful when trying to be culturally inclusive in displaying objects, cultural artifacts, pictures in your office space/agency as it might be offensive or displayed inappropriately.

**For example**, putting a dream catcher your office. It is important to remember that though dream catchers might be popular, they are also a sacred symbol of Native American culture. Native Americans are protective of their culture, and rightfully so; therefore, the use of dream catchers maybe controversial, especially when those who do not have a Native American heritage choose to display them. Some tribes believe that dream catchers should only be in baby's bedroom in homes, to catch bad dreams.

**TRAINER NOTE:** Senator Eugene McCarthy, quoted on page 37, was the 1959-1971 Senator from Minnesota. This is NOT Wisconsin Senator Joseph McCarthy from the Cold War era, 1947-1957.

## **Tips for Working with Persons with Limited English**

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**Trainer NOTE:** Remind participants of the value of using qualified interpreters and the dangers of relying on **family members who speak more English than the job seeker, especially children. Remember** that agencies must provide a translator or use a language line, for a limited English proficient person (LEP). This potentially could be a civil rights issue.

**Trainer** share own example or experiences when working with persons with limited English.

**Ask** which of the tips the participants have used, and with what outcomes.

**Learn** what languages in addition to English are used in handouts, forms, etc.

**Discover** what untapped resources may be available in their communities or counties, universities, university extensions, or refugee groups

**Tips for Working with Persons with Limited English Continued**

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Ask a volunteer to read the quote in the box.

### **Create a Diversity-Friendly Work Environment**

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**Ask** participants to select 2 of these 7 points that they would post as reminders for creating and maintaining a diversity-friendly work environment

**Again, refer** to the resources listed in the appendix.

#### **What Are the Key Learning Points?**

Ask participants what experiences they have had that emphasized one or more of these learning points.



## Becoming a More Effective Ally

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**Write** “What Is an Ally?” on a flipchart.

**Ask** participants for several examples, and **list** them on the flipchart.

**Explain** that in the context of this training, an “ally” is someone who works with and in support of another person’s issues and concerns – allies often are change agents. Most social, grassroots movements happened and occurred because of allies. Allies helped opened the door for the Civil Rights Movement—although this doesn’t affect me, it’s just not my issue; it affects everyone’s rights.

**Ask** participants to take a few minutes to examine the behaviors and complete the page.

**Note** that acting as an ally for job seekers involves helping to establish and maintain a culturally aware, inclusive agency that values diversity.

**Refer** again to web pages in PG Appendix.

**Ask** participants to identify resources they have used to expand their horizons.

## Diversity Case Scenarios

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**Divide** into groups of three to five participants.

**Assign** one of the scenarios to each group.

**Ask** groups to select a spokesperson and a note taker.

**Allow** 7 minutes to read and respond to questions.

**If finished early**, work on another scenario.

**Suggestions** for trainers:

### Scenario A: Angela

1. The Case Manager can help by encouraging Angela to keep her job; provide praise and positive reinforcement for demonstrating a positive work ethic. The Case Manager can offer to speak to Angela's supervisor and include what this conversation will entail.
2. By providing examples of when she is treated as a "brown noser" in the office.
3. Through open communication; by having a meeting to discuss the issue. The Case manager may suggest to the supervisor that although Angela is an excellent employee and role model, she wants people to see her as a role model on their own, without the supervisor making an explicit example of her.
4. Yes. Values, expectations, and work and communication styles are important, but also important is how these are communicated to Angela's coworkers.
5. Issue may adversely affect her performance in future positions because she may fear that people might make fun of her again or call her a "brown noser." This also can affect her W-2 placement/eligibility if she quits her job.

### Scenario B: Tina

1. Perhaps there's a problem with where and how she is applying for jobs. The Case Manager can help by reviewing examples of completed applications, her resume and references, and by checking Tina's interviewing skills. It could be pointed out to her that she has admitted she has been unsuccessful in her job search because of her weight; however, when this is brought up, it should be addressed in a sensitive manner, in a caring and empathetic way. The Case Manager can show that s/he is willing to help Tina in any way possible or by making any referrals to other agencies/organizations (e.g., finding a counselor).
2. Tina can provide examples of situations where she felt she was treated unfairly.
3. Through open communication, they can focus on employment goals and W-2 program philosophy.
4. Yes, they are important because this is a sensitive issue. Tina appears to have low self-esteem and has many emotions such as denial and frustration.
5. Tina may give up on the job search; her health, self-esteem, and situation could get worse.

## Diversity Case Scenarios Continued

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### Scenario C: Raul, Gina, and Hector

1. Supervisor should make sure that this is causing a problem or is a concern to other staff. She could address this in a more confident, fair, and respectable manner to each individual.
2. Raul, Gina, and Hector can clarify that they speak Spanish only amongst themselves because they feel more comfortable speaking their first language to each other.
3. They can reassure their supervisor that they respect their coworkers and speak English when they are around.
4. Yes, they are important because the supervisor has expectations that she feels should be followed and may be placing her own values into the workplace.
5. Creation of an uncomfortable, hostile working environment at the W-2 agency. If the supervisor does not address this issue in a professional matter, they may be treated unfairly due to her own issues.

### Scenario D: Erica

1. She can explain to him that although these questions seem very personal, she asks them of every job seeker in order to work with him/her within the W-2 program. Information is necessary for completion of his assessment.
2. She can ask if he can explain what questions are too personal and why he feels offended.
3. By Erica taking the time to explain the W-2 application process. She can help by rephrasing questions, or frame the questions in a discussion or conversation; she can have an icebreaker; if he feels uncomfortable in talking with Erica, she can have him fill a questionnaire instead or a paper EP.
4. Yes, they are important because he may feel uncomfortable having a “female” Case Manager help him; communication styles may be different.
5. If not resolved, it could be a conflict-ridden start between Case Manager and job seeker. Job seeker may feel resentment toward Erica and stop attending W-2 appointments.

### ***Valuing Diversity: What Are the Benefits?***

---

**Review** the benefits of valuing diversity for the W-2 Contract Agency, its staff, and the W-2 job seekers. **Explain** that to learn more about your participant's culture, background, and diversity; it's important to complete a thorough informal assessment. This will help determine the participant's ability to participate and be engaged in the appropriate activities. This will greatly benefit the participant and you in your assessment process.

**Ask** for others not listed and/or how they would know if these benefits were occurring.

**Encourage** participants to highlight ideas that are key for them.

## ***Valuing Diversity: What Are the Benefits? Continued***

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### **An Agency Vision of Valuing Diversity**

**Table Activity** (Total time 8 minutes or less)

**Materials:** Flipchart paper, colored markers

**Tell** participants that this activity is a fun way to create a workplace that values diversity.

**Distribute** two sheets of flipchart paper and colored markers to each table. **Instruct** each group to:

1. Brainstorm how an ideal agency would look, sound, operate, or function if it truly valued diversity.
2. Create a picture or image of this agency and draw it on flipchart paper using colored markers. (**Note** that any type of picture is appropriate.) The main idea is to represent each vision statement in some type of image/graphic format. Encourage creativity!
3. Identify three steps they (as agency employees) can take together to help achieve this vision; list these on a separate sheet of paper.

**Allow** groups 8 minutes to complete the assignment.

**Have** each table present its image and action steps to the large group. **Invite** questions and comments from the other groups.

**Summarize** with these points:

1. All of us want to work in an environment where we are free to be who we are, and to be appreciated and respected for our unique contributions.
2. When we work together as a team with a common goal, and follow through with action, we can begin to create an environment that truly values diversity.

**Encourage** participants to use this exercise within their own agencies as a step toward working to develop an organization that values diversity. **Remind** the class that a participant's diversity makes up who s/he is and what s/he carries with him/her. We must be mindful of and appreciate our differences. Learning about how a participant's strengths, interests, goals, skills, culture, support system, etc., will help in your case management process and in building an effective relationship.

## Final Thoughts and Closing

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**Ask** volunteers to read the quotation that holds the most meaning for him/her.

**Invite** participants to skim their table of contents OR flip through the participant guide as a rapid review.

**Write** the words idea, concept, phrase, strategy on the flip chart.

**Go** quickly around the room, asking each participant to share an idea, concept, phrase or strategy from today that stands out for him/her at the moment, OR how the word diversity has taken on a broader meaning. Allow people to pass, but come back to them.

If someone passes a second time, ask if he/she has any other comment he/she wishes to make. If not, that's OK, too.

**Review** the resources in PG Appendix for additional information on diversity.

**Distribute** evaluations.

Thank everyone for his or her participation. **Remind** participants that the work you do is special. They are helping and fostering families to reach their goals from very diverse backgrounds.

## Appendix

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### Guess Who?

When we hear things like:

Asian Americans are the model minority.

Asian Americans are good in math and computers.

You must be Mexican or Spanish.

African Americans are good at basketball and football.

All people of color are on welfare.

A **stereotype** (an idea) is an oversimplified generalization about an entire group of people without regard for individual differences. Even positive stereotypes have negative impacts.

**Prejudice** (a feeling) is prejudging, making a decision about a person or group of people without sufficient knowledge. Prejudicial thinking is based on stereotypes. Prejudice is a feeling or attitude.

**Discrimination** (an action) is the behavior that can follow prejudicial thinking. Discrimination is the denial of justice and fair treatment by individuals and institutions in many areas, including employment, education, housing, banking and political rights.

(Anti-Defamation League, <https://www.adl.org/>)

**Assumption** is a statement accepted as true without proof, supposition.

**Generalization** is to draw inference based on a general conclusion.

(The American Heritage Dictionary, 4th ed., 2001)

What is your impression of these statements? Are they true? We may have been victims of these stereotypes, generalizations and assumptions. Why are they believed so easily? Of course, we know that in “some” situations, these stereotypes, generalizations, and assumptions hold some truth because of where the root of the stereotype, generalization, and assumption came and grew from. When we place value or truth in statements like these, we become ignorant of the unknown. Even “positive” stereotypes have adverse, negative and back lashing repercussions.

Please use your own example or ask for one. For example, I always had trouble in math. I had to study very hard and spend hours doing my homework. I used to stay after class for extra help. When I did, I was often ignored, and patiently waited for the teacher to finish helping others. Then when he did help me, he would just say, “Oh Liz this is so easy, you know how to do this.” I received quick instructions and was brushed off for the next person in line. In addition, he made me feel like I just wanted to be a brown noser

or prove to him how smart I was. The truth was, I needed help. After one or two more situations like these, I never sought help again.

Bottom line, there is no reason, validity, or truth to stereotypes, generalizations, and assumptions. Most importantly, stick to the facts and speak about what you know, not what you do not know. Get yourself educated and steer away from stereotypes, generalizations, and assumptions.

This next activity will demonstrate how easily our ignorance plays into stereotypes, generalizations, and assumptions.

**Please have one facilitator and 4-5 people stand in front of the room.**

The facilitator will ask a series of questions. The audience will answer the questions, and the facilitator will mark and keep track of the responses. The facilitator will mark the most common person the audience picked. Before you begin this activity, make sure you have the answers to fill in the blanks. The audience is just going to guess who in front of the room drives this type of car, owns a cell phone, etc. We want them to place judgment based on who they see in front of the room.

**The Guess Who questions are as follows:**

- Guess who drives a .....
- Guess who owns a (name a cell phone, house phone, lab top) .....
- Guess who is married, single, divorced .....
- Guess who's favorite movie is .....
- Guess who's favorite music band, music group, or music type is .....
- Guess who's favorite actress/actor is .....
- Guess who's favorite role model is .....
- Guess who was born here.....
- Guess who wanted to be a ..... when s/he grows up
- Guess who's dream is to .....

You may choose to use any of these questions, or feel free to add your own. You can ask questions about religious background, family, sports, age, past times, TV shows, etc. This activity is meant to be fun. After you are done with Guess Who, give the answers, either after each question or after all of the questions, for the audience.

**Debriefing**

Ask them why they picked this person for this question. The activity is meant for people to realize that it is so easy for us to be biased and judge people because of what we have learned in our lifetime. As the trainer, your goal is to be open, friendly, and outgoing during this activity. You want your participants to discuss why they picked this person versus this person. There is some truth and validity to some of the answers, but just like stereotypes, sometimes whoever was picked was the wrong person based only on who we see. This is similar to when a Case Manager places judgment and makes



stereotypes about job seekers that are not always true. What are some common practices and mistakes that we, as Case Managers, make? For example, we often assume that some job seekers who always fail to turn in job logs are lazy. The truth is that they might have an underlying barrier; for example, they might have a learning disability.

Use your own example, or ask for one. Whatever the situation is, as a Case Manager, our role is not to place judgment; it is to provide service. If we can improve and learn to communicate effectively with our job seekers, we can establish a working relationship with them. As a Case Manager, what relationship building techniques can we utilize more often to understand, learn the truth and take value from our job seekers?

We are all guilty of being ignorant at one time or another. The best way to overcome these stereotypes, generalizations, and assumptions is to learn from our mistakes and accept the truth.

Use this as a template for participants to fill out.

Name
Type of Car I drive ...
Circle if you own a cell phone, house phone, lap top
Circle your marital status: married, single, divorced, re-married
My favorite movie is ...
My favorite music band, music group, or music type is ...
My favorite actress/actor is ...
My favorite role model is ...
I was born in....
I always wanted to be a ..... when I grow up.
My dream in life is .....

## **Additional Diversity Quotes and Statements**

“What I treasure most in life is being able to dream. During my most difficult moments and complex situations, I have been able to dream of a more beautiful future.” Otis Botik

“The time has come for dawn, for work to be completed, for those who nourish and sustain us to appear, the enlighten sons, the civilized people; the time has come for the appearance of humanity on the surface of the Earth.” Pop Wuj

“What hurts Indians most is our costumes are considered beautiful, but it’s as if the person wearing them didn’t exist.” Rigoberta Menchu Tum

“The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.” Dr. Martin Luther King, Jr.

“Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has.” Margaret Mead

On December 1, 1955, Rosa Parks refused to give up her seat on a bus in Montgomery, Alabama, and from there sparked a national Civil Rights Movement for racial equality.

Cesar Chavez and the farm workers become part of “The Movement,” a catchall phrase describing those sharing a commitment to end the injustices of racism, the war in Vietnam, the sufferings of the poor, and the degradation of the farm workers.

“Resolved, that the women of this nation in 1876, have greater cause for discontent, rebellion and revolution than the men of 1776.” Susan B. Anthony

“Our flag is red, white, and blue, but our nation is rainbow-red, yellow, brown, black, and white - and we’re all precious in God’s sight.” Jesse Jackson

“We must become the change we want to see in the world.” Mohandas Gandhi

“We ask today: What are the Poles? What are the French? What are the Swiss? When that is asked, everyone point to a country, to a certain institution, to a parliamentary institution, and the man in the street will know exactly what it is. He has a passport. If you ask what is a Jew—well, he is a man who has to offer a long explanation for his existence, and any person who has to offer an explanation as to what he is, is always suspect—and from suspicion, there is only one step to hatred or contempt.” Israel: a history 147

“Not everything that can be counted counts, and not everything that counts can be counted.” Albert Einstein

"In the end, we will remember not the words of our enemies, but the silence of our friends." Dr. Martin Luther King, Jr.

"I have not failed. I've just found 10,000 ways that won't work." Thomas Edison

"Opportunities multiply as they are seized." Sun Tzu

"Never mistake motion for action." Ernest Hemingway

"We are the sums of our action, therefore our habits make all the differences." Aristotle

"We did not come here to fear our future. We came here to shape it." President Barack Obama

"If an American, because the color of his skin is dark, cannot eat lunch in a restaurant open to the public, if he cannot send his children to the best public schools available, if he cannot vote for those public officials that represent him, if, in short, he cannot enjoy the full and free life which all of us want, then who among us would be content to have the color of his skin changed and stand in his place? Who among us would then be content with the counsels of patience and delay?" President John F. Kennedy

"The truth is that we are not yet free; we have merely achieved the freedom to be free, the right not to be oppressed. We have not taken the final step of our journey, but the first step on a longer and even more difficult road. For to be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others. The true test of our devotion to freedom is just beginning." Nelson Mandela

"Our cultural strength has always been derived from our diversity of understanding and experience." Yo-Yo Ma (French-Born American Cellist, United Nations Messenger of Peace)

"Perhaps travel cannot prevent bigotry, but by demonstrating that all peoples cry, laugh, eat, worry, and die, it can introduce the idea that if we try and understand each other, we may even become friends." Maya Angelou

"We live now in a global village and we are in one single family. It's our responsibility to bring friendship and love from all different places around the world and to live together in peace." Jackie Chan

"Preservation of one's own culture does not require contempt or disrespect for other cultures." Cesar Chavez

"What we have to do... is to find a way to celebrate our diversity and debate our differences without fracturing our communities." Senator Hillary Clinton

## **“Let’s Talk Diversity” Video**

### **Optional: Questions for Discussion**

#### **They All Look Alike to Me**

1. Do you think the co-worker was impolite, thoughtless or offensive?
2. What do you think about the Chilean man’s reaction?
3. What kinds of stereotypes are portrayed in this situation?

You may want to note here that many people who are Hispanic prefer not to be defined by race. Words that denote country of origin, such as Chilean or Mexican, may be more acceptable than Hispanic or Latin American. Also, stereotypes are universal. Everyone has them—even those from other countries.

#### **He’s a What?**

1. How do you know what is the most appropriate terminology to use?
2. When is it appropriate to refer to an individual as a member of a particular group? When is it inappropriate or unnecessary?

People often want to know how you determine what to call others. Don’t use labels at all unless absolutely necessary. If you do need to use them, generally avoid referring to someone with an adjective before the word person or employee. For example, “Joan is a black employee” and “George is a disabled person” are not as acceptable as “Joan is an employee who is black” and “George is a person who is disabled.” Also, if you are in doubt as to what terminology to use, ask. People usually would prefer that you ask them what they would like to be called (e.g., Black, African American, or Person of Color), rather than you choosing.

#### **I’m Not Mr. Affirmative Action**

1. Why do some people think that this man is unqualified for a promotion, and others think he is untrue to his race?
2. How would you respond to someone holding either of these two opinions?

This topic should spark a lively discussion. Try not to get bogged down with your organization’s Affirmative Action and EEO policies. If necessary, briefly explain your policies and then move on to answering the questions posed by the narrator. You may want to note here that Affirmative Action was designed to create a workforce that is representative of the actual population. Protected classes are simply those people who are underrepresented in the workforce. It is interesting to note that while males over the age of 40 are a protected class.

#### **On the Seventh Day**

1. What allowances should employees make for religious differences?
2. What should be done when religious preferences interfere with work requirements?

Many people feel very strongly about this topic. Although there are no right or wrong answers to those questions, it is important to note that for some people, religion is as much a part of who they are as is being male or female. Is it fair to tell someone s/he can’t be male or female from nine to five? Also, our work schedules were determined by Christian people, who determined we would be off on holidays such as Good Friday and

Christmas. Is it fair for everyone, regardless of religion, to be required to work the same schedule?

### **White-Male Bashing**

1. Is the woman's comment more acceptable than the man's? Why or why not? With all the talk about diversity, it has become acceptable to say anything, no matter how derogatory, about those "white males" who have tried to make us all work and live according to their standards. Even the white men who are very much in favor of diversity efforts and training get stuck in that "white male" category and are required to endure any and all criticism. It is not fair to blame one group for all of our diversity problems. In all fairness, we should not stereotype all white men as being individually responsible for a universal problem.

### **Hey, it's Just a Joke!**

1. How careful should you be about what you say around others?
2. What do you say, or do, when someone tells a joke you find offensive?

Often people feel that they have to be careful about what they say around whom. Fear of the unknown inhibits our spontaneity. One solution for overcoming fears is to ask questions in order to find out what might be offensive to another person. The other piece of this issue is that people often don't do or say anything when confronted with a joke, or even words they find offensive. It would be interesting to find out how many of your participants will not tell someone when he or she has offended them. It will probably be an overwhelming majority. The problem with this is that we need to take the initiative ourselves to begin to resolve diversity issues, and this will not happen when we remain silent.

### **The Skeptic**

1. Do you agree with this man's opinion that women and minorities use diversity as an excuse for deficiencies in their performances?

Some people have negative feelings about diversity training because they feel it allows women and minorities an excuse for poor performance. Both sides of this issue could be argued.

*(Let's Talk Diversity. Video Program Leader's Guide. HRD Press, 2008)*