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# Diversity Training

## *A Research Report*

A study of leading-edge companies finds that:

- *business need and competitive advantage are the primary reasons for offering diversity training*
- *diversity training, to be effective, should be supported by a larger strategy*
- *diversity and EEO/AA training are closely linked*
- *the primary focus of training is increasing awareness*
- *diversity training practices are growing*

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The following organizations, including the above, contributed to this study as survey respondents and through in-depth interviews. As pioneers in the field, they are helping lead the way to establishing effective diversity training programs and strategies.

Abbott Laboratories	Equifax, Inc.	Pacific Bell
AFS Intercultural Programs, U.S.A.	Federal Express	PepsiCo, Inc.
AlliedSignal Incorporated	Firststar Bank Milwaukee, N.A.	Pillsbury Company
Allstate Insurance Company	Flagstar Companies	The Port Authority of New York and New Jersey
American Express Company	Gannett Co., Inc.	The Procter & Gamble Company
Apple Computer Inc.	General Electric Co.	PPG Industries, Inc.
Arco Products Co.	General Mills, Inc.	Price Waterhouse
Baxter International	Griggs Productions	Prudential Insurance Company
The Bank of Montreal, Canada	Hewlett-Packard	Royal Bank of Canada
Bechtel	Hoechst Celanese Corporation	Sears Merchandising Group
The B.F. Goodrich Company	IBM Corporation	Scholastic, Inc.
Bull HN Information Systems, Inc.	Institut De Recherche & D' information Sur la Remuneration, Canada	Shands Hospital
Chevron Corporation	Johnson & Johnson	Silicon Graphics
Citibank, N.A.	Kaiser Permanence	The Stanley Works
CIGNA Corporation	Kellogg Co.	Stouffer Foods Corp.
Columbia Business School	Levi Strauss & Company	Summit Communications Inc.
Consumers Power Company	3M	Sybil Evans and Associates
Continental Insurance	Marriott Corporation	Tenneco, Inc.
Coopers & Lybrand	Mixed Blood Theater	U.S. Department of Labor
Corning Vitro Corporation	Motorola	United States Coast Guard
Corning Incorporated	National Aeronautics and Space Administration	United Technologies Corporation
CPC International	Northern States Power Company	Wakefern Food Corporation
Deloitte & Touche	Omnibus Consulting, Canada	Walker, Barbara
Dow Chemical, U.S.A.		Work/Family Directions, Inc.
DuPont		Zeneca Inc.
Eaton Corporation		

## From the President

**T**he Conference Board has enjoyed a long history of reporting on emerging business issues.

Helping to define these issues and providing substantive and objective research keeps business leaders informed and helps them make better business decisions. The relatively new and emerging field of work-force diversity poses many challenges and questions to business leaders—especially since there is little history or past experience from which to draw.

Diversity training also poses unique challenges within the broader diversity area. As an educational strategy,

it is in its developmental stages. There are no standards or established curriculum. However, companies and individuals who have begun to pave the way for developing effective training strategies can provide useful guidance to others based upon their experiences and insights. The Conference Board would like to thank all of those participants who have contributed to this new and emerging field for participating in the research process for this report.

PRESTON TOWNLEY  
*President and CEO*

## Method

The research for this report consisted of two components: a Conference Board survey on diversity management completed by diversity practitioners and extended interviews by the author with diversity practitioners and consultants.

**Survey.** Two hundred nineteen questionnaires were mailed to organizations identified by The Conference Board as leaders in diversity. Diversity practitioners from 45 organizations provided detailed information on their diversity training programs including motivations, strategies, program development, content, evaluation and other issues and topics related to their programs.

**Interviews.** A total of 25 telephone and in-person interviews were conducted with corporate individuals responsible for diversity training and consultants who provide services and training. Work-site interviews were conducted in 20 cases. Each individual was interviewed in detail about motivations, program design and implementation, evaluation, other issues and their own insights and experiences with diversity training.

A review of articles in business and academic journals as well as presentations at conferences and other professional meetings supplied additional examples and background information for the study.

## Executive Summary

The last few years have seen a significant increase of corporate interest and activity in the area of work-force diversity. Often, diversity training is a key, and sometimes primary component, of an organizational diversity initiative. In a 1991 survey of 406 companies, The Conference Board found that more than 60 percent of the companies had diversity training and more were planning to implement it. Although there has been significant growth and interest in this subject there are no established guidelines or curricula to follow. In an effort to help provide guidance and understanding on diversity training, this report, based on a survey of and interviews with diversity practitioners, explores what companies are doing and draws upon the insights and experiences of corporate professionals and consultants who are helping to lead the way.

The primary motivation for implementing diversity training, according to participants in this study, is business need and the desire to be competitive. Training practices and approaches vary greatly among companies, but most have a common theme. That is, to raise awareness to the issues and help drive long-term culture change. In its most narrow sense, diversity training is about compliance—equal employment opportunity, affirmative action and sexual harassment. Although there is a strong sentiment that diversity moves far beyond compliance, at this point, practices demonstrate a strong link between the two.

A training strategy should consist of a clear set of objectives that take into consideration corporate culture, specific work force issues, organizational structure and experience in the diversity field. A needs assessment can help define the goals and needs for a training program. Drawing upon internal insights and expertise is particularly useful for diversity training.

Diversity training is generally categorized into three phases or types of training: awareness, skills building, and integration into other training. Forty-seven percent of the responding companies provide training to all

employees. The preferred roll-out is the top-down approach—often completed in phases and cascaded down to employees.

Many companies draw upon the expertise of external consultants to run the program or assist in its development. Consultants need to be screened carefully, and must understand the business culture, be flexible with their approaches to diversity training, have content expertise, and skills for designing and implementing training. It is preferred however, by most participants in this study to have a combination of internal and external involvement. It is particularly important to involve senior and middle management at all stages to establish commitment and buy-in.

The content of most diversity training programs places a very strong emphasis on race, gender and compliance topics such as sexual harassment and affirmative action. Other topics include: stereotypes, ethnicity, business objectives, age, and sexual orientation.

While a variety of educational tools are used to educate employees about diversity, the most effective approach is participative exercises. Video is also rated as highly effective. Case studies tailored specifically to the organization are also very useful. Theater groups and audio tapes, rated as relatively effective, are the least used options.

Seventy-six percent of companies use external consultants to conduct their training—often because they do not have the internal expertise or resources. Train-the-trainer courses are used by a few companies and seem to be a viable and effective option for developing internal staff as diversity trainers. This helps to cascade and infiltrate learning throughout the organization. Important competencies for trainers are sensitivity, knowledge of self, self-disclosure, candor, ability to respect differences, and maturity, along with subject knowledge.

The most important lessons for trainees according to participants in this study are a greater awareness of self and others and how differences can enhance or inhibit relationships and the way work gets done. The skills

required by managers and employees vary to some degree. Managers are almost always required to attend compliance training and need skills for managing work relationships, resolving conflicts, and recruiting and retaining a diverse work force.

Measuring the impact of diversity training poses a significant challenge for most companies, and in many cases, it is too early in the process to determine the impact of training. All of the standard measurement tools are used, including course evaluations, focus groups, electronic mail discussion, and monitoring formal grievances. It is erroneously believed that grievances or sexual harassment claims will be reduced after training. In fact, an increase usually occurs, signaling a greater awareness to the issues.

The primary barrier to diversity training is "time." Although diversity training can be costly, cost does not appear to be a big issue, and is sometimes used, according to participants, as a "smoke screen." Backlash, like increased sexual harassment claims, is not seen so much as a barrier as it is a sign of change. Companies do, however, take precautions against backlash by making programs inclusive and seeking legal counsel.

Although approaches and practices for diversity training vary greatly, some common themes arose on what contributes to successful training:

- create an infrastructure that supports and reinforces training;
- create inclusive programs by keeping definitions of diversity broad;
- create flexibility within programs;
- include senior management in training;
- establish accountability among employees;
- conduct train-the-trainer courses;
- train business units together;
- co-facilitate sessions;
- ensure diverse attendance;
- provide and ensure follow-up to training; and,
- create accountability measures.

Experts and practitioners in the field of diversity do anticipate diversity to evolve over the next five years. It is not perceived as a fad. The expectation is that it will be integrated into other kinds of training and activities rather than being handled as a separate topic. Age, sexual orientation, global diversity and work-family are topics that are likely to become more prevalent components of diversity training. There will be more focus on productivity and competitive business needs than on the valuing of differences, and a greater emphasis on diversity-specific skills.



## Introduction

As more and more companies embrace the concepts of diversity, many are implementing diversity training as a key and even primary piece of their diversity initiative. A 1991 survey by the Conference Board found that 63 percent of the 406 responding companies had diversity training for managers and 39 percent offered training for employees. When asked about future plans to offer training, those numbers rose to 79 percent and 65 percent respectively (see Chart 1). Ann Morrison, in her recent book, *The New Leaders: Guidelines on Leadership Diversity in America*, supported those findings with her own estimate that 65 percent of major U.S. firms conduct diversity training.<sup>1</sup> Other recent surveys have shown growth and interest in the area. Sixty-one percent of respondents to a Society for Human Resources Management survey identified diversity training as a “business necessity.”<sup>2</sup> And, a survey of 55 major corporations by William M. Mercer Inc. reported “growth in a variety of programs designed to increase awareness of ethnic, gender and related issues to a diverse work force.”<sup>3</sup>

While training is often a critical or key element to any diversity strategy, it is clear to those who participated in this study and who have implemented diversity training that it is only one piece of that strategy and cannot, by itself, be effective in promoting a diversity-friendly workplace. Explains the diversity manager from a major financial firm, “We see training as a single tool in a much larger, long-term systems intervention aimed at fundamentally changing the underpinning and assumptions about how an organization views its members.” The diversity manager of Phillip Morris concurs, “It is only one of many pieces of our diversity strategy, but

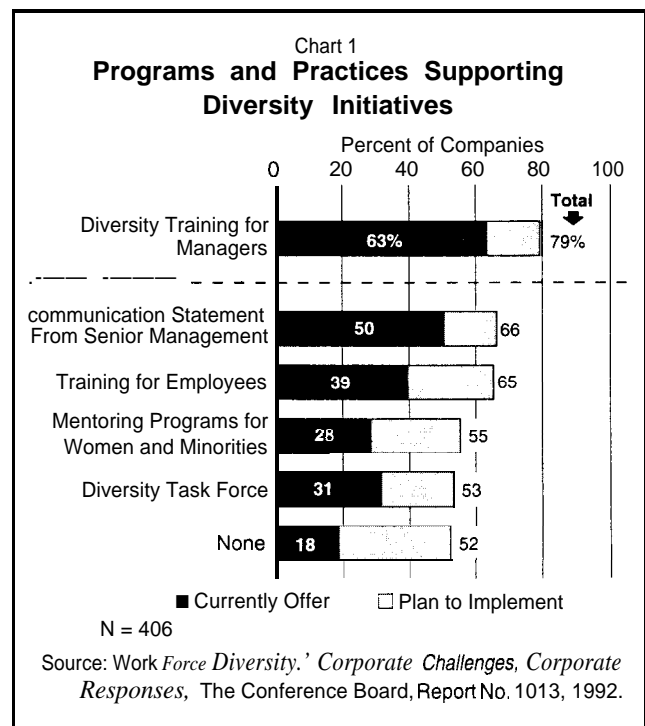
that is not to say it is a minor piece.” Although there are a few proponents of “something is better than nothing,” no one in this study believes that diversity training can stand alone. To make diversity training work, it must be linked with other diversity initiatives.

If diversity training is only a piece of a diversity strategy, why report specifically on training? The reasons are many. As a large number of companies embark upon these initiatives, there are few resources from which they can draw. The field is new, and there are no established standard curricula for diversity training. Training is also often the first exposure many individuals get to the issues. The investment in time and money can be significant and a training program can also make or break a diversity initiative. Consequently, the who, what, when, where and why of training can be

<sup>1</sup> Morrison, Ann M., *The New Leaders: Guidelines on Leadership Diversity in America*, Jossey-Bass Inc., San Francisco, CA, 1992.

<sup>2</sup> *Ideas and Trends In Personnel*, “1993 SHRM/CCH Survey,” Commerce Clearing House, Inc., 1993.

<sup>3</sup> *Human Resource Management News*, “Why Diversity Programs Miss The Mark,” Remy Publishing Company, Chicago, IL, August 9, 1993.



## Exhibit 1: Diversity Defined

Despite common usage, there is no consensus in the business community on the meaning of the term diversity. Definitions of the term range from narrow to very broad. Narrow definitions in the United States generally track federal Equal Employment Opportunity (EEO) law, defining diversity in terms of race, gender, ethnicity, age, national origin, religion and disability. The broadest definitions encompass sexual/affective orientation, values, personality characteristics, education, and background characteristics such as geographic origin and economic status. Lifestyle is often added to diversity categories and covers a broad group of characteristics ranging from sexual preference to formal or informal behavior styles to family relationships necessitating flexible schedule or part-time work. While at this time most practices tend to reflect the narrower view of diversity, some companies are beginning to view this as “differences,” a concept identified years ago by the pioneer Barbara Walker at Digital Equipment Corporation.

It is not unusual to find companies customizing their definitions of diversity. Worldwide direct marketer Avon Products, Inc., regarded as an early pioneer in the field of managing work-force diversity, includes these terms in its definitions: race, gender, disability, job function, lifestyle, age tenure with the corporation, sexual orientation, geographic origin, and employment by companies acquired by acquisitions and mergers. At Northern States Power Company, a public utility, the definition of diversity also includes economic status, appearance, traditional and non-traditional thinkers and white-collar/blue-collar jobs. IBM defines diversity as “all the different characteristics that make one individual different from another.”

Source: *Work Force Diversity: Corporate Challenges, Corporate Responses*, The Conference Board, Report No. 1013, 1992.

critical to whether or not a program will be effective and successful in helping an organization to achieve its diversity goals.

Diversity training practices vary greatly among companies. Although there may be common threads and some general thoughts on what makes effective training, the answer to the question “what works?” is, “it depends.” Each company is different, and cannot (or should not) approach a diversity initiative without consideration of its own, unique circumstances and needs. There are many things that impact an organization’s approach to training based upon motivations, objectives, corporate culture, specific issues, philosophies, organizational structure, definitions, and newness in the field.

This report explores what companies are doing in the area of diversity training and draws upon the candid insights of corporate professionals and consultants who have established and implemented diversity training and initiatives. The purpose of the report is to provide a look at what companies are doing, how they are doing it, and what lessons have been learned from those experiences; it is also designed to help others gain better insights—learning from the experiences of diversity professionals—as they develop and implement their own diversity training programs and strategies.

The format of this report follows the critical steps needed for implementing a successful diversity training program: building a training strategy; developing training courses and programs: roll-out; evaluating programs; and key elements of an effective program. The last section provides some insights on the future of diversity training.

IO The Conference Board

## Diversity Training Defined

The definition of diversity *training* is strongly influenced by how corporations define diversity (see Exhibit 1). From the broad corporate perspective, diversity training is defined as “raising personal awareness about individual ‘differences’ in the workplace and how those differences inhibit or enhance the way people work together and get work done.” In the narrowest sense (although many would argue it is not this at all) it is education about compliance—affirmative action (AA), equal employment opportunity (EEO), and sexual harassment. In general, diversity training addresses issues such as race, gender, ethnicity, stereotypes, all the “isms” (i.e., sexism, racism) sexual/affective orientation, national and internal demographics, and business objectives in the context of a diverse work force.

Although there is strong sentiment that diversity is not about Equal Employment and Affirmative Action (EEO/AA) (see Exhibit 2), corporate practices demonstrate a strong link between the two. Based upon the results of this study, diversity and compliance are often two pieces of the same puzzle. EEO/AA might be called the “have to know” and diversity the “need to know.”

Most of the participants in this study agree that diversity training must encompass much more than race and gender. According to one respondent, “Diversity has to do with culture, class background, socialization and childhood experiences, values and family traditions, political philosophies and philosophical orientations, personality types, preferred methods of absorbing information and learning, age and generational factors,

## Exhibit 2: Definitions: Equal Employment Opportunity and Affirmative Action

*Equal Employment Opportunity* (EEO) is a general term used in the United States to refer to federal state and local laws that prohibit discrimination in any aspect of employment. The basic principles of EEO law are nondiscrimination in access to jobs and equal treatment in terms and conditions of employment. EEO laws are usually complaint-driven and do not require employers to establish goals or otherwise undertake affirmative action. The principal federal EEO laws are:

- Title VII of the Civil Rights Act of 1964—prohibits discrimination because of race, color, religion, sex and national origin;
- Age Discrimination in Employment Act of 1967—prohibits age discrimination against individuals 40 years or older;
- Americans with Disabilities Act of 1991—prohibits discrimination against disabled individuals who are otherwise qualified with reasonable accommodation to perform the essential functions of a job.

*Affirmative Action* (AA) is a contractual requirement of employers that sell goods or services to the federal government. Many states and cities have also established affirmative action obligations for their contractors, some of which are more extensive than federal requirements. The federal program was established by Presidential order and is implemented by U.S. Department of Labor regulations. As a condition of obtaining federal procurement contracts, government contractors are required to analyze the composition of their work forces and effects of their human resource practices on minorities (defined as African-American, Hispanic, Asian/Pacific Islander and American Indian/Alaskan Native), women and qualified disabled individuals. Where contractors' analyses indicate problem areas, they are obligated to undertake proactive activities, including setting goals to increase employment of minorities and women in jobs where they are underrepresented against their specific availability.

*Note: This brief summary is provided as general information only and is not intended to serve as legal advice. Source: Work Force Diversity: Corporate Challenges, Corporate Responses, The Conference Board, Report No. 1013, 1992.*

sex roles and sexual orientation, and many, many other variables." Some common course titles such as "Valuing Differences," "Managing Diversity," "Cross-Cultural Awareness," "Working Together," and "Men and Women as Colleagues" reflect the various facets of diversity training. It might be said that diversity training is best defined by the particular organizational objectives of a program.

Diversity training is often categorized into three phases or types of training: awareness, skills building, and integration into other training. Stages may overlap and are not necessarily sequential. Awareness training often incorporates skills to begin behavior change and focuses on creating an understanding of the need for, and meaning of managing and valuing diversity. It is also meant to increase participants' self-awareness of diversity-related issues such as stereotyping and cross-cultural insensitivity.<sup>4</sup>

Training that focuses specifically on skills building is usually either addressed as a second stage or integrated into other skills-building programs and provides more specific information on cultural norms of different groups and how they may affect work behavior. It also

educates employees on specific cultural differences and how to respond to differences in the workplace. Such training promotes reciprocal learning and acceptance between groups by improving understanding of the cultural mix in the organization.<sup>5</sup> Awareness and skill building are often combined. Integration occurs when diversity concepts are incorporated into existing training programs such as management development and other training programs. Diversity training, however, is different from other types of training; typically it challenges assumptions and the way we view the world around us. It deals with issues that are often subjective, stir up emotions, and require introspection and a change in behavior.

### Training or Education?

Companies use a variety of terms and different conceptual models for the education of their employees. Although "training" is still the most commonly used term, some do make distinctions between the terms, "education" and "training." Others use terms like "organizational learning," or "development" or "contin-

<sup>4</sup> Winterle, Mary, *Work Force Diversity: Corporate Challenges, Corporate Responses*, The Conference Board, Research Report No. 1013, 1992.

<sup>5</sup> Cox, Taylor H., Blake, Stacy, "Managing Cultural Diversity: Implications for Organizational Competitiveness," *Academy of Management Executive*, 1991, Vol. 1, No. 3, p. 53.

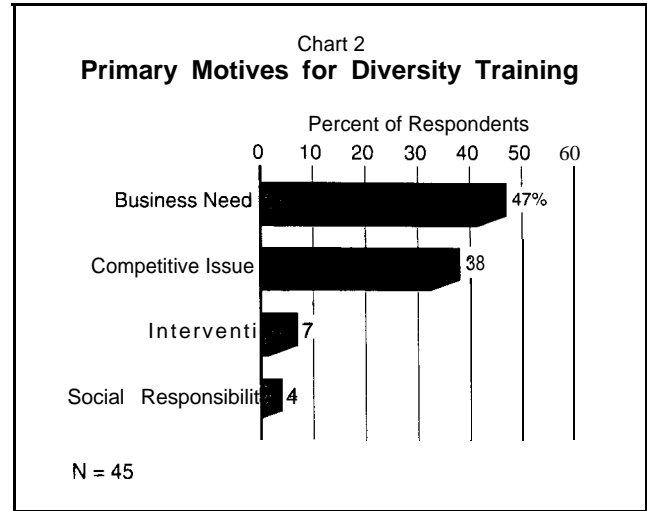
uous learning.” At 3M, where education is taking on a major transformation it is now called “organizational learning.” It encompasses people development and organizational development.

According to one academic, there are some important distinctions to be made between terms that help define program objectives. He explains that in training the focus is on a change in skills; in education it is a change in knowledge; and in development, it is a change of attitudes or values.<sup>6</sup> All of the aforementioned are goals of most diversity training programs. The distinction between the terms may be useful in defining goals and establishing approaches to the training program.

For participants in this study, the distinction between education and training is not a particularly important one. However, “education” generally refers to a broader, long-term strategy, whereas “training” often refers to more focused, short-term activities usually in a classroom setting. Nearly all respondents believe that diversity is a long-term educational strategy. For the purpose and scope of this report, the terms training and education will be used synonymously.

### Motivation for Training

The motivation for diversity training is intertwined with the overarching, long-term goals for addressing diversity issues that impact business success. The primary motives for offering diversity training for 85 percent of respondents is based upon business need and the perception that it is a competitive issue (see Chart 2). According to one survey respondent, “The company’s philosophy is that a diverse work force that recognizes and respects differing opinions and ideas adds to the creativity, productivity, and profitability of the company.” Recognizing that a company is only as good as the employees it hires, another participant adds, “We are a people-intensive business—we will grow our business only as fast as we grow our people. To fully utilize the skills of all members of the work force, we believe that full utilization of employee skills will be more of a possibility when the diversity within the work force is



truly valued by all. Education and training are the means to this end result. ”

Seven percent of respondents identify their primary motivation for diversity training as an intervention tool to manage risks. These few companies are primarily compliance-driven with strong EEO/AA and sexual harassment stances. The high importance placed on race and gender for program content by respondents indicates that the compliance factor is strong. At a minimal level, trainees need to understand the differences between diversity and EEO/AA.

Social responsibility is the reason 4 percent say they are offering diversity training. Others, who may have begun their programs with altruistic motives, have realized that it really is a business issue. Says one respondent, “We moved away from the ‘right thing to do’ and have made it a productivity issue and a business strategy for competitive advantage.” Another respondent, who believes diversity is a “time-sensitive issue,” recognizes that in today’s economy, his company cannot afford training unless it has a bottom-line imperative. Although one respondent calls his company’s diversity training program the “latest flavor of the month,” most respondents do not consider diversity training a fad.

<sup>6</sup>Lawrie John, “Differentiate Between Training, Education and Development,” *Personnel Journal*, October 1990, p. 44.

## Building a Training Strategy

In order to effectively develop or implement a diversity training program, the training strategy should be established and linked with the business and overall diversity strategy. For example, diversity training must be linked to and support a team-based organizational structure to leverage differences to make teams and hence, business, more productive. Most participants in this study encourage development of a clear strategy wherever appropriate. Not all companies have a specific training strategy, however, and a few find their training system works well without one. Says the manager of diversity at a major high-tech firm well known for its innovative diversity practices, “We don’t have strategies. Training is a resource. The downside is that because it is not systemic, you miss people. People might not go to the workshop.”

Training can be an important and integral part of a diversity strategy. What role does training play within that strategy? One respondent likens it to a “valuable pillar—it is one of the main supports.” Where training fits into an organization’s diversity strategy depends on several factors: organizational structure; awareness; management commitment; leadership; ownership; and where the organization is in terms of a diversity strategy.

DuPont is a good example of a company with a well developed strategy and curriculum. DuPont’s strategy is to design core curricula for all employees, maximize impact of workshops on work, integrate corporate values into all training programs, and implement the most cost-effective approaches. After several years of offering training, DuPont reassessed its programs and initiatives and revised its diversity strategy with education and training as one of four key initiatives (see Exhibit 3).

One responding company has established a three-year, three-phase, top-down strategy: The first phase is on awareness, to be delivered to all senior-level managers. The second phase focuses upon skills and the third looks at career planning and recruitment training. Another firm has a similar strategy, but sees phase three as an ongoing “constant” phase. Explains the diversity manager, “One

of our business units has an ongoing training strategy in which understanding diversity or awareness training is step one. Step two is how it affects business results, and step three is an ongoing, constant effort to raise diversity significance within each division.

Many of the companies interviewed and surveyed have completed the first phase of training and are looking toward the next phase. The next step for one respondent is to ensure that all of their managers and executives go through a two-day program. A key component of their overall cultural change strategy is to address the long-term development of all human resources, which is linked to a corporate strategy of accelerated business growth through people.

Confirms another respondent, “Ultimately, we want an organization where all employees are able to contribute based upon their ability, free from barriers of racism, sexism, or other bias, through a process of

### Exhibit 3: DuPont New Format for Diversity Workshops

#### Current training approach

- Individual Participation
- No Link to Specific Organizational Issues
- Loosely Defined Responsibility for Change
- Report Rather Than Action
- Low Follow-Through on Change

#### New work groups

- Natural Work Groups
- Organizational/Personal Plan of Action
- Accountability
- Result — Commitment/Execution
- Follow-Through

organizational change that requires awareness, ownership and sponsorship, clear statement of goals, measurement of results, and accountability." To help accomplish this, the company, through training, will begin with awareness/sensitivity training for senior executives who must lead and champion organizational change, followed by awareness training in successive, cascading levels, followed by more direct skills training such as giving feedback to employees across personal differences, confronting employees, and leading discussions.

Some companies "mainstream" their diversity learning objectives into existing programs such as management and leadership training courses. Although mainstreaming is the eventual goal of many participants in this study, the majority recommend that diversity training be offered separately and then slowly integrated or mainstreamed. The rationale is that it is too important an issue and should be initiated separately.

Clearly, there are many ways to develop a strategy. The key is choosing one that will meet the particular objectives and goals of that organization. The following section describes some key elements for developing a strong diversity training strategy.

### Conducting a Needs Assessment

A needs assessment is critical to identifying the particular diversity needs within the context of organizational goals. Once identified, objectives can be set, a strategy put in place, and measures of how well those objectives have been met can be determined. Most critical, however, is identifying what the organization's unique needs are and what the cultural climate is before developing and implementing training.

Approaches to needs assessment vary greatly—from formal surveys to focus groups to informal discussions with employees. Benchmarking is also used by several companies. Most of the participants in this study use a variety of methods and tools to gather information. Some assessments are developed in-house, while others are provided by external consultants.

Committees, special interest groups (e.g., minority advisory panels), and other networking groups can be a valuable resource. Often such groups have been in place for some time and know the issues and the organization well. One organization conducted a series of focus groups with white males, executive women, non-executive women and people of color. These groups then met with the chairman and chief personnel officer to discuss the issues, which eventually became the foundation of the training program.

Early involvement from different groups and individuals can also help to get buy-in throughout the organization early in the process. In addition, a data collection process is a way of tailoring the content of a diversity training strategy.

### Positioning Diversity Training

Somewhere in the process, top management support is critical to success. Preferably, senior management should support the initiative from the beginning, and play a direct role in launching and promoting the initiative. In many of the companies interviewed and surveyed, top management has been supportive and even played a role in the education and training process.

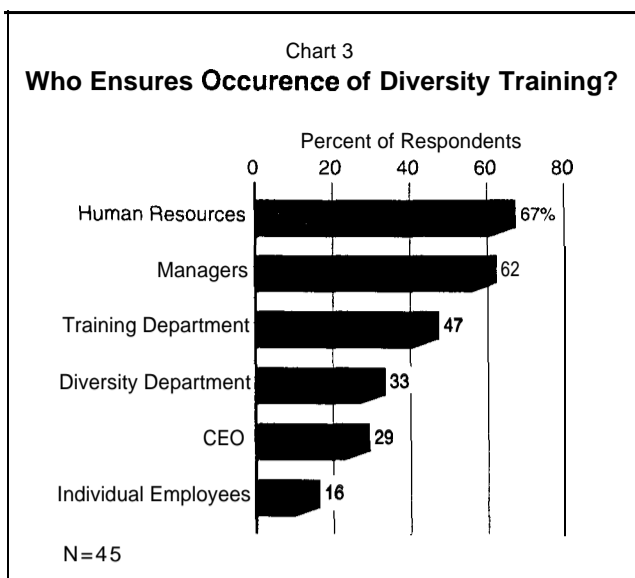
Obtaining senior management support is sometimes easier said than done. Explains one respondent, "The organization must get commitment. Either it starts with the leaders, or someone in the organization must take a risk and help senior management to see the connection of diversity to the business. Use statistics, figures, competition, productivity, sales, profitability, all the things they understand. Usually they see it, but often someone—someone with influence in the organization—must be the source of wisdom."

Another respondent provides a more direct approach for making a business case: "We are currently moving from understanding diversity in the sense of individuals (how they see themselves or learn about themselves) to moving into the next logical phase of teams and work units understanding their individual differences and how that plays for, or against, creating synergies for increased productivity and work-unit effectiveness. That is how we link the organizational business strategy to building volume/share/profit. We link the individual work team productivity and their attempt to work more effectively together through identifying diversity issues and then working those issues as a work unit rather than as individuals."

Once programs have been developed, management involvement will help with ongoing commitment. Other companies have top management participate in or open up diversity sessions. At one company, senior management participates in the training and meets quarterly to review the status of the program. Another company has follow-up roundtables by officers after each session. Several companies, including RJR Nabisco, IBM and Kraft General Foods, have developed videos with CEO interviews to help promote initiatives and provide a solid introduction to training.

### Creating Ownership and Responsibility Internally

Often the diversity manager is responsible for developing and implementing a diversity strategy. According to survey respondents, the greatest responsibility for diversity training falls with the human resources department and individual managers. However, as indicated by multiple responses on Chart 3, responsibility is often shared among departments and divisions. Forty-seven percent of respondents say the training department ensures that training occurs and 33 percent say the



responsibility lies with the diversity department. Sixteen percent leave it up to the individual employee. Reflecting strong CEO commitment from several companies, 29 percent of survey respondents indicate that their CEO ensures the training. Says one respondent, “The CEO is our champion of diversity. His role, however, is not to check on training, but to ensure that the presidents of our major business units are leading efforts in the diversity area and monitoring progress.”

As different departments and individuals get involved in the process, they tend to have different responsibilities. For example, human resources and training handle scheduling of classes and tracking of number of employees

trained. In one company, managers have deadlines by which their employees must complete training. Participants in this study agree, the real responsibility should lie in the management ranks. The ultimate goal for most of the participating companies is to get responsibility and accountability spread throughout the organization where each individual takes responsibility for his or her own development and actions. The diversity manager at Hewlett-Packard defines her department’s headquarter’s role this way: “Our role is to develop the strategy, identify the resources, and to work with managers to create the ownership and accountability to make it happen. We are also responsible for content and diversity education programs developed by our corporate education department. We partner with them and help them integrate diversity into all our education and development programs.”

In addition to having an internal expert or assigning someone internally, many companies are drawing upon the expertise of external consultants to either run the program or assist in its development. Choosing an external consultant, however, is something that a company should do carefully.

#### The External Choice: Choosing a Consultant

The diversity consultant industry has grown exponentially during the past few years. A director of diversity of a major high technology firm claims that she received approximately 20 letters and solicitations a week from consultants. Others have shared similar stories. Consultants also often come with high fees. One well-known consultant commands up to \$15,000 a day, and a long-term arrangement could cost millions.

### Exhibit 4: What Makes a Good Consultant?

The following characteristics represent those which experts and practitioners believe are important in a good diversity consultant. Core competencies include expertise, reputation, personal characteristics, and very important, “fit” with the organization.

#### *Professional Qualifications and Characteristics*

- Ability to conduct needs assessments
- Ability to develop programs
- Expertise in particular subject areas
- Credentials
- Good track record/references
- Corporate experience
- Industry knowledge
- Reputation in field
- Knowledge of business terms
- Sound theoretical perspective
- Understanding of components of cultural change

#### *Personal and Interpersonal Skills and Attributes*

- Ability to understand culture
- Representative of diversity groups
- Sensitive to individuals, differences and organizational needs
- Credibility with senior management
- Ability to work collaboratively with corporate team
- Innovative
- Creative
- Fit with organization
- Inclusive philosophy
- Practical
- Ability to work at different levels throughout the organization

Consultants need to be screened carefully to ensure that they are qualified, that they can provide the services needed, and that they can help ensure an effective initiative. Based upon the experiences of respondents, before choosing a consultant:

- conduct a screening process to identify people who haven't taken a quality program or performance management program and put diversity in the title;
- ensure that the individual is strongly grounded in diversity within a business context and understands the business culture; and
- look at references and talk to other companies about results.

There are many consultants who come out of an academic, sociological, or psychological background whose pace at which they facilitate is not appropriate to the business world. One respondent shares her company's failed experience in choosing a consultant: "I ended up hiring someone from a major consultant firm who had experience in doing training programs and a lot of contacts

in the industry. He came in and developed a train-the-trainer program. We piloted the program, but people didn't buy into it. It was too theoretical, too academic. We ended up designing our own."

As part of their overall reassessment of its diversity programs and initiatives, DuPont decided to evaluate the effectiveness of all its consultants and create a pool of consultant resources that could be used by all business units. In 1992, the Corporate Diversity Education group at DuPont used focus groups, interviews, and surveys to learn which programs and consultants were meeting the organizational needs. As a result, DuPont was able to reduce the number of programs and consultants to an approved few. Those on the approved list now have corporate contacts. They are the only ones who can be used in DuPont. The diversity education group makes decisions on new programs and consultants as they are proposed.

Exhibit 4 on page 15 lists competencies identified by survey respondents as important qualifications and considerations for a diversity consultant.



## Developing Training Programs

This section addresses how companies establish standards, what the important objectives and components of training are, and provides examples of various tools and their effectiveness as reported by respondents based on their experiences.

### Establishing Standards

When it comes time to decide on a program and establish standards, the training and diversity departments tend to have a much larger role than in earlier stages. Notes one respondent, "Our training and development group makes decisions about training content; we have input from the diversity council." Says another, "By talking with consultants and professionals who have experience with diversity, training or diversity make the decisions." Others involve more employees throughout the organization by forming training committees comprised of a diverse cross-section of employees. Appropriate training is then selected after investigating a variety of training sources.

In decentralized organizations, operations managers often identify what would work best for their needs. For one company, general managers, presidents and vice presidents of human resources of each division are asked to lead the diversity effort within their division and make training decisions. In another company, training standards are determined by operations leaders and by education and training divisions; the manager of diversity training and directors of education and training make the ultimate decision.

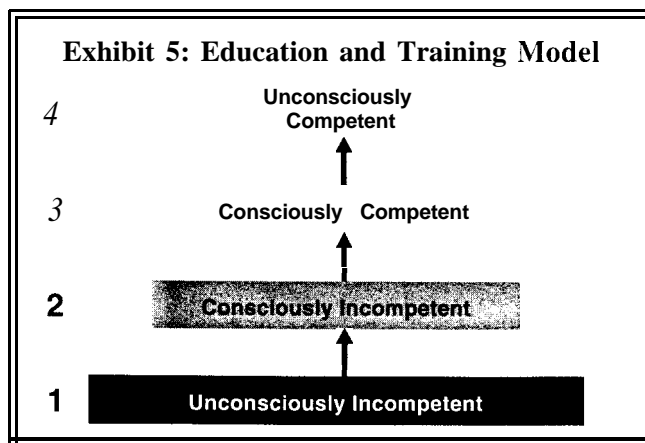
Sixteen percent of survey respondents have used off-site programs, and many have used outside courses and curricula. Outside programs or consultants can often provide expertise and insight that could not be found in-house. Says a respondent, "We believe that working with an external diversity consultant was critical to the success of the program. Consultants who have a broader perspective can speak to what diversity is and how it is being pursued in other Fortune 500 companies." Consul-

tants can also provide the "looking from the outside" perspective on a company as well as share experiences of other companies with whom they work.

### Models

The theoretical approaches to training vary. Diversity professionals and experts represent a variety of backgrounds that influence their approach to diversity training practices. The various disciplines include education, sociology, psychology, anthropology and business. The generic "model" that many prefer is an inclusive one. "Inclusive" can be defined in the broadest sense of all those things that make us different. For most companies, diversity training is approached with the knowledge that people often are not aware of their behavior and personal biases, nor are they culturally aware or naturally sensitive to the differences of others.

A common model that is used by several companies is one that deals with four sequential levels of cognizance of diversity issues (see Exhibit 5). The first level is the assumption that individuals are "unconsciously incompetent." In other words, they don't know what they don't know. At the second level individual awareness is heightened to where the individual becomes "consciously



### A Model for Understanding Culture

According to one theorist, culture is made up of the following five components. Asking these questions about the cultures of the individuals represented in their work groups can provide guidance for managers as they attempt to motivate and manage employees in a diverse work environment.

1. *Activity*: How do people approach activity? How important are goals in life? Who makes decisions? What is the nature of problem solving?
2. *Definition of Social Relations*: How are roles defined? How do people relate to those whose status is different? How are sex roles defined? What is the meaning of friendship?
3. *Motivation*: What is the achievement orientation of the culture? Is cooperation or competition emphasized?
4. *Perception of the World*: What is the predominant world view? What is the predominant view on human nature? What is the predominant view on the nature of truth? How is time defined? What is the nature of property?
5. *Perception of Self and the Individual*: How is self defined? Where is a person's identity determined? What is the nature of the individual? What kinds of persons are valued and respected?

Source: Excerpted from *Increasing Multicultural Understanding: A Comprehensive Model* by Don C. Locke. Sage Publications, Newbury Park, CA, 1992.

incompetent." That is to say, they know that they don't know. At the third level, the individual becomes "consciously competent." For example, an interviewer's skills are enhanced due to their new awareness and understanding of how to interview with cultural awareness and understanding. Finally, the level where instructional designers, trainers and diversity experts would like to see employees, is "unconsciously competent." A good analogy is knowing how to drive a car or ride a bicycle. You know how, but you don't think about it.

The diversity manager at Silicon Graphics links phases of training with phases of the aforementioned model: "Awareness training takes care of steps one and two. More specific tools, such as managing conflict or interviewing techniques helps move people from step two to step three. The ultimate goal is to get people to the fourth step as part of the way they do business."

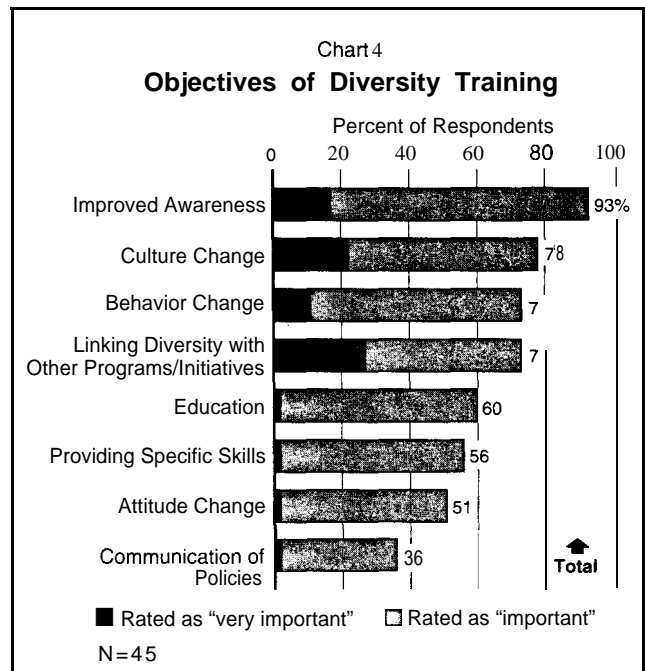
The box above provides another model or framework from which to view culture. According to the author, cultural diversity comprises five components: activity, definition of social relations, motivation, perception of the world, and perception of self and the individual. By gaining an understanding of each of those components, individuals begin to understand how cultural differences can impact the way people relate to each other and provide a framework to help people identify when cultural differences are creating barriers or problems.

#### Identifying Objectives

The objectives and goals of training should be directly linked to those reasons that motivate companies to offer training: business need and competitiveness and issues and needs identified through the assessment. Training objectives reflect what companies hope to achieve with training and provide more insight into how

training and education can help meet the greater goal of competitiveness. Too often, however, the overall objectives of a program are not clearly articulated. Specifying those objectives is critical. According to one diversity expert, "That is why a lot of efforts fail, because there is never a discussion about what the objectives are. Before you start a process like this, you have to say, what will be my mission? For example, I hope to see some changes in the following areas: lawsuits, retention, quantitative and qualitative feedback from employees, sales to diverse markets, etc."

There are basically two levels of objectives for diversity training: macro and micro. The micro objectives are those addressing specific skills, knowledge or behavior



within the training course, while macro objectives encompass issues such as culture change, greater retention, improved productivity, or increased sales to diverse markets. There are also short-term and long-term objectives for training. As indicated by the responses in Chart 4 there are generally multiple objectives within a program or within a training strategy. The programs at **Bechtel Corporation**, **Flagstar Corporation** and **Omnibus Consulting** provide examples of their diversity awareness course objectives (see Exhibits 6a, 6b and 6c).

The primary objective of diversity training for 93 percent of respondents is awareness. Heightened awareness can have a significant impact on how individuals perceive the issues and themselves within the context of a diverse work force. According to one respondent, the primary goal of diversity training is “to eliminate conscious or unconscious prejudices by: (1) making employees aware of their own biases; (2) sensitizing employees to cultural differences; and (3) teaching employees to value cultural differences.” Diversity awareness or valuing differences training may consist of an explanation of the various personal, psychological and social traits that are held by different cultural groups. Managers are made aware of these cultural factors, and how those factors translate into an employee’s behavior in the workplace, in order to foster an awareness and understanding of cultural differences among individuals.”

### **Exhibit 6a: Bechtel Corporation Objectives for the Diversity Awareness Workshop**

This workshop focuses on diversity awareness, business implications, and **Bechtel’s** position on diversity. It is designed to generate interest in and begin an ongoing process for putting each person’s growing awareness into practice.

**IMPORTANT NOTE:** This module is limited to 15 participants in order to promote the questioning and discussion needed to explore this topic successfully.

As a result of participating in the Diversity Awareness Workshop, both managers and non-managers will be able to:

- discuss the sources of biases and assumptions and the implications on behaviors in the workplace
- describe changing U.S. work-force trends and the implications of these changes
- discuss **Bechtel’s** definition of and position on diversity
- state behaviors that contribute to managing diversity

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### **Exhibit 6b: Flagstar**

#### **HARNESS THE RAINBOW**

##### **Program Overview**

The goal of this program is to:

- Provide the participant with an understanding of what diversity is,
- Discuss why diversity is important to Flagstar, and
- Develop ideas on how we can take a pro-active approach to effectively manage diversity.

##### **Program Objectives**

Following participation in this program, you will be able to:

1. Develop the **three key points** in the “Harness the Rainbow” video and begin to develop ideas on how they can apply to Flagstar and your work team.
2. Define **diversity**.
3. Describe why effectively managing diversity is **important** to Flagstar.
4. Describe the **benefits** of Flagstar effectively managing diversity.
5. Define **culture** and describe attributes of your own culture.
6. Apply **Flagstar’s Leadership Values** to help identify guidelines for appropriate behavior in various situations.
7. Develop a personal **action plan** for being a leader of diversity.

*“Creating and managing a diverse work force is a process, not a destination.”*

## Exhibit 6c: Omnibus Educational Services

### Education in Valuing Diversity

The objective of this activity is to ensure that responsibility for the implementation of Employment Equity does not reside solely with the Human Resources function, but is shared with line management. Line managers must be empowered to deal effectively with diversity issues through education in Valuing Diversity.

The objectives of Valuing Diversity education are to:

- inform management and all employees of the critical principles of managing and valuing a diverse work force;
- deal with gender issues;
- provide employees with a thorough knowledge of working effectively in a multiracial/multicultural environment and how to deal with intentional discrimination and unintentional systematic barriers;
- shift the focus of Employment Equity from a social to an economic and business perspective;
- identify barriers to a diverse and productive work force;
- assist employees in discovering how stereotypes and prejudice diminish an organization's and an individual's potential for growth;
- educate employees about issues surrounding workplace harassment;
- encourage all employees to continually foster their personal commitment to a diverse work force; and
- introduce employees to the specifics of your organization's Employment Equity initiative.

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Seventy-eight percent of respondents cite culture change, the long-term goal inherent in many diversity initiatives, an important objective. Training is one tool in a diversity strategy that can help drive culture change, but change is a slow process. Many supporting initiatives need to be in place to make training an effective tool for culture change. These include linking and reinforcing training with other human resource systems such as performance management, compensation, succession planning and development.

Seventy-three percent of respondents identified behavior change as an important objective. Based upon interviews and comments, behavior change is a much more manageable and attainable goal than attitude change. Attitude change, identified by 51 percent as important, is at best a long-term process that is not attainable within the scope of most corporate training programs. States a clinical psychologist and diversity consultant/trainer: "Change takes years and years. Why should a company care why you should change internally? Some people want that, they want a complete attitude and value change. I know what it takes clinically to do that, structurally you just can't." Another respondent agrees, "You won't always impact attitude. In fact, overt behavior may go covert. But you can improve the environment so everyone will contribute to the business and can feel valued." The real issue is about people getting along at work so that companies have better, more efficient teams with increased productivity.

The objective rated "most important" above all other responses, and "important" by a total of 73 percent of

respondents is linkages with other programs and initiatives. Says one respondent, "We make sure the diversity context is interwoven, whether it's sales and service, orientation programs for new hires, or the management development segment. We're working with those groups to make sure the diversity context is put within those programs from a client business perspective as well as staff perspective." Some examples of natural linkages are: re-engineering efforts, international teams, and new product development goals—all of which require an understanding of differences and how to manage in the workplace. For many companies, making the linkages is easier said than done.

Training as a means to educate employees and managers about diversity issues, historical data, expectations and to provide a common understanding of the concepts and common terminology is an important objective for 60 percent of respondents. Thirty-six percent of respondents consider training for communicating corporate programs and policies an important objective.

Skills-based training—an important objective of 56 percent of respondents—is offered primarily to managers and supervisors. It emphasizes competencies in leading and developing people with diverse backgrounds. Typical skills taught include: coaching, empowering, giving feedback to diverse individuals, interviewing and conflict resolution.

Often many, if not all, of the above items are objectives of training programs to some extent. The importance and emphasis will vary according to the particular needs of the program. Because not everything can be taught at

once, diversity training should be a process with different components providing different objectives. A critical challenge for diversity training is to understand the need(s) and to develop objectives which meet the need(s).

### Content of Training

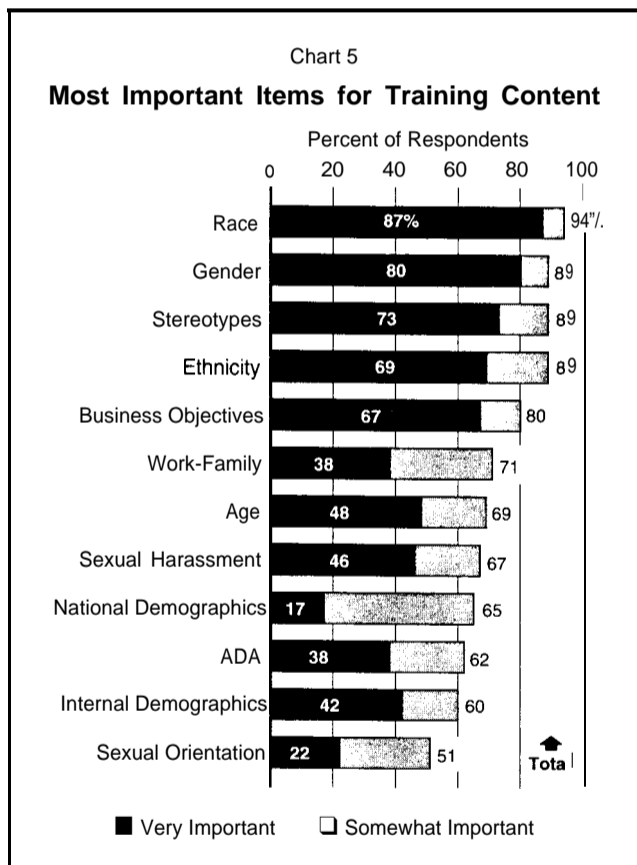
Once the assessment has been made and objectives identified, it is time to consider what should be included in a training session:

- Will the focus be on compliance?
- Is the training session about awareness?
- Is it about race, gender, or age?
- How does diversity link into the business case?
- Is it necessary to link it to the business case?
- What do people know? What don't they know?
- Is the group professional? To whom is it geared, managers or employees, heterogeneous or homogeneous groups?

Most diversity training places a very strong emphasis on race and gender. The four items rated "very important" by more than 80 percent of survey respondents for inclusion in diversity training courses are: Race, gender, stereotypes, and ethnicity (see Chart 5). Compliance pieces such as sexual harassment and Americans with

Disabilities Act (ADA) are also ranked important overall at 67 percent and 62 percent respectively, although fewer than 50 percent rank the two latter items as "very important." Despite the fact that most respondents say that diversity is not about Equal Employment Opportunity and Affirmative Action, there is strong evidence that it is a major piece of diversity. The course agendas in Exhibits 7a-d reflect some of the different emphases on program content and different offerings within companies. Deloitte & Touche's program is geared toward gender differences, whereas The Port Authority of New York and New Jersey's Program incorporates a strong sexual harassment section. General Electric and Bechtel designed their programs for diversity awareness.

Inclusion of business objectives rate nearly as important as the top four topics, indicating that diversity is indeed a business performance-related issue and not just about compliance. National demographics are rated important for inclusion by 65 percent of companies, whereas internal company demographic information is rated important by 60 percent. But, when looking at how important ("very important"), over 40 percent see *internal* demographics as very important, while less than half of those consider *external* demographics very important. While national demographics are important, presentation of internal demographics has a much stronger impact. According to one respondent, "People in general don't believe the national demographic



### Exhibit 7a: Deloitte & Touche

#### Agenda

- I. Introduction
  - Leadership Commitment
  - Program Introduction
  - Participant Introductions
- II. Gender Perceptions and Assumptions: Business Implications for Deloitte & Touche
  - Impetus for Change: Traditional Beliefs vs. Reality
  - Discovering Deloitte & Touche's Gender Assumptions
  - Socialization and Gender Messages
- III. Widening the Narrow Band
  - Understanding the Narrow Band: A Model
  - Impact of Organizational Norms
  - Managing Gender Issues: Case Studies
- IV. Making Men and Women as Colleagues a Reality at Deloitte & Touche
  - Creating the Vision
  - Behavior Negotiations
  - Action Planning
  - Leadership Dialogue

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**Exhibit 7b: Port Authority of New York and  
New Jersey**

**WORK-FORCE EQUITY PROGRAM  
PROGRAM AGENDA**

8:30-9:00	Program Introduction Objectives of Training Pre/Post Questionnaire
9:00-9:30	Mutual Introductions
9:30-10:30	Race, Ethnicity & Culture Concept of Culture
10:30-10:45	Break
10:45-11:30	Communication Cultural Barriers to Communication Americans with Disabilities Act (ADA) Receive & Discuss Company Policy on ADA
11:30-12:00	Sexual Harassment
12:00-12:45	Lunch—Film on Sexual Harassment
12:45-1:45	Discuss reasons for Sexual Harassment
1:45-2:15	Legal Aspects of Sexual Harassment
2:15-2:30	Break
2:30-3:00	Responses to Sexual Harassment
3:00-3:30	Receive & Discuss Company Policy on Sexual Harassment Pre/Post Questionnaire

*The PA/PATH retain the right to use the Agenda for any PA/PATH purpose.*

**Exhibit 7c: General Electric**

**Schedule**

**Module I: Introduction and Overview**

- . Who We Are/Review of Schedule
- . Workshop Goals and Focus
- . Setting the Stage
- . Orientation to Diversity Exercise
- . Diversity Vision and Objectives

**Module II: Diversity as a Business Issue**

**Module III: The Impact of Diversity in the Workplace**

- . Model of Behavior
- “A Tale of O’ Video
- . Group Discussion

**Lunch**

**Module IV: Stenotyping and Behavior**

- . Your Perceptual Lens
- . Defining Stenotypes
- . Stereotypes in Action: “A Class Divided”
- Evaluation/Group Discussion

**Module V Personal Values and Behavior**

- . Group Exercise
- . Discussion
- . GE Values
- . Evaluation/Group Discussion

**Module VI: Diversity Action Planning:  
The Second Step**

**Workshop Evaluation and Wrap-up**

projections, so it’s touched on lightly. We focus more on maximizing the potential of all employees regardless of race, gender, disability.”

Work-family issues are rated important by 71 percent of respondents, but less than 40 percent rank them as very important. The link between diversity and work-family is not yet a strong one, and is often separate from a diversity initiative. According to a recent study by the Families and Work Institute, “Despite the strong similarities in their history, rationale, and goals, the differences [between diversity and work-family] become apparent in practice. Among the 25 companies interviewed, definitions, functional responsibilities, champions and barriers to the efforts differ widely . . . It would appear that work-family and diversity issues have a strong conceptual link—in theory. Actual experiences with implementation of diversity and work-family responses, however, suggest that these issues remain divergent.”<sup>7</sup>

<sup>7</sup> Friedman, Dana, Families and Work Institute, “To Link or Not To Link: The Relationships Between Corporate Work-Family and Diversity Initiatives,” Presented at The Conference Board’s Work-Family Conference, April 1994.

Sexual orientation is an important content topic for 51 percent of respondents. The topic of sexual orientation presents one of the greatest challenges for corporations, and is often motivated for inclusion more by regional influences than as a standard part of the package. Those who have incorporated these issues into training have received some very strong responses from their employees. As one survey respondent says, “Unlike most corporate training programs, diversity programs affect and attempt to expand the emotional horizon and emotional tolerance of individuals. We are talking about different aspects of diversity and about subjects that have never been verbalized in the company before. A lot of companies don’t like to talk about race or homosexuality. So, we approach it cautiously when we go in, test it out, and then expand it until we get a response.”

As more companies become global in their scope, dealing with diversity from the global perspective will become a greater challenge and the topic is likely to gain more prominence. One respondent comments, “As a global company, we find working across national, business and functional boundaries will be our chief challenge and the greatest potential for strategic impact.”

### Exhibit 7d: Bechtel

#### DIVERSITY AWARENESS WORKSHOP

How to Use This Guide	2
Notes to the Workshop Leader	4
Questions and Answers	21
Objectives for the Diversity Awareness Workshop	27
About This Module	28
At-a-Glance Outline and Timing	29
Course Summary	30
Sample Registration	34
Pre-Work Activity	35
Room Set-Up	36
Activity 1: Viewing Diversity Quotes	38
Activity 2: Welcome, Introductions, and Objectives	39
Activity 3: Perspectives on Your Past	42
Activity 4: Changing Trends/Changing Times	49
Activity 5: Diversity Defined	53
Activity 6: Bechtel Messages	57
Activity 7: Working With Differences	61
Activity 8: Your Responsibility and Wrap-up Assignment Between the Modules	65

#### Pre-Work

#### Participant's Guide

Activity 1: Viewing Diversity Quotes	2
Activity 2: Objectives for Diversity Awareness	4
Activity 3: Perspectives on Your Past	6
Activity 4: Changing Trends/Changing Times	9
Activity 5: Diversity Defined	10
Activity 6: Bechtel Messages	12
Activity 7: Working With Differences	13
Activity 8: Your Responsibility and Wrap-up	14

#### Prepared Flipcharts

#### VuGraph Masters

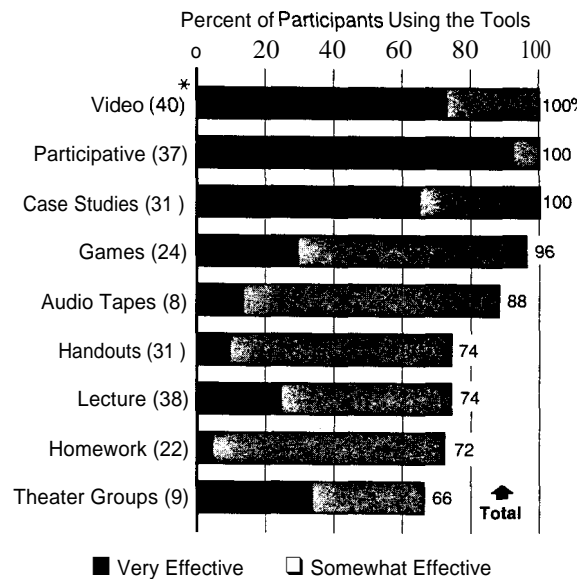
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Exhibit 8 on page 24 provides some examples of different curricula in some of the organizations that participated in this study.

### Training Tools and Techniques

A variety of educational tools are used by companies to teach employees about diversity. All of the standard training tools and techniques, as well as a few innovative approaches, are helping companies achieve their objectives. Participants in this study agree that programs emphasizing participative learning provide the best opportunities for successful training. It is also important to recognize that not everyone learns at the same pace or in the same way, hence a variety of approaches can help in development.

Chart 6  
Effectiveness of Training Tools  
(Based Upon Survey Participant Experience)



\* Number of respondents who have used these tools

While most of the training tools listed in Chart 6 are rated “effective” by many of the respondents, only three are rated as “very effective” by more than 60 percent of respondents—videos, participative exercises, and case studies. The least tried tools are theater groups, and audio tapes.

#### Video

The most frequently used tool in diversity training is video. Videos come in a variety of forms and cover a wide-range of topics. When used properly, they can be very effective (see Exhibit 9 on page 25).

Video can be an “affordable” tool that has the potential for reaching a large number of people. At some companies, when an appropriate video is found, an attempt is made to purchase rights to the video so copies can be reproduced for as many units as needed at a better cost to the company.

Videos should always be framed within a context of the training sessions and the specific objectives. Says a well-known diversity consultant and video producer, “Video is like the idiot savant—what it does, it does very well.” When posed with the question of whether or not videos might reinforce certain stereotypes, he explains, “Knowledge is dangerous, but ignorance is more dangerous. The goal is to pursue knowledge, but to use knowledge responsibly. So, instead of using knowledge to stereotype, you use it to get to know people better.” Videos that have been identified repeatedly as very

**EXHIBIT 8: DIVERSITY CURRICULA**

	<i>Corporate Training Curricula</i>	<i>Attendees</i>	<i>Length of Course</i>
<b>Firststar Bank</b>	Managing Work-Force Diversity	Managers and supervisors	2 days
	Diversity for Lenders	Anyone with lending or customer service responsibilities in retail, commercial and mortgage banking business	1 day
<b>Citibank</b>	Diversity Awareness	People Managers	3 1/2 hours
	“Respect at Work” (Sexual Harassment)	People Managers	4 hours
	Senior Briefings—Diversity	Senior Management	2 hours
	“Bridges” Program	People Managers	3 hours per module (4 modules)
<b>United Technologies Corporation</b>	Work-Force Diversity Awareness	Executives, managers, group leaders	8 hours
	Valuing Diversity	Supervisors	8 hours
	Managing a Diverse Work Force	Managers	4 hours
	Train-the-Trainer	Diversity council (line people), human resources	4 hours
	Valuing and Effectively Managing Diversity	Executives, managers, supervisors	8 hours
	Diversity Awareness	Executives, managers	8 hours
	Diversity Appreciation Workshop	Employees	4 hours
	Sexual Harassment	All levels of management	2 hours
<b>Innovative Course Titles . . .</b>	Valuing Diversity: Tapping the Power of the Individual	Senior Level	2 days
	Diversity Awareness and Interviewing for a Diverse Work Force	Managers/Director	N/A
	The Diversity Imperative	Managers	2 days
	Work-Force Diversity: A Competitive Advantage	All Employees	3 hours
	A Skills Approach to Managing in a Diverse Environment	Mid-Senior	2 days
	Transition to Diversity	All Employees	1 day
	Spirit of Diversity	All Employees	2 days
	Success Matters	Senior/Cascade Down	2 days
	Corporate Effectiveness for Women	Women	2 days
	Corporate Effectiveness for Minorities	Minorities	2 days
	Leading a Diversity Work Force	Key Executives	2 days
	Managing Personnel Diversity	Managers/Profs.	
	Supervision of Minorities	1st and 2nd Level Managers	1 week
	Union Management/Race and Gender	Union Reps and 1st Level Managers	3 days
	Race	Minorities	1 week
	Working Together Better	Middle Management/Employees	1/2 day
	A Matter of Trust	Managers	
It Takes All Kinds	Mixed Groups		



### Exhibit 9:

#### Benefits of Video as a Training Medium

The benefits of using video for diversity education are many:

- it is a portable educational tool;
- it is highly cost-effective compared to face-to-face education;
- sessions can be scheduled at the discretion of the line manager;
- videos can be used as part of the orientation program for new employees;
- the material has a long shelf life; and
- maximum use can be made of existing resources such as video production units, education and facilitation personnel, and education facilities, thereby providing a cost-effective education option.

Source: Omnibus Consulting Inc., 1994

effective and useful are: “The Eye of the Storm” by Jane Elliot and “A Tale of O” by Rosabeth Moss-Kanter. The Copeland-Griggs series tapes are also often cited as effective training tapes.

#### Participative Exercises

The item rated most frequently as “very effective” by respondents is participative exercises. Confirms one respondent, “We’ve found the best single method is some type of experiential exercise or simulation.” The opportunity to interact with the facilitator and other group members, whether as a whole or in small groups, facilitates the sessions. Class discussion is one of the most effective methods—the participants hear other people discuss personal experiences and feelings. Role-playing is also a popular participative exercise, but is received with mixed reviews. Some people are not comfortable with role plays.

#### Case Studies

Case studies can be particularly effective when they represent organization-specific situations, often composites of real, internal situations, and provide stimuli for thinking about as well as creating solutions to a problem. Bechtel’s training program provides case studies that deal with gender stereotypes, workplace communication, assertive vs. non-assertive styles, and stereotypes about aging. Exhibit 10 is an example of a case study that links work-family with diversity, explores the similarities and differences between the two and how they might approach a situation.

### Exhibit 10

#### DO THE RIGHT THING

You are either a manager of work-family or diversity concerns in a mid-sized manufacturing firm in Chicago that produces educational toys. It’s June, and the company is in the midst of planning the annual family picnic. Employees are also about to receive the new guidebook on family leave. Human resources is under some pressure since being removed from the list of best companies in *Working Mother*. Such efforts are complicated by plans to open a plant in Utah next year.

Two employees come to you with requests. You create a list of key questions (see below) and talk to colleagues about the appropriate answers for each situation.

1. A gay employee comes to you and indicates interest in creating a support group for gay employees at the firm.
2. Several employees have complained that their supervisors won’t let them off for the Chinese New Year.

#### Key Questions

1. Why is this your issue?
2. What research do you need to do’?
3. What resistance will you meet’?
4. What resources do you need’?
5. What precedent will this action set?
6. What is the rationale for your recommendation?
7. What did you decide to do’?
8. What was the rationale for your decision?

Source: Families and Work Institute for Conference Board Annual Work-Family Conference, 1994.

## Exhibit 11: Bechtel Corporation

### Diversity Awareness Front Line Management Course # 2828XG

#### Pre-Work Assignment

Your assignment prior to class consists of three activities which will take about 15 minutes. These activities are designed to help you start thinking about the topic of diversity as it relates to you and your work at Bechtel.

Here's what to do:

1. Read objectives for "Diversity Awareness."
2. Read the definitions for Equal Employment Opportunity, Affirmative Action and Managing Diversity.
3. Practice looking for distinctions between people. When we describe people in great detail, we find unknown qualities to appreciate. In fact, we begin to develop an attitude for appreciating new information about people.

Take some time to observe the people around you both at work and outside work. Pay attention to people who are different from you and note what these differences seem to be. Besides the obvious differences of gender, age, race and disabilities, consider other dimensions of diversity such as:

- . different problem-solving approach
- posture
- eye contact individuals make or don't make
- tone of voice people use with various types of persons
- . marital and parental status
- . language and accents
- sexual orientation
- economic status

What other categories of differences did you notice? Keep mental track of the numbers of differences and examples of what these differences are. What insights did you gain during this activity? What difference was most interesting? Which ones do you know the least about'?

Bring your observations to class.

#### Objectives

After participating in Diversity Awareness, both managers and non-managers will be able to:

- discuss the sources of biases and assumptions and the implications on behaviors in the workplace
- . describe changing U.S. work-force trends and the implications of these changes
- . discuss Bechtel's definition of and position on diversity
- . state behaviors that contribute to managing diversity

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#### Lecture

Lecture can be useful for providing basic facts such as changing demographics or for setting the stage. One respondent says, "Lecture is good for providing basic facts, but has limited use in changing behavior."

#### Games

Games have been found to be effective for more than 90 percent of those who have used them. The Royal Bank of Canada has taken one well-known diversity game and customized it to their organization. Consistent with a participative philosophy, board games involve the

group and, according to one author, "provide information to participants in an entertaining way. Players learn while they compete." According to one diversity trainer, "The experience gained through the interaction of the games is as valuable as the knowledge learned."<sup>8</sup> Board games can also be used to support training and as an extension to follow-up and reinforce concepts. There is some sentiment by participants in this study that games are not appropriate for top management. It is a tool that works well for some, and not for others.

<sup>8</sup>Gunsch, Dawn, "Games Augment Diversity Training," *Personnel Journal*, June 1993, pp. 78-83.

### Theater

The use of theater groups in the workplace is a relatively new concept that appears to have promise for educating people about diversity. A good theater group should be able to customize its work toward the organization it is working with. This means understanding the culture and using language and issues that are workplace specific. Also, the troupe should have someone on staff who not only understands diversity, but who can also relate it to the business context. Sometimes the actors from the play participate or help facilitate the discussion that follows. Good facilitation skills are very important. One company has established its own internal "actors guild" of employees. Another company developed a series of scenarios and modules and used their actors to create a video which they now market to other corporations.

Similarly, one employee networking group developed its own video about disabilities at work that focused on "abilities" of the disabled. The video has been used outside the Disabilities Awareness Network to show others what disabled people are capable of, the barriers put in their paths, what prejudices the rest of us carry, and how to remove the barriers.

### Handouts

Handouts, often used in training, are rated mostly as "somewhat effective." Handouts can be a useful resource for individuals after training, but there is no way to guarantee that employees will read or use the materials. Some companies have used homework or "pre-work." Pre-work often introduces trainees to diversity so that they are better prepared to talk about the issues during training. Pre-work also gives the trainer a head start so that he or she can create a more substantive work environment rather than spend time on remedial education. Like handouts, it is difficult to ensure that employees will do homework, and puts additional time requirements on the investment. Bechtel requests pre-work for three components of its diversity training. One Canadian bank does as well, but says the diversity manager, "We ask employees to complete pre-work, but we are finding they are reluctant. They think that the organization is trying to find out if they're racist. There's a lot of trust-building that has to be done in order for pre-work to be accepted and successful." Pre-work or assignments seem to work best when class time is limited and the trainer wants to "hit the road running" by getting participants to prepare before class (see Exhibit 11, page 26).

### Audio Tapes

Audio tapes have not been used by most respondents, but are rated effective by more than 85 percent who have used them. Audio tapes allow employees to listen at their pace and at their convenience. This technique might be particularly useful for commuters or telecommuters. The

manager of diversity at a high-tech firm describes how they utilize audio tapes for education. "We pass out the tape, have our employees listen to it, and then have a series of brown-bag lunches and spend an hour or two talking about the topics on the tape."

### Additional Tools

In addition to the items mentioned above, survey respondents identify many other teaching tools and techniques. As the level of technology increases, so does its adaptation and application to different types of training. One company offers a three-hour video conference train-the-trainer course. A recent workshop at a national diversity conference was titled, "Diversity Training Using CD ROM-Based Interactive Multi-Media."

At 3M, trainees are taken on a field trip in one of its diversity training courses. The purpose of the trip is to learn about a local ethnic group. Trainees visit a museum where members of the community help to provide personal insight into the culture as well their experience confronting American culture.

Several companies have used the Myers-Briggs type indicator to help make people aware of differences. Says one respondent, "I have become very much a believer in using instrumentation in what I call the 'painless hook' for diversity. A lot of people are stuck on denial of differences. If I can use something like the Myers-Briggs Type Indicator, a relationship orientation indicator, creativity indicator, or some instrument that is basically painless to get people to agree that 30 people in the room who are apparently similar are actually different, then they can begin to accept the other differences that we are going to deal with in the diversity training."

For several participants, the "fishbowl" technique is a powerful tool (see Exhibit 12). One respondent reflects on her experience: "I think one of the things that has been particularly helpful and a good learning experience is the fishbowl technique. In order to make this

#### Exhibit 12: The Fishbowl

The fishbowl can assume several configurations. Its most common form is simply an inner ring (Group A), which is the discussion group, surrounded by an outer ring (Group B), which is the observation group. The inner group can be given an assignment based on content, processing, or content and processing. If the assignment is one of content you ask the inner circle (Group A) to address itself for 10-30 minutes to a given subject: the outer group (Group B) observes silently. After the inner circle's time is up, the outer circle can be asked to respond to the same assignment as Group A or comment on Group A's deliberations, or both.

Source: Eittington, Julius E., *The Winning Trainer*, Gulf Publishing Company, Houston, Second Edition, 1989, pp. 39-40.

## Exhibit 13:

### LEARN HOW TO TREASURE DIFFERENCES Three Exercises to Help Your Organization Move Beyond Tolerance to Valuing Differences

A variety of group awareness instruments, training exercises and small-group activities are used to explore ethnic, cultural and gender-related differences. Yet there are a number of additional techniques that go beyond awareness and understanding—they reach out and grasp individual differences and draw them into the organization as assets. These techniques are asset recognition, spectrum policy and conflict resolution.

Creativity training tells us that innovative responses to challenges in the workplace flow largely from the associations we make between the problem at hand and the knowledge and experiences we hold in our head. Therefore, if you want a variety of methods for attacking a problem, you recruit participants with diverse backgrounds to contribute the components of a solution. But, if a person's background has been devalued or seen as outside the mainstream, you need ways of restoring the balance of mutual respect.

**ASSET RECOGNITION TRAINING:** Small groups of course participants fill out a series of worksheets that end to reveal the individuals' experiences, insights and knowledge. The groups also brainstorm to create a list of unusual occurrences, positive or negative, that they have experienced. During the following week, participants record their thoughts in a journal. At the week's end, the group convenes to share what they feel comfortable sharing about their results.

Topics of discussion can cover everything from work assignments, games they've played as children, hobbies, special interests and Personal goals. Getting in touch with their uniqueness is structured to be safe, fun and exciting. The exercises are designed to overcome the 'there's nothing special about me' syndrome.

Casting out stereotypes begins when individuals become real and valid to us—when they project the special sides of their lives and thoughts, we can no longer view them as we have in the past.

Important to this process is the group agreement on 'no discounting' of any persons, their experiences, or their ideas. This pledge of respect for the individual allows the participants to reveal some, but certainly not all, special aspects of themselves or their lives.

**SPECTRUM POLICY**, as described by George Prince in his book, *The Practice of Creativity*, is a complementary technique that helps build a sense of contribution in the person and helps other team members appreciate the originality, special perspective and perhaps subtle aspects of the thinking processes of the person who generated the idea.

Spectrum Policy assumes that a person who contributes an idea is trying to help, and in some way or another sees a connection between the suggestion and the problem, even if others do not. Spectrum Policy is also based on the well-researched reality that suggestions are seldom unidimensional, so they should not be dismissed by finding a

(continued on page 29)

experience very rich, we have invited white males, women and minorities to create diversity within the group. In the fishbowl process, women might be in the middle and managers outside. We begin a discussion asking about some very important questions or issues that the opposite group has come up with that they wanted to hear some thought or input on. Those who participate get to watch the group in the middle answering some very hard questions. ”

Silicon Graphics uses another exercise that encourages interaction. Their manager of diversity describes the process: “One of the most effective exercises we use is to have people sit in a circle while wearing a sign around their neck that says things like, ‘I’m angry,’ ‘Ignore me,’ and ‘I’m the expert.’ They don’t see what is around their neck, but the other five people in the group

do. We ask them to plan a party for the company and treat each other like the description they are wearing. Then we debrief them to ask what the experience felt like and how pigeon-holing people can impact group dynamics. The signs do not assign race, gender or sexual orientation, but one can debrief correlations to stereotypes by extrapolating the exercise to real-world situations. Those who do not plan the party observe, then participate in the discussion. ”

The list goes on. Again, the message is to try and utilize a variety of tools and techniques to reach people from different angles and to facilitate the learning process so that everyone eventually grasps the message. Exhibit 13 provides other examples of participative exercises designed to enhance and increase cultural awareness from different perspectives.

### Exhibit 13 (continued)

single fault in an idea. Also, a suggestion usually contains a variety of attributes—some positive and some negative. The trick then is to find the maximum number of gains inherent in the idea while keeping the losses to a minimum. Thus, the various aspects of the idea are arranged along a spectrum from very positive to very negative. The ground rule in the Spectrum Policy is to accentuate the positive.

To accomplish this, Spectrum Policy requires that:

- all the positive aspects of an idea be listed first;
- only then can the negatives be identified; and
- an effort must be made to move the negatives over to the positive side.

Spectrum Policy encourages continued group member contribution, provides ideas based on highly diverse backgrounds and experience, and effectively invites into the group individuals who tend to see the world differently.

**CONFLICT RESOLUTION:** As often as not, conflict arises in organizations because people have different information, different goals and different prescribed solutions. Consequently, conflict can be a rich source of new information and ideas, provide opportunities for new directions, and help to meet human needs not yet articulated. But there can be drawbacks. Dr. Thomas Gordon, author of *Leader Effectiveness Training*, offers a skill-based, five-step process for dealing with such conflicts, especially when people are separated by cultural and ethnic differences. These steps are:

1. Identify exactly what they are doing that bothers you—their specific behavior(s) (not values clashes, since we have little or no right to impose our values on them nor should they impose theirs on us).
2. Confront them about their behavior in as nonthreatening a way as possible. This is best achieved by stating their behavior in nonevaluative terms, listing the tangible effects their actions are having on you, and how you feel about it.
3. Listen for facts and feelings carefully as the other person expresses them. At this stage there is seldom a need to defend your viewpoint—let them work through their agenda. Feed back the feelings and information they are expressing if you can do this gracefully.
4. Resolving conflict—this is a high art whereby the problem is defined in terms of the needs (not solutions) of each party and the participants work creatively and cooperatively to meet the needs of the other party in a win-win fashion.
5. Implement the agreement you reach, resolving new issues as they arise in similar fashion.

The goal is to actively explore (invest in) differences, disagreements or conflicts to learn from them. This learning allows individuals or groups to move forward together with greater understanding and respect for each other and decrease the amount of potential conflict.

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Excerpted from Shea, Gordon, F., "Learn How To Treasure Differences: Three Exercises to Help Your Organization Move Beyond Tolerance to Valuing Differences," *HR Magazine*, December 1992, pp. 34-37.

#### Program "Learnings"

Depending on the objectives of a particular program, employees will be walking away with new and different insights and skills (see box on page 30). Perhaps one of the greatest skills that participants in this study confirm trainees need is a greater awareness of self and others, and how differences can enhance or inhibit relationships and the way work gets done. Says one respondent, "The best thing trainees can walk away with is insight from self-discovery and critical thinking. The ability to understand how one's own personal processes affect the critical ability to think." Another respondent agrees: "People

come out of the program acknowledging that there are positive differences that hadn't been thought of before, as well as acknowledging that those differences need to be addressed in order to have a good work environment, or a good product, or a good service department."

The skills required by managers and employees vary to some degree. Managers almost always are required to attend compliance training. Furthermore, as managers of people, their skills are called upon more often to balance work relationships and to resolve conflicts; they also have the responsibility for recruitment and retention of a diverse work force.

## Trainee Competencies

The following is a representative sample of competencies, skills and lessons that participants in this study believe are important for trainees to gain in their diversity training programs. These include, in particular, greater awareness of self and others along with some specific skills for working together more effectively.

### Awareness

- Awareness of self
- . Awareness of cultural differences
- Awareness of different communication styles
- Awareness of personal biases
- . Greater sensitivity to differences
- Understanding that diverse means different, but not necessarily wrong
- Understanding of individual perceptions

### Skills

- Ability to change personal/individual behavior
- Ability to practice objectivity
- Ability to analyze unique situations
- . Ability to listen to others
- Ability to communicate with others who are different
- Ability to build teams
- Ability to resolve conflict constructively
- Ability to recognize situations of harassment or discrimination and prejudice

### Knowledge

- . Knowledge of EEO/AA law
- Understanding of dimensions of individuals, groups and organizations
- Understanding of acceptable/unacceptable behavior within the workplace
- Understanding of demographics
- Understanding of impact of diversity on business
- Understanding of clients and customers
- . Understanding of work/life issues and alternative work options

### Personal Attributes

- Inclusive
- Open
- . Empathetic
- Willingness to develop and continue the diversity dialogue

## Roll-Out

Once an organization has established a strategy, defined goals and created courses, it is time to roll the training out to the organization. One of the first questions is, “Who is going to get trained?” Forty-seven percent of the responding companies provide training to all employees while 33 percent provide training to managers only (see Chart 7). Generally, managers receive training first. The preferred roll-out, and the one used by the majority of participants, is the top-down approach. When offered to all employees, the roll-out is often completed in phases and cascaded down to employees. Although the top-down method is preferred, various approaches may be used at different times or concurrently, depending on the organization. Additionally, what is being taught will determine who the target audience is. One respondent replies, “We use all the strategies listed. We also develop programs to meet specific business needs; those programs are introduced either as a one-time event, a pilot program if the program will be offered to several locations within the business, or at the start of an ongoing diversity effort within the business.”

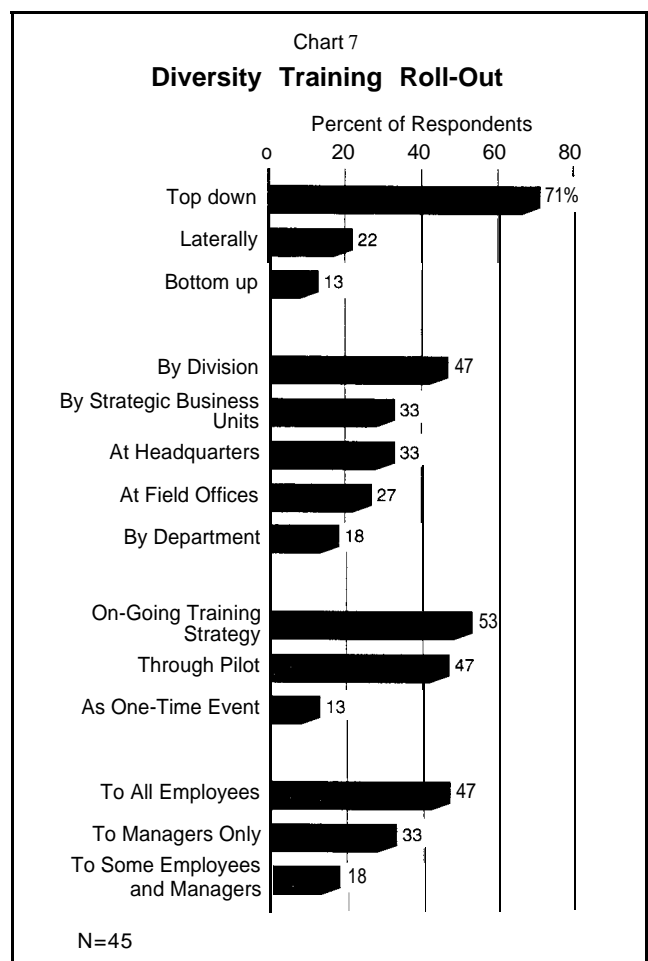
Before developing a sweeping roll-out plan, it may be wise to conduct a pilot first. Forty-seven percent of respondents have used pilots. Pilots can help get buy-in from managers. They also provide an opportunity to test the program for effectiveness, employee response, and an opportunity to make any necessary revisions. Once confidence has been established that the training will be effective, it is then possible to deliver it to the remainder of the organization. Fifty-three percent of companies offer diversity training as an ongoing process.

### Should Training Be Mandatory?

Views on whether or not training should be mandatory vary. Nearly everyone surveyed and interviewed would make it mandatory for everyone. Organizational culture, however, plays a major role. Responses indicate that despite the importance of diversity training, making

it mandatory would undermine what diversity is all about—it would become like compliance training which is always mandatory. Sixty percent of responding companies make their training mandatory.

Often, managers are required to take training before employees. In typical fashion, a respondent explains, “Training is mandatory for our entire senior level of the organization, beginning with the chairman and all direct reports.” In another organization, the executive vice



DIVERSITY

**DIVERSITY TRAINING**

Employees interested in the topic of diversity can select from a variety of courses ranging from a half-day introductory workshop to multi-day sessions covering specific topics in greater depth.

Employees attending the Valuing Differences/Introductory Diversity Workshop will learn about Pillsbury's definition of diversity, gain an understanding of its importance to the company, plus discuss ways to move diversity forward—at work, home and in the community. In the advanced courses, employees learn the facts and explore emotions about the impact of racism, gender bias, style differences, and sexual harassment in the workplace through lively discussion, lectures and multi-media materials.

- Introductory Diversity Workshop
- Sexual Harassment
- Color/Racism
- Gender/Sexism
- Style Diversity

In addition to these company-sponsored sessions, the Diversity Resource Center on the 38th floor of the World Headquarters Building is open to all employees, and is a rich source of information on diversity topics. Books, magazines and videotapes may be checked out; the center is also a clearinghouse for information on diversity policies, networks, work-and-home information, cultural celebrations, mentoring and the diversity train-the-trainer program.

president mandated attendance for all officers and directors after attending the session himself to ensure goal congruency and a common diversity vocabulary and understanding.

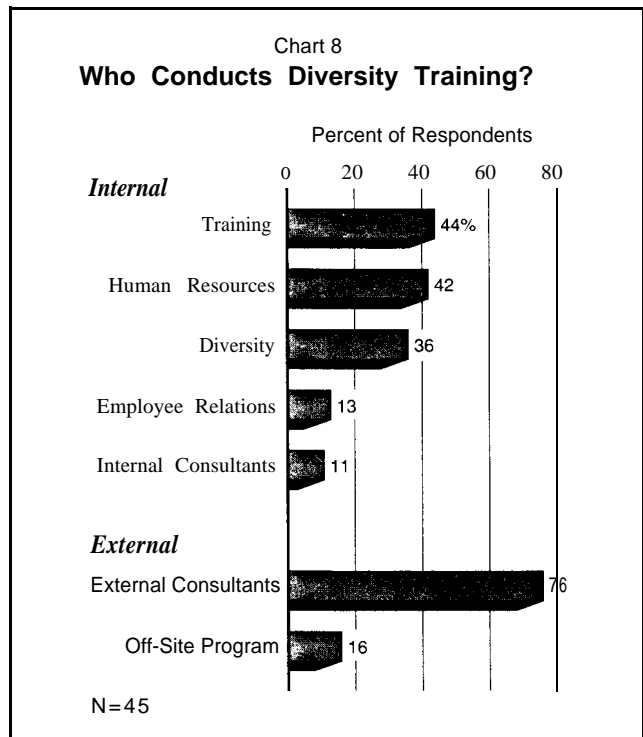
In some companies, there are annual training requirements, where diversity courses are an option within those requirements. According to the diversity manager “at a large manufacturing company, each employee, by policy, must receive a minimum of at least 40 hours of training annually. There is not a requirement that any hours must be devoted to diversity, but diversity training is sometimes chosen to assist managers and lower-level employees to meet parity goals. Pillsbury also makes its diversity course a choice within its overall training program (see Exhibit 14).

**Identifying Trainers**

Nearly as important as using qualified content experts and instructional designers is enlisting qualified trainers. In many cases, it is easier to go outside the organization. Seventy-six percent of companies that responded to the survey use external consultants to conduct their training (see Chart 8). Many companies do not feel they have the internal expertise or resources necessary to conduct diversity training. For those companies who use internal trainers, responsibility is shared almost equally among training, human resources and diversity. Sometimes both external and internal trainers are used depending on the program and needs.

Train-the-trainer courses are used by a few companies such as Bechtel and Bank of Montreal and seem to be a viable and effective option for developing internal

diversity trainers. Says one respondent, “We have used external consultants to help in designing programs. But, we typically rely on internal consultants and employees to deliver the program—including managers and non-supervisory employees.” This appears to be a promising route for offering training in-house. Exhibit 15 provides an example of a train-the-trainer course listing objectives and goals of such a course.





## Exhibit 15: Training Trainers to Facilitate Diversity Seminars

Hearing a lot about diversity but wondering how to translate all this information into dynamic, effective training seminars?

In this hands-on workshop, you will learn how to help your training participants to learn the concepts and skills needed to increase awareness and build interpersonal communication skills when working with and managing people who are culturally different.

Through discussion and practice, you will :

- . know some of the anxieties participants have about diversity
- . know the relationship between diversity awareness and skills training and organizational effectiveness
- know what diversity is and is not
- learn how to assess diversity training needs
- learn how to facilitate awareness and skill building seminar sessions
- learn how to design participant action plans for on-the-job applications
- . learn selling strategies for diversity training

Source: Aldrich, John, *Lamplighter*, Oct. 1993, New York Metropolitan Chapter, Inc., American Society for Training and Development, p. 5,

Bechtel trained 55 internal diversity trainers from line functions such as engineering as well as from human resources. According to one respondent who uses a combination of full-time trainers and other staff, "In addition to a coordinator/trainer on training staff, we have trained trainers in line organizations, ranging from market research to sales, to product supply, and others who conduct diversity training. We run training for trainers periodically and they send whoever they need to have trained." Another organization, after using an external consultant, is looking at their ongoing initiatives and considering training internal staff to conduct the "maintenance" awareness courses.

Companies that use internal staff and employees see great merit and opportunity to help drive change. According to the Director of Diversity Programs at Price Waterhouse, "The most successful aspect is engaging line partners and managers in facilitating the programs. It gets them educated and committed sooner." Training internal staff as trainers creates a systemic intervention. Because those trained have contact with human resources, with management and employees, they can have influence every moment of the day within their departments and the organization.

### Trainer Qualifications and **Competencies**

There is not one model of what constitutes a good diversity trainer. But there are some important skills and competencies that a good diversity trainer should possess. Some of the obvious, and perhaps more generic, competencies are good facilitation skills, knowledge of the subject matter, and ability to engage a group. But what type of competencies might a trainer need that

would be particularly useful in diversity training? According to participants in this study, the primary competencies are:

- sensitivity
- . knowledge of self
- self-disclosure
- candor
- ability to respect all cultures
- ability to "design on the fly"
- maturity

According to the diversity manager at 3M, "Diversity education calls upon our skills a little more deeply." Empathy and personal disclosure are repeatedly identified as valuable characteristics. Says the diversity manager at Royal Bank of Canada, "You have to provide many examples and truly share your own personal experiences and acknowledge that you're on a journey as opposed to a definitive yes/no, I am or am not a racist." Adds another, "A lot of it has to do with empathy, and acknowledging the fact that we're going to make mistakes, and that we don't have all the answers."

"Competency has to come from the heart, not the head," says another practitioner. "It has to be something that they are passionate about, that they believe in. They have got to be able to listen, clarify, to facilitate, to get people to participate. They have to be extremely sensitive to the audience and know that in a room of 25 or 30 people, there are two or three they are not going to touch, so don't spend 80 percent of the time trying to do that. They have to recognize that the subject is one which many people are unprepared to deal with, because

it is not simply behavioral, but has a great deal to do with values, which is at a much deeper level. It's not what they say, it's what they hear other people say."

At Silicon Graphics, they look for a variety of skills and backgrounds in facilitators. Says their diversity manager, "We put diversity into practice. We have some people who are able to address racism, others sexual

orientation, and some on gender issues. We are also careful to represent white male issues. This is in addition to some basic core competencies for strong facilitators, such as presentation skills, facilitation, and partnership. We ask facilitators to partner with someone on the team whose knowledge and skills are different and complementary with their own."

## Evaluating Programs

Evaluating the impact and effectiveness of diversity training programs is a challenging task, but with clearly articulated objectives it becomes easier. Some companies, however, do not measure because it is too difficult to do so, there are no measurements in place, there is a lack of clear objectives, it is too early in the training process, or because the company believes that it just makes good business sense and therefore there is no need for assessment. Although it is popularly believed that diversity training can enhance employee recruitment and retention, morale, creativity, problem-solving skills, conflict resolution, and loyalty to the company, some respondents think that there are too many variables affecting productivity measures to isolate a direct cause-effect relationship.

### Tools and Techniques

Despite the difficulty of assessing impact, many respondents are attempting to measure the effects of diversity training on employees and organizations. Participants in this study use standard measures including:

- written course evaluations;
- focus groups;
- electronic mail discussion;
- monitoring of formal grievances;
- discussion with participants at the end of the session; and
- vendor questionnaires.

Flagstar has developed a diversity-specific training evaluation form for its employees (see Exhibit 16 on page 36). At Levi Strauss & Company, a “global state of aspirations survey” was conducted to provide data on whether the company was putting its values into practice. This survey asked employees from around the world about their agreement with Levi Strauss & Company values and their personal practice. Employees were also asked if others practiced the behaviors identified in the Aspirations Statement. The global survey

followed a 1989 benchmark survey that was initiated soon after Aspirations were introduced in the company. In addition, surveys were distributed to graduates of the “Valuing Diversity” program to determine the effect the training had on their job performance. These surveys yielded helpful information about the barriers in the workplace that kept diversity from being valued and the ways in which individuals were putting their learnings from the program into practice. A consolidation of the issues is presented to the Global Leadership Team for consideration and action.

The diversity manager at Silicon Graphics uses Affirmative Action as a metric. She says, “I find that Affirmative Action and diversity are very synergistic. If you believe that the diversity of the work force leads to creativity and innovation, as well as better representation of your customer base, then you’re working to achieve a good mix. Some of that mix—not all of it—is represented by Affirmative Action. So it’s nice to have a metric that tells you what the mix is. And AA data can tell you if you’re creating an environment where people are able to be successful.” Affirmative Action numbers can be a useful tool for a barometric reading about how a company is doing by analyzing promotions, career development and turnover data. Sometimes, however, when measuring the impact of diversity programs or compliance training, it is erroneously believed that grievances or sexual harassment claims will be reduced. On the contrary, an increase may in fact indicate a greater awareness to the issues.

Thirty-seven percent of those surveyed benchmark their diversity training against other companies. Benchmarking practices include:

- participation in benchmark studies;
- attendance at roundtable meetings with diversity groups;
- literature reviews;
- visits to other companies; and
- participation in the diversity training programs of other companies.

### Exhibit 16: Flagstar

Your feedback is very important to our organization. In order to make sure you and your staff receive the proper support from Flagstar, we need you to complete this brief questionnaire. Please leave your completed questionnaire at the door as you leave today's session.

Division: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Your Title: \_\_\_\_\_

	Highly Agree	Agree	Disagree	Highly Disagree
1 I clearly <b>understand</b> the company's position on cultural diversity.	•1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Today's session has helped me deal with the issues of cultural diversity in my restaurant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Including today, I feel the company has taken a good first step to prepare me to deal with cultural diversity issues in my restaurant.	•1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 I was given adequate notice to attend this meeting.	<input type="checkbox"/>	•1	<input type="checkbox"/>	<input type="checkbox"/>
5 I accept the company's position on diversity as a sound business decision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 I have the authority to make appropriate decisions in my restaurant as it relates to diversity issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 My supervisor supports the company's position on cultural diversity.	<input type="checkbox"/>	•1	<input type="checkbox"/>	<input type="checkbox"/>
8 I now feel more comfortable talking to my restaurant managers and service team members about cultural diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 The facilitator was adequately prepared to discuss today's topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Today's program was worth my time to attend.	•1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Please complete the following:*

A. Do you have any specific questions dealing with these issues? \_\_\_\_\_

B. What other resources and/or information do you need to help you deal with these issues? \_\_\_\_\_

C. What improvements or changes would you recommend to this meeting? \_\_\_\_\_

*Optional:*

Name:
Restaurant Number:
Telephone Number (business):
Telephone Number (home):
I would like someone to call me to discuss this subject further. (please indicate) <input type="checkbox"/> <b>Y e s</b> <input type="checkbox"/> <b>N o</b>

*Thank you very much.*

## Employee Responses to Training

*Managers.* Based upon surveys, observations, discussions and feedback, employee responses to diversity training are generally positive. One respondent says managers responded better than expected because most felt they learned more than they thought and were better prepared to deal with diversity issues. Another respondent indicates that his managers are “concerned that minorities and females will replace them.” Typically, as one respondent notes, there are often mixed feelings about diversity training—“Some have enthusiastically responded by monitoring their own behavior, changing the policies and practices in their organizations, including diversity topics in their staff meetings, and by setting the example. Some others have resented being pushed into taking the training.”

*Employees.* When employees are also trained, the responses are very similar to those of managers. Interestingly, sometimes employees respond more favorably than management, or vice-versa. In one case where the respondent described management as “slightly resistant,” the company found employees “awaiting with eagerness.”

The 80/20 rule tends to hold true with diversity training. Eighty percent welcome training and 20 percent are indifferent and/or don't like it. One diversity consultant encourages her clients to focus on the 80 percent who are responsive, not the other 20 percent who are resistant to training.

## Overall Impact on the Organization

Assessing the overall impact of diversity training on the organization is a particular challenge. As mentioned earlier, diversity is not just about training, but a good strategy and supportive system that impacts and helps to create change. Done well, it can accomplish much. Without supports, training can end in employee frustration. In the experience of one respondent, “When diversity training has been part of an overall process to create an environment where all employees are valued and can contribute to their maximum, diversity training has helped bring about change. However, when diversity training has not been supported by changes in the policies, practices, and attitudes in the organization, diversity training has led to an increase in frustration.”

A Society for Human Resources Management and Commerce Clearing House (SHRM/CCH) study, found that 27 percent of the organizations surveyed measured the systemwide impact of their efforts. However, less than one-third of the respondents indicated that their programs on the subject were effective (see Table 1).<sup>9</sup> The primary reason for failure? Lack of accountability.

<sup>9</sup> “1993 SHRM/CCH Survey,” *Ideas and Trends in Personnel*, Commerce Clearing House Inc., 1993.

**Table 1: Training Effectiveness Ratings**

All things considered, how would you rate the success of your company's diversity training effort?

Extremely successful	2.7%
Quite successful	29.6
Neutral	50.0
Largely Unsuccessful	12.8
Extremely Unsuccessful	4.9

“1993 SHRM/CCH Survey,” *Ideas and Trends in Personnel*, Commerce Clearing House Inc., 1993.

A large percentage (50 percent) of respondents of the SHRM/CCH survey answered “neutral” to the question, “How would you rate the success of your company's diversity training effort?” That 50 percent may reflect the fact that it is too early to measure the success of training for those companies which have implemented diversity training. The number may also reflect companies not having assessed their programs or not putting specific measures in place.

Conference Board survey comments reflect a wide range of perceived impact on the organization from “not known at this time” to “limited at best” to “slightly disruptive” to “overall, tremendous.” For most companies, it is too early to tell what the impact might be. The greatest observable changes are most evident in greater awareness of how differences impact perceptions and behavior in the workplace. A few companies indicate that their management practices have improved and that retention rates are higher for women and minorities.

## Issues and Concerns

Diversity training presents some challenges to those who are implementing programs, but none seem insurmountable to respondents. Most are typical of any training program, others are unique to diversity.

*Challenges and Barriers to Training.* The number-one barrier to diversity training identified by survey respondents is time. The time element is compounded by the stresses of downsized organizations. Workloads and competing issues provide a particular challenge for keeping diversity at the forefront. Management and employee resistance is also often identified as a barrier. Resistance usually results from what one respondent calls the “baggage” of prejudices and biases people bring to the workplace when they are hired. The burden is then placed upon the organization to educate the employees on corporate expectations for appropriate behavior in the workplace.

Although diversity training often comes with a high price tag, few respondents identify costs as a major barrier. According to one respondent, cost is often used as a smoke screen to hide the "main barriers" of management support and time.

*Backlash.* When questioned about backlash or legal ramifications of diversity training there was not a great deal of concern among those interviewed. Backlash can be an indication that change is occurring. Confirms one respondent: "We assume backlash is an indication of real change and have no concerns regarding liability."

Companies do, however, take precautions to minimize the risks often associated with diversity training. The techniques run from clearing training curricula with the legal department, to setting very clear ground rules, to dealing with concerns during the training session. Recognizing that backlash exists, some companies address it up front, providing trainees the opportunity to voice their concerns and address their objections to

diversity. Others make the process much more formal. Says the manager of diversity at one company, "As we develop the workshop curriculum, we work very closely with legal counsel. The workshops begin with a discussion of the importance of confidentiality within the workshop setting. External facilitators sign confidentiality agreements, and all flip-charts are destroyed following each workshop. Additionally, one of the initial exercises in the workshops is a video on the myths and realities of the initiative, and we build the business imperative behind the initiative."

According to the diversity manager at Silicon Graphics, the best way to prevent backlash is to "make your model explicitly inclusive. Nobody likes to be told or should be told that they're the problem." Another precaution against backlash is providing employee support networks. Networks can provide a forum to talk about issues and concerns and provide a reality check on things like systematic bias.

## A Look Ahead

**A**lthough diversity training is a relatively new business initiative and its real impact has yet to be measured, much has already been learned about what works and what does not work. Through the interviews and survey comments, some very clear, consistent recommendations have emerged for developing effective diversity strategies and programs.

### Components of an Effective Diversity **Strategy**

With hindsight, survey respondents shared their observations on what they believe has worked particularly well in their training programs as well as what they would have done differently. In many cases, those items that rated as successful were the same items that others failed to do the first time. Of course, what works well for some may not work for others. Each organization is unique and should carefully develop and implement programs that will work best for a particular environment.

While theories, models, content, style, approaches, strategies, and cultures may vary, there are some key elements that should be a part of any training program. The following items are a list of recommendations for creating an effective diversity training initiative.

*Create a supportive infrastructure.* The initiative can only be successful by having an infrastructure to support it and by driving change through the existing management structure of the firm. The commitment of senior leadership, a process of ongoing accountability, and a commitment to communicating change are critical to a supportive infrastructure.

*Provide clear communications about training.* Start with strong communication before training to articulate why diversity is an issue and why diversity training is being offered. Let employees know why they are being trained.

*Create “inclusive” programs by keeping definitions broad.* Definitions of diversity should extend beyond

race and gender and should not exclude any individual or group.

*Create flexibility and tailor programs to internal needs.* Internal demographics, work situations and scenarios are most useful for tailoring the program to specific audience needs. Often, different divisions, businesses or departments have different needs which should be dealt with individually. A “one size fits all” approach is not appropriate for diversity training. Getting manager and employee involvement in **development** can ensure appropriateness of the program and also get ownership.

*Conduct train-the-trainer courses.* Train-the-trainer courses can help establish change agents among various businesses, divisions and departments. By working from within the business units, they are able to connect with business leadership and speak their language, train or consult with internal organizations, and help change the working environment.

*Include senior management in training and require attendance.* Managers should be trained first so that they have a clear understanding of diversity and what their expectations and goals should be. Preceding diversity training with communication from management on the business importance of diversity is very important. Also, incorporating an introduction by management as part of the training session demonstrates management commitment.

*Enroll all employees.* It is important that everyone hears the same message and is involved in helping to move the initiative forward. While recommended by nearly all study respondents, this may not be appropriate for all companies due to factors such as corporate culture, traditional training practices, and time and logistical constraints.

*Train business units together* When a business unit trains together, the members of the team return to their

work with common knowledge, understanding, expectations, and a better understanding of each other.

*Trust and confidentiality.* There is overwhelming agreement among the participants in this study that an environment of trust and confidentiality is critical and must be established up-front at all training sessions.

*Set clear training session ground rules.* Provide a set of ground rules or allow trainees to set their own. Ground rules may include such things as being on time, respecting other people's opinions, and keeping all classroom discussion confidential. Flagstar has established written ground rules for its training sessions (see Appendix 1).

*Co-facilitate sessions.* Co-facilitation of sessions is highly recommended by many practitioners. This may be accomplished with internal staff or a combination of internal staff and external consultants. Sometimes insider knowledge combined with external expertise can be very effective. A diversity of facilitators by race, gender, expertise and experience is also recommended.

*Ensure diverse attendance.* Participants in this study encourage diverse attendance at meetings. In addition to training work groups or teams, trainees should represent various races and genders as well as physical differences, levels within the organization, functions and other differences.

*Establish action plans.* One criticism of diversity training is that trainees often want to know (and aren't told) what comes next and how to implement what they have learned. Action plans help to ensure that trainees carry their learning into the workplace, applying the new principles and consequently helping to lead the organization to institutional change. At Levi Strauss & Co., small groups work together and, as part of one of the exercises, commit to one specific action within a 12 month period. They then follow-up with each other. Some companies, such as General Electric Motors, have created written action plans that are used by training participants (see Appendix 2). One consultant has participants create action steps for each new insight or learning gained from the training session (see Appendix 3).

*Provide and ensure follow-up.* Action plans need follow-up. As part of the program at a major university's executive development program, an action plan booklet is provided to all attendees. Six months after training, the Columbia staff calls to ask what kinds of problems trainees are encountering and what that they might need help with. Follow-up helps create accountability. The course also creates an informal network among those who attend so that trainees can call upon other trainees to discuss their situation. Levi Strauss has found the formation of informal networks a valuable piece of their training—even when trainees come from different business units and locations within in the company.

*Create accountability.* The primary reason for the failure of diversity programs is lack of accountability. The most prevalent or recommended way of creating accountability is to incorporate diversity objectives into employee and management assessments and to link those objectives with reward and recognition programs.

#### Where Programs Often Fall Short of Success

In addition to the recommendations for effective strategies, there are items to guard against. Following are mistakes that can occur during diversity training and result in negative consequences on training effectiveness:

- Trainer's own psychological values (e.g., trust or group affiliation) are used as training templates.
- Trainers have political agendas or support particular interest groups.
- Training is too brief, too late, or only utilized in response to a bad situation (e. g., charge or lawsuit).
- Training is presented as remedial and trainees as people with problems.
- Training does not distinguish among diversity, EEO, affirmative action, and cross-cultural management.
- The inconsistency between stereotypes and personal/organizational effectiveness is not made clear.
- The definition of diversity is too narrow (e.g., engineering/marketing differences, as well as male/female, should be included).
- "Political correctness" is the prevailing atmosphere.
- People are forced to reveal 'private' feelings or are subjected to uncomfortable exercises.
- Individual styles of participation are not respected.
- Training is too shallow or too deep.
- Only one group is expected to change.
- Resource material contains outdated views.
- Trainers are chosen because they represent or are advocates for a minority group.
- Some issues (e.g., reverse discrimination) may not be discussed.<sup>10</sup>

A psychologist and diversity expert add some additional cautions and claims that diversity programs often "miss the mark" because:

- trainers are usually women or ethnic minorities;
- emphasis is on sensitizing white male managers;
- programs usually reflect a specific set of values;

<sup>10</sup> Mobley Michael and Payne, Tamara, "Backlash: The Challenge to Diversity Training." *Training and Development*, Dec. 1992, pp. 45-52



- diversity awareness is the sole theme;
- programs are frequently guilt-driven;
- trainers focus on how ideas are communicated rather than what is said or intended; and
- orientation is toward the past and the future—not the present, where the action has to occur.”<sup>1</sup>

Diversity training requires careful planning and consideration. Bearing in mind the aforementioned items when developing strategies will help to minimize problems and maximize effectiveness.

### The Future of Diversity Training

The impact of diversity is reaching beyond just teaching others about it and is affecting how all training programs are being conducted and developed. For many companies, general training programs are now more sensitive to differences. For example, there is more attention to gender-neutral wording in materials; cross-gender/cultural examples, behavior and language are closely scrutinized, and employers are looking for more diversity in their trainers. In response to the Americans with Disabilities Act and in recognition of the physically challenged as a part of the diverse work force, more companies are designing handicap-accessible facilities and creating open-captioned videotapes. These are just a few of the changes taking place.

Diversity training itself is evolving and is unlikely to be a passing fad. However, it is likely to develop into a

more integrated strategy that incorporates the basic elements and tenets of diversity into traditionally established, standard training curricula such as management development and orientation programs. However, for the time being, most participants in this study believe that diversity training needs to stand alone until the issues are clearly understood and become a critical part of the business process.

In addition to becoming more integrated, the emphasis of programs is likely to change, or incorporate more issues. Whereas diversity training tends to focus on race and gender, future training is more likely to incorporate age, sexual orientation and work-family issues. Participants in the study also agree that there will be more focus on productivity and competitive business needs than on the valuing of differences.

Diversity training will be one tool, one piece of the comprehensive diversity strategy to help move organizations forward by maximizing the potential of all employees in an increasingly diverse and global marketplace. It has been said by many of the diversity practitioners interviewed for this study that, if they do their job right, they should work themselves out of a job. That scenario is unlikely to happen in the near future. But, with the continuing work, motivation, and experience of those leading the initiatives, perhaps training, as part of an overall process, can help create an environment where all

employees perceive they are valued and can contribute to their maximum.

*“In the nineties, training faces three major challenges: How to provide lifelong learning, how to provide efficient learning, and how to provide effective learning. Some may say that those challenges aren’t new. True, learning has always had to be continuous, efficient, and effective. The changing landscape of the 1990s places new meaning and emphasis on those demands.”*

Training and Development Journal. 1991

<sup>11</sup> Karp, H. B., Sutton, Nancy “Why Diversity Programs Miss The Mark,” *Human Resource Management News*, August 9, 1993; p.4.

## Appendix 1: Flagstar

### HARNESS THE RAINBOW Guidelines for Interaction

- 1. Confidentiality**

We encourage you to share anything that you learn today in this session. However, we ask that you not repeat personal things that individuals may share with their names attached to them.
- 2. Assume Value**

Demonstrate respect for each other's ideas and feelings. **All ideas** have value.
- 3. Agree to Disagree**

This is different from "agree to argue." This means recognizing that we all come from different perspectives and experiences, and as a result have different opinions (**and that's OK!**). Assume value on all opinions and LISTEN for understanding, not agreement.
- 4. Participate**

The value of these sessions is greatly enhanced through the sharing of each person's thoughts and perspectives, and asking questions to learn about others.
- 5. One at a Time**

Since all ideas have value, by speaking one at a time, everyone will have the chance to be heard.
- 6. Ask Questions for Clarification**

Any time you are unclear about the intent, purpose, or value of a particular exercise, ask questions for clarification. Ensure that your facilitator relates the content of this program in a way that is beneficial to you. Also, ensure that the questions you ask are intended to enhance your learning.

*“don't care what you know, until they know that you care.”*

## Appendix 2: General Electric Motors

### **Module Six: Diversity Action Planning**

*Instructions:* Think about various strategies for improving the management of diversity within your business team. Complete the following action plan for implementing that strategy.

My strategy:

Specific tasks involved, who will do them, and by when:

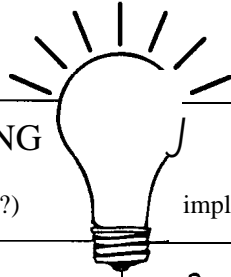
Who might provide help:

Barriers/obstacles that might get in the way and how I might overcome or reduce the impact of each:

What is my personal commitment:

Reproduced from *A Workshop for Managing Diversity in the Workplace*, by S. Kanu Kogod, San Diego, CA: Pfeiffer & Company, 1991.

Appendix 3:



TOPIC	INSIGHT/LEARNING (What new insights did I gain or learning did I acquire?)	ACTION STEPS (What new steps can I take to implement this awareness/understanding?)
1	<p><i>There are many communication barriers to overcome. Interaction between groups can be misleading and misinterpreted creating negative feelings</i></p>	<p><i>I will talk people whom I supervise (and my peers) accountable for their stereotypes and point out how they can create tension in the workplace</i></p>
2		
3		
4		
5		

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