Dealing with Diversity

Training Leader’s Guide

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Dealing with Diversity

Preparation Materials
Introduction

Diversity . . . Everyone seems to be talking about it. Businesses offer training on it, politicians support it, the media salute it. But what exactly is diversity? Is it race? cultural background? personality type? The answer is yes—and much more. Some people let diversity get in the way of their relationships with other people. But successful organizations realize that people’s differences can be their strength—if they combine their skills, experiences, and ideas while still valuing each other as individuals.

This Training Leader’s Guide, coupled with the video program Dealing with Diversity and the AMI How-To Book Handling Diversity in the Workplace, will provide the tools you need to present an effective training session. Participants should walk away from your session with tips they can put to use immediately. They should be able to:

• Understand and respect individuality.
• Keep an open mind when working in a diverse workplace.
• Use assertive communication techniques to communicate how they want to be treated.
• Ask questions and listen to discover how others want to be treated.
• Act as a “force for change” to address diversity issues.
• Insist on appropriate behavior in the workplace.

Before conducting the training, we encourage you to view the video and read this guide at least twice. The more familiar you are with the subject matter, the more valuable the session will be for participants. And that makes for a win-win situation!

Icon Key

Flipchart  Read or Paraphrase  Overhead
Worksheet  Video  Ask and Discuss
Training Session Checklist

This checklist should be used to help you gather all necessary materials for the training session.

Meeting Preparation

☐ Determine your training objectives.
☐ Measure the current status of your participants using the Pretraining Survey.
☐ Choose different ways to train to ensure transfer of information.

Location

☐ Create a relaxed environment.
☐ Make sure all seats have a good view of the visuals.
☐ Make sure there is enough light to take notes when participants view the video *Dealing with Diversity*.
☐ Provide an adequate writing surface for participants.
☐ Assure good acoustics.
☐ Assure that your room is accessible and equipped for participants with disabilities.

Video Equipment

☐ Make sure the VCR is properly connected to the monitor.
☐ Test the VCR, and check monitor for proper picture, color, and volume.
☐ Make sure the tape is rewound and ready to play before beginning your session.
☐ Check all other equipment for proper operation.

Materials

☐ Training Leader’s Guide
☐ Videotape—*Diversity with Diversity*
☐ AMI How-To Book—*Handling Diversity in the Workplace*
☐ Overheads
☐ Paper and Pencils
☐ Additional Equipment
☐ Participant Handouts
Trainer’s Instructions for Using the Book
Handling Diversity in the Workplace

Group Training Sessions

Handling Diversity in the Workplace, part of AMI’s How-To Book Series, is an excellent complement to your group training session. This guide includes a feedback exercise based on the D.E.A.R. Formula from Handling Diversity in the Workplace. To use the book effectively, you may:

- Use the exercises we have developed for this course, incorporate other exercises from the book that you feel better meet the needs of your organization, or use a combination of both.
- Assign reading of an entire chapter of the book that covers an area you wish to emphasize in your session.
- Assign reading of the entire book and completing of assigned exercises.

Self-Study

No time to call everyone together for training? No problem—American Media has made training even easier with its self-study programs. By combining the effectiveness of the video Dealing with Diversity and AMI’s How-To Training Book Handling Diversity in the Workplace, your employees can improve their skills through self-guided study.

Written in a user-friendly, easy-to-understand style, the book includes interactive exercises in each chapter to help the reader process the information and put it into action—ensuring that the information makes an impact.

On-the-Job Reference Tool

Providing copies of the book to each training participant allows you to continue instilling the importance of improving workplace performance after your session is completed. The book is an excellent tool for continued learning and provides an easy, hands-on reference for use on the job.

Order discounted copies for all your session participants today.
**Tips for Transferred Learning**

Keep in mind the following tips when conducting any adult training. You may wish to review these tips and incorporate them into your session planning.

1. **Adults learn when they feel they need to learn.**
   Discuss ways your training will help participants improve job performance by learning how to motivate employees.

2. **Adults learn through practical application.**
   Use the exercises found in this Training Leader’s Guide or create your own to give participants an opportunity to practice skills they can take back to their jobs. Also, provide reinforcement tools, such as copies of the How-To Book *Handling Diversity in the Workplace*, for your participants to take back to their jobs for continued and reinforced learning.

3. **Adults learn by solving realistic problems.**
   Discuss and analyze actual on-the-job situations. Allow the trainees to solve these real-life problems by using what they have learned.

4. **Adults learn in an informal environment.**
   Design your training room to be as informal as possible. Avoid classroom-style seating. If appropriate, encourage training participants to wear casual clothing. Encourage discussion and interaction to make participants feel more comfortable.

5. **Adults learn by different training methods.**
   Vary your training methods. Combine discussions, role-plays, case studies, self-evaluations, and action planning in your training session. Using a variety of methods reinforces your message and promotes audience involvement.

6. **Trainers learn through follow-up methods.**
   Follow-up methods are crucial when determining the success of transferred training. Feedback from your participants’ managers; follow-up surveys or training sessions; three-, six-, and nine-month skill-testing sessions; etc., can help you evaluate the information being used on the job site.
Possible Session Agendas

Two session agendas have been provided to help guide you through your *Dealing with Diversity* training session. You can modify these agendas to meet the needs of your participants. A blank agenda sheet is also provided on page 13 if you wish to create your own agenda.

### 1½-Hour Session

<table>
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<tr>
<th>Activity</th>
<th>Time</th>
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<tbody>
<tr>
<td>Introducing the Session to Participants</td>
<td>15 minutes</td>
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<tr>
<td>Show <em>Dealing with Diversity</em> and Review Questions</td>
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<td>Force for Change—Discussion</td>
<td>10 minutes</td>
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<td>Session Evaluation Form</td>
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### 3-Hour Session

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<td>Show <em>Dealing with Diversity</em> and Review Questions</td>
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<td>Session Evaluation Form</td>
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**Trainer’s Personalized Session Agenda**

You may want to plan a session that is different from the agendas provided on page 12. Below is a blank agenda to assist you in outlining your session.

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<th>Activity</th>
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Invitation Memo to Participants

This memo can be sent to your participants approximately one to two weeks prior to your training session. Modify the memo to fit your specific needs.

(Today’s Date)

TO: (Participant’s Name)
FROM: (Trainer’s Name)
RE: Dealing with Diversity Training Session

Diversity . . . Everyone seems to be talking about it. Businesses offer training on it, politicians support it, the media salute it. But what exactly is diversity? Is it race? cultural background? personality type? The answer is yes—and much more.

At (Insert Organization Name), you’re expected to function in a diverse work environment and keep personal feelings separate from business. While that sounds easy, conflicts can arise in a diverse workforce like ours.

Please plan to attend our training session on diversity. The session will be held (Insert Date) at (Insert Time). During the session, we’ll cover how to:

• Understand and respect individuality.
• Keep an open mind when working in a diverse workplace.
• Use assertive communication techniques to communicate how you want to be treated.
• Ask questions and listen to discover how others want to be treated.
• Act as a “force for change” to address diversity issues.
• Insist on appropriate behavior in the workplace.

Please take a few minutes to complete the enclosed Pretraining Survey and bring it with you to the session.

Then mark your calendar so that you may attend this very important training session.
Trainer’s Instructions for the Pretraining Survey

1. Complete the Invitation Memo to Participants on the preceding page. Be sure to fill in the correct name, date, and time where indicated.

2. Enclose a copy of the Pretraining Survey (included with Participant Materials) with each invitation memo. Ask participants to bring their completed surveys with them to the session.

3. Have blank copies of the survey available for those who forget to bring it with them.
Dealing with Diversity

Training Materials
Introducing the Session to Participants

Time Required:
• 15 minutes

Materials Needed:
• Overheads 1, 2, 3, and 4

Objective:
• To set the stage for training by introducing the concepts of diversity and culture and giving participants a chance to get acquainted.

1. Start the session by introducing yourself. Read or paraphrase the following:
   We’re here today to learn to deal with diversity. Working effectively with diversity means recognizing the many types of differences in yourself and others. It also means being prepared to deal with our increasingly diverse workforce.

2. Display Overhead 1, How Diverse Are We? Read or paraphrase the following:
   Just how diverse are we? As I read these sentences, try to guess the numbers that go in the blanks.
   White males now make up 43% of the workforce.
   By the year 2005, less than ___% of those entering the workforce will be white males. (15%)
   ___% of new workers will be Hispanic. (28%)
   ___% of new workers will be Black. (16%)
   ___% of new workers will be Asian. (10%)

3. Display Overhead 2, Defining Diversity. Read or paraphrase the following:
   The ethnic diversity of our workforce is increasing. But ethnic background isn’t the only source of diversity. We have different genders, personality styles, values, and educational backgrounds.
   Diversity means differences, and no two people are identical.

4. Display Overhead 3, Defining Culture. Read or paraphrase the following:
   We also have different cultures. American society was once described as a melting pot. Today, it’s more like vegetable soup. While there’s an overall American flavor, it’s easy to distinguish the carrots from the beans, the potatoes, and the other vegetables. Increasingly, we live and work with people whose cultures are different from our own.
   Culture describes the behaviors, morals, and beliefs we internalize from the way we are raised.
5. Display Overhead 4, Learning Objectives. Read or paraphrase the following:
How can our increasing diversity make us stronger instead of dividing us? After completing this training session, you'll know several ways to deal with diversity. You should be able to:
• Understand and respect individuality.
• Keep an open mind when working in a diverse workplace.
• Use assertive communication techniques to communicate how you want to be treated.
• Ask questions and listen to discover how others want to be treated.
• Act as a “force for change” to address diversity issues.
• Insist on appropriate behavior in the workplace.

6. Have participants answer the questions below individually. You may wish to write responses to the last question on a flipchart page to review at the end of the session.
Q. What is your name and what department do you work in?
Q. What types of diversity do you experience at work?
Q. What is one thing you would like to learn from this session?

NOTE: A self-check, The Changing Face of America, is available on pages 14–15 of AMI’s How-to Book Handling Diversity in the Workplace. Answers to the self-check include several additional statistics on workforce diversity.
**Pretraining Survey—Discussion**

**Time Required:**
- 15 minutes

**Materials Needed:**
- Pretraining Surveys

**Objective:**
- To explore participants’ attitudes about diversity.

1. Ask participants to look over the pretraining surveys they were asked to complete prior to the session. Distribute copies to participants who forgot to bring their completed surveys.

2. Tell participants that they will have 5 minutes to share one item from Part One of their surveys. Ask them to form groups of three or four people and choose one item from Part One to share.

3. After 5 minutes, ask participants to come back together. Record answers to these questions from Part Two on a flipchart.
   - Q. What types of diversity are present in our organization?
   - Q. How does this diversity affect our organization? (Look for both positive and negative effects.)
   - Q. What suggestions do you have about how our organization could better deal with diversity?
   - Q. What is the most important thing you could get out of this training session?
Show Dealing with Diversity and Review Questions

Time Required:
• 35 minutes

Materials Needed:
• Video: Dealing with Diversity

Objective:
• To show video and discuss as a group.

1. Show the video Dealing with Diversity. Encourage participants to take notes as they watch.

2. Ask and discuss:
   Q. What key action is important when trying to understand and respect individuality?
   A. Keep an open mind.

   Q. What is the best way to discover how others want to be treated?
   A. Ask questions and listen.

   Q. Who is responsible for being a force for change?
   A. Everyone is responsible for dealing positively with diversity and insisting on appropriate behavior in the workplace.

   Q. What types of diversity were shown in the video?
   A. Answers will vary. Examples of diversity included different ages, genders, cultural and ethnic backgrounds, languages, skin colors, values, and sexual preferences.

   Q. Comment on whether Jennifer did the right thing when she let her boss know she was uncomfortable being the one he always selected to handle diversity issues.
   A. Answers will vary. While Jennifer might not have had to take a stand to protect her self-respect, she did put the action steps she developed into practice by assertively letting her boss know how she wanted to be treated. Her action could also benefit the company by reinforcing the idea that dealing with diversity is everyone’s responsibility.
1. Read or paraphrase the following:
   Dealing with diversity isn’t easy, as the people on Jennifer’s team discovered. We have many types of diversity to deal with—race, gender, age, value systems, cultural differences, geographical differences, education, and personalities. We also have to learn to take responsibility for diversity on an individual basis. Diversity only works if everyone insists on appropriate behavior in the workplace.

2. Display Overhead 4: Learning Objectives. Then ask the following questions. Allow time for reflection after each question.
   Q. Think for a moment about which of these objectives would be easiest for you to achieve as an individual. Which would be the hardest for you to do?
   Q. Now think about which of these objectives would be easiest to achieve as an organization. Which would be the hardest for our organization to achieve?

3. Invite participants to spend 5 minutes discussing the questions below. You might have them share with someone next to them or conduct the discussion as a large-group activity.
   Q. Rank the six items on the overhead in their order of importance to our organization, with 1 being the most important.
   Q. Why do you think the item you ranked 1 is the most important?
   Q. How do you think achieving that objective would affect our organization?
Confronting Prejudice and Discrimination—
Exercise from the Book
Handling Diversity in the Workplace

Time Required:
• 25 minutes

Materials Needed:
• AMI How-To Book *Handling Diversity in the Workplace*
• Writing paper and pens/pencils

Objective:
• To explore ways to initiate discussion of conflicts.

1. Read or paraphrase:
   It’s easy to say that you should be assertive about how you want to be
treated and that you should insist on appropriate behavior in the
workplace. But how can you handle these sensitive subjects without
offending coworkers?

2. Ask participants to turn to page 79 of *Handling Diversity in the Workplace*.
   Read or paraphrase:
   The questions on page 79 of *Handling Diversity in the Workplace* are
   one way to begin. Look at the questions in the second bulleted list.
   Follow along as I read them aloud.

3. Read or paraphrase:
   The questions we just read can help you decide whether you actually
   encountered prejudice or discrimination. Perhaps you’ll decide that the
   incident was a simple misunderstanding. If it’s something more serious,
   you can use the D.E.A.R. formula to handle the situation.

   Please turn to page 82 of *Handling Diversity in the Workplace*. After you
   read pages 82–84, please complete the Take a Moment exercise on page
   85. You’ll have about 12 minutes for this activity. Paper and pencils are
   available if you need them.

4. Encourage any participants who finish early to go on to page 86.

5. Invite participants to share their responses to the Take a Moment exercise on
   page 85 with a partner or in the large group.
**Force for Change—Exercise**

**Time Required:**
- 25 minutes

**Materials Needed:**
- One 3" x 5" card for each participant
- Overheads 5 and 6

**Objective:**
- To practice being a force for change.

1. Read or paraphrase the following:
   Now you know why dealing with diversity is important, and you’ve learned some ways to give feedback about things that make you uncomfortable. That doesn’t mean it’s going to be easy to tell others how you want to be treated and insist that others follow appropriate behavior. That’s why we’re going to take some time to practice dealing with situations in which you might have to be a force for change.

2. As you give each participant a blank 3" x 5" card, read or paraphrase the following:
   I’m going to give each of you a blank 3" x 5" card. As I pass out the cards, I want you to think of a time at work when you were made uncomfortable by the way someone was treated. Perhaps someone was treated disrespectfully because of his or her age, race, or other point of diversity. That someone might have been you, or it could have been a coworker. It might have been a situation very much like the example on the overhead.

3. Display Overhead 5, Sample Situations.

4. After everyone has a card, read or paraphrase the following:
   Before you write the situation you thought of on the card, be sure to leave your name off the card. These situations should be anonymous. Now write the situation that made you uncomfortable on the card. Remember, it could have happened to you or to someone else. In a few minutes, I’ll collect the cards and shuffle them. Then we’ll split into small groups to figure out ways to handle the situations you identified.

5. After participants have finished writing, collect the cards and shuffle them.

6. As you give each person a card, tell participants to ask for a different card if they receive one that they recognize as their own.
7. Divide participants into groups of four. Tell them how much time they have available for discussion. Direct them to share the situation they received and collect suggestions as to how to handle the situation.

8. Display Overhead 6, The D.E.A.R. Formula, as participants work.

9. When 5 minutes of discussion time remain, call participants back into the large group. Ask and discuss:
   Q. What ideas did you gather about acting as a force for change?
   A. Answers will vary.

   Q. Were there any situations you could not handle?
   A. Answers will vary. If participants do identify any situations they couldn’t deal with, ask for suggestions from the group and review company policy about dealing with these issues.

   Q. (if time permits) How prepared do you feel about dealing with diversity issues you might encounter on the job?
   A. Answers will vary.
**Posttraining Questionnaire—Exercise**

**Time Required:**
- 20 minutes

**Materials Needed:**
- One copy of the Posttraining Questionnaire for each participant
- One copy of the Session Evaluation Form for each participant

**Objective:**
- To provide feedback on what was learned during the session.

1. Read or paraphrase the following:
   This worksheet is designed to evaluate the effectiveness of this training session. It will help us determine what areas we need to improve for future sessions. Your honest response to these questions is appreciated. In no way will it be used to penalize you.

2. Distribute the Posttraining Questionnaire (included in the Participant Materials) and give participants time to complete it. Collect completed questionnaires. If time allows, discuss answers as a group. Answers will vary for each participant.

   **Posttraining Questionnaire**
   1. What is the definition of diversity?
      Diversity means differences.

   2. What types of diversity are present in our organization?
      Answers will vary. Diversity can include age, educational background, gender, geographical background, personalities, personal values, race, and religion.

   3. How does this diversity affect our organization?
      Answers will vary. Encourage participants to balance positive and negative effects.

   4. What suggestions do you have about how our organization could better deal with diversity?
      Answers will vary.

   5. What is the one thing you learned that will be most helpful in dealing with diversity?
      Answers will vary.

3. Ask participants to complete Session Evaluation Forms (see Participant Materials).
Dealing with Diversity

Participant Materials
Pretraining Survey

(All answers will be kept confidential.)

Name: ______________________________ Dept.: ______________________

Part One
1. Do you feel that you are treated differently from others in this organization? Explain.

2. Describe a time when you felt our organization did not value diversity.

3. Describe a time when you felt our organization did value diversity.

4. How do you think having a diverse workforce affects our organization?
Part Two
1. What is your definition of diversity?

2. What types of diversity are present in our organization?

3. How does this diversity affect our organization?

4. What suggestions do you have about how our organization could better deal with diversity?

5. What is the most important thing you could get out of this training session?
INSTRUCTIONS: The questions below highlight key concepts and skills you've learned in your training session about dealing with diversity. Consider the questions and write your answers in the spaces provided.

1. What is the definition of diversity?

2. What types of diversity are present in our organization?

3. How does this diversity affect our organization?

4. What suggestions do you have about how our organization could better deal with diversity?

5. What is the one thing you learned that will be most helpful in dealing with diversity?
Session Evaluation Form

*Dealing with Diversity*

**INSTRUCTIONS:** Please circle the number that best describes your evaluation of the training session.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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This training program concentrates on the skills needed for dealing with diversity.

As a result of this program, I am more confident in my ability to effectively deal with diversity.

The objectives of the program were clearly presented.

Opportunities to ask questions and discuss issues were sufficient.

The session was well organized.

The best part of this program was:

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

This program could be improved by:

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

Additional comments:

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

I would recommend this session to others. (circle one)

Yes  No
Dealing with Diversity

O v e r h e a d s
How Diverse Are We?

White males now make up 43% of the workforce. By the year 2005:
• less than ___% of those entering the workforce will be white males.
• ___% of new workers will be Hispanic.
• ___% of new workers will be Black.
• ___% of new workers will be Asian.
Defining Diversity

Diversity means differences—no two people are identical.
Defining Culture

Culture describes the behaviors, morals, and beliefs we internalize from the way we are raised.
Learning Objectives

• Understand and respect individuality.
• Keep an open mind when working in a diverse workplace.
• Use assertive communication techniques to communicate how you want to be treated.
• Ask questions and listen to discover how others want to be treated.
• Act as a “force for change” to address diversity issues.
• Insist on appropriate behavior in the workplace.
Sample Situations

• You are getting some supplies when you overhear a racial slur.
• You are having lunch in the company cafeteria when a coworker remarks, “She was always on top of things, but it’ll never be the same now that she’s a mother.”
The D.E.A.R. Formula

D escribe the other person’s behavior objectively.

E xpress how you feel and explain the effect of the behavior.

A sk for the other person’s help and talk about the situation.

R eview the agreement.
Notes