

Facilitator Guide

EVERFI

Diversity: Inclusion in the Modern Workplace





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Introduction

About the Facilitator Guide

We developed this guide to support organizations implementing EVERFI's online course, *Diversity: Inclusion in the Modern Workplace*. This course is optimally designed for employees who can be leaders in promoting a culture of respect and inclusion in the workplace.

This guide is intended to provide organizations with information about the course as well as discussion resources that can be used as a complement to the course, to further integrate the course into learners' experiences.



Supporting Diversity, Equity & Inclusion

What is Diversity: Inclusion in the Modern Workplace?..... 5



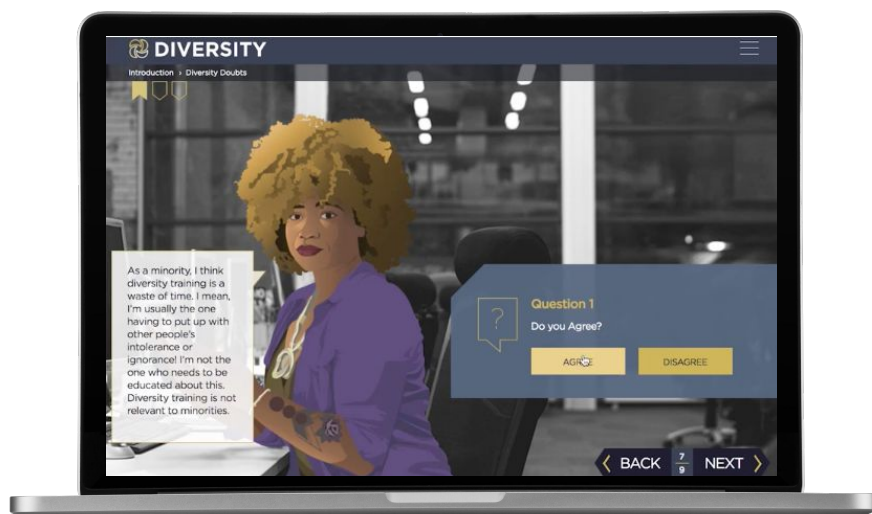
Diversity: Inclusion in the Modern Workplace

Diversity in the workplace can pose challenges. However, when approached from a human and humane perspective, diversity challenges can instead become valuable opportunities for workplace inclusion.

By focusing on key concepts that shape our world and inform our values and experiences, this course explores the nature of diversity and provides practical strategies for workplace inclusion. Building a shared vocabulary of understanding empowers your team to collaborate and engage with others productively, respectfully, and ethically.

Key Topics

- Identity Defined
- Identity Conflicts
- Allyship
- Creating an Inclusive Workplace
- Inclusion Strategies
- Dignity and Civility
- Invisible Disabilities
- Power and Inequality
- Political Correctness
- Language Diversity
- Intersectionality
- Stereotypes
- Tolerance and Acceptance





Sample Exploration Exercise & Discussion Guides

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Identity Exploration Exercise

This activity highlights the multiple dimensions of our identities. It addresses the importance of individuals self-defining their identities and challenging stereotypes.

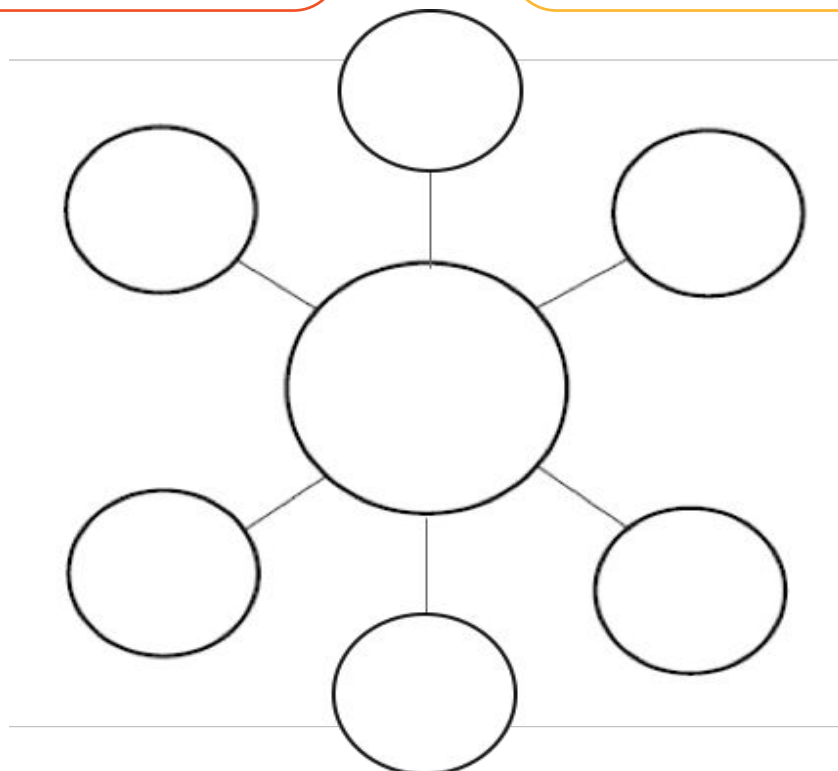
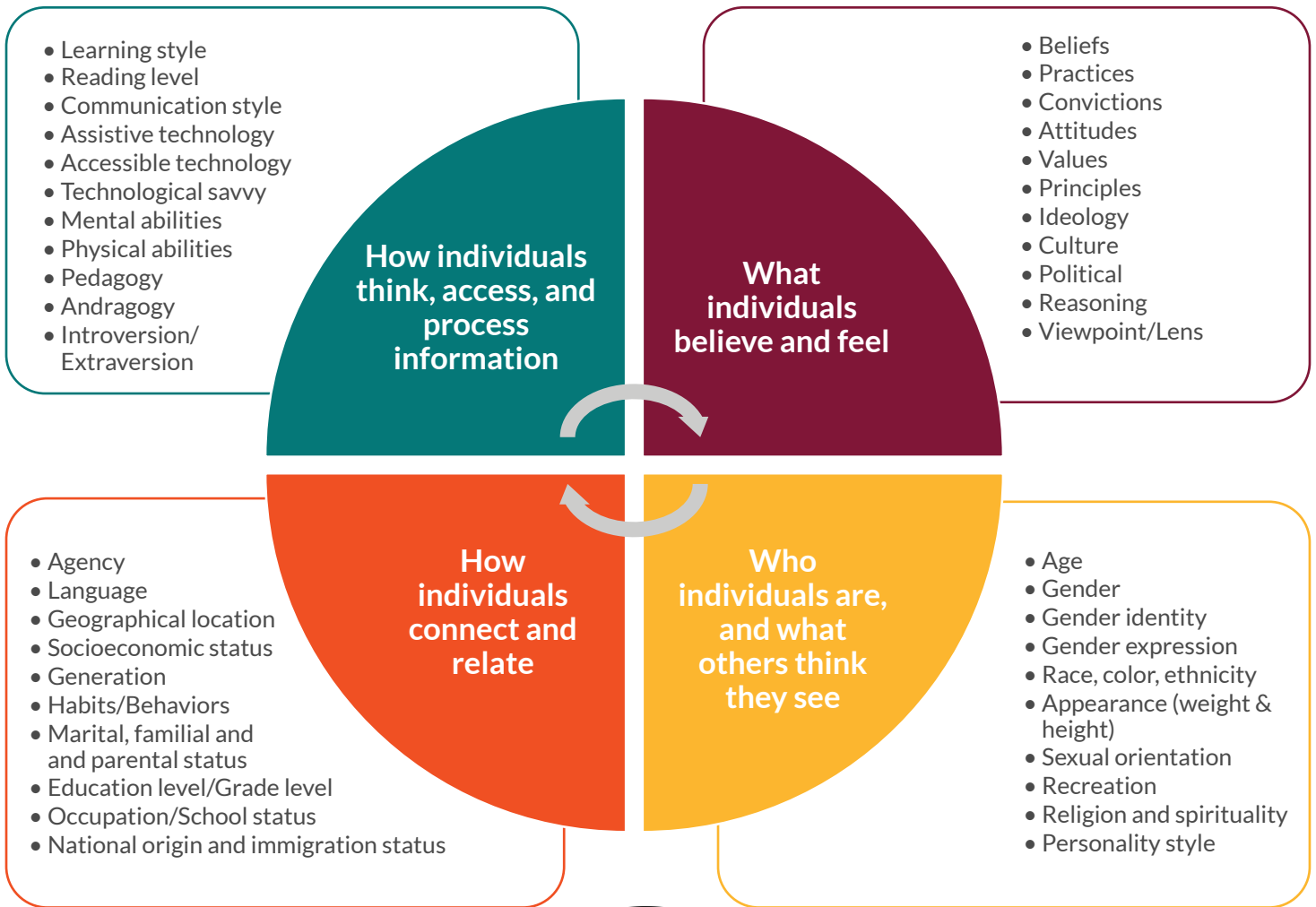
Purpose: The Identity Exploration Circles activity engages participants in a process of identifying what they consider to be the most important dimensions of their own identities. Additionally, participants will reflect on and become more aware of how those identities inform our perspectives about and expectations of others.

Preparation: Distribute copies of the Identity framework & Circles handout (page 8) if activity will be done in person or send a PDF of the Identity Framework & Circles handout via email if activity will be done virtually.

Instructions:

1. **(5 minutes)** Ask participants to write their names in the center circle. They should then fill in each satellite circle with a dimension of their identity, using the identity wheel as inspiration, that they consider to be among the most important in defining themselves. Give them several examples of dimensions that might fit into the satellite circles: female, athlete, Jewish, brother, Asian American, middle class, etc.
2. **(10 minutes)** In their pairs, have participants share two stories with each other. First, they should share stories about when they felt especially proud to be associated with one of the identifiers they selected. Next, if they feel comfortable, they should share a story about a time it was particularly painful to be associated with one of the identity dimensions they chose.
3. **(10 minutes)** The third step will be for participants to share a generalization they have heard about one dimension of their identity that fails to describe them accurately. Ask them to complete the sentence at the bottom of the handout by filling in the blanks:
 - "I am (a/an) _____ but I am NOT (a/an) _____."
 - Provide your own example, such as "I am a female, but I am NOT super talkative." Instructions for steps 1, 2, and 3 should be given at once. Allow 20-25 minutes for participants to complete all three steps. If activity will be done virtually in pairs, give the group an exact time to finish completing the activity and to then return to the larger group virtual meeting.
4. **(25 minutes)** Probe the group for reactions to each other's stories. Ask whether anyone heard a story she or he would like to share with the group (make sure the person who originally told the story has granted permission to share it with the entire group).
5. **Several questions can be used to process this activity:**
 - How do the dimensions of your identity that you chose as important differ from the dimensions other people use to make judgments about you?
 - How do the identities you carry shape your working style?
 - What were your general reactions to the individual part of the exercise? What was challenging? What was exciting?
 - How might you be able to apply what you learned about yourself and others to your everyday work?

Identity Exploration Exercise



Discussion Guide A

How Diverse is Your Universe?

Materials:

Clear Plastic cups (1 per person)

Colored beads (1 color for each race/ethnicity and enough beads in each color for each person for each question)

Purpose: To visually see the types of people you encounter in your daily life

Instructions:

Put beads (by color) in plastic cups in center of circle. Explain the color chart (i.e. purple beads for Hispanic). Give everyone an empty cup. Tell participants that after each question is read that they need to pick up a bead for the type of person they come in contact with.

Questions that the facilitator will ask for the activity:

1. Select a bead that most closely represents your race/ethnicity.
2. Select a bead that most closely represents the race/ethnicity of your current or previous romantic partner.
3. Select a bead that represents the race/ethnicity of your closest friend.
4. The race of the people with whom I worship are predominantly...
5. My neighbors on either side of my home are...
6. My doctor is...
7. My dentist is...
8. My boss is...
9. My co-workers are predominantly...
10. The people in my social circle are predominantly...
11. The author of the last book I read was...
12. In the last good movie I saw, the people were predominantly...
13. The people in my favorite TV show are predominantly...
14. During the course of a day, the people with whom I come into contact are predominantly...
15. The person who I most admire or who has had the greatest impact on my life is...
16. The people in my favorite music group or band are predominantly...
17. Who was the last guest invited to your place for dinner?
18. Who is your spiritual leader?

Questions for Reflection:

Look into your cup and ask yourself: How diverse is my universe? After the questions have been asked, reflect on what people's universe looks like. Is it a good thing? Is it dominated by one group of people? If yes why? How can you change that? Why is it important to work with and live with a variety of people that are different from you?

Discussion Guide B

Creating Perspective

Purpose:

Perspective-taking, which is the the act of perceiving a situation or understanding a concept from an alternative point of view, such as that of another individual, is an important element of [effective diversity training](#). The following exercise will help learners build and practice the skill of viewing issues and opportunities from alternative perspectives, which can enhance appreciation for differences in approaches, viewpoints and experiences.

Instructions:

1. **(10 minutes)** Display the following visuals (provide verbal descriptions for those who may have a visual impairment) and ask the group to reflect on the differing reactions of each named group. Explore why participants would assign these reactions to each group.
2. **(15 minutes)** Have participants:
 - Create a work related scenario where people or teams from different parts of the organization are working on a shared initiative/project
 - Provide real examples of cross functional initiatives that have occurred within your organization or industry
 - Have participants identify the teams/people that would be a part of the initiative/project
 - For each of the teams/people, have participants complete the perspective grid
3. **(15-20 minutes)** Facilitate small or whole group discussion on the perspectives that were taken and the assumptions made about the groups/people
 - What assumptions did you create about what other stakeholders wanted out of the initiative?
 - How have you/would you go about sharing your perspective of what you want(ed) out of the initiative?
 - What are the implications of not understanding others' perspectives on the success of the initiative?
 - What is one habit you could build into the next cross -functional initiative to ensure perspectives are understood at the outset?
 - *It is recommended that you collect, compile and share these ideas amongst the group. To drive adoption of good habits, one idea is to have the group vote on which habit they will adopt as a team (if this is a team that will continue working together), take back to the business line owner and find some other creative way to socialize*

Discussion Guide B

Creating Perspective

How might the following people react to these photos:



- a) a family hoping for a quiet day at the beach
- b) a local newspaper reporter
- c) a hot dog vendor at the beach
- d) an artist



- a) A conservationist
- b) A hiker
- c) A real estate developer
- d) A farmer



- a) An academic advisor
- b) An HR professional
- c) A librarian
- d) A talent scout



- a) A truck driver
- b) A seismologist
- c) A meteorologist
- d) Someone afraid of heights

Discussion Guide B

Creating Perspective

Instructions:

- Create a work related scenario where you/your team and other people or teams from different parts of the organization are working on a shared initiative/project
- Identify the teams/people that would be a part of the initiative/project (ideally 3-4)
- For you/your team, answer 1, 2, 4 in the grid
- For each of the other teams/people, complete 2 - 4 the perspective grid

	You	Them
You	1 What you actually want	2 What you assume they want
Them	3 What they think you want	4 An alternative perspective on what they want

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