

*Building an Inclusive Culture*

**PARTICIPANT HANDOUT**



**NIEAPA**

**NORTHERN ILLINOIS  
EMPLOYEE ASSISTANCE  
PROFESSIONALS ASSOCIATION**



**THE KALEIDOSCOPE GROUP**  
*Real People • Real Conversations • Real Issues • Real Change*

# Building an Inclusive Culture

## Agenda, Objectives & Ground Rules

---

### Agenda

- Welcome
- Setting the Stage
- Understanding Conscious Inclusion
- Bias – A Barrier to Conscious Inclusion
- Managing Privilege
- Action Plan
- Close

### Objectives

- Know how to show up as inclusive, with everyone
- Explore your personal lens and worldview and the way they impact decisions
- Commit to a personal action plan to put into practice back on the job
- Explore the five conscious inclusion principles

### Ground Rules

- Listen for Understanding
- Respect All Opinions
- Honor Confidentiality
- Take Care of Own “Side of the Street”
- Equal Voices
- Participate
- Others?

# Building an Inclusive Culture

## Inclusive/Exclusive Behaviors

| <b>Insiders</b>                         |   | <b>Outsiders</b>                       |  |
|---|---|--|--|
| Exclusive Behaviors                     | Inclusive Behaviors                       | Exclusive Behaviors                    |  |
| Overprotection/Patronizing/<br>Rescuing | <b>Giving &amp; seeking feedback</b>      | Defensive/Attacking/<br>Escaping       |  |
| Blaming the individual                  | <b>Accepting responsibility</b>           | Blaming the organization               |  |
| Avoiding contact                        | <b>Making mutual contact</b>              | Avoiding contact                       |  |
| Deny the significance<br>of differences | <b>Valuing individual differences</b>     | Deny one's own<br>cultural differences |  |
| Colluding/<br>Going along               | <b>Addressing inappropriate behaviors</b> | Colluding/<br>Keeping up a front       |  |

**Notes:**

---



---



---



---



---



---



---



---

# Building an Inclusive Culture

## Inclusive/Exclusive Behaviors Self-Assessment

Using the rating scale below, indicate how often you engage in each behavior.

### Frequency Rating

1  
Hardly Ever

2  
Not Often

3  
Sometimes

4  
Often

5  
Very Often

| <b>Giving &amp; Seeking Feedback</b>  | <b>Frequency</b> |
|---|------------------|
| Uncover concerns people have with me  |                  |
| Listen to other's feedback without assuming they are wrong                                |                  |
| Seek constructive comments on how to improve  |                  |
| Give challenging feedback no matter how it might be received                              |                  |
| Compliment others' behaviors  |                  |
| Structure meetings so that individuals can participate in a variety of ways               |                  |
| Seek and value diverse opinions   |                  |
| <b>Accepting Responsibility</b>   | <b>Frequency</b> |
| Stop and listen before responding when someone is upset with me                           |                  |
| Discourage the blaming of others  |                  |
| Apologize for any misunderstandings of my actions or words                                |                  |
| Admit when I am wrong   |                  |
| Clarify my intentions   |                  |
| Practice self-awareness; acknowledge my biases and assumptions and work to challenge them |                  |

# Building an Inclusive Culture

## Inclusive/Exclusive Behaviors Self-Assessment

Using the rating scale below, indicate how often you engage in each behavior.

### Frequency Rating

1  
Hardly Ever

2  
Not Often

3  
Sometimes

4  
Often

5  
Very Often

| <b>Making Mutual Contact</b>  | <b>Frequency</b> |
|---|------------------|
| Help new people feel welcome and accepted   |                  |
| Invite employees and students from all backgrounds to share their knowledge and experiences                               |                  |
| Identify and share ideas on ways to recruit, develop, and retain diversity  |                  |
| Share my knowledge with and mentor people from different backgrounds  |                  |
| Engage in activities where I can learn about cultures different from my own   |                  |
| <b>Valuing Individual Differences</b>   | <b>Frequency</b> |
| Encourage others who may have different viewpoints to say what's on their mind  |                  |
| Recognize and show respect for people from backgrounds/groups different than my own                                       |                  |
| Acknowledge and articulate the benefits or positive results of having a diverse workforce, customers and business partner |                  |
| Respect work styles and approaches that are different than my own   |                  |
| Assign work and projects to capitalize on and/or develop the talent of your entire staff                                  |                  |
| Share ideas of how we can improve products or processes to address diverse community, customer and workforce needs        |                  |
| <b>Taking a Stand</b>   | <b>Frequency</b> |
| Check facts before believing or repeating rumors  |                  |
| Refuse to join in jokes or remarks that could offend individuals, another group or culture                                |                  |
| Seek to have a diverse workforce, customers, business partners, and suppliers   |                  |
| Follow and support practices and behaviors that demonstrate fairness  |                  |
| Confront others who do not support fairness   |                  |
| Stand up for others when inappropriate behaviors occur  |                  |

# Building an Inclusive Culture

## Privilege: How Are You Privileged?

Identify your privilege. Fill out your privilege table.

| Insider                    | Societal | Arabella | Advantages or Lack of Barriers |
|----------------------------|----------|----------|--------------------------------|
| Race                       |          |          |                                |
| Gender                     |          |          |                                |
| Age                        |          |          |                                |
| Physical Ability           |          |          |                                |
| Sexual Orientation         |          |          |                                |
| Socioeconomic class        |          |          |                                |
| Personality: Ex/In-trovert |          |          |                                |
| Other                      |          |          |                                |
| Other                      |          |          |                                |

### Key Learnings

- Privilege is usually unrecognized.
- Being privileged doesn't make you a good or bad person.
- Privilege creates unearned advantages.
- When you are privileged, you have a higher stake of creating fairness.
- If we don't recognize privilege, we get a distorted viewpoint of a fair environment.
- Recognizing privilege is a key component to valuing differences.

# Building an Inclusive Culture

## Self-Reflection

---

- Where might I still have discomfort around the topic of privilege?
- How might I manage this discomfort?

---

---

---

---

---

---

---

---





# Building an Inclusive Culture

## Session Evaluation

---

Date: \_\_\_\_\_

Your written comments for each segment are greatly appreciated. These comments allow us to understand the participants' experience and assess the effectiveness of the facilitations/facilitators.

Please rate the overall effectiveness of this session:

Ineffective.....Effective 1      2      3      4      5

Please rate your level of satisfaction with the following:

Dissatisfied.....Satisfied

Content Shared 1      2      3      4      5

Flow of the Dialogue 1      2      3      4      5

Applicability of the learning 1      2      3      4      5

**1. Which topic provided the most learning and why?** (Please refer to agenda topics)

**2. Which topic provided the least learning and why?** (Please refer to agenda topics)

**3. When did you feel you were most engaged in the session?**

**Please rate the overall effectiveness of the facilitators:** (Circle your answer 1 = Ineffective, 5 = Effective)

| Facilitators                      | Facilitator #1       |   |                |   |   | Facilitator #2       |   |                |   |   |
|-----------------------------------|----------------------|---|----------------|---|---|----------------------|---|----------------|---|---|
|                                   | Name:                |   |                |   |   | Name:                |   |                |   |   |
|                                   | Not at All Effective |   | Very Effective |   |   | Not at All Effective |   | Very Effective |   |   |
| • Knowledge of content            | 1                    | 2 | 3              | 4 | 5 | 1                    | 2 | 3              | 4 | 5 |
| • Accomplishing objectives        | 1                    | 2 | 3              | 4 | 5 | 1                    | 2 | 3              | 4 | 5 |
| • Encouraging group participation | 1                    | 2 | 3              | 4 | 5 | 1                    | 2 | 3              | 4 | 5 |
| • Managing group dialogue         | 1                    | 2 | 3              | 4 | 5 | 1                    | 2 | 3              | 4 | 5 |

**6. What did you enjoy most about the facilitation?**

**7. What improvements would you suggest?**