

Diversity, Equity, and Inclusion: Taking Action



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New Leader Orientation
August 2022

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Notes

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Questions I Want To Ask

Use this section to capture any questions you would like to ask the workshop Facilitator, your Cohorts, Leader, or others.

My question is for _____

My question is for _____

My question is for _____

*Diversity drives innovation
– when we limit who can contribute,
we in turn limit what problems
we can solve.”*

~Telle Whitney, CEO and President of the Anita Borg Institute for Women and Technology

Welcome

This workshop is a continuation of the eLearning module, Diversity Foundations, which laid out the conceptual elements of Diversity, Equity, and Inclusion (DEI).

This is your Participant Guide (PG). It will follow the presentation slides, the facilitator discussion, and contains additional content, as well. You should take notes in this guide for use in debriefing/promoting this workshop with your own Team and Leader back "on-the-job".

Workshop Length: 2 hours, no scheduled break.

Materials Needed:

- This Participant Guide
- Completed worksheet from the eLearning module, Diversity Foundations
- Pen or pencil

What You Will Learn - Objectives



How to create space for diverse perspectives and critique current power structures.



How to navigate the ambiguity and complexity that come with multiple perspectives.



How to take action to promote equity and justice.

What is Diversity?

I define diversity as:



Gender



Orientation



Age



Physical Ability



Race

To better comprehend and describe diversity, we might consider it in a societal context.

What is Equity?

I define equity as:



Equality is focused on a person or individual having access to the same opportunities or resources.

Equity is more concerned with leveling the playing field. It acknowledges that each individual or group has unique circumstances and, as a result, distributes the precise opportunities and resources needed to achieve an equal outcome.

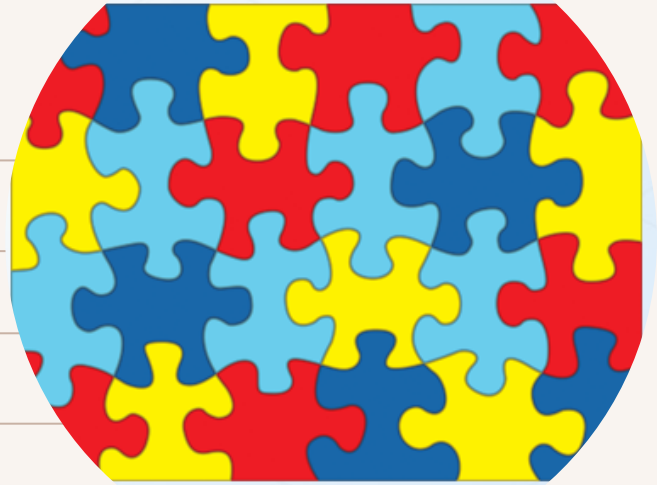
Equality accomplishes this by treating everyone equally, regardless of need.

Equity accomplishes this by treating people differently based on their needs. However, this disparity in treatment may be the key to achieving equality.

Notes

What is Inclusion?

I define inclusion as:



inclusion

EXTRA: How To Support Inclusion

How to Ensure Workplace Inclusion



Encourage managers and Team Members to communicate openly.

A safe place to express concerns or misunderstandings.



Pay attention to everyone at the table.

If you see someone getting disconnected or shut off, call it out



Work to decrease the presence of "The Only" in the room.

When they are not "the only" player, people do better (i.e., the only woman, the only ability-challenged, the only person of color)



Put policies into effect.

Is your Team culture consistent with the policy standards?



Support policies and programs that promote talented, diverse candidates.

Sponsor people from various backgrounds.

Notes

EXTRA: DEI Defined

Above and Beyond

When we strive for Diversity, we hire and retain the right person regardless of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, or ideologies. That's great!

When we care about Equity, we make accommodations to "level the playing field". That is wonderful!

When we prioritize Inclusion, there's a conscious effort made so that every person feels invited and welcomed. Outstanding!

And there is a way to go above and beyond: to help all people feel a sense of belonging, creating an accepting space, where all are seen, heard, and welcomed, knowing that they matter as an essential Team Member.

How Do You Help Others To Feel A Sense of Belonging?

DIVERSITY

is
being
invited
to the
Party

Equity
is
having
no issues
accessing
the dance
Floor

INCLUSION

is
being
asked
to
Dance

BELONGING

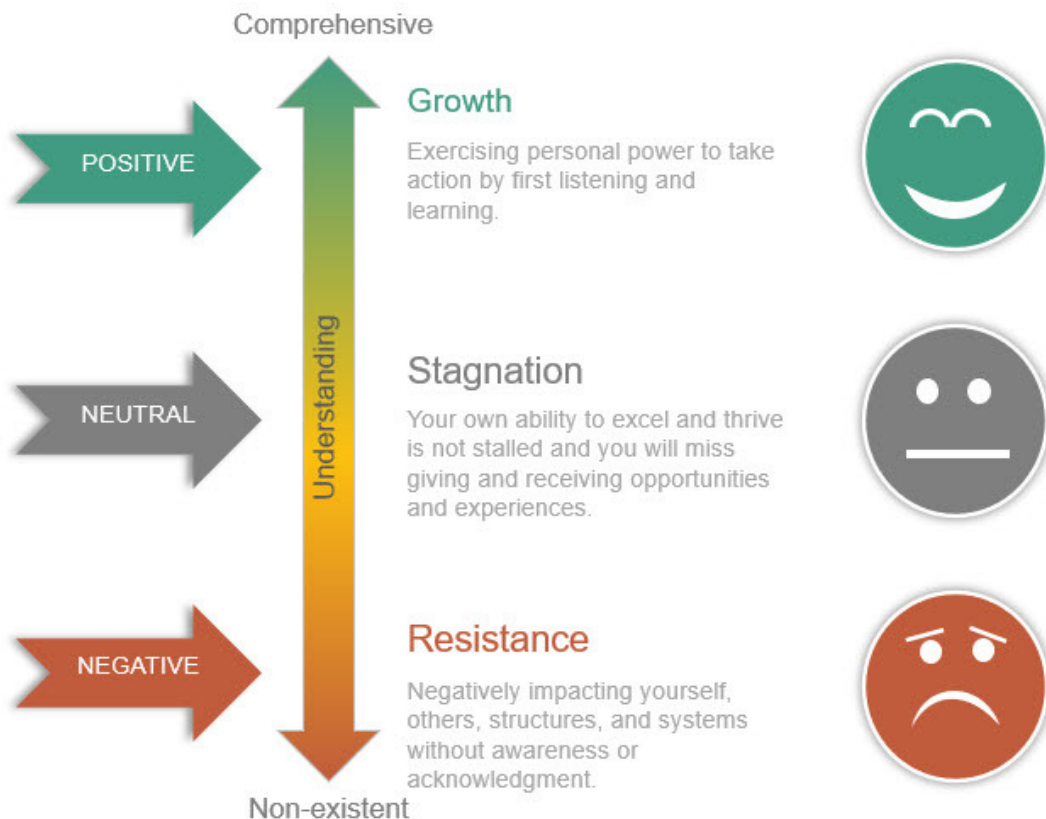
is
dancing
like
no one's
Watching

Why is DEI Important?



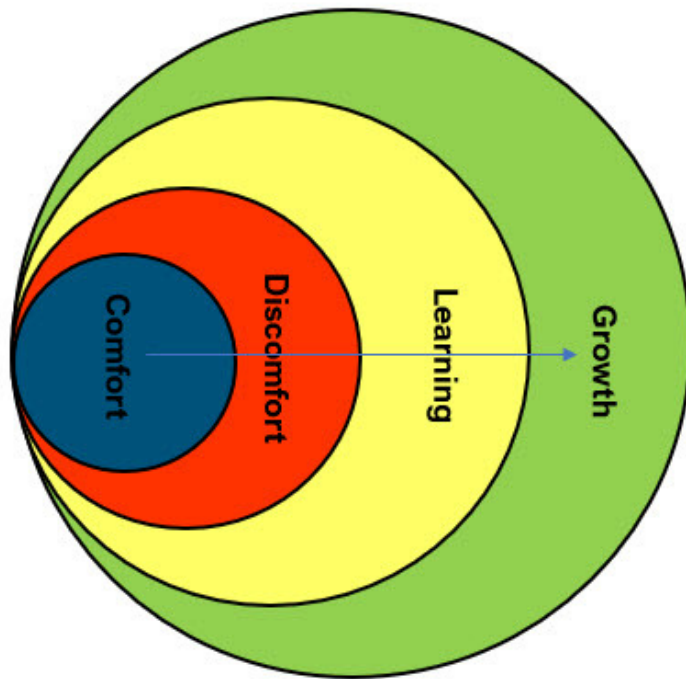
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Increase Your Understanding, Grow Your Mind



Notes

Zones of Development



Experiencing meaning, purpose, vision, development, growth, motivation.

Energy is on seeing opportunities, introspection, acquisition of new information and skills, facing challenges.

Focus is on potential loss, danger, impact to self, excuses, suspicion, lack of motivation, defensiveness.

Feel safe and in control, yet might be missing out on opportunities and innovations.

Notes

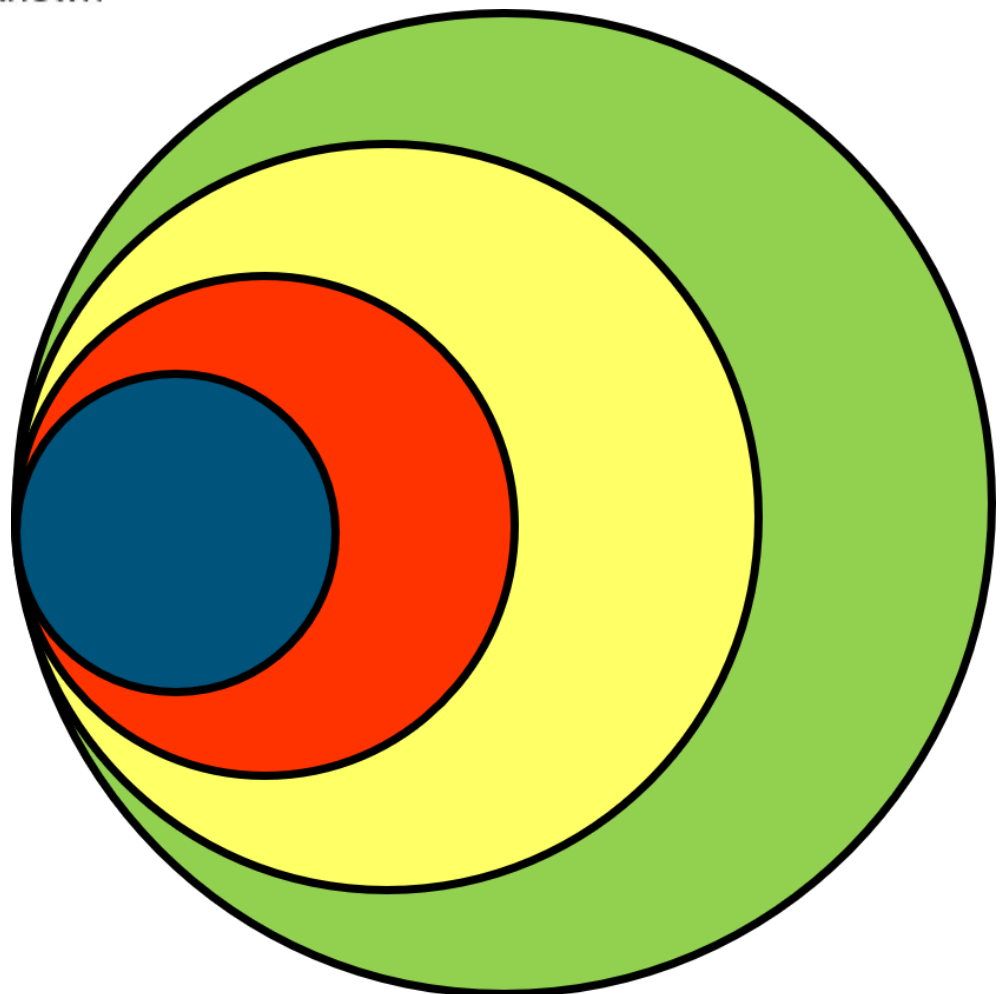
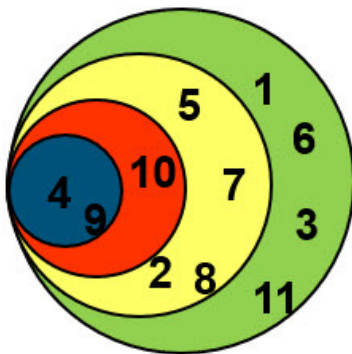
Zones of Development - Activity

1. Going to a gay bar with a group of friends
2. Asking your parents/close family member to cover your phone bill for the month
3. Having a conversation with your family members about interracial dating
4. Going to a service for a religion different than the one you practice
5. Leading a meeting for a group primarily made up of the opposite sex
6. Correcting a coworker who is using the wrong gender pronouns for another coworker
7. Interacting with a police officer
8. Listening to a friend talk about their journey on the autism spectrum
9. Telling your leader that the joke they made offended you
10. Going somewhere unknown

Instructions Reminder:

1. Listen to/read each statement.
2. Write the statement number in the zone that best represents your level of comfort.

For example:



Zones of Development - Reflection

01 Was it difficult choosing a zone for any of the statements?

02 Would you have been reluctant to share your honest placements with others, for fear of being judged or seen?

03 Did any of your zones get crowded?

04 If so, what does that tell you about which zone you spend most of your time in, in reference to DEI?

Cycle of Socialization

Fill In the Blanks

_____ is a beginning

People with minority identities learn to walk through the world with a

_____ .

Reflection:

In context of the learning we've done thus far today, are you starting to see how and where your biases and identifies began to take hold?

Answer:

”

*We don't
see things
how they
are.*

*We see
things as
we are.*

~Anais Nin, diarist, essayist,
novelist, and writer of short stories

Bias and DEI



Dominant Narrative

Connect the Statements:

Draw a line to connect each statements on the left with its continuation on the right.

≡ Dominant narratives ignore other accounts.

These stories are told over and over —for example, within schools, in the home, and within

≡ Dominant narratives are shared repeatedly

These stories do not allow space for alternative perspectives.

≡ This is a false statement.

The story does not acknowledge that it is a single perspective among many others.

≡ Dominant narratives are presented as absolute truth.

The stories are always true, however. This is why they are the dominate narrative.



Which of these dominant narrative deliveries have you encountered?



Dominate Narrative - Discussion

The American Dream:

“America is a meritocracy, and anyone can achieve their ambitions through hard work and perseverance.”

Group / Question To Answer:

Answer the question that corresponds to your Breakout Group number. Assign a spokesperson for the debrief back in the main group.

1

Who do you suppose would say this and why would they say this?

2

Who does this narrative benefit? Who does it harm?

3

What assumptions are being made?

4

What narrative is it attempting to promote, if anything?
What is it attempting to silence, if anything?

5

Why do you suppose this narrative had power?

6

How is participation in/belief in this narrative enforced?

EXTRA: Counter Narrative

Dominant narratives can cause harm while going unquestioned, perpetuating damage to marginalized communities. Making space for other stories creates the opportunity to genuinely critique the impact of a dominant narrative.

Consider the story of the American Thanksgiving holiday in the dominant and counter narratives:

Dominant: Eight year old Tania's teacher tells them that the first Thanksgiving was a celebration of peace between the "pilgrims" who "discovered in the new world" and the "Indians". The class completes a worksheet titled "The Great American Melting Pot" and are encouraged to fill in cartoon children with different colored crayons.

Counter: The "Indians" from this narrative are actually the Wampanoag people. The Wampanoag people were not from India. The land was not "new". They had already been on the continent for thousands of years before Europeans arrived.

The relationship between Europeans and the Wampanoag people was tense, not peaceful. Wampanoag leader Ousamequin reached out to form an alliance because Europeans were already raiding the coast and enslaving Native people.

A counter narrative relates the perspective of those the dominant narrative marginalizes.

Sharing counter narratives helps develop a more complex story that represents everyone involved more accurately.



Conscious and Unconscious Bias

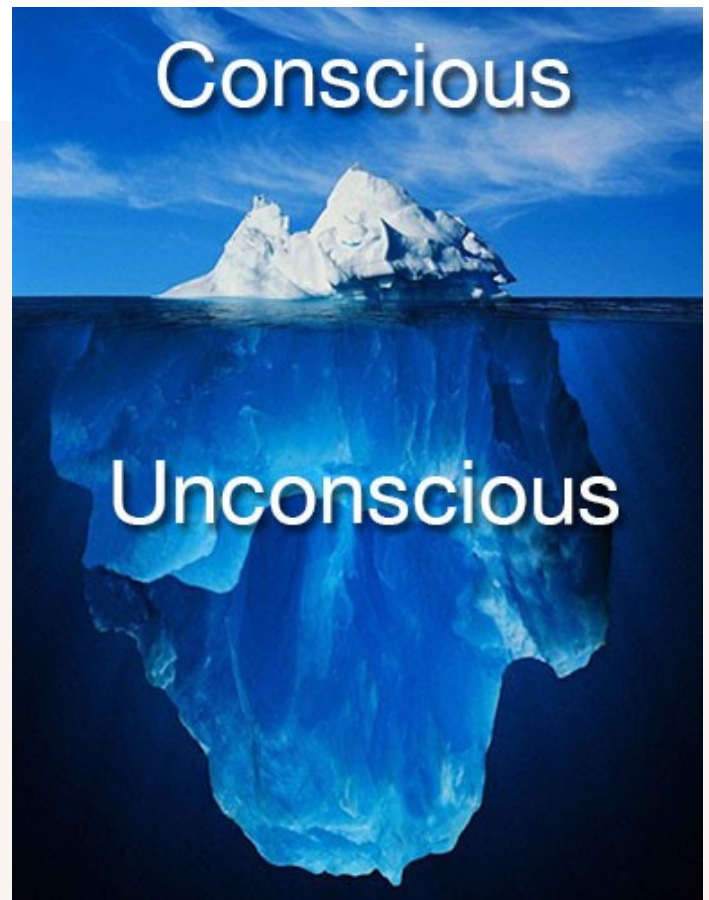
Fill In the Blanks:

Our minds are like icebergs: our conscious awareness is the _____% above the surface of the water, and our unconscious is the _____% of the iceberg beneath the surface.

Notes:

Key Takeaways

- ✔ Conscious bias can be easy to spot because it's blatant. The person engaging in biased behavior is aware of their attitude and acts on it willingly.
- ✔ Unconscious bias can be harder to spot because even well-intentioned people may not be aware that they hold beliefs or values that show bias against certain groups.



Conscious and Unconscious Bias

Jill is reviewing recommendations for a new Team Member to join their department. They see a glowing recommendation for a candidate with a name they presume to be foreign and that they are unable to pronounce.

“Although this person seems to be highly recommended, I bet it is just to check a box. There is no way that a person like that can be an expert and therefore valuable to my team. Why, I bet they didn’t even know about our product, growing up wherever they did!”



Answer / Explanation:

Conscious and Unconscious Bias

Bill grew up in a small town where most of the people he knew were able-bodied. When he gets a job as a recruiter for a firm in a big city, he tends to pass over candidates who use wheelchairs, canes, and other mobility aids.

When questioned about this, he says, “I just don’t want to put extra pressure on anyone who’s already dealing with a lot.”



Which Is It?

Answer / Explanation:

Privileges For Sale - List



Sexuality

1. Being able to celebrate your marriage(s) with your family and friends.
2. Paid leave from your job when grieving the death of your partner(s).
3. Inheriting from your partner(s)/lover(s)/companion(s) automatically after their death.
4. Filing joint tax returns.
5. Able to obtain child custody.
6. Kissing/hugging/being affectionate in public without discomfort, threat, or punishment.
7. Freely being able to discuss your relationship(s) with others.

Gender / Gender Normative

1. I can be reasonably sure that a recruiter/boss will not ask, "When do you plan to have children?" as part of the hiring/promotion process.
2. I will be respected as the leader of my company
3. It is likely that at least half of the speakers/panelists/presenters will represent my gender
4. I rarely or never have to worry about unsolicited sexual advances at a professional social gathering
5. I rarely or never worry about how I will be judged based on what I am wearing or if I am or are not considered attractive
6. Business acquaintances greet me with a handshake, rather than a kiss or hug.
7. If I end up in the emergency room, I do not have to worry that my gender will keep me from receiving appropriate treatment, or that all of my medical issues will be seen as a result of my gender.

Privileges List continued on next page

Privileges For Sale - List



Ability

1. I can go about my day without planning everyday task, like getting dressed or going to the bathroom.
2. Public transportation is easy for me.
3. Others don't get frustrated with me in public for needing special accommodations or holding up lines.
4. I don't have to worry about others' reactions to my level of able-ness/that others believe I am to blame for my level of ability.
5. I don't frequently encounter communication barriers.
6. Typically, I don't have to rely on others to accomplish tasks.
7. I can expect to find housing/seating that accommodate my physical needs.

Race

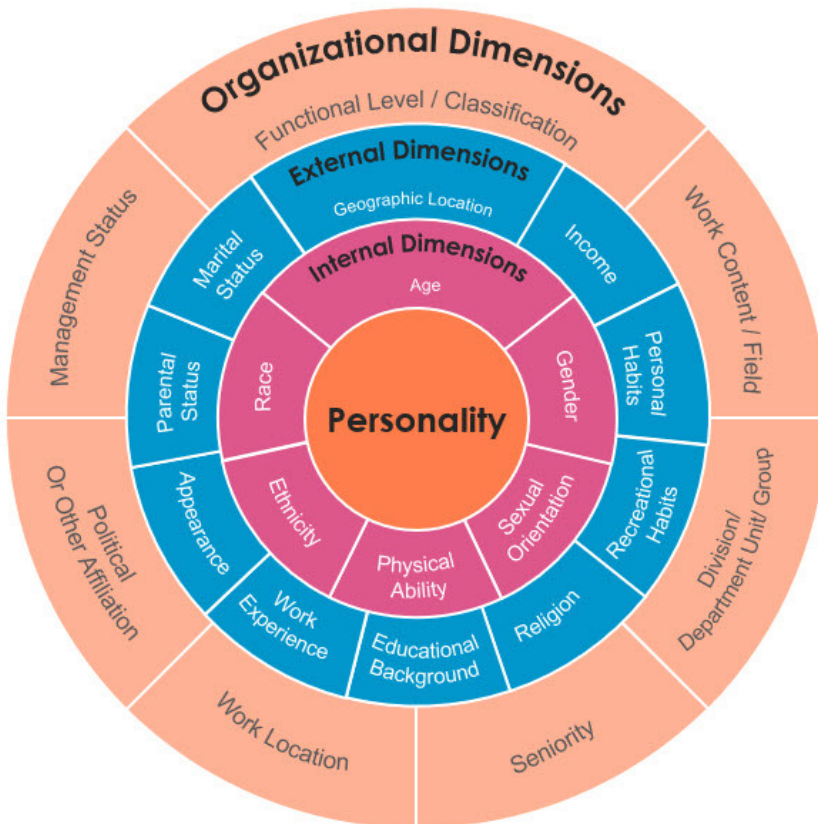
1. I can do well in a challenging situation without being called a credit to my race.
2. I can easily buy posters, postcards, dolls, and children's magazines featuring people of my race.
3. I can go shopping pretty assured that I will not be followed or harassed by the staff.
4. I can accept a job without worry that others will think I got it because of my race.
5. I am usually not the only or one of the few of my race at a meeting or gathering.
6. I can choose blemish cover or bandages in "flesh" color and have them more less match my skin
7. I can worry about racism without being seen as self-interested or self-seeking.
8. I feel safe in in my interactions with police officers.

End of List

EXTRA: Four Dimensions of Diversity

In the eLearning module, Diversity Foundations, we discussed Intersectionality; where people can have privilege and challenges from the variety of roles, influences, and categories they identify with.

Four dimensions of diversity is another way to look at intersectionality. We can seem alike and different at the same time, depending on the dimension(s) being considered and/or emphasized.



First Layer: Personality

At the core of the diversity wheel is personality. Personality is crucial because it reflects a consistent collection of qualities accountable for a person's identity

Second Layer: Internal Dimensions

Internal dimensions are surface-level diversity dimensions. For the most part, these factors are beyond our control, yet they have a tremendous impact on our attitudes, expectations, and assumptions about others, all of which influence our conduct

Third Layer: External Dimensions

External effects - secondary diversity dimensions. They indicate individual distinctions over which we have greater power or control. These aspects also have an important impact on our perceptions, behavior, and attitudes

The Final Layer: Organizational Dimensions

Organizational dimensions such as age, job title and function, and work location are considered



How can you use the Four Dimensions of Diversity to foster a true sense of belonging?

Change Management and DEI



Deconstruction and Reconstruction

Fill in the Blanks

Deconstruction is the close examination of our _____
and beliefs as well as their _____ on others and ourselves.

Reconstruction is the rebuilding of our beliefs and
_____ of our actions based on the
_____ gained in deconstruction.



Notes

Myko reads an article about how workplaces discriminate against workers with mental health issues. He is surprised to discover that his own health insurance doesn't cover mental health services.

He thinks about how his uncle once said that people who go to therapy are just "over-dramatic" and should "get over themselves." He begins to research the background and impact of narratives he's heard about mental health.

This is an example of

More aware of the importance of mental health services, Myko starts going to therapy. He actively speaks about mental health awareness in a positive way, encouraging others to do the same.

He speaks to his company's human resources department about providing insurance that will cover mental health services. On weekends he volunteers for a nonprofit that makes mental health services more accessible.

This is an example of

”

Too often we...enjoy the comfort of opinion without the discomfort of thought.

~ John F. Kennedy, 35th American President



Four Tools of Deconstruction



Ideological Critique

Ideological critique is the act of analyzing the things we consider “normal,” “standard,” or “everyday.”

This tool asks: *How do we establish what’s considered “normal”? What assumptions do we make about each other? Who does the dominant narrative serve, and who does it marginalize?*

Commodification

Commodification inspects how value is determined within a dominant narrative. It leads us to consider how different people are treated and given worth.

This tool asks: *How does the dominant narrative treat those of “lower” or “lesser” status? Are they treated with respect, or are they only valued for their contributions?*

Willful Ignorance

Willful ignorance deliberately avoids complex or uncomfortable issues for the sake of simplicity.

This tool asks: *Are we being honest about the way people are being treated? Whose stories are we ignoring, and why are we turning away from them? Does the narrative encourage or discourage questioning, and why?*

Flow of Power

To examine the flow of power within a narrative, pay attention to how power is defined and operates.

This tool asks: *How do we identify power? Do we see it as good, bad, or nonexistent? How does power affect relationships and social structures?*



D&R Knowledge Check I

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Which deconstruction tool is at use in each situation?

1. Specialty boutiques and pricey restaurants are moving into a rapidly gentrifying neighborhood. Real estate prices are going through the roof, pushing out local business owners and even families.

Kelvin, a community representative, asks the mayor if she's concerned about those who have to leave. She shrugs and replies, *"It's sad when people have to move, but these new businesses are great for our economy! Why wouldn't we want them in our neighborhood?"*

"What's an economy without people? Families have lived here for decades, but now what are they supposed to do?" Nate thinks. *"Should their value really depend on how much money they bring in?"*

Answer: _____

2. An organization announces a new initiative to support their Asian-American employees.

"We're going to start posting about Asian holidays on our social media. We're also going to have exotic Asian food delivered once a month!" the CEO enthuses during a staff meeting.

Delaini, whose family emigrated to the United States from Japan two generations ago, feels confused. *"What are social media posts and free food supposed to do for us?"* she thinks. *"This makes me feel so disconnected. Did they even ask any Asian employees for input?"*

Answer: _____



D&R Knowledge Check I, cont.

Which deconstruction tool is at use in each situation?

3. During a PTA meeting, one parent says they're furious that classroom reading options will include books from LGBTQIA+ authors.

"I want my children to learn about normal families," he says. "Different sexualities and gender identities exist in the real world," thinks Marcel, another parent. "Shouldn't we give our kids a realistic education?"

Answer: _____

4. As part of her new role as a manager, Abeni, whose family has ancestry to Nigeria, has been enrolled in a leadership insights class.

As Abendi prepares for the class, she notices that all the texts the facilitator has assigned are by and about white, male, American leaders.

"Most of these 'insights' don't apply to me," she reflects. "My experiences, appearance, and knowledge as a black woman who grew up in Nigeria don't fit in with the facilitator's definition of leadership."

Answer: _____

End of D&R Knowledge Check I



Zones of Development Check-In

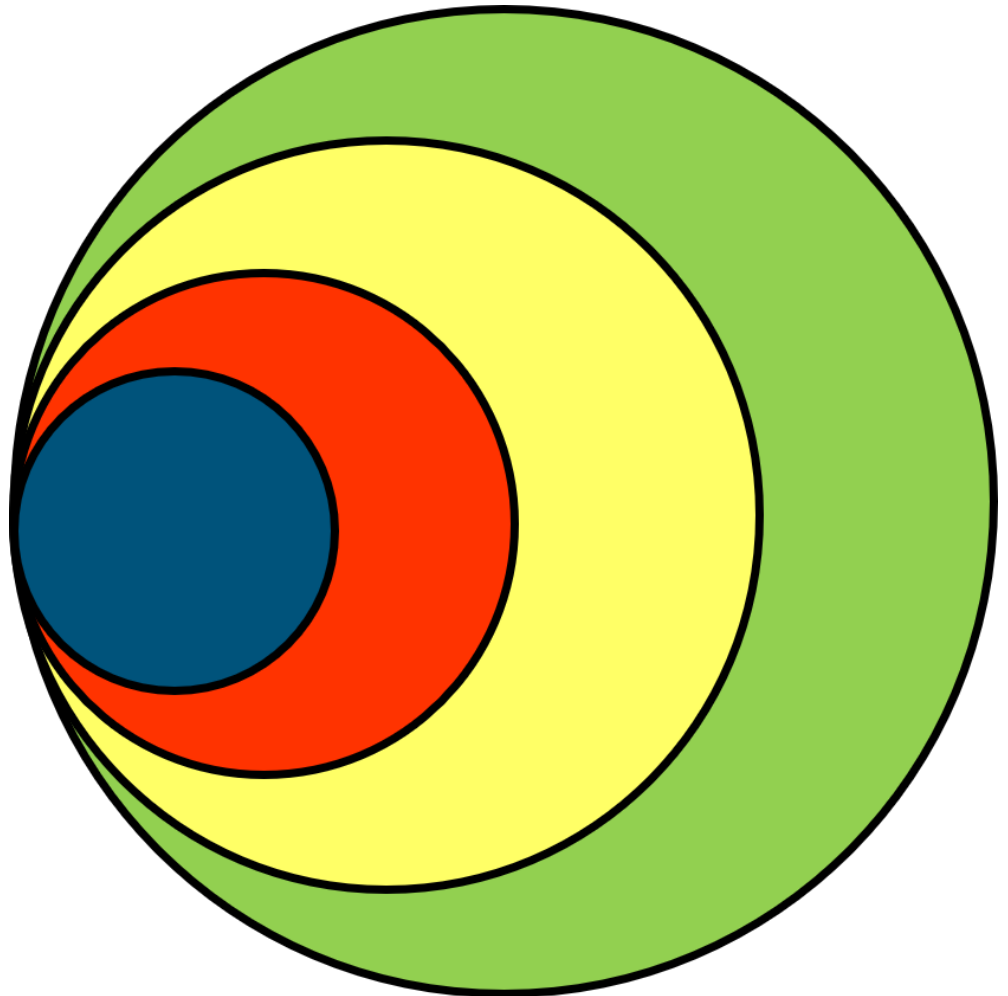
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Considering the workshop discussion, thus far:

- Where are you in your Zones of Development: are you in Comfort, Discomfort, Learning, or Growth, overall?
- Are different sub-topics in different zones?

Mark your zone(s) for:

Conscious and Unconscious Bias, Dominant Narratives, and Deconstruction.





”

*You cannot fix a
problem you refuse
to acknowledge.*

~MARGARET HEFFERNAN, PROFESSOR OF PRACTICE AT THE
UNIVERSITY OF BATH SCHOOL OF MANAGEMENT, UK

Four Tools of Reconstruction



Disrupting Normativity

Like deconstruction's first tool, ideological critique, reconstruction's first tool also involves questioning assumptions. However, this tool goes further, prompting active interrogation of what we label as "normal."



Attending to Power

Similar to deconstruction's fourth tool, flow of power, reconstruction's next tool calls explicit attention to the way power is defined, the process by which it is shared, and how it impacts relationships.



Cultivating Agency

This tool returns control and responsibility from distant authority to those directly impacted in the narrative. It actively develops strategies that help individuals and collectives maintain their agency.



Building Interest Convergence

This tool is the explicit acknowledgement that making change can be hard for different people in different ways. It calls for us to be clear about oppression while also meeting people where they are.





D&R Knowledge Check II

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1. Abendi brings her concerns up to the class. “This is a very limited view of what leadership can be,” she says. Her reflections encourage others to share their views on leadership.

Later, she brings a list of suggested works to their facilitator. “These authors have insightful, diverse perspectives. Maybe we could discuss them next class?” she asks.

Answer: _____

2. Kelvin arranges a regular community meeting, creating an open space for everyone to share their thoughts, needs, and goals.

He invites the mayor to join them, pointing out how many of their interests are the same. “We all want what’s best for the community, and your objectives can be achieved without pushing people out,” he says. “Let’s find a way to work together.”

Answer: _____

3. *“Excuse me,” Marcel says, raising his hand during the meeting. “I want to point out that different sexualities and gender identities exist in the real world.*

My kids deserve to learn about sexuality and gender in a realistic way. This new reading list is a good idea.”

Answer: _____

4. Delaini approaches her boss about the new “initiative.” *“You didn’t ask us for input,” she says. “There aren’t even any Asian executives in leadership. Where are your ideas for this initiative coming from?”*

Her boss apologizes and asks her how they can make this initiative helpful, not harmful. Delaini suggests putting the initiative in the hands of Asian employees and helps identify a more appropriate program leader.

Answer: _____



EXTRA: Achieving Excellence Through DEI

Diversity, equity, and inclusion are means to emerge as an organization of excellence.

The ultimate goal is to ensure that people from all backgrounds are fully integrated, fully engaged, and fully empowered.



Notes



“Don’t spend your precious time asking, ‘Why isn’t the world a better place?’

It will only be time wasted. The question to ask is, ‘How can I make it better?’ To that there is an answer.”

~Leo Buscaglia, American author, motivational speaker, Professor of Special Education, University of Southern California



Key Takeaways

Working through these concepts takes time and effort. Continue reflecting on the stories and ideas you've explored in this course. Whenever possible, seek out ways to connect with and elevate different narratives in your community.

1

Benefits of DEI

Increased productivity, a rise in creativity, more innovation, faster problem-solving, better decision-making

2

Dominate Narratives

We are influenced by what we see, hear, and experience. We have to check our thoughts and actions for conscious and unconscious bias.

3

Diverse Teams

When Teams have a diverse make-up they have a greater range of perspectives and can generate higher quality solutions.

4

Celebrate and Act

In order to foster a culture that supports and promotes DEI, we have to welcome and incorporate a wide variety of views, ideas, and perspectives.

Notes



Key Actions

- Speak Up!
- Listen Up!
- Ask Your Manager.



My 30-60-90 Day Action Plan

30

Days Plan



60

Days Plan



90

Days Plan





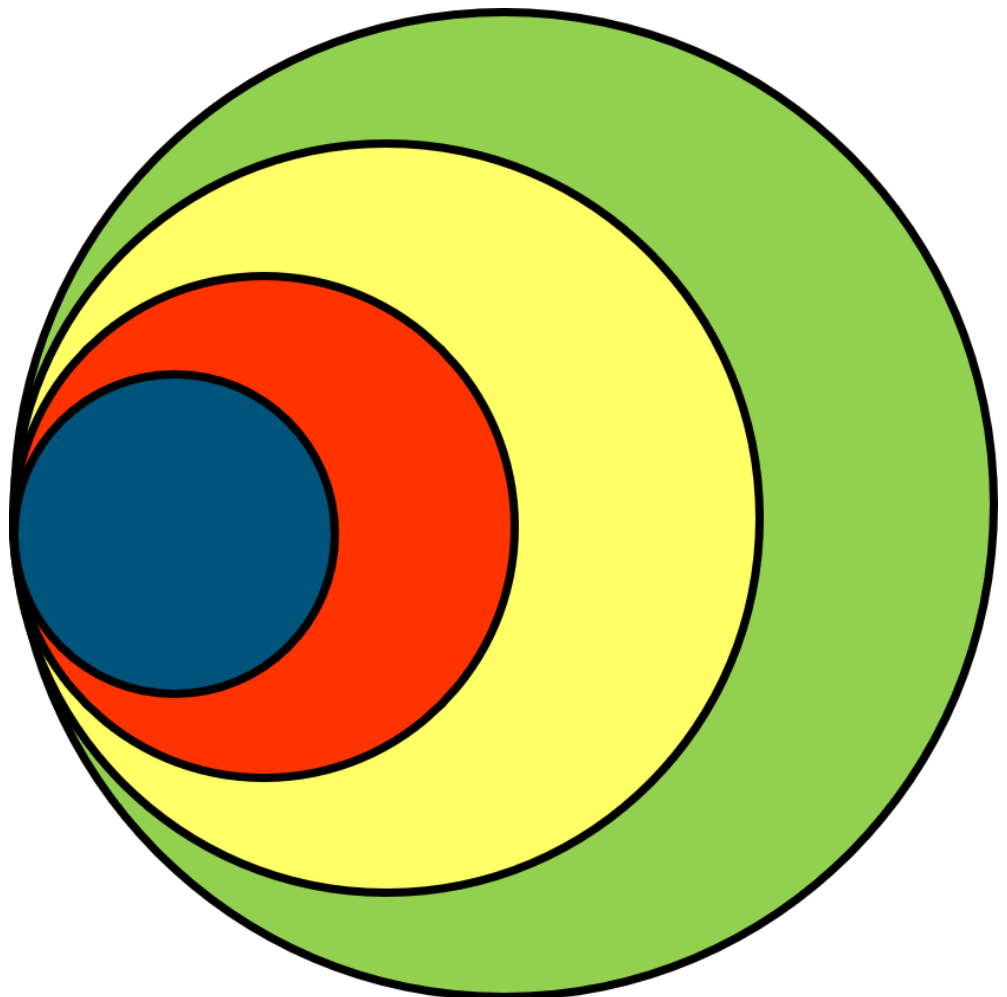
Zones of Development Check-In

Considering the workshop discussion, thus far:

- Where are you in your Zones of Development: are you in Comfort, Discomfort, Learning, or Growth, overall?
- Are different sub-topics in different zones?

Mark your zone(s) for:

Conscious and Unconscious Bias, Dominant Narratives, Deconstruction, and Reconstruction.

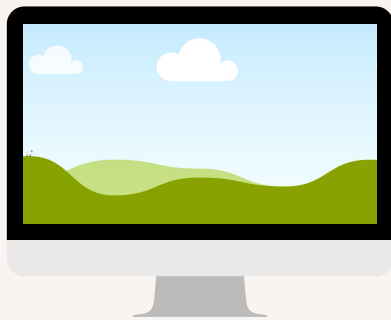


Want To Learn More?

Wellpath Academy is a vast resource for learning and development.

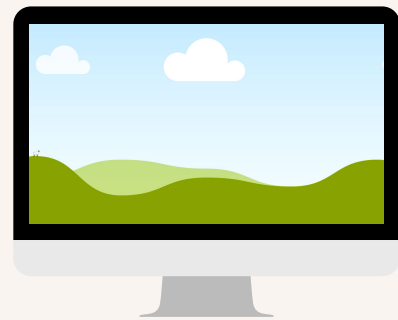
You may be interested in these courses; search the WPA Catalog using the course name or click the link if viewing this guide digitally:

Diversity Foundations



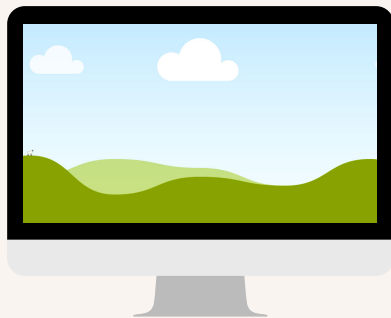
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Performance Management: Giving and Receiving Feedback



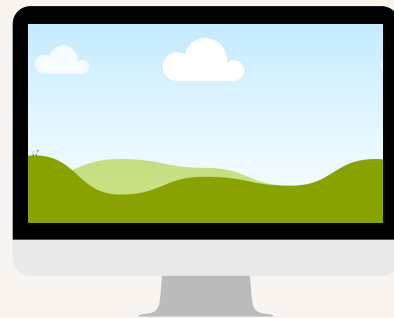
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Title VII: Religious Accommodation and Discrimination



LINK

Workplace Diversity, Equity, and Inclusion in Action



LINK

Thank you

One the goals of DEI is to make space and place for everyone. Try to imagine what that world might look like. How do people treat one another? How do we share our stories?

Your story, perspective, and actions matter right now. You have the power to make a difference wherever you are in your Zones of Development.

Hope, learning, and action bring us closer to that better world.



Connect With Cohorts



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I&od@wellpath.us

Evaluation

Make sure to complete the Course Evaluation to receive credit for your attendance.

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To hope and healing.