

# Diversity Guide



*Join the conversation.*



November 2019



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## Introduction

“When we listen and celebrate what is both common and different, we become more inclusive and better as an organization.” — Pat Wadors

### Overview

The Administration and Planning Resource Manual is a strategic tool for A&P leadership to select, guide, and implement programs, events, and activities for their workforce that enhance and/or improve the workplace environment.

### Purpose

A&P strives to keep diversity and inclusion at the forefront of its leadership agenda and work collaboratively to develop programs, policies, practices, and initiatives that reflect its commitment to building a diverse workforce and creating an inclusive work environment. These activities are designed to help cultivate a flexible, collaborative, and inclusive work environment that leverages diversity and enables all individuals to contribute to their full potential.

### Implementation

This diversity guide offers six diversity and inclusion activities that range between 20-30 minutes and include facilitation instructions. The Senior Manager of Diversity and Inclusion Education is available to collaborate and support the chosen activity. These activities allow for flexibility in addressing the vast staff operations within A&P, with the goal for all staff to participate in one or more activities per semester.

Let's join the conversation.

Amy Burgess, Assistant Vice President  
Laura Stehura, Director of HR, Chief Diversity Officer

## Social Identity Wheel

Reflecting on who you are and learning about others at the same time.

### Time Requirements and Recommended Group Size

- 20-25 minutes is recommended
- 4 minimum, 20-25 maximum, with space to get into small groups

### Description of the Activity

The Social Identity Wheel worksheet is an activity that encourages staff to identify and reflect on the various ways they identify socially, how those identities become visible or more deeply felt at different times, and how those identities impact the ways others perceive or treat them. The worksheet prompts staff to fill in various social identities (such as race, gender, sex, ability disability, sexual orientation, etc.) and further categorize those identities based on which matter most in their self-perception and which matter most in others' perception of them.

### Equipment and Materials

- Print the worksheets and have writing utensils available.
- Ensure the space allows for some small group interaction and/or discussion.

### Instructions

1. Pass out the materials to the staff and then review the activity and instructions.
2. Ask that staff take about 7-8 minutes to fill out the Social Identity Wheel first with how they identify in each category. The Social Identity Groups worksheet can be helpful if there are questions about an identity group.
3. When staff finish filling in how they identify, they should then go through each category and assign the numbers from the center of the wheel prompts to each identity group. (You can put the same numbers in more than one group.)
  - Identities you think about most often
  - Identities you think about least often
  - Your own identities you'd like to learn more about
  - Identities that have the strongest effect on how you see yourself

### Guided Questions

- In small groups of three to four (6-8 minutes):  
Have staff share a little bit of their wheel with others, specifically in answering the 4 center prompts about their identity. Remind them that they need only to share what they are comfortable with but that we hope they can shed light on one to two identities for each of the prompts and why they put the corresponding number in that identity group (i.e., a staff member put a #1 in the gender category).
- As a large group (5 minutes or so):  
What was it like completing the wheel?  
What was it like talking with others and sharing your responses?  
Other general reactions?



### Facilitator Notes & Recommendations

It may be helpful to outline each identity group before the activity and staff filling this out so they have some context. The definitions are on side 1 of the worksheets, but below are a few identity groups that may solicit questions about “what to write.”

- Ability
  - Possession of the means or skill to do something.
  - Emotional ability – Relating to a person’s emotions, characterized by intense feeling (could be related to mental health, a learning disability, or how you describe yourself as an introvert/extrovert, or nothing at all).
  - Physical ability – Relating to the body as opposed to the mind.
- Ethnicity
  - The fact or state of belonging to a social group that has a common national or cultural tradition.
  - Ethnicity is the identification of a person with a particular racial, cultural, or religious group.
- Nationality
  - The status of belonging to a particular nation.
  - Nationality is the relationship between a person and the political state to which he belongs or is affiliated.



Social Identity Groups

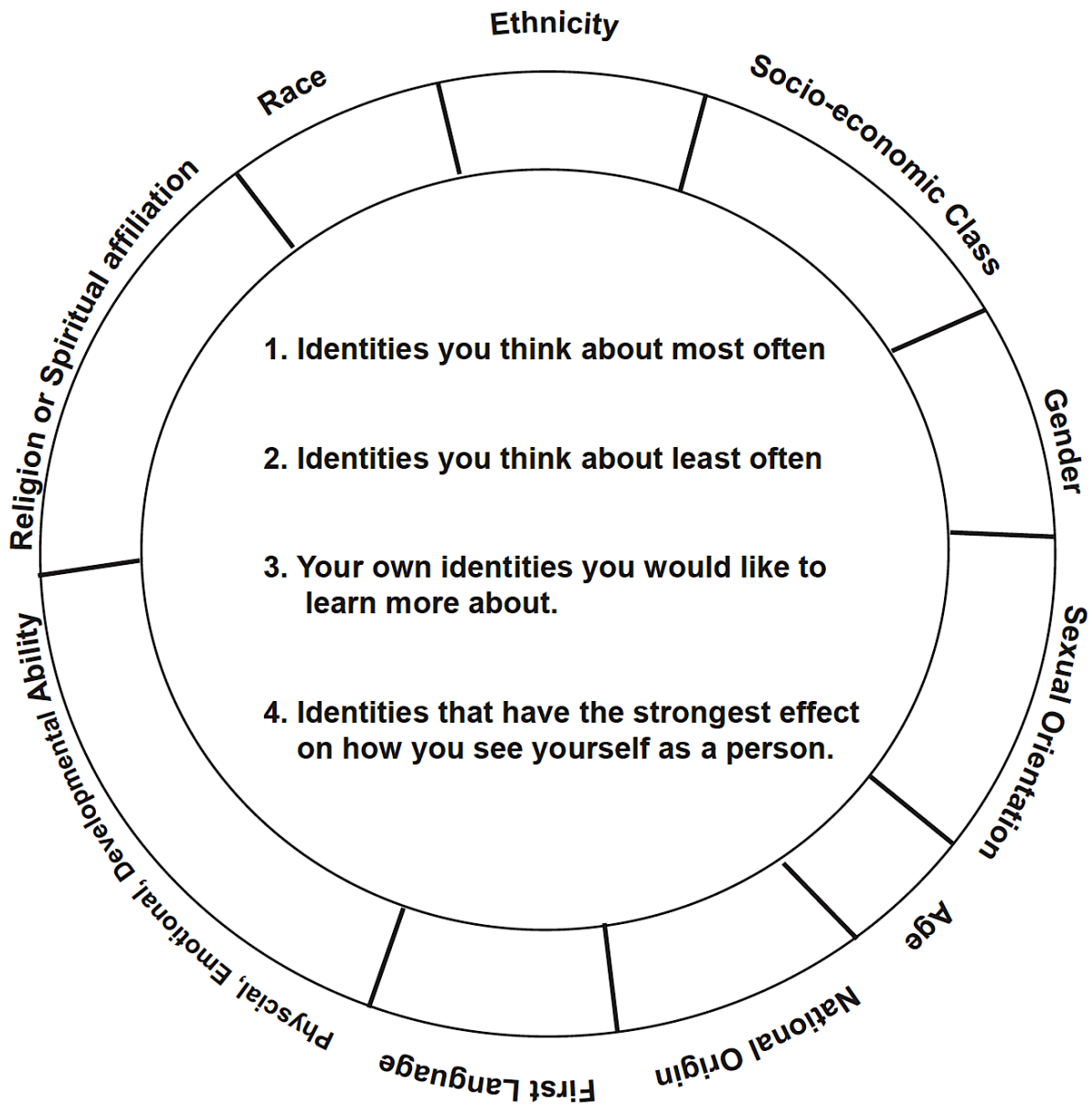
Social identity groups are based on the physical, social, and mental characteristics of individuals. They are sometimes obvious and clear, sometimes not obvious and unclear, often self-claimed and frequently ascribed by others. For example, racial groupings often are ascribed as well as self-claimed. Government, schools, and employers often ask an individual to claim a racial identity group or simply ascribe one to an individual based on visual perception. Other social identities are personally claimed but often not announced or easily visually ascribed such as sexual orientation, religion, or disability status.

For the purpose of this self-examination, please identify the memberships you claim or those ascribed to you. Below are examples of social identity groupings. Feel free to use your own language for your identities. These memberships are derived from the National Intergroup Dialogue Institute, Program on Intergroup Relations, University of Michigan.

- Gender .....Woman, Man, Transgender, Post-Gender
- Sex .....Intersex, Female, Male
- Race .....Asian Pacific Islander, Native American, Latin@, Black, White, Bi/Multiracial
- Ethnicity.....Irish, Chinese, Puerto Rican, Italian, Mohawk, Jewish, Guatemalan, Lebanese, European-American
- Sexual Orientation/Attractionality .....Lesbian, Gay, Bisexual, Pan-Attractional, Heterosexual, Queer, Questioning
- Religion/Spirituality/Faith/Meaning.....Hindu, Muslim, Buddhist, Jewish, Christian, Pagan, Agnostic, Atheist, Secular Humanist
- Social Class .....Poor, Working Class, Lower-Middle Class, Upper-Middle Class, Owning Class, Ruling Class
- Age .....Child, Young Adult, Middle-Age Adult, Elderly
- (Dis)Ability .....People with disabilities (cognitive, physical, emotional, etc.), Temporarily able-bodied, Temporarily disabled
- Nation(s) of Origin/Citizenship .....United States, Nigeria, Korea, Turkey, Argentina
- Tribal or Indigenous Affiliation.....Mohawk, Aboriginal, Navajo, Santal
- Body Size/Type .....Fat, Person of Size, Thin

Social Identity Wheel

Adapted from “Voices of Discovery, Intergroup Relations Center, Arizona State University.



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## My Multicultural Self

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### Time Requirements and Recommended Group Size

- 20 minutes is recommended
- 4 minimum, no maximum, with space to get into pairs or small groups

### Description of the Activity

This activity is designed to process and examine one's own identity(ies) and any associated stereotypes and then have opportunities to share with others. Encourage participants to think about the stereotypes they may apply to people and to make a conscious effort to challenge why they exist.

This activity highlights the multiple dimensions of our identities. It addresses the relationships between our desires to self-define our identities and the social constructions that label us regardless of how we define ourselves.

### Equipment and Materials

- Copies of "My Multicultural Self" worksheet.
- Writing utensils and an area for writing and small group conversations.

### Instructions

- Refer to the "My Multicultural Self" worksheet.
- Allow individuals 5 minutes to fill out the worksheet.
- Get in pairs or small groups and spend 8-10 minutes to share with others.
- Come back at the end and talk about the activity.

### Guided Questions

1. General reactions to the activity?
2. What was it like to share a personal story with your colleagues?
3. What can we do to identify and address implicit bias?

### Facilitator Notes and Recommendations

At the end of this exercise, review the following tips for ways to identify and address implicit bias:

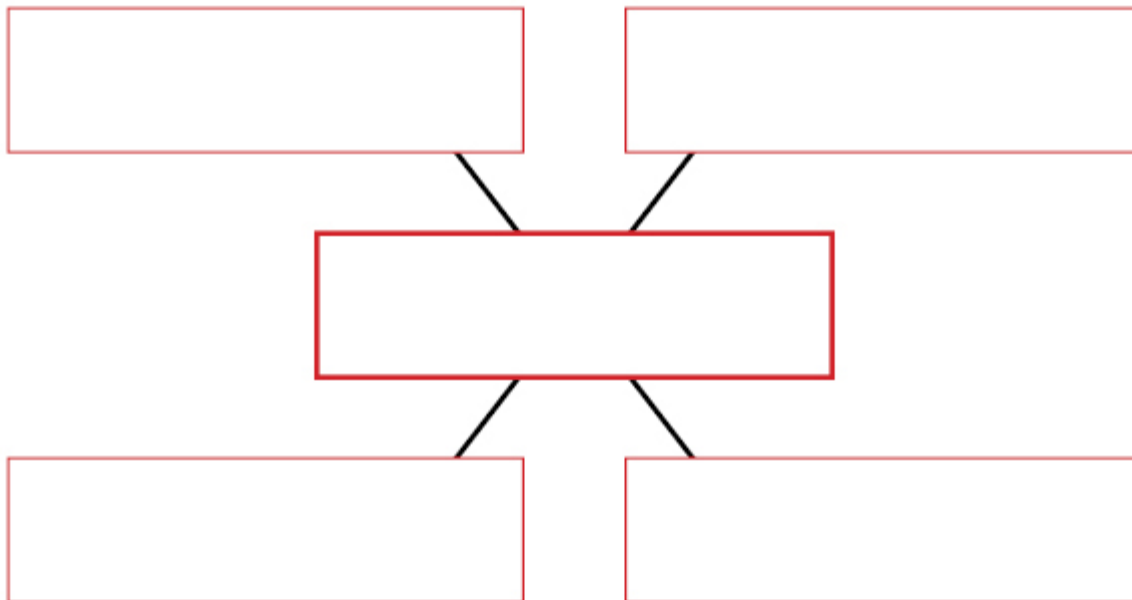
- Acknowledge and know your own biases.
- Counteract and take action to de-bias.
- Transform: introduce procedures, training, and tracking mechanism to outwit implicit biases.
- Consider diversity and the impact of implicit bias.
- How would you feel if someone ignored one of your multicultural identity bubbles?
- Can you see how ignoring one of your identity bubbles could cause miscommunication? Can anyone give an example?
- Do you have more than these 5 identities?
- If your 5 identity bubbles are communicating with a group of 5 others, how many identities are interacting?

My Multicultural Self Worksheet

Place your name in the center block of the structure below. Write an important aspect of your identity in each of the satellite blocks, i.e., an identifier or descriptor that you believe is important in defining you. This can include anything such as your race, gender, parent status, ability (physical & mental), religion, sexual orientation, personality, nation of origin, age, class, or any descriptor with which you identify.

In small groups or pairs, respond to the following statements:

1. Share a time you were especially proud to identify with one of the descriptors you used above.
2. Share about a time it was especially painful to be identified with one of your identifiers or descriptors.
3. Name a stereotype associated with one of the groups with which you identify that is not consistent with who you are.





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## Ted Talk: Danger of a Single Story

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The problem with stereotypes is not that they are untrue but that they are incomplete.  
– Chimamanda Ngozi Adichie

### Time Requirements and Recommended Group Size

- 35 minutes is recommended for video (18:30) and discussion time
- 3-4 minimum, 25 maximum

### Description of the Activity

Every person is different from any other in countless ways, yet when we encounter others, we often rely on generalizations to describe them. “It’s a natural tendency,” says psychologist Deborah Tannen.

This Ted Talk, “Danger of a Single Story,” explores the natural tendency for human behavior to group the people and things we encounter in the world into categories, but there is potential for these categories to become “single stories” that lead us to incomplete and or simplistic understandings of identities and others. Author Chimamanda Ngozi Adichie uses the phrase “single stories” to describe the overly simplistic and sometimes false perceptions we form about individuals, groups, or countries and provides a framework for discussing the ways we think about and treat others.

### Equipment and Materials

Screen or area to play the Ted Talk:

[https://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story)

### Instructions

1. Introduce the video (see description above). Optional idea is to ask the staff to reflect on the phrase “danger of a single story” and discuss what comes to mind when they hear that phrase.
2. Project the Ted Talk and ask everyone to be in the moment. Following, allow time for discussion.

### Guided Questions

1. Ask for some first reactions. This can be discussed in pairs or small groups and then brought back to the larger group.
2. What other single stories have you heard? Where do you hear them?
3. Why do people believe single stories?
4. In what ways do single stories impact our own identities and/or how we view others?
5. Bringing it back to our unit and to Ohio State, how can we combat against single stories?

### Facilitator Notes & Recommendations

- The Ted Talk helps us engage in identity exploration and think about how we foster inclusion. A big piece about hearing someone else’s story is about how we listen and how we react.
- If desired, review definitions:
- A stereotype is a belief about an individual based on the real or imagined characteristics of a group to which that individual belongs. Stereotypes can lead us to judge an individual or group negatively. Even stereotypes that seem to portray a group positively reduce individuals to categories and tell an incomplete or inaccurate single story.
- Prejudice occurs when we form an opinion about an individual or a group based on a negative stereotype. Discrimination occurs when a prejudice leads us to treat an individual or group negatively.



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## Ted Talk: How to Overcome our Biases? Walk Boldly Toward Them

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Diversity is being invited to the party. Inclusion is being asked to dance.  
– Verna Myers

### Time Requirements and Recommended Group Size

- 25-30 minutes is recommended for video (17:41) and discussion time
- 3-4 minimum, 25 maximum

### Description of the Activity

Our **biases** can be dangerous, even deadly and we've seen some examples, such as, the 2014 cases of Michael Brown in Ferguson MO and Eric Garner in Staten Island NY. Verna Myers is a graduate of Harvard Law School and a diversity consultant who aims to help break down barriers of race, gender, ethnicity, and sexual orientation.

Verna Myers is dedicated to promoting meaningful, lasting diversity in the workplace. In her Ted Talk "How to Overcome our Biases? Walk Boldly Toward Them," Meyers makes a plea that all people work to acknowledge their biases. She then challenges people to try to move toward, not away from, the groups that make them uncomfortable. In this funny, impassioned, and important Ted Talk, she shows us how we can do this.

### Equipment and Materials

Screen or area to play the Ted Talk:

[https://www.ted.com/talks/verna\\_myers\\_how\\_to\\_overcome\\_our\\_biases\\_walk\\_boldly\\_toward\\_them](https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them)

### Instructions

1. Describe implicit bias and discuss how it may manifest itself. Implicit bias refers to the attitudes or stereotypes that affect understanding, actions, and decisions in an unconscious manner.

#### A Few Characteristics of Implicit Biases

- Implicit biases are pervasive. Everyone possesses them, even people with avowed commitments to impartiality, such as judges.
- Implicit and explicit biases are related but distinct mental constructs. They are not mutually exclusive and even may reinforce each other.
- The implicit associations we hold do not necessarily align with our declared beliefs or even reflect stances we would explicitly endorse.
- We generally tend to hold implicit biases that favor our own ingroup, although research has shown that we can still hold implicit biases against our ingroup.
- Implicit biases are malleable. Our brains are incredibly complex, and the implicit associations that we have formed can be gradually unlearned.

2. Project the Ted Talk and ask everyone to be in the moment. Following, allow time for discussion.

### Guided Questions

1. Ask for initial reactions and thoughts.
2. How can we combat bias? What are some examples that we might see at Ohio State?

### Facilitator Notes & Recommendations

There are three take-aways from this Ted Talk discussion:

1. Get out of denial.
2. Move toward groups you rarely may associate with or are uncomfortable with instead of away from them.
3. When you see something, say something.

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## Ted Talk: What It Takes to be a Great Leader

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Great Leaders are not head-down. They see around corners, shaping their future, not just reacting to it.  
– Roselinde Torres

### Time Requirements and Recommended Group Size

- 20-30 minutes is recommended for video (9:08) and discussion time
- 3-4 minimum, 25 maximum

### Description of the Activity

Roselinde Torres asks, “What makes a great leader today?” Leadership development programs are based on a success model for a world that was, not a world that is or that is coming. A great 21st Century leader includes women and men who are preparing themselves for the reality of today and all the unknown possibilities of tomorrow.

### Equipment and Materials

Screen or area to play the Ted Talk:

[https://www.ted.com/talks/roselinde\\_torres\\_what\\_it\\_takes\\_to\\_be\\_a\\_great\\_leader/discussion](https://www.ted.com/talks/roselinde_torres_what_it_takes_to_be_a_great_leader/discussion)

### Instructions

1. Introduce the video (see description above).
2. Discuss initial insights with what we believe makes a great leader.
3. Do we believe a great leader of 30, 40, 50 years ago would be great today, using similar principles?
4. Project the Ted Talk and ask everyone to be in the moment. Following, allow time for discussion.

### Guided Questions

1. Ask for some first reactions.
2. How did your beliefs about leadership change from before watching the talk to after?
3. Do nonprofit leaders have an advance despite limited financial resources but make a huge impact in the world while bringing together adversaries?

### Facilitator Notes & Recommendations

- If the best 21st Century Leaders focus on what the unknown possibilities of tomorrow are, by nature we would incorporate ourselves with our “unknown.” Spend time, read, and create relationships with those very different than you, making trustful connections that will cultivate respect and allow significant growth when change occurs.
- Work to create an environment where taking a risk is valued as an opportunity for significant impact. Discuss this with your staff.



## **Ted Talk: Why Being Respectful to Your Coworkers is Good for Business**

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You're going to be judged for the little moments, so please make the most of them. In every interaction, you have a choice. Do you want to lift people up or hold them down? Who do you want to be?

– Christine Porath

### Time Requirements and Recommended Group Size

- 30-45 minutes is recommended for video (15:24) and discussion time
- 3-4 minimum, 25 maximum

### Description of the Activity

Leadership researcher Christine Porath proposes a question to the general audience, “Are you looking to get ahead in your career?” She outlines what constitutes respect in the workplace along with civility and how displaying them can boost professional success. In this science-backed talk, Porath gives an idea of how incivility impacts the workplace and then challenges us to choose what type of professional and employee we will be.

### Equipment and Materials

1. Screen or area to play the Ted Talk:  
[https://www.ted.com/talks/christine\\_porath\\_why\\_being\\_nice\\_to\\_your\\_coworkers\\_is\\_good\\_for\\_business/](https://www.ted.com/talks/christine_porath_why_being_nice_to_your_coworkers_is_good_for_business/)
2. White board or poster paper to capture how the group would describe the definition and/or acts of civility and uncivility
3. Markers and writing utensils if you want small groups to brainstorm first

### Instructions

1. Before showing the video, share that the TED Talk explores respect in the workplace and how this leads to civility and incivility. “We want to hear from you how you would define civility and incivility and share actions that correspond with each.”
2. 5-10 minutes ... Write group’s comments on the white board or poster notes. Thank them for their feedback and introduce the Ted Talk.
3. Play the video.
4. 10-15 minutes ... Guided questions.
5. 5 minutes ... Close with a call to action. “You decide who you will be each day. Will you lift someone up by making them feel respected, appreciated, valued, and heard or hold them down by making them feel small, insulted, disregarded, or excluded. You are an important part of creating the culture. Let’s choose respect.”

### Guided Questions

1. Ask for some first reactions.
2. Did the group capture the definition of civility and uncivility? What would they like to add or remove?
3. Can be a pair and share ... “What resonated with you in the video? Do you have specific examples of workplace civility or uncivility that you are willing to share? What is the impact to you or those people involved?”
4. “What surprised you in the video and why?”
5. Can be a pair and share ... “What is one thing that you can start and stop doing to help create a culture of respect in your department?” What is the one thing the entire group agrees that they will start or stop doing?



### Facilitator Notes & Recommendations

- Review the definitions of respect, civility, uncivility:
  - Respect - due regard for the feelings, wishes, rights or traditions of others. Synonyms: consideration, thoughtfulness, attentiveness, politeness, appreciation, dignity, esteem, honor, recognition.
  - Civility - formal politeness and courtesy in behavior or speech. Synonyms: courtesy, comity, politeness, good manners, decorum, respect, affability.
  - Incivility - rude or unsociable speech or behavior; the quality or condition of being uncivil; discourteous behavior or treatment. Synonyms: coarseness, disrespect, impoliteness, rudeness, bad manners, discourteousness.
- Think of your own personal stories or experiences related to civility/uncivility that might add to the conversation. Be prepared to share them, if appropriate and/or time permits.
- For more information and additional ideas: The Ted Talk references the speaker's book, "Mastering Civility: A Manifesto for the Workplace," by Christine Porath.

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## Further Learning

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### [buckeyelearn.osu.edu](https://buckeyelearn.osu.edu)

Ohio State's tool to engage in training and professional development. Ohio State's tool to engage in training and professional development. The following includes either in-class or self-serve on-line courses as great opportunities to enhance your knowledge and skills regarding diversity and Inclusion. Learn how to access BuckeyeLearn: <https://youtu.be/JaRfcjbrzvU>

1. Diversity Basics – a 20-minute online course, providing a common language and framework for understanding diversity, equity, and inclusion. It offers clear definitions, historical context, and interactive scenarios to apply what you learn. This introductory module is designed to ensure all staff have the foundational knowledge necessary to support diversity and inclusion across the university.
2. Building Multigenerational Teams; Cultivating Community across Generations – a 20-minute online course, helping employees and managers harness the diverse perspectives of multigenerational teams and foster a positive and inclusive culture across generations. Learn how to:
  - Identify ways to effectively manage across generations and work with multigenerational teams.
  - Enhance your effectiveness as a manager and employee by understanding generational conflict.
  - Enhance team culture and productivity through multigenerational relationship-building.

### [Instructor-led, In-person Attendance Workshops](#)

Register via [buckeyelearn.osu.edu](https://buckeyelearn.osu.edu).

1. Disabilities Etiquette - This workshop will examine stereotypes associated with common disabilities and illustrate the participants' emotional reactions to specific disabilities. The training will conclude with tips on respectful etiquette and language in creating a comfortable work environment for all employees.
2. Inclusive Leadership - This workshop for managers provides a framework for dialogue around effective leadership in a more diverse and multicultural environment. It provides participants with the awareness, tools, and skills to make inclusion a priority.

### [Online Training Resources](#)

1. Kirwan Institute for the Study of Race and Ethnicity Implicit Bias Module (<http://kirwaninstitute.osu.edu/implicit-bias-training/>) – three online interactive modules for general understanding and learning about implicit bias: Understanding Implicit Bias, Understanding You Own Biases, Mitigating Unwanted Biases
2. Harvard's Project Implicit (<https://implicit.harvard.edu/implicit/>) – an online self-evaluation that often accompanies the Kirwan Implicit Bias modules. Used for private self-reflection.