

as **Simple**
as **Respect**

Diversity, Respect and Inclusion In the Workplace

Facilitator's Guide

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TABLE OF CONTENTS

Introduction..... 4

How To Use This Program..... 5

Training Opportunities..... 6

About Reproducible Materials..... 7

Pre-Training Notes..... 8

Guideline 1.....9

Guideline 2..... 13

Guideline 3..... 17

Guideline 4..... 21

Guideline 5..... 25

Guideline 6..... 29

Guideline 7..... 33

Reproducible Materials..... 37

Post-Viewing Questionnaire.....38

Pre-Assessment & Post-Assessment Evaluations..... 41

Make It Personal Questions..... 46

Role-Playing Scenarios..... 48

Overheads..... 55

INTRODUCTION

As Simple As Respect is an easy and effective way to introduce the importance of respect, diversity and inclusion in the workplace. Using real-life situations that many of us encounter, the program teaches employees how to perceive and respond to inappropriate behavior and the necessary steps to counter unproductive and damaging situations in the workplace.

HOW TO USE THIS PROGRAM

As Simple As Respect has been designed as a learn-as-you-go program to facilitate discussion and understanding of the different guidelines to promote respect, diversity and inclusion in the workplace.

There are several ways to present this program, and we've included many options to help facilitate a successful training program. **As Simple As Respect** has seven different "scenes" that exemplify disrespectful behavior, and the tools to combat such behavior.

For training purposes, each section is also broken down into four unique units to help facilitate discussion relevant to one's own workplace. These four units include:

GUIDELINE: The guideline is the central topic or concern about specific respect behaviors, be it how to respond or what to be wary of in the workplace.

WHAT'S HAPPENING HERE?: This is a moment where the facilitator may want to pause to reflect on the situation and decide what kind of behavior is being exhibited.

SIMPLE STEPS: These break down the behavior appropriate to the situation into easy-to-apply steps, illustrated by the resolution seen previously in the scene.

MAKE IT PERSONAL: At the end of the scenes, the participants are asked to reflect on their workplace experiences, and to relate what they've seen to their own behavior.

TRAINING OPPORTUNITIES

Each of the four sections per scene is broken down into “training opportunities.”

1. The **Guidelines** are explained, and related to the vignette, to give the facilitator a stepping-off point for discussion. At this point, the facilitator may want to pause to introduce the concept of the Guideline.
2. **What’s Happening Here?** is a great place to pause the program and talk about what is happening in the current scene. Several questions are provided to help generate useful discussion about what behavior is being exhibited.
3. The **Simple Steps** are self-explanatory and offer specific tools that employees and managers may use when they find themselves in disrespectful or offensive situations. It’s a good idea to have a roundtable discussion about these Simple Steps, and how they can apply to most disrespectful situations.
4. **Make It Personal** moments are excellent tools to relate what the participant has seen to his or her actual experiences. They allow employees to think “outside the box” and discover how each vignette can relate to their own behavior or experiences. Several questions are provided to help facilitate discussion about personal experiences relating to each guideline.

A NOTE ABOUT REPRODUCIBLE MATERIALS INCLUDED WITH THIS GUIDE...

Reproducible materials included with this guide:

1. Pre- and Post-Assessment Test

This test is designed for employees to gauge their knowledge of workplace respect, inclusion and diversity issues. This assessment may be given before training begins, and followed with the Post-Assessment test after training has ended.

2. Make It Personal Questions

The Make It Personal Questions are reproducible so that participants can fill in their own experiences for discussion. At the end of training, the facilitator has the opportunity to open even more discussion based on what the participants have filled out, relating to and reinforcing both the Guidelines and the Simple Steps.

3. Role-Playing Scenarios

For each Guideline, an alternative scene is provided, including two roles. Participants can be asked to assume one of the roles, and act out the scene, using the Simple Steps they've learned from training.

WHAT'S HAPPENING HERE?

The following are discussion points about Scene 1. Use these to open dialogue about what kind of behavior, both positive and negative, was displayed.

1. In what ways are Jane's responses to Sue's accent offensive?
2. What other ways could Linda have handled this situation?
3. Consider the underlying issues in Jane's assessment of her Asian coworker. How could a situation like this undermine and damage morale and productivity in the workplace? And what steps would you take as a coworker or manager to change it?
4. Consider how Linda responded to Jane's concerns. How did her response diffuse the situation?

SIMPLE STEPS

Simple Steps apply across the board to most situations, and offer a model for role-playing.

- Respond right away, calmly and rationally
- Ask questions to help discover the source of inappropriate comments
- Help coworkers understand why something is offensive

MAKE IT PERSONAL

It is important to relate both positive and negative behavior to something personal. Almost all of us can remember a time when we've been in a similar situation. Exploratory questions for Guideline 1 include:

1. Have you ever been in an uncomfortable situation that you could have turned into a learning opportunity?
2. Can you give an example of an uncomfortable situation you've experienced in the workplace? How was it resolved?
3. Has anyone ever taken the opportunity to teach you why something you've done was disrespectful or offensive?

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SCENE 1 NOTES

WHAT'S HAPPENING HERE?

The following are discussion points about Scene 2. Use these to open dialogue about what kind of behavior, both positive and negative, was displayed.

1. In what ways is Celine's behavior offensive?
2. How does Archie respond to Celine? In what ways could Archie be offended by Celine's behavior? Can you think of other ways Archie could have responded to this situation?
3. Was JoAnne's reaction to Celine appropriate? How would you have responded to Celine?
4. Would this behavior have been acceptable if JoAnne had not overheard Celine?
5. In what ways could Celine's remarks damage a respectful workplace?

SIMPLE STEPS

Simple Steps apply across the board to most situations, and offer a model for role-playing.

- Question whether expressing certain opinions is appropriate in a workplace setting
- Let coworkers know that some behavior is inappropriate
- Never be afraid to apologize

MAKE IT PERSONAL

It is important to relate both positive and negative behavior to something personal. Almost all of us can remember a time when we've been in a similar situation. Exploratory questions for Guideline 2 include:

1. Can you think of a time when expressing your religious or cultural beliefs made someone feel uncomfortable?
2. Can you think of examples of other religious or cultural beliefs that others would find offensive if expressed?
3. Has anyone ever shared religious or cultural beliefs with you that you knew others might find offensive? How did you deal with the situation?

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SCENE 2 NOTES

WHAT'S HAPPENING HERE?

The following are discussion points about Scene 3. Use these to open dialogue about what kind of behavior, both positive and negative, was displayed.

1. Why is Frank's behavior offensive to both Max and Selma?
2. Considering Max's reaction, how could this situation damage morale and productivity were it not resolved?
3. How would you respond if you were Selma in this situation?
4. Consider how Frank responded to Max's concerns. How did his response affect the situation?
5. Is Max justified for reacting the way he does?

SIMPLE STEPS

Simple Steps apply across the board to most situations, and offer a model for role-playing.

- Be aware that cultural or ethnic stereotypes are offensive
- Always use respectful language, no matter who's around
- Don't cross boundaries in emotionally charged situations

MAKE IT PERSONAL

It is important to relate both positive and negative behavior to something personal. Almost all of us can remember a time when we've been in a similar situation. Exploratory questions for Guideline 3 include:

1. Have you used common words or expressions that may be offensive?
2. Has anyone ever used offensive common expressions or words around you? How did you deal with it?
3. Can you think of common words or expressions that are offensive that others might think harmless?

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SCENE 3 NOTES

WHAT'S HAPPENING HERE?

The following are discussion points about Scene 4. Use these to open dialogue about what kind of behavior, both positive and negative, was displayed.

1. Does Ahmed have the right to be as angry as he is?
2. June argues that the game is just making fun of terrorists, not Arabs in general. Is that a real justification for showing the game at work?
3. Do you get the impression that Cassie and June knew what they were doing was wrong? If so, why? If not, why not?
4. If you were in Ahmed's shoes, how would you respond to this issue?

SIMPLE STEPS

Simple Steps apply across the board to most situations, and offer a model for role-playing.

- Be sensitive to ethnic backgrounds that are different from your own
- Take responsibility for hurtful behavior
- Show understanding for others' feelings, and make efforts to repair workplace relationships

MAKE IT PERSONAL

It is important to relate both positive and negative behavior to something personal. Almost all of us can remember a time when we've been in a similar situation. Exploratory questions for Guideline 4 include:

1. Have you ever displayed questionable or offensive materials on your computer at work?
2. Have you ever been offended by something you've received in your e-mail, or seen on another person's computer?
3. If you answered yes to either question above, how did you deal with the situation?

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SCENE 4 NOTES

WHAT'S HAPPENING HERE?

The following are discussion points about Scene 5. Use these to open dialogue about what kind of behavior, both positive and negative, was displayed.

1. How was Cheryl's behavior offensive in this situation?
2. In what ways was David "put on the spot" in this scene? What would you imagine he is thinking?
3. Cheryl seems unaware that she is doing anything wrong? If so, can you understand her point of view?
4. How could behavior as subtle as this decrease workplace morale and damage productivity? How should a situation like this be approached?

SIMPLE STEPS

Simple Steps apply across the board to most situations, and offer a model for role-playing.

- Speak up against appearance-based discrimination
- Listen to and be understanding of the concerns of others
- Take responsibility for your actions

MAKE IT PERSONAL

It is important to relate both positive and negative behavior to something personal. Almost all of us can remember a time when we've been in a similar situation. Exploratory questions for Guideline 5 include:

1. Has anyone ever made assumptions about your abilities based on your appearance? Have you ever done that to others?
2. Can you think of a time when you've overcompensated for someone based on their appearance just to be "nice"?
3. Have you ever witnessed someone's abilities being judged by their appearance? How was the situation handled at the time?

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SCENE 5 NOTES

WHAT'S HAPPENING HERE?

The following are discussion points about Scene 6. Use these to open dialogue about what kind of behavior, both positive and negative, was displayed.

1. In what ways could Kim find Phil and Dean's comments offensive?
2. Phil and Dean don't seem to think they are saying anything offensive. Why would they think that?
3. Is Kim justified in being angry with Phil and Dean? If so, why? If not, why not?
4. How would you react in this situation if you were Kim?

SIMPLE STEPS

Simple Steps apply across the board to most situations, and offer a model for role-playing.

- Make coworkers aware of stereotypes, positive or negative, and why they are offensive
- Explore similarities instead of focusing on differences
- Consider people as individuals

MAKE IT PERSONAL

It is important to relate both positive and negative behavior to something personal. Almost all of us can remember a time when we've been in a similar situation. Exploratory questions for Guideline 6 include:

1. Has anyone ever judged you based on your ethnic or cultural background?
2. Can you think of a time when you made remarks that could be considered offensive stereotypes, negative or positive?
3. What generalizations or stereotypes could someone assign to you that you would find offensive, negative or positive?

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SCENE 6 NOTES

WHAT'S HAPPENING HERE?

The following are discussion points about Scene 7. Use these to open dialogue about what kind of behavior, both positive and negative, was displayed.

1. In what ways are Gail's responses to the customer offense?
2. What assumptions are being made that make this a disrespectful situation?
3. In what ways could behavior like this damage a relationship?
What steps would you take as a coworker or manager to rectify the situation?
4. Why is the customer angry?

SIMPLE STEPS

Simple Steps apply across the board to most situations, and offer a model for role-playing.

- Intervene before a problem escalates
- Defuse tensions by listening and understanding
- Relate disrespectful behavior to personal experiences

MAKE IT PERSONAL

It is important to relate both positive and negative behavior to something personal. Almost all of us can remember a time when we've been in a similar situation. Exploratory questions for Guideline 7 include:

1. Has anyone ever confronted you about disrespectful behavior?
2. Have you ever confronted someone about disrespectful behavior? In what ways did you handle the situation?
3. Have you ever witnessed someone being confronted about disrespectful behavior? How was it handled?

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SCENE 7 NOTES