TRANSFORMING CORPORATE CULTURE IN THE PRIVATE SECTOR:
HOW INCORPORATING SOCIAL JUSTICE INTO PROFESSIONAL DEVELOPMENT
CAN ENHANCE BUSINESS STRATEGY

Brianna J. Carlson
BSE: Business Administration Honors Financial Services
Minor: Ethnic Studies
May 2013
Table of Contents

Title Page................................................................. 1
Table of Contents....................................................... 2
Abstract................................................................. 3
Introduction............................................................. 4
Literature Review....................................................... 5
Curriculum............................................................... 9
  Introductory Activity............................................... 10
  Module 1: Awareness............................................... 11
  Module 2: Examining Biases...................................... 11
  Module 3: Becoming an Ally...................................... 12
  Concluding Remarks................................................ 13
Detailed Outline...................................................... 14
Discussion.............................................................. 17
Limitations.............................................................. 18
Conclusion.............................................................. 18
Bibliography............................................................ 20
Appendix A
Appendix B
Appendix C
Appendix D
Appendix E
Appendix F
Appendix G
Transforming Corporate Culture in the Private Sector:

How Incorporating Social Justice into Professional Development Can Enhance Business Strategy

Abstract:

This curriculum has been designed to address the current lack of meaningful social justice education in professional development across the private business sector. The proposed curriculum is intended as a substitute for the current assumption that firms have a legal obligation to address diversity, with a curriculum that incorporates diversity in a firm’s corporate culture and fosters lasting social change. The curriculum includes a three-tiered workshop to address bias in the workspace. Attention has been paid to the uniqueness of adult learning styles and purposefully eliminating technology from the program. Beyond a description of the workshop itself, a detailed outline and appendices with sample activities have been included. Following the curriculum is a brief description of my own experience facilitating for adults and other findings.
Introduction

According to the Center for American Progress in 2012, “people of color make up 36 percent of the labor force” in the United States, but by 2050, the projected labor force will have “no racial or ethnic majority” (Burns 2012). While the average workplace in America has become increasingly diverse, very little effort has been made from Human Resources Departments around diversity education. The need for unity and inclusion in the workspace has been perceived as legal circumvention. This thesis recognizes the need for workspace inclusion through quality diversity education. Also addressed in this thesis will be a variety of reasons why all firms should recreate their corporate culture to mirror inclusion, since a firm’s corporate culture “describes and governs the ways a company's owners and employees think, feel and act” (Corporate Culture). The single most basic factor that drives most executive decisions is profit. Any changes to a business’ strategy will be determined by how it affects a firm’s profit potential. With this in mind, and an understanding that “business strategy is a long-term plan of action designed to achieve a particular goal or set of goals or objectives for strengthening the performance of the enterprise” (Business Strategy 2008), this curriculum identifies how most firms can increase profitability through improving their diversity education. Professional development is “the process of improving and increasing capabilities of staff through access to education and training opportunities in the workplace, helps build and maintain morale of staff members, and is thought to attract higher quality staff to an organization” (Professional Development 2013), and should be used to create positive change and awareness of diversity in the workplace.

The following thesis should be read as a potential curriculum design intended for human resources departments within private corporations to use in place of their current professional
development program on diversity. Following this introduction is a literature review, which focuses on the need for such a revised curriculum, the uniqueness of adult learning, and the potential benefits to business strategy corporations can incur after replacing their current curriculum with the one proposed in this thesis. The reader should expect a sample curriculum proposal and outline following the literature review that includes an introductory activity and three primary modules with activities. Each module has a specific purpose and should be considered basic elements of the curriculum, while the activities within the modules should be considered interchangeable due to facilitator preference. A discussion of the curriculum and facilitator expectations will follow the proposed outline, and close with a short discussion on the missing components of this thesis. Appendices are provided with complete sample activities, a complete facilitator outline, and daily agenda intended for the participants.

**Literature Review**

Social Justice has been a hot topic in higher education, but it seems to be the no-man’s land of the business world. While there have been some legal efforts made to enhance diversity in the workplace, the Human Resources focus “has primarily been on successfully managing a diverse workforce as they relate to organizational bottom-lines and competitiveness as opposed to questions of equity in the workplace” (Ross-Gordon 2004). The legal and non-discriminatory changes in the last couple of decades have dramatically affected workplace unity but have not been appropriately addressed. CEO’s, Human Resources, and even the Government seem to be afraid of diversity and confused about how to implement programs and legal requirements. For example, in 2004, “information gathering and reporting by the Securities and Exchange Commission had not yet included workforce diversity and fairness data” (Mehri 2004). Inclusion
is often discussed as a process that challenges individuals to modify their belief systems. In this way, executives have not yet found their ability to address these types of situations because “the primary goal of most businesses is to make as much money as possible while conforming to the basic rules of the society” (Mehri 2004). However, most businesses are unaware of the profit potential of an inclusive workplace. For this process to be implemented, “social reporting needs to be considered an investment with returns paid in transparency, accountability, and reliability, because in reality companies do not act independently from the societies in which they operate” (Mehri 2004). The social expectations in the workplace reflect back on society, and if low standards of diversity are considered acceptable, the greater society mimics these values.

Because this curriculum will be tailored to Professional Development for private firms and organizations, “it is important to understand adult learners before implementing a [training] program” (Umble 2004) especially considering the established belief systems adults tend to cling to. Another important factor in adult learning is technology, but “many human resource development programs that use technology lack quality and alienate learners” (Umble 2004). Some adults are new to computer technology, and when asked to complete surveys or online programs, their learning gap widens. This learning gap manifests frustration, “and when adult needs are not met, adults may withdraw from programs” (Umble 2004). There are plenty of alternatives to using computer programs and independent learning techniques. The most valuable alternative to technology, and one that will be used in this curriculum is from a 2007 survey regarding “the effectiveness of training programs, in a curriculum with two live facilitators made a positive impact on employees' emotional, behavioral, judgmental, personal, and organizational reactions over a prolonged period of time” (De Meuse 2007). When considering adult learning styles, the most effective tool used to encourage and retain attendance and participation is to use
more than one live facilitator. This literature is stating the importance of interaction when teaching for social justice.

Retention is not the only possible hiccup in adult education. When adults have established belief systems, it can be difficult to address sensitive or political topics. “Sometimes, employees will still make decisions to break the rules with their behavior when it comes to diversity” (Figiel 2010). In cases such as these, “the degree to which training addresses individual behavior, organizational systems, and employer performance goals may increase employee effectiveness” (Bendick 2001). Adults are more willing to learn when the content makes a tangible impact on their lives, which is why it is important for managers to express how the company culture affects employee efficiency, among other factors such as attendance and overall workplace satisfaction. Unfortunately, without incentive, many privileged employees simply do not value diversity in their workspace. Because of this, “managers must seek to understand why employees do not internalize the value of maintaining a respectful and diverse environment, therefore practicing it in their daily behavior and interactions with each other in the workplace” (Figiel 2010). When there is tangible benefit to employee participation and appropriate technology being used, the environment can promote adult learning and positive social change.

In order for professional development to reach all employees, there must be a set plan in place for attendance requirements. Some argue that “for diversity efforts and social reporting to be meaningful, it must be mandatory” (Mehri 2004), but it can be difficult for sensitive topics in social justice education to be discussed when attendance is not voluntary. It may seem like a catch-22, but since “it is generally believed that attaining the workforce diversity has many positive social, legal, strategic, and competitive benefits for an organization” (De Meuse 2007),
there are options available to employers to make the experience a part of the corporate culture.

"By creating a visible diversity policy and making associates more aware of their commitment to diversity and other ethical behaviors" (Figiel 2010), employees may be more willing to participate because the workshop is more than a legal requirement that they may prefer to ignore, it is actually an integrated part of the company’s soul. By “implementing fair policies, procedures, and practices… that embraces the integration of diverse employees” (Roberge 2011), the company is expressing solidarity with the workshop topics and supporting the learning process and successful integration of its employees. If the company “views employees as whole individuals, not just workers” (Kossek 1996) then successful implementation of diversity topics are possible and employees feel valued and autonomous to make the decision to attend more of a priority.
Curriculum

After participating in many workshops and facilitations on diversity and inclusion, and learning how to facilitate similar dialogues on a college campus, I realized how important these discussions are for employees in private corporations. In the business sector, there is a wide disparity between firms who consider diversity and inclusion to be a part of their core existence and firms who do not. I felt called to combine my Ethnic Studies minor with a major in Business Administration to design a curriculum to be used in professional development workshops in business. Since quality inclusive education is rare in the business world, my mission was to renovate the program. From being considerate of adult learning styles to using live facilitators and substantial group interaction, this program is tailored to have a genuine impact on the participants, and a building block towards successful business strategy. This curriculum is designed to increase employee awareness of privilege and oppression, examine personal biases, and create alliances surrounding diversity in the workspace. It is outlined to be no more than two hours long, so as to value employee and employer time. The curriculum includes three modules involving interactive activities and discussion along with an introductory and concluding section. The three main modules described as Awareness, Examination of Personal Bias, and Becoming an Ally should be followed closely, because their placement has been provided for optimal experience, future growth, and timing. However the sample activities provided are simply offered as examples and facilitators may choose to use different activities based on preference or participant group characteristics.

Each workshop will be occurring within a single workplace, so it can be projected that the participants of any given workshop will at least recognize the face of others in the room, and at most, interact with others in the room on a daily basis. As the participants walk in, they will be
handed an index card on which they will write their expectations for the workshop\(^1\), including what they expect to learn and their attitude toward the session. After an initial introduction by the facilitators, the participants will be provided with and guided through an agenda of the day’s workshop (Appendix A). The purpose of this step is to clarify why it is important for each person to participate, eliminate mystery so participants can feel like their time is being valued, and to create a safe space for the most efficient and beneficial learning to take place. Office hierarchies and potential politics may exist at any degree of severity and it is important to set the tone for openness to regard each other as equal individuals for the day. Following the workshop overview, participants will be provided with basic expectations for respect and confidentiality during the session, and will be asked to contribute to the list and unanimously agree on a completed set of guidelines before beginning. These guidelines will be written on large poster board and displayed in a visible location in the room for the entirety of the workshop.

**Introductory Activity: Name Stories**

Once the day’s respect guidelines are in place, participants will begin an introductory activity\(^2\). The purpose of this activity is to get the participants acquainted with each other in an unconventional way. Participants will be asked to partner with the person next to them and explain a story about their name (Appendix B). This can include but is not limited to why their parents chose a particular name, what their preferred name or nickname is, the ethnic origin or family lineage of their name, etc. Once each partner has spoken, the group will reconvene and each person will be asked to introduce their partner and name story. Once everyone has been

---

\(^1\) This is important because the participants will reflect back on their index card at the end of the session and write what they learned and hope to take away. In a way, this is a measure of growth throughout the session.

\(^2\) This activity is similar to an ice-breaker I first experienced in a collegiate seminar course in which we wrote a short story on the origin of our name and shared our story out loud to the class.
introduced, the facilitators will ask the large group questions, empowering them to provide
reasoning for such an activity. The goal of beginning the workshop this way is for participants to
feel more comfortable with each other in the room, having a) learned everyone’s name, b) shared
a personal fact, and c) being responsible for knowing the personal stories of others.

Module 1: Awareness

Upon completion of the introductory activity, the facilitators will transition the group into
Module 1 of the workshop, “Awareness” (Appendix C). They will begin this module by
explaining the particular company’s diversity policies, basic reasons why it is in the company’s
best interest to embrace these policies, and how these policies affect employees. The facilitators
will then provide terms and definitions of bias including but not limited to racism, sexism,
heterosexism, religious oppression, ageism, ableism, classism, and xenophobia (Appendix D) in
the form of an activity. Time should be allotted in this section for any questions participants
may have regarding the terms, examples, or clarification.

Module 2: Examining Biases

The facilitators will segue the discussion to Module 2, “Examining Biases” (Appendix
E), where the participants will be challenged to a more introspective activity. The reason for
including an introspective activity after such an interactive and informational activity is to give
the participants time to digest the material by reflecting on their own past experiences. This
makes the material come to life in a way that is unique and meaningful to each individual. The
example I have included is having the participants reflect on a time when they felt very included

3 A sample activity of this nature is provided in Appendix D
in something and a time when they felt very excluded from something within their workspace\textsuperscript{4}. Participants may be challenged to share their stories with one another, to observe the variety of possible experiences. The participants should also be challenged to reflect with the larger group on the similarities and differences they noticed between their own experiences and the experiences of their coworkers. The facilitators will connect this discussion to the previous activity and lead an examination of inclusion and exclusion. Participants will then be prompted to discuss how biases can manifest in the workspace, and how they affect different factors such as productivity, efficiency, job satisfaction and morale. This conversation is offered as a foundation to begin a dialogue on power and privilege. The facilitators will provide definitions and examples of power and privilege (Appendix F), and reopen a short discussion about how power and privilege played out in some of the inclusion/exclusion stories.

**Module 3: Becoming an Ally**

Lastly, the facilitators will introduce Module 3: “Becoming an Ally” (Appendix G). So far the participants have learned a lot of terms and examined their personal experiences, but the final activity will propose long-term change and enthusiasm. In an activity borrowed from the Anti-Defamation League (2005), the participants will be introduced to the terms agent, bystander, target, and ally (Appendix G), which are all roles every person may adopt in any given situation. The group is split into pairs and challenged to discuss situations when they each adopted each of the four roles. The group will once again reconvene to debrief what each group experienced during the activity. This activity provides a great platform for a discussion on how everyone contributes to each role, despite differences in privilege. Facilitators will also use this

\textsuperscript{4}This activity, as applies to all activities proposed, may be high risk for some participants and facilitators should be prepared for such emotion if it surfaces
time to discuss ways to be an ally in the workspace, and when is appropriate to step up and step back.

**Concluding Remarks**

The workshop will conclude with the facilitators opening up the floor to any remaining thoughts or questions. The facilitators will wrap up the discussion with positive reinforcement of the participation during the session and optimism for future changes that can be made as a result of the session. Before leaving, participants will be asked to retrieve the index card they had in the beginning of the session on which they wrote their expectations for the day. On the other side of the index card, they will write one thing that affected them the most from the session, and one thing they hope to remember. Participants will be encouraged to keep these index cards for reference in the future. This step is essential to create a feeling of closure for the participants and encourage long-term reflection of this experience.
Detailed Outline

Total Estimated Time: 100 minutes

Supplies: timer, agendas, poster board, multicolored markers, definitions on paper, notebook paper, pens, posters and index cards

Welcome  Duration: 10 minutes  Supplies: agendas, poster board, colored markers
Facilitators introduce themselves in any way (background, degree, experience, etc.)
Pass out agenda to participants (Appendix A)
Guide participants through the agenda, highlighting time frames, activities, and learning goals for each activity.
(Disclaimer: Office hierarchies and politics may be present at any time- it is important to set the tone for openness and regard each other as equal individuals for the day)

Present a poster board with previously determined basic expectations for the session including respect and confidentiality
Ask participants to contribute other guidelines the list and unanimously agree on the completed set of guidelines before beginning.
(Display poster in a visible location in the room for the entirety of the workshop)

Introductory Activity  Duration: 20 minutes  Supplies: n/a

Objectives: to get the participants acquainted with each other in an unconventional way.

Directions: Pair participants with the person next to them, and Instruct participants to explain a story about their name. This can include but is not limited to: why their parents chose a particular name, what their preferred name or nickname is, the ethnic origin or family lineage of their name, etc.
The first 1-2 minutes Partner A speaks while Partner B listens, and the second 1-2 minutes Partner B speaks while Partner A listens.
Once everyone has shared, instruct participants reconvene in a large circle.
Beginning at one point in the circle and rotating clockwise, each person will be asked to introduce their partner and name story.  (NOTE: no one introduces themselves)

Debrief Questions:
1. How did it feel to tell your story to a stranger?
2. What was it like to hear your story retold? To retell someone’s story?
3. What was the point of introducing ourselves in this way?
Part 1: Awareness  
**Duration:** 20 minutes  
**Supplies:** Posters with 10 terms, definitions on separate pieces of paper, timer

**Objectives:** Understand company diversity policies; Examine current state of workplace, community, and country diversity norms; Raise awareness of bias terms and definitions

**Activity:** What Does it Mean?

**Directions:** Different terms are to be posted around the room on paper large enough for everyone to see. Each participant will receive a piece of paper with a definition of one of the terms (Appendix D). Participants will be instructed to read their definition to themselves and position themselves in front of the word that matches their definition. Participants will then reference the “P” or “W” on their definition to find out if they must come up with a personal or workspace example of their term. They will have about 3 minutes to discuss these topics in their pairs. After the 3 minutes, participants will bring their attention back into the larger group and share out loud the examples they came up with.

**Debrief Questions:**
1. What are some initial reactions that came up during this activity?
2. What are some similarities within the examples?
3. Why do you think this activity is relevant to your workspace?
4. How do our own privileges and disadvantages relate to these terms in our daily lives?

Part 2: Examining Biases  
**Duration:** 20 minutes  
**Supplies:** notebook paper, pens, timer

**Objectives:** Explore personal experiences of bias; Introduce power and privilege; Examine the specific biases and stereotypes that affect the work environment

**Activity:** Inclusion/Exclusion (Gorski)

**Directions:** Pass out one piece of notebook paper and one pen to each participant. Instruct participants to write for 5 minutes on each of the following topics. About halfway through the time, remind them to switch topics so as to get sufficient time for both prompts. After the 5 minutes, instruct the participants to return to the larger group and ask for volunteers to share their experiences.

**Topics:**
1. Reflect on a time when you felt very included in something within your workplace.
2. Reflect on a time when you felt very excluded from something within your workplace

**Debrief Questions:**
1. Which topic brought up more emotion, Why?
2. What were some of the similarities and differences between stories?
3. What are some other ways we experience inclusion and exclusion in our daily lives?
4. How can feeling excluded affect someone’s work? (Note: productivity, efficiency, attendance, job satisfaction, and morale)
5. How does your personal experience with inclusion and exclusion relate to the discussion on power and privilege?

Part 3: Becoming an Ally  
Duration: 20 minutes

Supplies: 4 posters (Agent, Target, Bystander, Ally)

Objectives: Brainstorm ways to be an ally in the workplace and obstacles and risks (power, office politics); Explore ways to manifest the company’s diversity culture

Activity: One Person, Many Roles (Moss 2005)

Directions: Each corner of the room should have a poster with Agent, Bystander, Target, or Ally written on it. Count off participants into pairs and assign each pair to a corner of the room. Instruct participants to discuss in pairs the following topic. Each person will get 2 minutes to speak and both partners get the chance to speak at each station. Every 4 minutes, instruct the pairs to rotate clockwise around the room until they arrive at the next station. Repeat the same conversation topic at each station. Every pair should go through every station. Gather back into the larger group and discuss the debrief questions.

Topic: Discuss a time when you were in (Agent, Bystander, Target, Ally) role.

Debrief Questions:
1. Which topic was the easiest or hardest to discuss?
2. What are some ways we can be both roles? (Target-Ally, or Bystander then Ally)
3. What does it mean to be an ally?
4. Is it always safe to be an ally?
5. How can we be allies in the workspace?

Conclusion  Duration: 10 minutes  Supplies: Same index cards as beginning
Facilitators applaud participants on hard work and open up the floor to any final thoughts or questions.

Ask participants to retrieve their index cards from the beginning of the day. On the back of the index card, have them write down the following:
1. One thing that affected them the most from the session
2. One thing they hope to remember
Discussion

While I was not able to practice my entire curriculum on a group of adults, I was able to use my research of adult education as I facilitated for graduate counseling students at Saint Mary’s College of California. The significant differences between the group I practiced for and the group this curriculum has been created for mostly revolve around previous experience with discussions surrounding inclusion and social justice. The graduate students had already held multiple class discussions on diversity, and were aware of the impact they would have on their clients of different identity intersections. On the other hand, the target group this curriculum has been created for are adults working in the business field, who have had little to no hands on discussions on issues of social justice. In this way, my practice with the graduate students was easier because they were aware of some advanced terminology and concepts that I would need to explain for the target group. If I were to discuss the experience of facilitating for adults as a general group, I would say that at some points it was awkward because of the age gap of undergraduate and graduate students. There seemed to be a curiosity about what I would bring to the experience, but a lack of initial respect for the experience. I also sensed impatience in some of the participants. That said, this curriculum is designed to be facilitated by two facilitators of any age, so in most cases the age-gap strain can be avoided. Facilitators should be prepared to answer difficult or defensive questions, along with carrying the correct facts in case the group has difficulty. For the most part, the facilitation for graduate students went smoothly, but a business setting is a completely different world because many employees have been allowed to work in an environment for any given length of time without acknowledging the intersectional differences between themselves and their coworkers.
Limitations

Because very little research exists regarding diversity education in professional development specifically for businesses, the degree to which the author was able to provide explicit supporting information was limited. However much research has been done on adult education and diversity development, and the author used this information to relate to corporate culture. The sample curriculum provided in this thesis has not yet been practiced for a group of adults, though each activity and discussion have been practiced by the author in past occasions to undergraduate college students. This thesis also lacks long-term results, so any references to future benefits are simply predictions of benefits collected from research. Little research exists today on the quality of training employees are currently legally required to complete, but it is clear that a great canyon exists between the learning process and long-term retention and practice of these issues in the workplace. A final factor that puts this curriculum, in addition to any other curriculum at risk of not being useful is the degree to which the firms absorb this subject matter into their corporate culture. Congruity must exist between upper management and the rest of the workforce in order for inclusion to fully marinate and improve business performance.

Conclusion

Social Justice is fundamental to the world of private business, but still today most corporations lack quality diversity training and educational opportunities. Still viewed today as extra expense and wasted time, the limitless returns these businesses could earn on social justice efforts are unrealized. By implementing the proposed curriculum, employers will most likely observe improved employee attendance and productivity due to an increased feeling of belonging and acceptance among employees of color and of other marginalized groups. Employers may
expect to witness higher levels of autonomy as well as team cohesiveness as a result of being viewed by the company as individuals. In a global firm, employers benefit from this curriculum because employees will have a new keen sense of cultural differences, which may foster positive relationships between foreign and local executives. These are only a few of the many potential returns that companies may benefit from after implementing a quality curriculum such as the one proposed in this thesis, but as stated earlier, the curriculum is only the first step towards an inclusive workspace. Executives need to adopt a fully integrated ideal and role model such culture to reap all the potential benefits of an inclusive corporate culture.
Bibliography


APPENDIX A

SAMPLE Agenda
(Date and Time of Workshop)
Duration of Workshop

Welcome and Introductions

Index Card- Write your expectations for today’s workshop

Workshop Overview

Community Values

Introductory Activity: Name Stories

Awareness: What Does it Mean?

Examining Biases: Inclusion/Exclusion stories

Becoming an Ally: One Person, Many Roles

Conclusion

Index Card- Write one thing that affected you the most from today’s session, and one thing you hope to remember

---

1 Paul Gorski 2005
2 Peggy Moss 2005
APPENDIX B

Sample INTRODUCTORY ACTIVITY: Name Stories

Duration: 20 minutes
SUPPLIES: n/a

PURPOSE: Warm up participants to be comfortable in the space, open their minds to participation and sharing of personal experiences. Engage participants in active listening and investment in someone else's story.

Tip: Pair participants with someone they do not know.

DIRECTIONS:
Part 1: Once participants are sitting in pairs, assign one partner to be A and the other B. Have A's speak first and B's listen, then after the designated time, have them switch roles. The discussion topic is listed below. After both partners have spoken, move back into the larger group, but form a large circle.
Part 2: Beginning at one point in the circle and going around, have each participant not introduce themselves, but introduce their partner, and one thing they learned about their partner's name. This activity goes around the circle until everyone has been introduced.

DISCUSSION TOPIC:
Tell your partner a story about your name.
(This can include but is not limited to why parents chose a particular name, what preferred name or nickname is, the ethnic origin or family lineage of name, etc)

DEBRIEF QUESTIONS:
1. How did it feel to tell your story to a stranger?
2. What was it like to hear your story retold? To retell someone's story?
3. What was the point of introducing ourselves in this way?)
APPENDIX C

Sample ACTIVITY 1: What Does it Mean?³
Topic: Awareness

Duration: 20 minutes
SUPPLIES: Posters with 10 terms, 2 definitions per term on separate pieces of paper, timer

PURPOSE: To introduce participants to the key definitions and concepts around various -isms, as well as an introductory discussion of oppression.

DIRECTIONS: The terms are to be posted around the room on paper large enough for everyone to see. Each participant will receive a piece of paper with a definition of one of the terms. Participants will be instructed to read their definition to themselves and position themselves in front of the word that matches their definition. Participants will then reference the “P” or “W” on their definition to find out if they must come up with a personal or workspace example of their term. They will have about 3 minutes to discuss these topics in their pairs.

After the 3 minutes, participants will bring their attention back into the larger group and share out loud the examples they came up with.

Tip: Be prepared to answer clarification questions and be prepared with examples just in case.

DEBRIEF QUESTIONS:
1. What are some initial reactions that came up during this activity?
2. What are some similarities within the examples?
3. Why do you think this activity is relevant to your workspace?

³ This is an original activity I created using experience from previous facilitations and from learning the formula for most activities I’ve facilitated in the past.
APPENDIX D

SAMPLE What Does it Mean? Definitions

Racism:
1. A system of Advantage based on race and supported by institutional structures, policies, and practices that create and sustain benefits for the dominant white group, and structure discrimination, oppression, and disadvantage for people from targeted racial groups (Adams 118)
2. A belief that race is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race (Dictionary 2013)

Sexism:
1. A system of advantages that serves to privilege men, subordinate women, denigrate women-identified values and practices, enforce male dominance and control, and reinforce forms of masculinity that are dehumanizing and damaging to men (Adams 174)
2. Prejudice or discrimination based on sex; especially: discrimination against women (Dictionary 2013)

Heterosexism:
1. The system of advantage or privilege afforded to heterosexuals in institutional practices and policies and cultural norms that assume heterosexuality is the only natural sexual identity or expression (Adams 196)
2. Discrimination or prejudice by heterosexuals against homosexuals (Dictionary 2013)

Religious Oppression:
1. Social structures, policies, and practices that use religion to maintain cultural and political domination and subordination refers to the systematic subordination of minority religions (in the United States) such as Buddhists, Hindus, Jews, Muslims, Native American spiritualities, and Sikhs, by the dominant Christian majority (Adams 247)
2. The systematic subordination of minority religions (in the United States) such as Buddhists, Hindus, Jews, Muslims, Native American spiritualities, and Sikhs, by the dominant Christian majority

Ageism:
1. A process of systemic stereotyping of and discrimination against people because they are old (Adams 360)
2. Prejudice or discrimination against a particular age-group and especially the elderly (Dictionary 2013)

Ableism:
1. A pervasive system of discrimination and exclusion of people with disabilities (Adams 335)
2. Discrimination or prejudice against individuals with disabilities (Dictionary 2013)

Classism:
1. The institutional, cultural, and individual set of practices and beliefs that assign differential value to people according to their socioeconomic class; and an economic system that creates excessive inequality and causes basic human needs to go unmet. (Adams 309)
2. Prejudice or discrimination based on class (Dictionary 2013)

Xenophobia:
1. The expression of hatred for people from foreign countries (Adams 260)
2. Fear and hatred of strangers or foreigners or of anything that is strange or foreign (Dictionary 2013)

---

APPENDIX E

Sample ACTIVITY 2: Inclusion/Exclusion
Topic: Examining Biases

Duration: 20 minutes
SUPPLIES: notebook paper, pens, timer

PURPOSE: To explore personal experiences of bias, provide a quality introduction to power and privilege, and examine the specific biases and stereotypes that affect the work environment.

DIRECTIONS: Pass out one piece of notebook paper and one pen to each participant. Instruct participants to write for 5 minutes on each the following topics. About halfway through the time, remind them to switch topics so as to get sufficient time for both prompts. After the 5 minutes, instruct the participants to return to the larger group and ask for volunteers to share their experiences.

Topics:
1. Reflect on a time when you felt very included in something within your workplace.
2. Reflect on a time when you felt very excluded from something within your workplace.

DEBRIEF QUESTIONS:
1. What topic brought up more emotion, Why?
2. What were some of the similarities and differences between the stories?
3. What are some other ways we experience inclusion and exclusion in our daily lives?
4. How can feeling excluded affect someone’s work? (Note: factors such as productivity, efficiency, attendance, job satisfaction and morale)
5. How does your personal experience with inclusion and exclusion relate to the previous discussion on power and privilege?

---

APPENDIX F

SAMPLE Definitions of Power and Privilege:

Power: Possession of control, authority, or influence over others (Dictionary 2013)⁸

Privilege: A right or immunity granted as a peculiar benefit, advantage, or favor (Dictionary 2013)

Regarding oppression; Privilege = Power

---

APPENDIX G

Sample ACTIVITY 3: One Person, Many Roles

Topic: Becoming an Ally

Duration: 20 minutes
SUPPLIES: 4 posters (Agent, Bystander, Target, Ally)

PURPOSE: Brainstorm ways to be an ally in the workplace, recognize obstacles and risks of being an ally, and explore ways to manifest the company’s diversity culture

DIRECTIONS: Each of the four corners in the room should have a sign on it that says Agent, Bystander, Target, or Ally. Split group into pairs, and assign each pair to a corner of the room. Instruct participants to discuss in pairs the following topic. Each person will get 2 minutes to speak and both partners get the chance to speak at each station. Every 4 minutes, instruct the pairs to rotate clockwise around the room until they arrive at the next station. Repeat the same conversation topic at each station. Every pair should go through every station. Gather back into the larger group and discuss the debrief questions.

TOPIC:
Discuss a time when you were in (Agent, Bystander, Target, Ally) role.

DEFINITIONS:
Agent: Someone who intentionally says or acts in a way that physically or emotionally hurts another person with an act of bias

Target: Someone who is the recipient of an act of bias

Bystander: Someone who witnesses an act of bias occurring but does nothing to intervene

Ally: Someone who witnesses an act of bias and intervenes in some way on behalf of the target.

DEBRIEF QUESTIONS:
1. Which topic was the easiest or hardest to discuss?
2. What are some ways we can be both roles?
3. What are some ways to be an ally?
4. Is it always safe to be an ally?
5. How can we be allies in the workspace?

---