KACo Leadership Institute

- Singer Buchanan

- Kentucky State Employee

- Frankfort Human Rights Commission

- Boys Tennis Coach at Frankfort High

- Son, Husband, Father, Grandfather, Brother, Uncle and Friend.

- He, Him, His

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Objectives

☑ Define diversity and discuss how it applies to the workplace.

☑ Raise personal awareness of the various dimensions of diversity.

☑ Discuss biases and how they impact perspective.

☑ Discuss how to manage for diversity.

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Stereotypes Exercise

CABINET DIVERSITY COUNTY

MINORITY EMPLOYERS

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Terms to Know:

☑ Diversity
- A dimension that can be used to differentiate groups and people from one another

☑ Inclusion
- a state of being valued, respected and supported

☑ Cultural Competency
- The ability to interact effectively with people from different cultures.

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The Business Case

☑ Attract & retain quality people

☑ Increase morale

☑ Stimulate creativity

☑ Maximize productivity

☑ Improve decision making

☑ Reduce costly discrimination suits

☑ Improve agency image & reputation

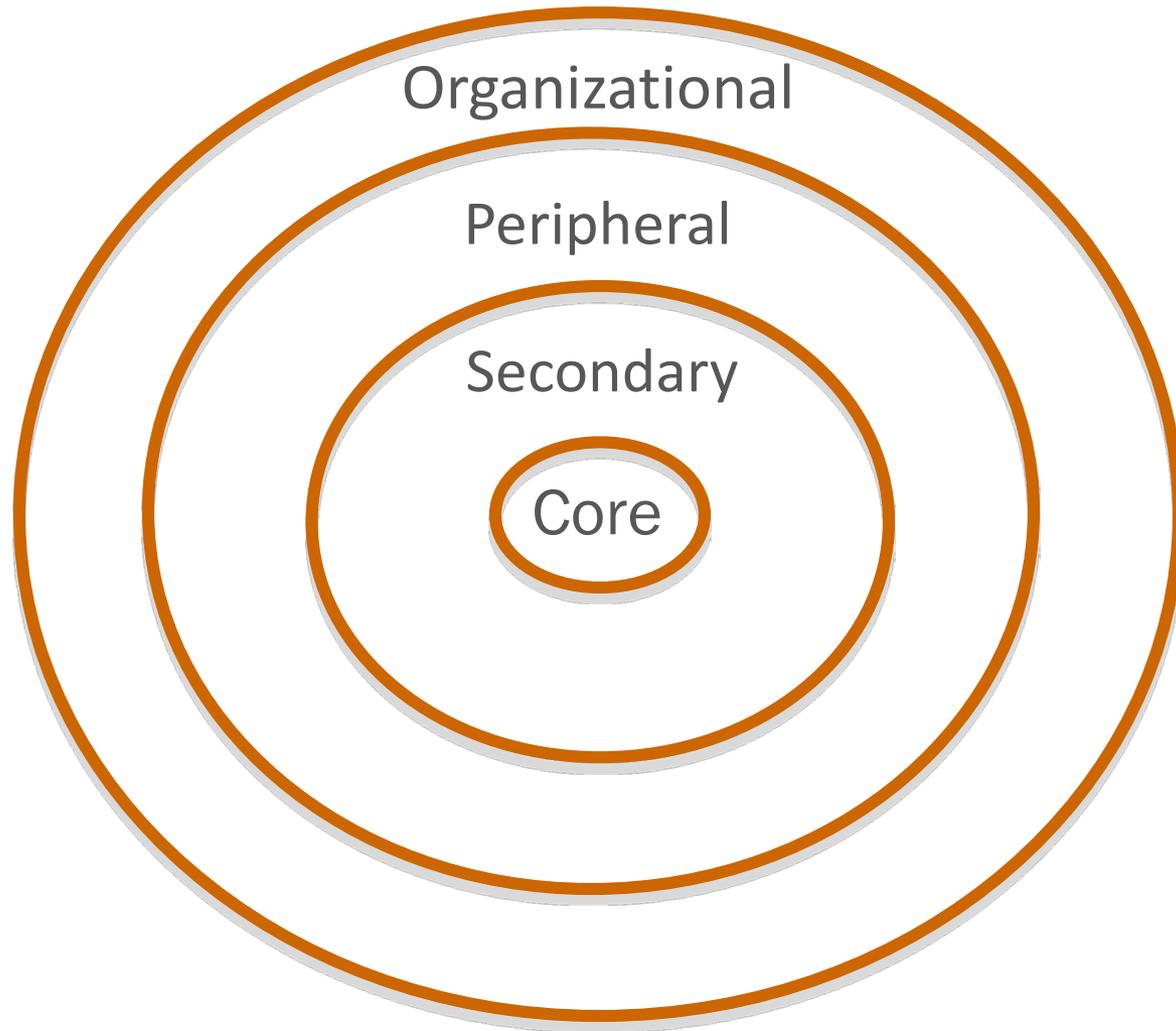Office of Diversity & Equality
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Organizational Challenges

- ☑ Moving from EEO → Diversity → Inclusion
- ☑ Employee buy-in
- ☑ Modifying existing HR practices & processes
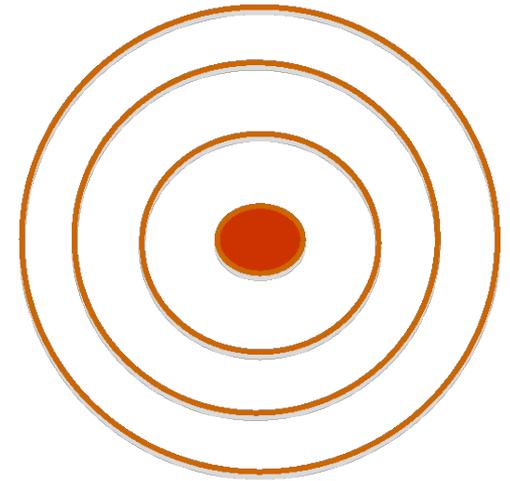- ☑ Becoming flexible & adaptable

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Individual Challenges

☑ Flexibility

☑ Communication

☑ Prejudice

☑ Stereotypes

☑ Bias

☑ Generational Differences

☑ Ethnocentrism

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Dimension of Diversity

Organizational

Peripheral

Secondary

Core

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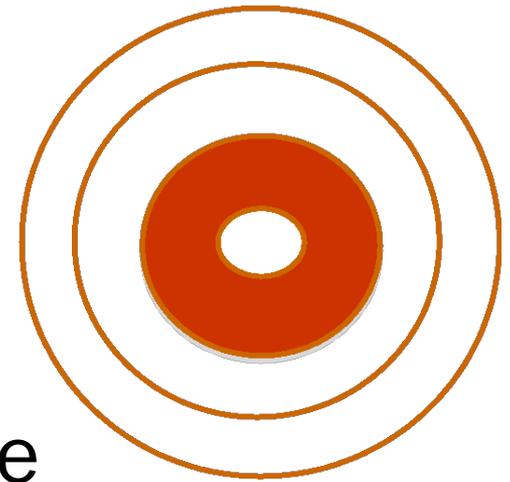Kentucky Personnel Cabinet

CORE

- ☑ Critically important to how we identify ourselves

- ☑ Shape individual attitudes, beliefs, values and behaviors

- ☑ May or may not be visible to others

- ☑ Directly effect individual life experiences if they change

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Secondary

☑ Further define who we are but are often less important than core

☑ Tend to change more frequently than core

☑ Frequently attached to what individuals do as they go through life

☑ Have more temporary impact on attitudes, values and behaviors

☑ Are a less stable part of who we are

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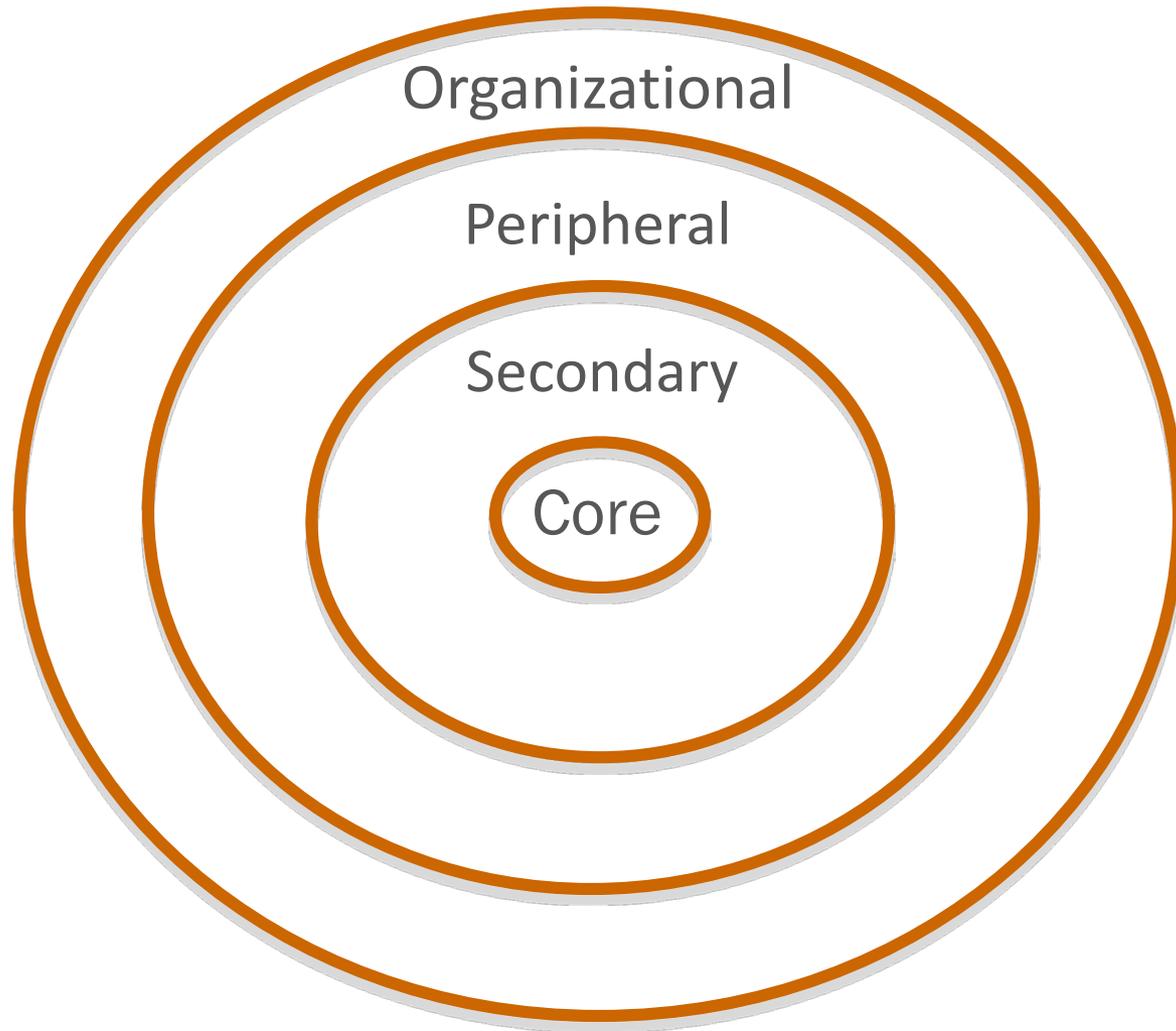Kentucky Personnel Cabinet

Peripheral
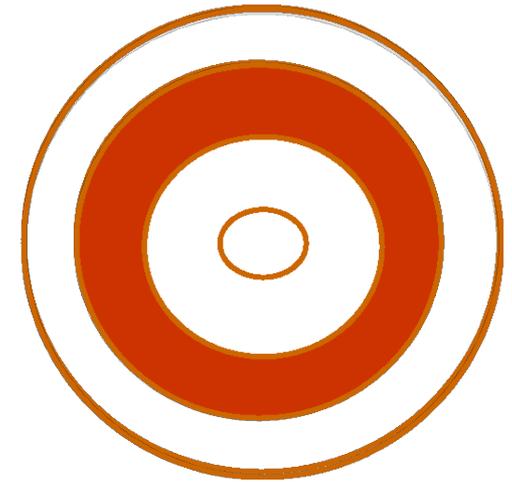
- ☑ Describe vs. define who we are

- ☑ Frequently apparent to others

- ☑ Usually take for granted

- ☑ Not important to sense of self

- ☑ Change in importance as individuals move from one situation to another

- ☑ Usually have not had a negative impact on their daily lives

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Organizational
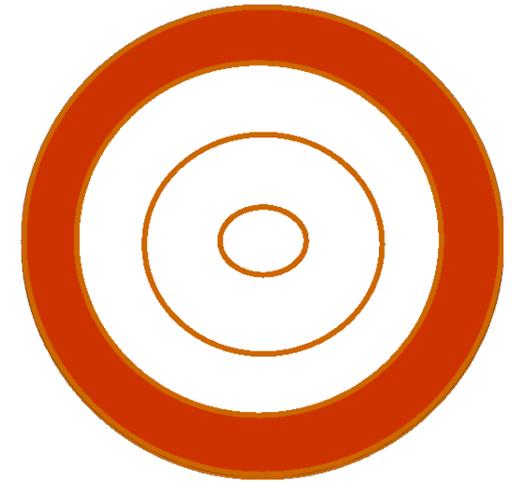
☑ Define who you are at work

- Salaried vs. hourly

- Full-time, part-time

- Location

- Tenure

- Management status

- Functional level, classification, job title

- Seniority

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Dimension of Diversity

Organizational

Peripheral

Secondary

Core

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Personal Dimensions

- Income
- Job Function/Level
- Language
- Military Experience
- Leisure Activities
- Occupation
- Communication Style
- Physical & Mental Abilities
- Regional Origins
- Morning or Night Person
- Relational Status
- Religion
- Sexual Orientation

- Social Class
- Spirituality
- Geographic Residence
- Nationality
- Hobbies
- Parental Status
- Personality
- Physical Appearance
- Age
- Education
- Ethnicity
- Gender
- Immigrant Status

Dimensions of Diversity Exercise

☑ Identify personal attributes and place them in the corresponding dimension

☑ Time: 5 minutes

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"If you always think what you've always thought, you'll always get what you've always got."

-American Proverb

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Culture

- ☑ No one is born with culture
- ☑ Culture is a learned behavior
- ☑ No one is culture free
- ☑ Culture is constantly evolving

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Personal Lenses

☑ Influence our way of thinking

☑ Influenced by many aspects

- culture

- upbringing, background

- life experiences

- education, socio-economic status, geography

- sex, gender, race, religion, job status

☑ Generally unaware of their existence

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What's the Problem?

☑ Latent Bias

- A potential unconscious, or hidden, mental leaning or inclination.

☑ Potential impacts on behavior

- Inconsistent or unfair treatment

- Perception of discrimination

- Impediment to inclusion

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So What?

- ☑ Be aware of your lenses

- ☑ Monitor them

- ☑ Evaluate how they may impact your thoughts attitudes and behaviors

- ☑ Be receptive to new information to challenge arriving at perceptions that are not necessarily reality

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So What? (Cont.)

☑ Avoid Collusive Behavior

- Cooperating with others, knowingly or unknowingly, to reinforce stereotypic attitudes, prevailing (discriminatory) values, behaviors, and/ or norms

☑ Types of collusive behavior

-Remaining silent (when someone is a victim of discrimination or prejudice)

- Reinforcing a prejudice (through your behavior)

- Denying that discrimination exists (despite compelling evidence to the contrary)

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It Starts with You!

1. Think before you speak.
2. Just because it's "common" doesn't mean it's acceptable.
3. Email and the internet are tools NOT toys.
4. Don't judge a book by its cover.
5. Cultural and ethnic stereotypes are offensive.
6. Never be afraid to apologize.
7. Speak up against disrespect.
8. Knowledge is POWER.

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Moving Forward

☑ Shift from "managing diversity" to "Managing for diversity"

☑ Implement work-life policies and initiatives that support an inclusive culture

☑ Conduct effective training

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Shift from "managing diversity" to "managing for diversity"

☑ Requires change in attitude

☑ Establishes a relational culture

☑ Encourages shared learning

☑ Capitalizes on multiple perspectives

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How do you "manage for diversity"?

Have a diverse workforce:

- Diverse selection panels
- Diverse applicant pools
- Strive for diversity on all levels of employment.
- Ensure representation on committees and task-forces.

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Work-life policies:

- ☑ Flexible work schedules
- ☑ Religious/cultural holidays
- ☑ Career maintenance
- ☑ Performance evaluations

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Final Thoughts

- ☑ Diversity is about you

- ☑ Diversity always exists

- ☑ Inclusion requires respect

- ☑ Personal Lenses affect our view of the world

- ☑ Creating inclusion takes effort and time, the first step starts with you.

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