

DTUI.com Diversity Professionals Certification Program

Diversity Professional Certification Seminar Resource Manual

*Strategic Diversity Consulting,
Management & Assessment*

LEVEL ONE SEMINAR



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ORGANIZATIONAL ASSESSMENT

	CONTENTS	SCHEDULE
Day 1	Diversity Leadership	8:30 a.m. – 4:30 pm
	<ul style="list-style-type: none">• Lesson 1• Lesson 2• Lesson 3• Lesson 4• Lesson 5• Lesson 6	10:15 am break 12:00 – 1:00 pm lunch 3:15 pm break
Day 2	Diversity Consulting & Organization Change	9:00 a.m. – 5:00 pm
	<ul style="list-style-type: none">• Lesson 7• Lesson 8• Lesson 9• Lesson 10• Lesson 11• Lesson 12	10:15 am break 12:00 – 1:00 pm lunch 3:15 pm break
Day 3	Organizational Assessment/Intervention Design	9:00 a.m. – 5:00 pm
	<ul style="list-style-type: none">• Lesson 13• Lesson 14• Lesson 15• Lesson 16• Lesson 17• Lesson 18	10:15 am break 12:00 – 1:00 pm lunch 3:15 pm break
Day 4	Intervention Design & Strategy	8:30 a.m. – 12:00 pm
	<ul style="list-style-type: none">• Lesson 19• Lesson 20• Lesson 21• Closing & Discussion (Q&A)• Your Diversity Professional Toolkit	10:15 am break 12:00 – 1:00 pm lunch



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DIVERSITY LEADERSHIP

Personal Introductions

- Name and occupation (or position in the organization)
- Why did you become a Diversity Professional?
- What you would like to get out of this seminar?



Diversity Professional Pre-Training Assessment

We would like some insight into what you have learned about diversity training and consulting so you get the most out of this seminar. You will learn the most if you answer the items according to what you already know, rather than what you think is the “right” answer. We are not interested in judging how good you are; instead, this exercise will help you strengthen your professional skills.

Please consider carefully the following set of questions:

1. A large organization wants to discuss hiring you as a diversity consultant. You meet with the Vice President of Operations, the Human Resources Officer, and the head of the Diversity Committee. How would you respond to the following questions?
 - A. What ignited your interest in this profession?
 - B. Our diversity program is just beginning and the person we hire will serve as a consultant. With your expertise, what are you able to offer us?
 - C. Our organization is diverse. In fact, we have a mini United Nations! One of our challenges is that the different ethnic groups do not always get along. The engineers from India quarrel with those from Pakistan. The African Americans complain about Sudanese worker’s



body odors. The Sudanese, who are Muslim, are unhappy because they believe it is unfair that we do not have a special place for them to pray during break. How do you propose to help us deal with these problems?

- D. How much time will you need to complete the job?
 - E. How much do you charge for your consultation? (You need not answer this item if it does not pertain to your position.)
2. If you decide diversity training is a necessary intervention tool to solve the issues in the above example, how would you answer the following questions concerning the training?
- A. What do you need to consider in planning the workshop?
 - B. How would you facilitate a heated discussion in diversity training between African American and Sudanese co-workers about body odor in the restroom?
 - C. How would you know if your workshop was successful?
3. What do you believe are your areas of strength as a diversity professional?
4. What do you believe are your challenge areas as a diversity professional?

Ground Rules

Diversity challenges each of us to manage differences in values, beliefs, assumptions about human nature, etc. Differences in assumptions about diversity can make it difficult for people to learn from each other. DTUI uses ground rules to help participants manage their differences.



The following is a list of common ground rules that can be employed to increase learning opportunities. It is recommended that you actively strive to adhere to these rules during the seminar. This will enable you to embrace the differences among participants as you reflect on what each person contributes.

Learning Community Behaviors¹

- Be fully present
- Be self-responsible for changing
- Listen, listen, listen—then respond
- Lean into discomfort
- Experiment with new behaviors
- Take risks, be ragged, and then let go
- Accept working through conflict
- Be crisp and to the point
- Be open-minded
- Be soft on people and hard on the barriers to understanding
- Honor confidentiality

The following ground rules are used when one encounters beliefs, values, and points of view that are difficult to accept. The goal is to manage one's responses in order to overcome barriers to deeply listening to what others are sharing.



LLEL INTERCULTURAL INTERACTION STRATEGY¹

LISTEN, LEAN, EMPATHIZE, and LEARN (LLEL)

- Listen, listen, listen
- Lean into the discomfort of listening to beliefs with which you disagree
- Empathize with people who are different
- Learn about yourself and others from the interaction

Please feel free to add any ground rules that your group feels are important.

¹ Based on Kaleel Jamison Consulting Group, New York, New York.

¹ Billy E. Vaughn (1998). Emotion in Multicultural Education: Application of the LLEL Intercultural Communication Method. Carl Grant (Ed.), National Association of Multicultural Education 1997 Proceedings.



CULTURAL DIVERSITY GLOSSARY

Awareness of your diversity-related values and beliefs puts you in touch with deep-seated prejudices and stereotypes that often create barriers for learning and personal development. Many of us have blind spots regarding our own beliefs and values concerning diversity. Training can be useful for uncovering these blind spots.

Attitude refers to one's values and beliefs and how they impact intercultural effectiveness. Our values and beliefs determine the extent that we are open to others with different views from our own. The more strongly we feel about our beliefs and values, the more likely we will react emotionally when others do not appreciate them. For example, people of color and white Americans tend to have different values and beliefs about diversity and equality, in part, as a result of a history of oppression and discrimination. These experiences can lead to emotional reactions.

Contracting is an agreement between the consultant and the organization or individual. The content of a contract outlines the details of the consulting agreement.

Cultural Audit is an assessment of an organization's culture with respect to inclusion and cultural competency.

Cultural Competency is the ability to interact skillfully with people of different cultures in different cultural settings. Cultural competency is comprised of four components: Awareness, Attitude, Knowledge, and Skills.

Diversity refers to the variations among humans in thoughts and feelings about themselves and others. It is the result of social and cultural differences among human beings, including race, gender identity, mental and physical differences, ethnicity, and geographical region.



Empathy refers to an ability to take another individual's point of view to experience their reality. Compassion is an analogy for empathy.

Historically Excluded Group refers to members of an identity group who perceive themselves as sharing a history of being excluded from full participation in a society or organization due to cultural differences and power relations.

Inclusion is the perception of being valued and appreciated by individuals within an organization and across social and cultural backgrounds. Individuals feel they can bring their whole cultural selves to the organization in the service of productivity in an inclusive organization.

Inclusion Assessment is the measurement of an organization's or an individual's current level of cultural competency.

Identity Group is the cultural group an individual most identifies with as representing his or her worldview. This can be a formal organization, such as a religious group, or a group into which an individual has been born, such as race or gender.

Intergenerational Pain refers to the passing down of emotional experiences from one generation to another. Native American experience of subjugation and African American slavery experience are examples.

Intervention is a professional tool used to address an organization's or an individual's diversity competency gaps.

Minority Group is a term used to designate members of groups that have historically had less social, political, educational, and economic power than majority or dominant groups.

Needs Assessment is a type of cultural audit that focuses on an organization's specific training or cultural competency needs.



Organizational Culture refers to how an organization's historical practices impacts its present level of inclusion.

Organizational Development is a professional tool used in identifying individuals, units, or teams or for mapping out an entire organization.

Organizational Effectiveness is the extent to which an organization is working optimally and obtaining results.

Return on Investment (ROI): The economic, human, and organizational benefits associated with implementation of a high-impact diversity and inclusion intervention plan.

Tolerance refers to an ability to accept other people regardless of how different their views are from one's own.



Lesson 1: The Diversity Profession

Introduction

- It is an exciting profession!
- Professionals can help people live and work together more productively.
- Awareness of personal values and beliefs concerning diversity and inclusion provides insight into professional strengths and challenges.
- What diversity-related values and beliefs do you bring to the profession?

Exercise: How Inclusive Are You?

Objectives:

- Identify personal biases toward different cultural groups
- Compare and contrast differences across cultural groups
- Gain insight into areas needing attention in order to improve professional effectiveness

Instructions:

From the Scoring Key, write down one of the letters (S, O, N, or U) on each line of the grids in the three following pages. Answer with only your personal beliefs and values in mind.

Scoring Key:

- S** A value, need, want, or belief in my own value system
- O** A value, need, want, or belief acceptable for others, but not for myself
- N** A value, need, want, or belief not acceptable for myself nor for others
- U** Undecided