

VALUING DIVERSITY

Prince Edward Island Public Service Commission



Participant Workbook

CompassPoint Management Group, Inc.

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Session One: Course Overview

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Course Overview

In the past ten years, the workforce has changed dramatically. More than ever, a workplace is a diverse collection of individuals proud of who they are: their gender, their sexual orientation, their religion, their ethnic background, and all the other components that make an individual unique.

The challenge becomes: how can we make these diverse individuals work as a team? We all know what happens to organizations that don't have effective teamwork: they fail.

Failing to embrace diversity can also have serious legal ramifications. The Human Rights Legal Framework follows the International, National, and Provincial laws originating at the United Nations. A white paper on **Human Rights Legal Framework** which explains in detail the legal requirements around human rights is available at the back of this workbook.

Learning Objectives

By the end of this workshop, you will:

- Understand what diversity and its related terms mean
- Understand your own diversity awareness
- Understand how changes in the world have affected you and your view
- Be able to identify your stereotypes
- Understand the primary and secondary dimensions of diversity
- Understand what terms are politically correct and which are not, and why
- Be familiar with the four cornerstones of diversity

Personal Objectives

Session Two: Defining Diversity

What is diversity?

What are some advantages to a diverse culture or workplace?

Are there any disadvantages?

Employment Equity

Assimilation

Bias

Equal Employment Opportunity (EEO)

Prejudice

Sexism

Stereotype

Session Three: How Does Diversity Affect Me?

Changes in My World

Think for a moment about your workforce. What diversity changes have you noticed since your time of employment? What changes have you noticed in other places you have worked?

Now think about your community. Think about changes that have happened in response to the community growing more diverse.

What are some benefits and challenges that have resulted from these changes?

What have you found most difficult to adapt to?

Self-Awareness Inventory

Inventory

For each statement, rate yourself on a scale of one to five, with 1 being you rarely feel that way, 3 being you sometimes feel that way, and 5 being you always feel that way.

Statement	My Rating
1) I recognize that there are many ways a person can experience discrimination.	
2) I am aware of the main characteristics of my culture.	
3) I understand that words have historic connotations and I take the time to learn about labels that negatively affect specific groups of people.	
4) I learn about the characteristics of different cultures in my organization.	
5) I keep abreast of the latest legislative developments related to diversity management.	
6) I read a diversity-related publication.	
7) I ask questions and am curious about different people and customs.	
8) I understand how culture influences attitude and behaviours in the workplace.	
9) I am aware of stereotypes that I hold of other groups.	
10) I am comfortable discussing diversity.	
11) I am comfortable with foreign accents.	
12) I enjoy working with people from different cultural backgrounds.	

13) I relate to people easily.	
14) I am willing to take on a diversity leadership role.	
15) I am comfortable with situations that I don't completely understand.	
16) I am comfortable taking risks.	
17) I see people positively.	
18) I am flexible.	
19) I recognize people for their contributions.	
20) I treat people the way they want to be treated.	
21) I practice good listening skills.	
22) I give balanced and effective feedback.	
23) I am a good communicator.	
24) I listen patiently when talking to people with limited English skills.	
25) I take my own biases into consideration before I make a decision or act.	
26) I actively put myself into other people's shoes before I act.	
27) I actively look for similarities between myself and my co-workers.	

Scoring

In his literature search for the article, “Competencies for All Differences,” Arash Afshar identified three basic areas where people need to develop diversity skills.

- Knowledge of historical developments, cultural differences, causes of exclusion
- Attitudes (flexibility, willingness, warmth, empathy)
- Skills such as communications, negotiation, and conflict management

Other authors have modified these competencies:

- Head (Knowledge)
- Heart (Attitudes)
- Hands (Behaviours and skills)

Let’s see how you scored in each of these areas.

Area	Question Number	Your Rating
Head	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
TOTAL		

Heart	10	
	11	
	12	
	13	
	14	
	15	
	16	
	17	
	18	
TOTAL		
Hand	19	
	20	
	21	
	22	
	23	
	24	
	25	
	26	
	27	
TOTAL		

Note that the maximum total for each area is 45.

Interpreting Your Score

The three areas are interrelated, so don't be discouraged if you scored low in a particular area. For instance, a low score on Hand might not necessarily indicate a lack of skill, but an attitude of fear or an unwillingness to take risks. It's better to consider your entire score rather than the results in individual areas.

Suggestions on ways to improve your score on HEAD...

- Regularly reading a diversity publication
- Actively seeking people who are different from you and asking questions
- Studying legislative developments related to diversity
- Reading articles and publications on intercultural relations

Suggestions on ways to improve your score on HEART...

- Working on self-awareness and self-knowledge; consider attending workshops, using self-awareness instruments, or reading self-help publications
- Asking yourself whether some of your discomfort could stem from personal experiences, fear of risk, or fear of failure (for example, you may be afraid of offending someone)
- Actively putting yourself in others' shoes when possible

Suggestions on ways to improve your score on HAND...

- Actively working on your communication, conflict management, and leadership skills through workshops, self-study, coaching, and observation

Inventory, scoring, and interpretation taken from Diversity Training by Cris Wildermuth, 2003.

Session Four: Identifying Stereotypes

One of the biggest barriers to diversity is stereotypes. Stereotypes can be so subtle that we don't even realize we're applying them.

The human mind thinks in categories, and we need these categories to help us organize all that we experience as we go through daily life. Without categories, our brains would be filled with a jumble of disconnected facts, impressions, sights, sounds, thoughts, ideas, and sensations. The categories help us make sense of the world we live in and give us a shorthand way to respond to people and events.

The categories in our minds contain not just facts and data; they also contain meaning and evaluation. Our categories are not neutral. We usually have feelings about categories. These feelings may be positive or negative. Mention of a category often triggers an instant reaction, almost a reflex. Most of us have judgments, opinions, and feelings about most categories of things. This is appropriate and normal.

While categories are not a problem in and of themselves, they become a problem when we cannot distinguish between the characteristics of a category and the characteristics of an individual item, or individual person, within that category. Put another way, the category turns into a stereotype when we can no longer see an individual tree, but only see the forest. When we assume that all trees within a forest are identical, and cannot see that each individual tree has some characteristics in common with the others, that is when our category turns into a stereotype.

A common defense is, "stereotypes are sometimes true." Stereotypes, by their very definition, cannot be true. For example, think of the stereotype that all African-Canadian men are good at basketball. Some African-Canadian men may be very good at this sport, but there are certainly African-Canadian men out there who are not good at this sport. Therefore, for the man who is good at basketball, that is simply an attribute of his character, not proof that all African-Canadian men are the same as he is.

What are some other phrases that can be derogatory and stereotypical without meaning to?

Why do we find it so natural to make quick judgments about some people, even when we know that we don't have enough information about them?

How can we tell that we have stereotyped ourselves (placed limits on our aspirations that are unnecessary and unrealistic)?

Can you recall any situations in which the potential contribution of someone was limited because s/he had been stereotyped?

What are the indications that someone has been stereotyped?

If you see a group stereotyping one of its members, how can you make them aware of what they are doing and what negative effect it is having?

If you feel that you have stereotyped yourself, what questions should you ask yourself and what actions should you take?

If you see that someone has underestimated their competence, how can you help them to get a more accurate and positive picture of themselves?

How can you detect that someone has been stereotyped? What are the indicators?

Your Experience with Stereotypes

Group A

Think of a situation where you were seriously misjudged by the people around you. It may be that they underestimated your education, your experience, or your overall competence to make a contribution to whatever was being considered.

What does it feel like to be stereotyped?

What did people say or do (what were the cues?) that gave you the impression that they didn't really appreciate your talents?

How did their behaviour and your interpretation of it affect what you did or said?

Group B

Think of a situation when you had very strong, clear, but wrong beliefs about what another person knew, believed, or could do about a problem being considered.

Why do we stereotype other people?

What did you say or do after you came to know more about the person?

How do you think your behaviour influenced how the other person acted and how the whole episode unfolded?

Session Five: Dimensions of Diversity

Primary and Secondary Dimensions of Diversity

A person's primary dimensions of diversity are described as core because they exert an important impact on our early socialization and a powerful, sustained impact throughout every state of life. These six dimensions represent the core of our diverse identities.

All individuals have a variety of dimensions of diversity through which they experience the world and by which they are defined. At the core of each of us, there are these six at minimum:

- Age
- Ethnicity
- Gender
- Mental/physical abilities and characteristics
- Race
- Sexual orientation

For some individuals there may be a seventh and even an eighth dimension of diversity included in the core; for example, religion is a core difference for some of us, not for all. In defining core dimensions, it is the immutability and sustained power that certain dimensions exert throughout life that separates them from other important secondary dimensions.

Beyond the six core dimensions already discussed, there are many secondary dimensions that play an important role in shaping our values, expectations, and experiences as well. These include:

- Communication style
- Education
- Family status
- Military experience
- Organizational role and level
- Religion
- First language
- Geographic location
- Income
- Work experience

- Work style

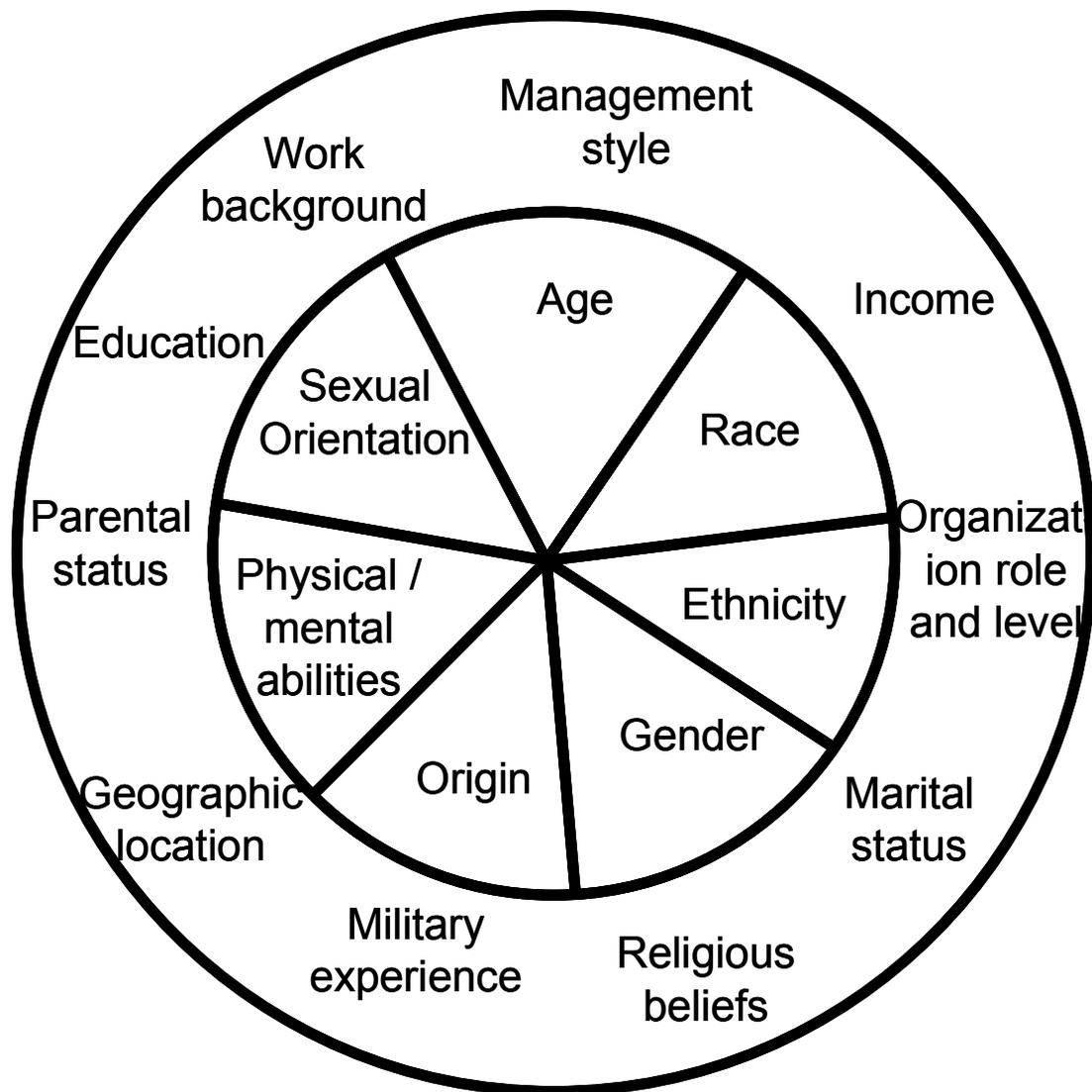
Like core dimensions, these secondary dimensions share certain characteristics. Generally they are more mutable, less visible, to others around us, and more variable in the degree of influence they exert on our individual lives.

Many of these secondary dimensions contain an element of control or choice. Because we acquire, discard, and modify these dimensions, their power is less constant and more individualized than is true of our core dimensions.

The Diversity Wheel

The next page illustrates both the primary and secondary dimensions of diversity that exert an impact on us in the workplace as well as in society. While each dimension adds a layer of complexity, it is the dynamic interaction among all of the dimensions that influences one's self-image, values, opportunities, and expectations. Together the primary and secondary dimensions give definition and meaning to our lives by contributing to a synergistic, integrated whole – the diverse person!

Dimensions of Diversity



Adapted from *Implementing Diversity*, Marilyn Loden, 1996.

Session Six: Wise Words

In this day and age where people are celebrating their differences, it's hard to know what will offend people and what's acceptable. For example, paper on an easel is commonly referred to as a flip chart. This may be unacceptable in some places, as "flip" is also a derogatory word for a Filipino.

Some words are obviously unacceptable, particularly those that segregate based on race, religion, or gender. Some other things that have been suggested should be removed:

- Don't go postal on me! (Out of respect for the tragedy of violence in post offices)
- Acting blonde
- Indian giver
- Other suggestions?

What are some possible replacements for the following terms?

Instead of...	Try...
Guys (when referring to a group with both males and females)	
Oriental	
Acting like wild Indians	
Girls (when referring to females over 16)	
Policeman	
Mailman	
Handicapped	
Retarded	
Gifted children	
Uneducated	
Little woman or the wife	
Old people	

Bitchy	
White lie	
Half-breed or mulatto	
Blacklisted	

(From The Diversity Advantage by Lenora Billings-Harris)

We do admit that in the attempt to be politically correct, things have gone a bit too far. A replacement word is of little use if no one knows what the new word means! Can you figure out what these terms are supposed to mean?

Word	Meaning
Incomplete success	
Melanin impoverished	
Client of the correctional system	
Possessing an alternative body image	
Economically exploited	
Sobriety deprived	
Cerebrally challenged	
Motivationally dispossessed	
Involuntary undomiciled	

(From The Diversity Advantage by Lenora Billings-Harris; more available at PCPhrases.com)

Let's go over a few ground rules that will ensure your speaking is politically correct.

Don't make fun.

Even if you're making a joke about a person's height or weight, it's probably not funny. Even if the person pokes fun about their own race/religion/gender/height/weight, that doesn't mean it's acceptable for you to do so.

Ask what a person prefers.

If you're not sure what terms are acceptable, ask the person.

Don't include ethnic traits in a person's description unless necessary.

Let's say you're telling a story about your CEO and you describe her as Chinese. If she were another ethnicity, would you describe her that way too? If not, eliminate the descriptor.

Apologize if you goof up.

No one is perfect. If you goof up, apologize sincerely, and then drop it.

Session Seven: The Cornerstones of Diversity

About the Cornerstones

Diversity experts Armida Russell, Amy Tolbert, and Frank Wilderman have identified four cornerstones of diversity development. They are knowledge, acceptance, understanding, and behaviour.

Knowledge

The best way to battle stereotypes is to inform yourself about the truth. Some activities you can do on a personal level include:

- Visit ethnic museums or memorials
- Take ethnic cooking classes or language classes
- Travel
- Attend different places of worship
- Watch movies or read books about stereotypes (To Kill a Mockingbird, Amistad, Schindler's List, and Ghosts of Mississippi are some excellent resources)
- Involve yourself with people that your stereotype could apply to. Find out what they're really like.
- If you have children, involve them in your studies.

Other ideas

Understanding

Once you have some knowledge about diverse groups, put that knowledge into action. If you understand why a person is acting in a particular way, it may be easier to empathize.

Some ways you can put yourself in other people's shoes:

- Try placing a phone call using a TDD device.
- Rent a wheelchair and go to a shopping mall. Make sure to visit the restroom.
- Volunteer for an organization that provides services for people with disabilities.

Acceptance

Acceptance does not mean adopting the behaviours or rituals of a culture as your own. It also does not mean condoning behaviours that clash with your value system.

Acceptance does mean respecting the values and behaviours of other cultures. Let's say that we need to schedule team meetings and I feel that the best time to do this is before the day starts, at 8 am every morning. However, Pam has a conflict: she attends worship every morning before work. Perhaps I don't go to church every morning, but I can respect the fact that Pam has this commitment. Rather than ask Pam to alter her religious commitment, I can respect it and schedule the meeting for another time.

Developing acceptance can open up a whole new range of possibilities for everyone involved. To start, if you listen with an open mind, you'll probably learn something about your co-worker or even about another culture. And, when different viewpoints are exchanged in a respectful manner, amazing ideas are bound to result. This respectful, healthy exchange builds respect and communication skills, resulting in a stronger team.

Behaviour

Now that all the pieces are in place, you can begin to change your behaviour. How would you demonstrate acceptance in these scenarios?

You're in a training class and you've noticed that one person is being excluded from the activities because English is a second language for him/her.

Your new supervisor is from an African nation where tradition is very strong. Some of the other members of your team make jokes about this person's dress and the unusual similes he uses.

A Personal Action Plan

I know where I'm starting from. I know I am already good at these things, and I can do them more often:

I can learn this, I am learning this, and I am doing what I can at this stage as well. I have already learned:

I will start with small steps, especially in areas that are difficult for me. My short-term goals for improvement are:

I promise to congratulate and reward myself every time I do something, no matter how small, to maintain and improve my skills. My rewards will be:

I'm setting myself up for success by choosing long-range goals to work for gradually. My long-term goals for success are as follows:

Recommended Reading List

- Billings-Harris, Lenora. *The Diversity Advantage*. Oakhill Press, 1998.
- Carnegie, Dale. *How to Win Friends and Influence People*. Pocket Books, 1998 (Reprint).
- D'Amico, Carol, and Richard W. Judy. *Workforce 2020*. Hudson Institute, 1997.
- Hammond, Stephen. *Managing Human Rights at Work*. Harassment Solutions Inc., 2004.
- Kemp, Sid. *Perfect Solutions for Difficult Employee Situations*. McGraw-Hill, 2004.
- Wildermuth, Cris. *Diversity Training*. American Society for Training and Development, 2005.

THE HUMAN RIGHTS LEGAL FRAMEWORK

International:

To date, Canada has ratified six United Nations core human rights treaties. The names of these treaties and the dates Canada ratified or acceded to these treaties are as follows:

- *International Covenant on Civil and Political Rights* (ICCPR), 1976
- *International Covenant on Economic, Social and Cultural Rights* (ICESCR), 1976
- *Convention on the Elimination of All Forms of Racial Discrimination* (CERD), 1970
- *Convention on the Elimination of All Forms of Discrimination Against Women* (CEDAW), 1981
- *Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment* (CAT), 1987
- *Convention on the Rights of the Child* (CRC), 1991

The two over-arching treaties (ICCPR and ICESCR) are known as “covenants,” while the treaties specific to certain issues or population groups are known as “conventions.”

Entering into a human rights treaty is a two-step process: first signing, then ratification. A treaty does not become legally binding until the state has ratified it. Although the power to sign international treaties is within federal jurisdiction, many of the provisions of the treaties fall within areas of provincial and territorial jurisdiction.

Canada signed a seventh convention, the *Convention on the Rights of Persons with Disabilities* (CRPD), on May 11, 2007. Since then, the federal, provincial, and territorial governments have been working towards ratification of the CRPD. In November 2009, Prince Edward Island expressed its support for ratification. It is expected that Canada will ratify the CRPD very soon.

Canada must report periodically to UN committees on its efforts to enhance its compliance with each of the treaties it has signed. The Continuing Committee of Officials on Human Rights (CCOHR) is a federal/provincial/territorial committee of officials who each represent his or her jurisdiction for the purpose of discussing, consulting, disseminating information about, and preparing reports regarding the UN human rights conventions. At the provincial level, officials from most government departments work together to gather information for PEI’s submissions to Canada’s reports.

National:

The *Canadian Charter of Rights and Freedoms* came into force on April 17, 1982.

Section 15 of the *Charter* (equality rights) came into effect three years after the rest of the Charter, on April 17, 1985, to give governments time to bring their laws into line with section 15.

The *Charter* is founded on the rule of law and entrenches in the Constitution of Canada the rights and freedoms Canadians believe are necessary in a free and democratic society. It recognizes primary fundamental freedoms (e.g. freedom of expression and of association), democratic rights (e.g. the right to vote), mobility rights (e.g. the right to live anywhere in Canada), legal rights (e.g. the right to life, liberty and security of the person) and equality rights, and recognizes the multicultural heritage of Canadians. It also protects official language and minority language education rights. In addition, the provisions of section 25 guarantee the rights of the Aboriginal peoples of Canada.

Provincial:

a) Legislation:

The Prince Edward Island *Human Rights Act* became law on September 11, 1976. The Act prohibits discrimination in certain areas on the basis of certain personal characteristics or "grounds". Discrimination is the unequal, stereotypical and prejudicial treatment of persons.

Under the PEI *Human Rights Act*,

“discrimination” means discrimination in relation to age, colour, creed, ethnic or national origin, family status, marital status, physical or intellectual disability, political belief, race, religion, sex, sexual orientation, or source of income of any individual or class of individuals.

The Prince Edward Island Human Rights Commission administers and enforces the Prince Edward Island *Human Rights Act*. The Act establishes a complaint process under which the Commission has the authority to receive, investigate, attempt to settle and make rulings on complaints.

b) Diversity and Equity Policy:

The PEI Public Service Commission’s Diversity and Equity Policy applies to the provincial public service. The purpose of this policy is to support an innovative and inclusive workforce which, at all levels, is representative of the diverse population it serves, and which recognizes, respects, and accommodates “diversity of individuals” as a basic human right and makes use of the full range of talents and perspectives available to the business of government.

Designated Groups recognized under this policy are the groups who have experienced employment disadvantage in the past and are currently under-represented in the workplace. These groups include, but are not limited to:

Aboriginal peoples, persons with disabilities, members of visible minority groups, women in leadership and management roles, and men and women in non-traditional occupations.

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