

CARE Gender, Equity, and Diversity Training Materials



Module 1: MANAGING DIVERSITY AND INCLUSIVENESS IN A MULTICULTURAL WORKFORCE

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MODULE ONE

**Managing Diversity
and Inclusiveness in a Multicultural Workforce**

This module is intended to be an introductory course. This course offers participants a taste of the many dimensions of diversity. Participants examine how our differences and similarities impact our organizational life by exploring diversity of identity, worldview, power and work styles, and learn skills to function effectively in a diverse and complex workplace. Within this module, you will find descriptions of various exercises, tips on how to facilitate them and skill sets that are demonstrated in each activity. This workshop is designed as a two-day event; however, it can be shortened to a one-day or one and a half days. However keep in mind that more time is often necessary to explore the complex issues of diversity.

The goals of this module are:

- To explore how our differences and similarities impact our organizational life;
- To learn new skills to function effectively in a diverse and complex workplace;
- To practice personal and collective responsibility for furthering our organizational learning.

Note: Module One has an accompanying
Participant Workbook

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Checklist of Preparation Materials

1. Photocopy the Participant Manual for Module I to distribute during the training.
2. Prepare the following materials on flipchart. Please note all these materials are also available on Powerpoint*.
 - CARE's definition of diversity
 - CARE's diversity framework for action
 - The Aikido framework
 - Ground Rules
 - Iceberg
 - Four workstyles
 - Dominant-subordinate group matrix
3. Ensure all logistical arrangements are in place for room set up, meals and others.

Sample Agenda Used for a One-Day Session

Please note that this is a modified version used for a one day program, and does not include all the activities listed in the manual. Total participants would be no more than 20.

9:00 am -10:00 am	Welcome Introduction
	Exploring Our Expertise About Diversity
10:00 -10:15	Brief Overview Of What Diversity Means
10:15 -10:45	Framework Of The Day: Aikido Exercise
10:45 -11:00	BREAK
11:00 -11:10	Ground Rules
11:10 -12:30	Know Where You Are: Differentiation Lab
12:30 -1:15	Lunch
1:15 - 1:30	Icebreaker
1:30 - 2:30	Know Where You Are: Worldview Exercise
2:30 - 2:45	BREAK
2:45 - 4:15	Meet the Other: Diversity of Power Exercise
4:15 - 5:00	See What We Can Do: Workstyle Exercise
5:00 - 5:15	See What We Can Do: Partner with a buddy and share one thing you can do
5:15 - 5:30	Closing Circle

Activity 1: Welcome and Introductions

Purpose

To welcome participants to the training, and to allow facilitators to introduce themselves and get to know the participants.

Instructions

1. A facilitator opens by welcoming people, underscoring the importance of gender equity and diversity (GED) to the organization and the value of this training program in enhancing awareness about how these issues are relevant to CARE's effectiveness.
2. The welcome is critical in setting a safe atmosphere for dialogue in the workshop. Some ideas to elicit a sense of who is in the learning community include:
 - Ask each individual to share his/her name and share something about himself/herself that no one in the room may know about;
 - Ask each individual to introduce his/her name by simply adding an adjective before his/her name that begins with the same letter. For example, "I am joyful Joy. I work as a Training Coordinator".

TIME
15 Min

Facilitator's Tips

- It is important for CARE staff to introduce the facilitators.
- It is important to note whether there are supervisors and their direct reports in the room. Emphasize honesty and openness in light of this potential tension.

Activity 2: Exploring Our Own Expertise about Diversity

Purpose

To begin the process of community building; to open the conversation on diversity; to elicit and honor the wisdom everyone carries on the subject; to set the tone that we are all teachers and learners, in an inquiry together.

Instructions

1. Ask people to number off as 1 and 2. The 1's take their chairs and form a circle in the center of the room facing out; the 2's form a circle around them facing in so that everyone is sitting across from someone else at comfortable conversational distance¹. See Figure 1.
2. In each of the rounds, pose a question for the pairs to discuss. Give participants 5-10 minutes to discuss each question. There is normally time for 3 or 4 rounds.
3. After each question, call for highlights of the conversation to be shared aloud for the whole group.
4. Between questions ask people in the inner circle to move 2-3 seats over so that everyone has a different partner for each question.

TIME
30 Min

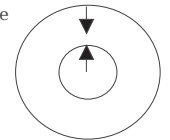


Figure 1

Sample questions

- Discuss with your partner something in your life that you are proud of, professionally or personally.
- Think back to when you were a child. See yourself in your home, your neighborhood, or your school. When was the first time you remember feeling different? What happened? How did you feel?
- This time as an adult, talk about a time when you were dealing with someone or some group that was different, where difference became a part of the interaction, and it did not go well.
- Now talk about an experience where diversity and difference were a clear part of the interaction, and it turned out well. Why?

¹ Requires an even number of people; if group is uneven, a trainer joins the exercise or one set of partners has three people

Activity 3: Understanding What We Mean by Diversity

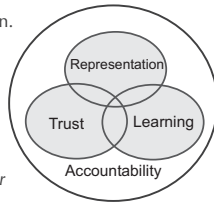
Purpose

To clarify what we mean by diversity and why it is relevant to CARE's vision.

Instructions

1. Participants can stay in the same configuration as in Activity 2 or select a new partner they haven't talked with to discuss the following questions:
 - o Discuss with your partner what diversity means to you personally.
 - o Discuss with your partner why you think diversity is important programmatically to achieve CARE's Vision and Mission.
 - o Discuss with your partner why you think it is important for CARE to promote diversity internally within the organization.
2. Give participants 5 minutes for each question and after each question, call for highlights of the conversation to be shared aloud for the whole group
3. After participants share their responses, share highlights of CARE's Gender Equity and Diversity Initiative as follows:
 - a. Present the Definition for Diversity and the Framework for Action. Highlight what these leverage points mean and why they are relevant to GED.
 - b. Share a brief time-line and history of the initiative and why it is relevant to CARE. See section entitled *The Historical Timeline of CARE's GED Journey* in the *Facilitation Guide For The Gender Equity And Diversity Training Curriculum*.

**TIME
30 Min**



Activity 4: Goals of the Workshop

Purpose

To give participants a sense of what to expect and how to contextualize the workshop in terms of the broader organizational initiative

Instructions

Review the goals for the diversity workshop:

**TIME
10 Min**

Goals

- To advance the core mission and value of CARE by:
- ★ Exploring how our differences and similarities impact our organizational life;
 - ★ Learning new skills to function effectively in a diverse and complex workplace;
 - ★ Practicing personal and collective responsibility for furthering our organizational learning

Facilitator Tips

- Highlight that the training was designed to make the concepts real by creating a participatory learning process whereby participants can draw from their own personal experience.
- Listen for the wisdom that exists within each participant's experience. The training provides the space for reflection and learning from each other.
- Do not spend too much time on activity 3 and 4 because while staff appreciates background information and setting the context of the training, a lot of the information shared does not make much sense to participants until they start exploring these concepts "hands on".

Activity 5: Framework for Dealing with Differences [Aikido Exercise]

Purpose

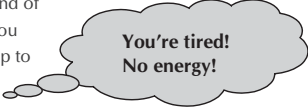
To introduce participants to a three-part framework on how one can respond to difference, diversity or even change, and upon which this workshop is designed

Instructions

1. Highlight to participants that as adult learners we have different ways of learning. Some of us learn visually and through demonstration. This workshop respects the variety of learning styles.
2. We are using an Aikido demonstration to set up this activity. This uses visual techniques and is useful for learners who respond to visuals.
3. Highlight that an individual has several ways to respond to something different:



I. AVOID. Ask someone to stand opposite you at one end of the room and walk towards you with one arm raised. You duck and run away as s/he tries to hit you. Ask the group to comment on what they see how would you describe this relationship? Where is the energy going? What do you notice?



II. RESIST. For this second demonstration, you instruct your partner to come toward you and you push back on their arm and the two of you cannot move. Again, ask the group to comment on what they notice. You should highlight that you are going nowhere and all energy is lost.



III. COLLABORATE - AIKIDO MODEL. This model represents the third option and demonstrates what it takes to collaborate. As the person approaches you, center yourself, breathe deeply and easily, and take a step forward to meet the person coming toward you. When you



meet, turn in the same direction they are facing, join hip to hip, place one arm around the person's back, hold the other arm gently and walk alongside them. After walking together briefly, lead the other with your arms, and then allow the other to lead you to another direction, until it becomes a dance. Again, ask the group what they notice.

4. Repeat this model but go through the steps and ask participants what the first step is. Run through the AIKIDO model again. However this time, as the person approaches you, center yourself, breathe deeply and exaggerate inhaling as if you are relaxing. Ask what they see. Highlight that the first step is to know where you are-center; ground yourself; be fully present; carry your own integrity; know your values, etc. This is an important step in responding to diversity. Repeat the exercise and keep asking participants what they see. Highlight that the first step in the AIKIDO model is **KNOW WHERE YOU ARE**.
5. Then ask participants what the second step is. Repeat the AIKIDO model. But this time, freeze your position as you reach out to "meet" the other person. Ask what they see. Highlight that the second step is about meeting the other-step toward that which is different; join it; blend with it; turn to move with it, and see how it makes sense to itself; share your own meaning in response. Repeat the exercise and keep asking participants what they see. The second step is **MEET THE OTHER**.
6. Then ask what the third step is and repeat the AIKIDO model. For the third step, place your arm around the other person and walk alongside them. Exaggerate this move as you lead the person. This time, as you lead the person, pretend to dance and twirl them around. Ask participants who is leading. What is this relationship like? Highlight that this third step is about seeing what we can do together-share the lead; explore many possibilities; be creative; move individually and together. Repeat the exercise and keep asking participants what they see. The third step is **SEE WHAT YOU CAN DO TOGETHER**.
7. On a flipchart refer to the Aikido model and highlight the three skill baskets that correspond to the model and serve as a framework for the day:

AIKIDO Model

 - **Know where you are**
- [Awareness]
 - **Meet the other**
- [Dialogue]
 - **See what you can do**
- [action]

▶ **See what we can do together** - this is all about action. It explores skills in identifying solutions.

8. State that the workshop will follow this flow. There are skill sheets in the participant's manual that follow the AIKIDO model and corresponding skills.

Facilitator's Tips

- Not everyone will appreciate a visual exercise but it highlights/frames the issue in a creative way about what the workshop will look like and what one's basic approach to difference is.
- Allow participants to laugh and engage with you on what they observe. This activity is meant to provoke thinking and also brings ease to the training atmosphere.
- The model does not answer all questions and participants who challenge the model should be encouraged to explore their questions throughout the day.

Activity 6: Norms or Ground Rules

Purpose

To determine how we will be together during the workshop and what the expectations are about how we behave in order to create our own safe space and unique culture for dialogue.

Instructions

1. Highlight the importance of creating an environment of trust. This workshop is a good way to hold one another accountable to foster safe space.
2. Highlight that these norms create the workshop climate. Elicit norms or ground rules from the group to agree on and hold each other accountable for. Participants should call out their suggestions while you chart them.
 - ▶ To save time you may also have a prepared list of proposed ground rules on a flipchart.

TIME
15 Min

Suggested Ground Rules

- Listening
- Empathy
- Confidentiality
- Right to pass
- Right to speak in own language

Facilitator's Tips

There is a subtle question of agreement to be considered in this exercise. Just because someone makes a suggestion and it gets charted does not mean there is full agreement. You need to be sensitive to this, and if there are any suggestions that might not be agreeable or fully understood by everyone, you need to ask for suggestions so that the full group comes to consensus. These ground rules are especially important to discuss:

- a) **Listening:** Participants should listen with a desire to learn, and respect each voice in the room;
- b) **Empathy:** Participants should seek to put themselves in the experience of others;
- c) **Confidentiality:** Participants should share their experience with others outside the workshop, but should not attribute names to anything said or done during the workshop;
- d) **Everyone has the right to pass:** Participants at any time can elect not to participate. Each person is responsible for his or her own learning;
- e) **People may speak in their own language (with translation following):** Highlight that this is to honor the richness of languages present in the room, and also to relieve some of the stress for people whose first language is not the primary language used in the workshop.

Activity 7: Exploring our Diversity of Identity and Meaning (The Differentiation Lab)

Purpose To realize the multiple aspects of our identity and recognize we give our own meaning to those different aspects, both for ourselves and for others.

Instructions

1. Indicate we are working with the Awareness Basket: "Know Where You Are" and we are going to explore our diversity of identity and meaning.
2. Refer to Skill Sheets 1, 2 and 3 in the Participant Workbook. Please refer to the Powerpoint* slide if needed.
3. Highlight that we are going to look at the many different identities we carry, and the meanings we give them.
4. Have the group stand up, push all the chairs back and make a clear space on the floor
5. Tell participants that you will name different identity groups. Then participants, without speaking, should go to the place you indicate in the room if they identify themselves with that group.
6. Express that people can use whatever criteria they choose to make their decision on where to stand. Acknowledge there may be some categories where the choice is obvious or easy; other categories where the affiliation is not obvious, or multiple. Tell them in those cases just to choose a destination on whatever basis they wish.
7. Call out any of the groups found in the following table and designate where in the room people should stand if they belong to the group.
8. First, ask everyone who has worked for CARE to come to the center of the room. Then, begin with an easy category, such as, "If you are left-handed go to this side of the room. If you are right-handed go to the other side".



9. In each place, they are to stand quietly and look around the room. Notice where they are, and where others are. They should pay attention to how they feel in this configuration, what they notice and experience-then ask them to talk amongst their group about why they chose that particular group.
10. Below is a list of categories we have chosen and used in the past. You would probably only have time for 5-6 categories. Please note that these categories should be selected as they relate to your context and based on the level of "safety" in the environment for participants to associate with these identity groups.
11. Chose 5-6 categories and repeat instructions 4-7.
12. To end the categorization, ask everyone who works for CARE to go back to the center of the room and to look at each other again. This time ask what they feel or see. Ask whether this is any different than when they first came together in the beginning of the exercise.
13. Next have people form into small groups of four or five, trying to get as diverse a mix as possible. Have them discuss the experience. Ask them to consider which groups they felt most comfortable in; which they felt least comfortable. Did they notice any patterns? How did they feel?
14. After groups have had the chance to discuss, ask for highlights from the groups. What was most comfortable, and why? What was least comfortable, and why? What else did they notice? What did they learn?
15. To close this exercise, lead a brief reflection process back in the full circle. Ask what did they learn, re-learn? How does this connect to life? How does this connect to working at CARE?

Sample Categories to Use:

GROUP	NOTES
Race/ethnicity	<ul style="list-style-type: none"> ● White (Caucasian); Black (African American); Asian or Asian American; Latino or Hispanic; African; Native or Indigenous; Middle Eastern; Bi-racial or multi-racial (In the US we have used these classifications, but these terms are subject to change based on context)
Country of origin or region of origin	<ul style="list-style-type: none"> ● North America (US, Canada, Mexico); Central or South America; Western Europe; Central or Eastern Europe; Middle East; Africa; Asia; Australia/New Zealand ; and Pacific Islands (These classifications have been used in the US and global workshops)

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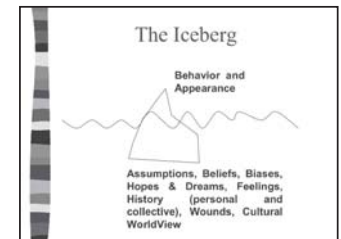
	<ul style="list-style-type: none"> + In Ethiopia, the various regions in the country were used rather than the different ethnic groups, as this was a less threatening category that nonetheless generated an equally productive discussion. + In a global workshop we divided the group between those who worked in a sub-office and those who worked in a headquarters office.
Gender	<ul style="list-style-type: none"> • Male; Female + In most COs, this exercise shows a distinct imbalance between male and female representation, and generates a lot of dialogue about why there is under-representation of women. + Women in general consistently raise issues about balancing work and personal life.
Ability (Note: This one is done a bit differently)	<ul style="list-style-type: none"> • If you have a family member who is 'differently-abled'; If you have a friend who is 'differently-abled'; If you don't know anyone; If you yourself are 'differently-abled,' whether that be visible to others or not. + This exercise often builds awareness about why disabilities should be a priority from a diversity perspective, as it often gets overlooked.
HIV/AIDS	<ul style="list-style-type: none"> • If you have a family member or friend who has HIV; If you don't know anyone; If you yourself have HIV whether it is visible to others or not. + This exercise often generates dialogue about the reality that in some places very few individuals in CARE have or know of someone who has HIV, while in programs dealing with the subject this information is widespread.
Sexual Preference (Note: This too is done differently)	<ul style="list-style-type: none"> • If you have a family member who is gay or lesbian; If you have a friend; If you know someone at work; If you don't know anyone; If you yourself are gay or lesbian [already public about this information or choose in this moment to become public] + We have only used this category in the U.S where the environment is relatively more open to respecting sexual preference.
Class (Based on the class they grew up in; not what they occupy now)	<ul style="list-style-type: none"> • Upper class, or the elite; Upper middle class; Middle class; Working class; Poor + This exercise generates a lot of dialogue about what characteristics CARE staff represents in a community and

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	<p>evokes questions about whether CARE staff truly represents the poor and marginalized.</p> <ul style="list-style-type: none"> + This category evokes high levels of emotions from staff.
Religion	<ul style="list-style-type: none"> • Christian (including the various forms Catholic, Protestant, Orthodox, etc.); Jewish; Muslim; Hindu; Buddhist; Indigenous; Spiritual; Agnostic; Atheist, etc. + You may eliminate some of these categories based on your context or add new ones.
Urban/Rural	<ul style="list-style-type: none"> • Urban background; Rural background + Dialogue around this group highlights issues of influence and power between those from urban versus rural backgrounds + Most women in particular are also hired from urban centers.
Education level	<ul style="list-style-type: none"> • Bachelors; Ph.D; High School; Elementary School + In most cases, staff hired by CARE represents highly educated categories, thus stimulating a debate about what the implications are for CARE if it wants to promote diversity.
National/International	<ul style="list-style-type: none"> • National staff; International staff + In most cases this dialogue focuses on perceptions regarding differences in influence and power between the international and national

Facilitator's Tips

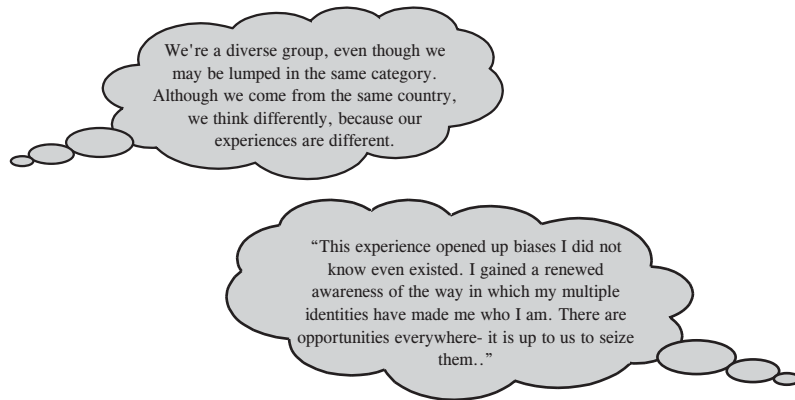
- There may be some categories where the tension is high or the information is powerful. For example, if there is a lot of non-verbal activity, give more time for participants to explore their reactions. Ask why and probe for the reasons people attribute to their reactions.
- In closing, highlight that this exercise teaches us to surface what is hidden and appreciate the multiplicity of our identities. We can choose to ignore these identities yet in reality each one brings with it a very unique experience that influences who we are.
- Draw an iceberg on a flip chart as a way of discussing how some elements of our identity are visible - such as behavior and appearance - and



some are invisible - such as assumptions. Often we allow surface traits to give meaning to an entire person.

- Emphasize that by talking about diversity, you lift up what is not visible to the eye. We learn how to appreciate and to go below the surface to bring up resources and experiences.

Lessons shared by Participants



Activity 8: Exploring the Diversity of Our Working Styles

Purpose

To help participants realize their own core working style and how that fits with others; and to understand how a combination of and respect for different working styles can enhance a team's effectiveness.

Instructions

1. Refer participants to Skill Sheet #4 in the Participant Workbook. Highlight that we are still in the Awareness Basket, of *Knowing Where We Stand*. Now we will look at our preferred way of working and how we can be comfortable in our own style while working with those who are truly different.
2. Ask people to read and complete the *Working Style Questionnaire* in the Participant Workbook. Be extremely clear about how to score the questions, emphasizing that you are not just checking off one or two answers that best fit you but you are ranking each one of the items with a letter 'a' to 'd'.¹²
3. Tell people to go ahead and fill in the letters for each of the five questions on the score sheet following the questionnaire. Add up each column, and determine the dominant style (the dominant being the column/letter with the LOWEST score).
4. Have participants go to corners of the room designated for each working style. Everyone should notice where others are.

TIME
1 Hr
15 Min

Working Style Characteristics	
<p>Analytical</p> <ul style="list-style-type: none"> • Does job correctly • Likes facts and figures • Focuses on steps and objectives • Seeks logical explanation 	<p>Driver</p> <ul style="list-style-type: none"> • Gets the job done • Likes results • Focuses on results • Seeks most efficient way
<p>Amiable</p> <ul style="list-style-type: none"> • Works cooperatively • Likes people and fairness • Focuses on process • Seeks informality 	<p>Expressive</p> <ul style="list-style-type: none"> • Work enthusiastically • Has vision • Focuses on hunches • Seeks stimulation

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².Borrowed from L Sylvester 98

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5. Groups should spend 5 minutes discussing their working style related characteristics as displayed in the matrix in the Participant Workbook.
6. Go around the room and try to confirm whether the working style traits correspond with participants' experiences.
7. Instruct that now we will problem-solve through a case study. Assign the *Ice On The Wires* activity from the Participant Workbook. Ask each group to address the problem in their own unique way. When done, ask the groups to share what they came up with and how they thought about it. Most likely, the groups will be true to their characteristics and people will laugh in recognition of their differences.
8. Next, count off by fours, so that you end up with four mixed groups. Assign the *Reproductive Health* activity from the Participant Workbook. When done, ask each group to report on what they came up with and what they noticed about being in a mixed group now as opposed to earlier when they were with colleagues with identical working styles. Any reflections on how this might be useful in the daily work situation?
9. If you do not have sufficient time, this activity has also been accomplished by dividing the group into four groups with the same style in each group and a fifth mixed group. To make a mixed group, pick one person from each work style group to make the 5th mixed group. Each group is then assigned the *Ice On The Wires* case study and you can point out the unique difference in how each style solves the case and then compare the unique solutions that come up in the mixed group. With this breakdown, you avoid having to group people twice and you have them do one case only. The disadvantage is that not everyone experiences the difference of working with others in a similar style as opposed to those with a different style.

Facilitator: "Do you recognize these traits in yourself? How do you feel working with others with the same style? How do they feel about working with those who have different styles? Which style is most rewarded at CARE? Why? Which style is least recognized at CARE? Why?"

Completion

Without moving back to the larger circle, ask for brief 'learnings', such as:

- | | |
|----------------------|-------------------|
| ▶ I learned... | ▶ I noticed... |
| ▶ I re-learned... | ▶ I felt... |
| ▶ I wonder... | ▶ I appreciate... |
| ▶ I was surprised... | ▶ etc. |

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Facilitator's Tips

- Participants enjoy this activity because it offers them insight into their working style, and stimulates a discussion about the different working styles at CARE and how this impacts on differences in thought and decision-making.
- Many participants highlight that the diversity challenge is not just about representation but about different work styles and decision-making styles in the organization.
- Most groups have a predominance of Drivers and Analyticals; fewer Expressives and Amiables. This is a normal breakdown in society in general.
- Try and observe whether you see any patterns, such as whether certain professions tend to have a predominant style (e.g., those who work in development projects may tend to be more Amiables, while those in emergency may be Drivers, and those who work in Information Systems and Finance may be Analyticals).
- Refer to the matrix entitled *Making the Most of Your Workstyle* in the Participant Workbook for how to deal with different styles. It is important to surface how participants feel when they work with others who have different styles and what they think can be done to more effectively work with others.

Activity 9: Exploring Our Diversity of Thought and World View

Purpose

To help participants understand our cultural differences and how our basic assumptions about the nature of reality (how things are in the world) affect our lives and our interactions.

Instructions

1. Refer to Skill Sheet # 5 in the Participant Workbook *Expand Beyond Your Comfort Zone*. We are now working with the Dialogue Basket, learning how to Meet 'the Other,' or those who are different from us. In this case, we are going to have a dialogue with those who have different cultural assumptions, different worldviews or different belief systems that determine our behavior.
2. Talk about extending beyond our comfort zone. Demonstrate how stretching and moving beyond our place of greatest comfort allows us to meet those who are outside our normal zone, and that is where learning takes place. You may want to introduce this section with a personal story or situation where you had to move outside your comfort zone.
3. Clear the space and explain that you will be drawing an imaginary line or continuum in the room and will name what is in the continuum. See the categories listed below.
4. Participants must place themselves (without talking) on the continuum wherever they think they fit based on the culture in which they grew up, not where they are now. See the diagram in Figure 2.

TIME
1 Hr
15 Min

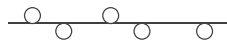


Figure 2

5. After they have placed themselves on the line, ask participants to speak with those who are near them in the continuum, and talk about why they placed themselves there. Have people share to the whole group what they noticed. Or, ask people at one end of the line to talk to those at the opposite end and have them explain how things are for them there or asking questions of curiosity about the other side. Ask what their predetermined notions of people at the other end of the continuum are.

6. Then, have participants place themselves in the continuum based on what they think "CARE's worldview is". Again, ask for reflections and thoughts. You may also alternatively have them move to "where they are today" or ask people to take three steps in either direction along the line, to try "stretching beyond their comfort zone" and seeing what the world looks like from a different perspective. If they do this, after some conversation and sharing, have them then step back again to their original place to see if it feels differently. Combine these methods for dialogue, or invent others.
7. Repeat with three or four of the following continuum categories (depending on time and group energy). With each continuum vary the instructions.

Continuum Worldview Categories

Continuum	NOTES
<p>TIME. At one end, time is measured, finite and linearly. We say phrases such as, "we do or don't have enough time", "we spend time", "waste time", "lose time", "we come to meetings on time", "we have deadlines", "we must hurry", "time is money". Invite people to share other descriptions or words to describe time when it is finite.</p> <p>At the other end, time is abundant, cyclical and infinite. It is often related to nature or the natural cycles. We accomplish things or get to meetings 'when the time is right or ripe.' We trust that things will work out or balance themselves over long periods of time. There's no hurry; there's always tomorrow.</p>	<ul style="list-style-type: none"> ◆ In most cases when we have done this, there was an apparent pattern in which participants placed themselves, those from the North (Western Countries) moved to the continuum where time is finite and the majority of those from the South or from developing countries placed themselves in the other end of the continuum where time is treated as infinite. ◆ The dialogue focuses on how most staff at CARE have adapted their worldview around time to fit the CARE culture. In most cases, they are driven by western principles, and some wonder what they have lost within their own culture as a result. ◆ Some express the dilemma they face when pressed for donor deadlines or Atlanta deadlines, and their difficulty in balancing this demand with the reality of the program cycle, which is driven by the local community, and does not follow the same worldview around time
<p>FOCUS OF IDENTITY. At one end, the focus of identity is the individual. We are separate, unique human beings, each deciding our own life path. What we think, want, and feel is important.</p> <p>At the other end, the focus of identity is the group (family, clan, nation, etc.). Here, we are part of a</p>	<ul style="list-style-type: none"> ◆ In most trainings, participants who have grown up in traditional societies tend to define their identity based on their family unit or community, as opposed to those from the North who focus on individual choice. ◆ This activity also helps participants reflect on how their choices and decisions are influenced by their

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larger whole, and our relationship to that larger group determines our choices, our actions, our options. What the group wants and needs are important.	different life experiences ◆ Some cases highlight that in the community rights and responsibilities are often driven by the collective rather than based on the individual.
FOCUS OF ACTIVITY. At one end, the task is the main focus of the activity. We say phrases such as, "getting the job done", "accomplishing the goal", "completing the work", "getting a good outcome", etc. At the other end, the relationship is the main focus of your activity. Make sure that the people involved feel included, that respect for people's place in the scheme of things is shown, and that no one loses 'face.'	◆ This exercise can generate similar results as the workstyle exercise. Those who tend to have "amiable" workstyles focus on relationship building as a priority. ◆ Many highlight the importance of creating a balance between activity and relationship, but at times, due to pressing deadlines, the activity becomes the focus.
COMMUNICATION. At one end, words are a means to an end. We speak directly, saying what we want and what we see. We honor speech that gets to the point; that makes a point; that hones in on the main point. At the other end, speech is a vital part of relationship. We speak in circular, abstract, and indirect ways, not wanting to embarrass anyone or have anyone lose face. We honor speech that suggests, implies, and opens possibilities.	◆ This exercise is an excellent way to discuss different communication styles. ◆ It is a good method of surfacing how different styles of communication can be perceived, and the importance of recognizing the value and the reason why people communicate the way they do, with some preferring Powerpoint presentations that are to the point while others preferring less direct, more story telling and circular forms.
WAY OF THINKING. At one end, thought is linear and rational. We take things step by step, and they have to 'make sense.' Thought is a tool, to achieve a goal; logic is highly valued. At the other end, thinking is circular and abstract. We notice relationships, patterns, and associations. We tell stories, use metaphors, and trust our intuition.	◆ This tends to stimulate a discussion about how these different styles can be managed, and how at times there is a tendency to encourage only logical and "to the point thinking" when in reality most communities in the South tend to focus on story telling, relationships, patterns and associations.

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RELATIONSHIP TO NATURE. At one end, nature is part of the material world. We control nature; it exists for our use and to support us. We conquer nature, to make the world livable- that is our duty and our responsibility. At the other end, we are a part of a living natural system, an intricate web of life in many forms. We live in harmony with nature, knowing that our thoughts and our actions affect all the elements of the world we live in.	◆ Staff from traditional societies can often explain what it is like living in harmony with nature based on their own personal life experience.
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Completion

Invite people back to the large circle for a few moments of discussion and reflection. What did they learn? What did they notice? How might this affect work at CARE?

Facilitator's Tips

- This exercise is not about what is good or bad. While it may feel somewhat artificial to create a division along an imaginary continuum, it attempts to highlight the different ways in which we live, think and approach our work.
- The intent is to engage participants in a dialogue about what it would take to create a balance where different worldviews can co-exist, without undermining one or the other. It highlights the importance of diversity to enhancing organizational effectiveness and without diversity what that loss means to the individual and to the organization.
- It challenges us not to stay within "our comfort zone," within what we have always known, but rather to step out and explore other possibilities.
- This exercise can be a "less threatening" way of opening up a dialogue about diversity, since it presents worldview dimensions that people experience daily in their work settings.

Activity 10: Exploring Our Diversity of Power

Purpose

To help participants understand the power dynamics between dominant and subordinate group membership and the effects these dynamics have on relationships. To encourage dialogue across these boundaries; to provide an opportunity for participants to give voice to their subordinate group membership experiences in a safe space.

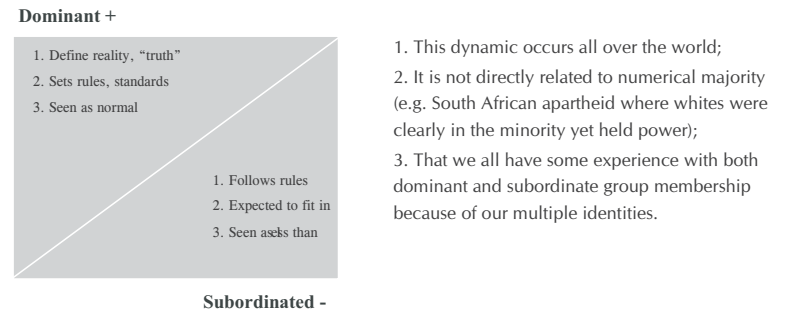
Instructions

1. Explain we are in the Dialogue Basket: Meeting the Other. Briefly explain to participants that we will cover Skill Sheets #6 - *Suspend Judgment*, #7 - *Engage with Curiosity*, and #8 - *Go Treasure Hunting*.
2. Explain to participants that power dynamics are very real in the communities in which we work and in our workplace. We will now explore how these dynamics can impact us personally and our workplace effectiveness.
3. Start with an easy illustration. For example, ask who in the group is left-handed? Ask them what it was like growing up left-handed. Did they have to make any adjustments? Elicit several responses from them. In most cases they will illustrate how their teachers would insist on them using their right hand or in some cultures it would be taboo to eat using the left hand. With these illustrations, ask the question, "Who is the world made for?" or "Who is dominant? Who is subordinate?"
4. Present the *Dominant-Subordinate matrix* in the Participant Workbook and make a brief presentation about the dynamics and behaviors of dominant and subordinate group membership. Discuss behavioral patterns in Dominant and Subordinate Groups. Make a note that subordinate does not mean being submissive, rather it speaks to a group membership that does not have power.
5. Using Figure 3 as an example, illustrate how those with subordinate group memberships are often seen as "less than", and are "expected to fit in". Use the right-hand and left-hand example

TIME
1 Hr
15 Min

by asking who has dominant group membership. Point out three elements of this dynamic:

Figure 3



Give examples and share your own personal stories. Use yourself as an illustration by highlighting which group membership you have that is dominant and which is subordinate; by giving yourself as an example participants will be able to understand this framework. For example, I have dominant group membership as a highly educated individual, from a wealthy family in my country, but have subordinate membership as a woman.

6. Explain the impact of these different experiences and mindsets on our relationships. Use another story. For example, ask participants what would happen if a blind person walked into the room. Explain how every element of the workshop thus far gave instructions and focused on exercises based on the capacity of participants to see. Show how all the flipcharts are written. What position would someone who is blind be in?

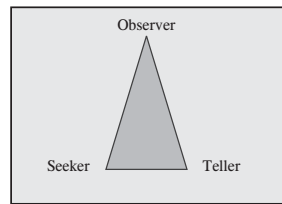
Ask participants if they wake up in the morning thinking about themselves as "individuals able to see"? How aware are we of our privilege? Highlight that often times if we have dominant group membership we are often unaware and unconscious of our unearned privilege, while those in subordinate group membership are very aware, and conscious of their lack of privilege. Use a compelling story that can illustrate this dynamic.

Highlight that because of different experiences, our mindset can be different. For example, those with subordinate group membership notice patterns when they see certain behaviors towards them repeated constantly. Their focus is on the outcome, on how they felt, and their

response is to demand for immediate changes within the broader system of society. Alternatively, those with dominant group membership will only recognize individual situations, see each person only as a single victim and will normally insist that change will take time.

7. Highlight that recognizing these differences in experience and mindsets can deepen our understanding of power dynamics and its impact on relationships.
8. Explain that we will explore this further through examining our own personal experience. Ask participants to divide up into groups of three - make sure the group is as diverse as possible.
9. Then ask participants to designate roles for each group member:

Figure 4



- ❖ **Teller** - will tell the seeker a real story about when they found themselves holding subordinate group membership. They will describe the situation and what it felt like.
 - ❖ **Seeker** - will listen carefully, put judgments aside, keep the focus on the teller, avoid interruptions, ask expansive questions.
 - ❖ **Observer** - must not speak and just observe the interaction between the seeker and teller. The observer notices the following:
 - ⌘ How well is the seeker suspending judgment, putting his/her own stories and reactions aside?
 - ⌘ Asking open-ended questions of curiosity?
 - ⌘ Considering the teller as giving a gift and offering a precious treasure?
 - ⌘ Whether the seeker or teller is planning what s/he will say next, or interrupting the other.
10. When the groups have assigned roles, give the teller ten minutes to tell their story, with questions from the seeker throughout, followed by five minutes of feedback by the observer. After each round ask, "How was that? How was it for the teller? The seeker? The observer? What did you notice?"
 11. Then switch to new roles and follow the same pattern, for three rounds so that each team member exercises each role.

Completion

The debrief depends on the time and energy level. If both are short, do brief pop-up's around the room (e.g, "I learned...", "I re-learned...", etc.). If there is more time and still good energy to finish, bring the group back to the large circle and do an open dialogue on what people have learned

Facilitator's Tips

- This is often one of the most powerful exercises in the workshop because it allows participants to dig deeper into their own personal experiences and reflect on what it felt like to hold subordinate group membership.
- In order to do this exercise effectively, participant must have reached a place of trust and comfort in the group. Therefore this exercise should not be used without prior work to "form" the group, and should follow some of the prior exercises suggested in this module. It also requires time to debrief and consolidate the learnings. Do not rush through this exercise.
- The dominant-subordinate group dynamics model is to be used as a lense for analysis, not to judge or stereotype. It is intended to help participants understand how power dynamics between dominant and subordinate groups can impact on relationships.
- It is not about having a dominant role or submissive role, it is about holding membership with either a dominant or subordinate group. The focus is on the membership to the group, not the individual. For example, individuals who have dominant group membership, because of their sensitivity and awareness, may not exhibit behaviors that are characteristic to the group.
- The debrief dialogue should also focus on what it was like to play the role of a seeker, teller and observer.
- Some of the learnings that come out of this exercise are quite powerful. They build self-awareness among the participants. Here are a few illustrations:
 - ❖ Some participants share how they find it difficult to identify areas wherein they hold subordinate group membership and were humbled by their recognition that they hold privilege in almost all categories. This stimulates a discussion about what they would need to do in order to listen more and pay attention to how their privileged group membership can at times negatively impact on others who hold subordinate group membership, or make them blind to that experience.
 - ❖ Some with subordinate group memberships share how the process of "telling" their story brought relief and encouragement purely by being able to have someone listen to them. They did not need advice, just a listening ear.
 - ❖ Some found good advice and coaching from their group members who helped them discovered new things about themselves and possible solutions to the situations they face.
 - ❖ Some are honest in expressing their discomfort with telling their story to a seeker that holds dominant group membership and find it difficult to be honest about their story. This is

especially acute when they notice certain behaviors exhibited by their seeker that spoke true of how they have been treated in the past.

- ❖ The observers in general would find it difficult to simply sit back and not speak, as in most instances they would much prefer to engage. Yet they also found value in sitting back and having the opportunity to observe behaviors that they would not have seen had they been part of the conversation.
- ❖ In Ethiopia, participants also raised their recognition that at times when dealing with the community, CARE holds dominant group membership; therefore, as staff we are often the “tellers” not the “seekers”, and when we do seek we must pay careful attention to how we listen, and ask questions. If we truly want to empower, we need to do better at observing and seeking.
- ❖ In India, participants highlighted that when CARE partners with local NGOs, CARE holds dominant group membership that results in CARE setting the standards, and developing plans, and partners are often merely expected to execute and conform to CARE's norms and ways of working.

These are a few reflections that are shared by participants. In general, participants need to walk away from this exercise recognizing how power dynamics can play out based on dominant and subordinate group membership. Simple steps such as listening, seeking and observing can be powerful in deepening one's ability to find solutions, and opportunities to strengthen relationships. We each have a role to challenge and shift this dynamic that exists in society as we seek to advance diversity.

Activity 11: Diversity of Function

Purpose

To help participants understand how each person/team contributes to the broader organization.

Instructions

1. Explain that we are still in the Dialogue Skill Basket: Meeting the Other.
2. Instruct participants to group themselves according to organizational divisions or work units. This exercise works well if different functional groups are represented.
3. Ask participants to think of all of CARE as a single human body. Then ask each group to identify the part of the body they feel best represents their function in the organization.
4. Draw the body part on a piece of paper and tape it to a giant paper figure at the top of the room.
5. Go around the room and ask participants to explain what they drew, why and what resource/treasure they bring to the organization.
6. Have the group shares reflections and debrief.

TIME
45 Min

Facilitator's Tips

- Use this as an opportunity for staff to learn about the functions of each other and how each member contributes to team effectiveness.
- This is a light exercise and usually generates much laughter. It makes a nice closing exercise for the day.
- It is also a good segue into a discussion about how groups can work together to advance diversity.
- If different work units/functions are not represented, it can be modified to explore individual contributions to CARE. For example, ask participants to “identify which part of the body best represents what they do to contribute to CARE”.

Activity 12: Application for Organizational Learning and Change

Purpose

To help participants integrate their learnings from this workshop with CARE's ongoing Diversity Initiative by focusing on issues of Representation, Trust, and Organizational Learning. To set in motion individual commitments to action.

Instructions

1. Explain that we are still in the Action Basket: See What We Can Do Together. Refers to Skill Sheets #9, #10, and #11:
2. Choose one of two options

TIME
1 Hr

Option One

- ❖ Ask the group to brainstorm together around the question, "What would CARE look like if, as an organization, we were living our ideal around issues of diversity and multicultural appreciation?" Write down the responses on a chart.
- ❖ Ask people to self-select into a group working on one of the three leverage points: Representation, Trust, or Organizational Learning. Groups form around the room, each with flipchart.
- ❖ Instruct the groups to think of 1-2 forces holding CARE back from advancing toward its vision, and 1-2 forces that can move it forward. Ask them to identify the things they learned in this workshop that address the obstacles and promote change. Each group is to list their ideas and be prepared to report back to the larger circle.
- ❖ After 30 minutes of working, the groups report two or three of their main ideas. Have the whole group discuss the ideas.

Option Two

- ❖ Encourage taking individual responsibility for actions. Ask participants to pair up with a 'buddy' to make a personal commitment to action based on something that they learned or saw in this workshop. They should share their commitments with their partner and discuss ways to support each other in accomplishing their goal.
- ❖ Ask whether anyone wishes to share his or her commitment. It's fine to leave it between the two people involved.

Completion

Thank the group and debrief the experience.

Facilitator's Tips

- People at this point understand organizational challenges and feel disheartened over the fact that organizational change is slow.
- It is important to elicit ideas on some possible drivers that may push this forward.
- Highlight that as the critical mass of staff experience change, organizational change will happen
- It is important to commit to individual change. There is power in individual change as individuals make up the aggregate.
- Make commitments! Commitment must be specific and actionable. There must be capacity to make commitments happen. People must be accountable to self, and hold each other accountable through annual planning processes and the like.

Activity 13: Final Closing Circle

Purpose

To bring closure to the workshop experience.

Instructions

1. Talk about the importance of closure. For example, "We've had an intense experience together; tomorrow everyone goes back to 'the real world'. What do you want to say to feel finished, do good-byes, or wrap it up?"
2. Offer a special object to be passed around the room (a talking stick, an empty glass that metaphorically holds the words of each person, etc.). Pass the object around the circle, asking each one to speak whatever is in their heart or mind; whatever, they wish to share to feel finished. "No need to prepare what you're going to say; trust that when the object comes to you, you will speak whatever you need to say". Remind people they have the right to pass.

TIME
15 Min

Facilitator:
"Please remember this will be a long-term change process. Don't think that now you've done your part and then you go back to your job and it ends there. Diversity will take time to incorporate."
OR.....
"Let's bring our circle in closer. It's time to come to completion. This is an opportunity to express your closing thoughts. In a Native American tradition, there is a stick that is passed around the circle and whoever has it has the floor. Whatever is in your heart- say it. Think of whatever the other person is saying as a gift. Please say whatever you want to say."

Completion

The special object comes to the facilitator last, so s/he may make summation and congratulatory comments to close the event.

Technology

Talking stick, clean glass, or other special object.

"The multicultural workforce is a trend of the 21st century. Organizations have a choice about **how** they will be multicultural, not **whether** they will be multicultural. CARE is ahead of its field and is paying attention to how it can be multicultural. You can feel the momentum growing". Louise Diamond, Consultant