

This document offers instructions for completing Portfolio Part A. Do not complete and submit this document. Use the **Portfolio Part A template** when completing and submitting your work

**Reminder - Overall instructions:**

1. Concepts must be stated in your own words and in full sentences.
2. Do not use quotes from material to explain a concept. You may use a quote as an example or in support of a statement you have made.
3. ALWAYS cite sources on which you are reflecting to answer questions. An informal notation that involves title of document or video, material page or website is appropriate for your portfolio.
4. Do not copy and paste material from course content or outside resources. This is plagiarism.

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**Activity 1 – Leadership Development Opportunities: Foundation Concepts from Stories**

**Background:**

Week 1 students read three stories:

1. I Know Everything Already
2. The Sangoma's Gift
3. "Bizeer Gummies"

This week, students begin a semester long journey of developing competencies in valuing diverse others in the workforce and doing their part to create inclusive workplace cultures. Activity 1 is the first in the process of developing D & I leadership.

**Instructions Questions 1 & 2**

- Return to the stories and review contents. Consider the key learning opportunities from these stories. Learning opportunities should specifically focus on your involvement with a diverse workforce and ways that employees can encourage an inclusive workplace.
- Reflect on how the message in the stories can provide a foundation for this semester's professional development opportunities in the areas of workforce diversity and workplace inclusion.
- Answer the questions posed in this activity area.  
Be concise, yet thorough in relating learning outcomes offered through the stories – to - how the understandings gleaned from the stories can serve as a launching point for becoming more inclusive in the workplace.

These are the questions that will be asked:

**Question #1:**

In relation to the three stories read this week, what inclusion related concepts were particularly well made in one or more of the stories?

**Question #2:**

Are there certain concepts communicated through the stories that are more important to you as you begin the process of developing skills for valuing diverse others and behaving inclusively in the workplace? Why are these concepts more important to you?

**Key Concepts from: I Know Everything Already**

- As we consider how we approach each other (and the world) we will benefit from *maximizing curiosity and minimizing certainty*.
- We should reflect on our beliefs and paradigms. Question their origin and validity.
- Comfort with familiar ideas and people can result in defensiveness and a limiting to what is new or different.
- Remaining open to new perspectives is not always comfortable, but the process can be transformational.

**Key Concepts from: Sangoma's Gift:**

- Inclusiveness involves helping others to feel that they are visible and heard.
- When we are inclusive, we work toward treating people how they would like to be treated.
- Even people with the best intentions can exclude others.

**Key Concepts from: "Bizeer Gummies":**

- It's frustrating when one feels not well understood.
- To understand other people, one has to get to know them. And to get to know them, one has to interact with them.
- The more we get to know diverse others, the less misunderstandings will occur, and the more relationship building can occur where people create opportunities for shared meaning.
- Interpersonal communication is critical to developing cultural competence. Specifically, with diverse others, watch the quality of communication.

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**Activity 2 - What Organizations Are Communicating About Diversity and Inclusion**

**General Instructions:**

- Locate and download the document "Corporate Websites for Diversity and Inclusion."
- Choose 3 of the companies listed to investigate. Links to the diversity page within the company is available under the name of the company.

### Specific Instructions Question 3

- Pay attention to the website section where diversity/inclusion material is available.

#### **Identify where the diversity and inclusion material is placed.**

Organizations communicate their understanding of workplace diversity/inclusion by where they place the information you are reviewing. You'll find that diversity/inclusion information may be placed in a variety of locations within a corporate website.

For example: Does the diversity/inclusion have its own major section within the website? OR - is it placed under the heading of Social Responsibility, a general About US heading, or the Employment section of the website?

### Specific Instructions Question 4

- Answer the question after reviewing information that the organization provides about their philosophy on and programs regarding workplace diversity and inclusion.
- As you look at each of the diversity/inclusion areas of the website, pay attention to what the organizations make available for people to understand their policies as well as level of programming and commitment to workforce diversity and workplace inclusion.
- Review the topics discussed, the reports offered, audio/visual material available, programs associated with the organization's diversity/inclusion initiative.
- Critically compare the information you've gained about workplace diversity and inclusion through course material as it relates to the websites you are reviewing.

Ask yourself: *How does the material presented within the corporate websites involve what I've learned about workforce diversity and workplace inclusion?*

Note the course material on which you are reflecting.

**These are the questions that will be asked:**

#### **Question #3**

What are the names of the companies you chose?

Identify the section (or sections) under which diversity/inclusion information is available

#### **Question #4**

Identify what you've determined as the best corporation based on material provided in the organization's diversity/inclusion website. Clearly describe the reason for your choice based on what you now know about workforce diversity, exclusion, inclusion.

How does the content you found on any of the websites relate to course material? Explain your answer.

Source(s):

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### Activity 3 –Covering

#### **Background**

We address the concept of “covering” week 2 (Identity and Difference topic area.)

Covering behaviors were identified overall, by 61% of employees – at all levels of a variety of businesses. People believe that they need to cover to remain the level of inclusion that they experience at work. (See quote below.)

“The question was not whether they were included, but *on what terms* they felt their inclusion rested. Often that perceived social contract involved managing aspects of their identity in a way that the dominant group would not have to do. These individuals felt they had to work their identities alongside their jobs.” Uncovering Talent; p. 6

The incidence of covering ranged from a high of 83% of LGB employees- to- 45% of straight White males. (Uncovering Talent; p.5) Fifty three percent ( 53%) of employees believed their leaders “consciously or unconsciously have an expectation that their employees will cover;” (p. 12) whereas 48% expressed that their company’s organizational culture involved expectations to “cover” so that he/she could “fit” within the culture (p. 13.)

Professor Yoshino identified 4 different categories in which covering actions take place (p.4)

Appearance  
Affiliation  
Advocacy  
Association

The impact of covering on the employee involves a negative influence on sense of self as well as the perceived threat that available (job/career) opportunities are contingent on abiding by cultural norms in one’s place of work. (p. 13.)

#### Instructions Question 5 and 6:

- Watch the video “It’s Time to Get Under the Covers” and read assigned pages of Deloitte’s report “uncovering Talent (p. 4 – 13.)
- Pay special attention to the categories where covering takes place. Consider whether or not you have felt the need to “cover” one or more of your identities to fit in a group inside or outside of the workplace.
- Applying your knowledge of social justice, consider whether or not covering could be considered a social justice issue.  
Make sure your rationale specifically reflects on the hallmarks of social justice/injustice in relation to what you now know about covering.
- Answer the questions below.

**These are the questions that will be asked:**

#### Question #5

Have you ever felt the need to “cover” one or more of your identities to fit in a group inside or outside of the workplace?

Yes answer:

Describe the covering you’ve chosen to do.

Identify which of the 4 categories the covering you’ve described would be placed.

Why did you choose this category? *You'll want to reflect back to the report to answer this question.*

No answer: Think again... *Really?* You've never felt you had to cover to fit in?

If you are sure you've never had to cover, explain why you believe you've been spared this indignity. *You'll want to support your answer with content from the report.*

### Question #6

What's your rationale to defend - or- not support the contention that covering is a workplace social justice issue.

## Activity 4 – Leadership Develop Opportunity: Cross Cultural Competencies

### Background

Week 2 we learn that cultural competence can impact social justice issues. (Cultural Competence for Social Justice, p. 1)

Cultural competence was also identified as the means that we can recognize just how interconnected we are and move forward to address professional and organizational work issues together.

“With crosscultural competence, individuals and organizations can begin to see that we all need each other’s differences. It’s not a matter of simply tolerating, accepting, or even appreciating those differences in some esoteric way, but rather understanding on a fundamental level that we need those differences for our very survival. “ (The Faulty Paradigm of Tolerance and Sensitivity, p. 87)

No one identity group or culture has cornered the market on crosscultural competence.

“No group, no matter how marginalized, has an inborn crosscultural gene. The implied audience in developing crosscultural competence is all of us. “(The Faulty Paradigm of Tolerance and Sensitivity, p. 87)

As no one group is born with cultural competence, attention to development of the competence is needed. This development requires a dedication to development of self-awareness as well as to gaining knowledge and skills. Dr. Goodman identifies five areas of development:

1. Self -awareness
2. Understanding and valuing others
3. Knowledge of societal inequities
4. Skills to interact effectively with a diversity of people in different contexts
5. Skills to foster equity and inclusion.

Cultural Competence for Social Justice, p. 1 -2.

### Instructions Question #7

- Review material under the topic area of Cross Cultural Competency: Inclusion Not Tolerance.
- Review the list of knowledge and skills needed to become crossculturally competent.
- Consider where you are now, in relation to developing crosscultural competence.

- Consider what you are motivated to do this semester to move toward crosscultural competence.
- Answer the questions posed by **highlighting your greatest strengths and the knowledge and skills you recognize as most important to you at this time.**

Students are not required to list more than 3 strengths and/or 3 developmental areas.

**These are the questions that will be asked:**

### **Question #7**

Did you enter this course with any crosscultural competency knowledge and skills? If so, what are the most important crosscultural competencies you already use?

Identify both the category and the knowledge/skill identified on the Cultural Competence for Social Justice document.

What crosscultural competency based knowledge and skills are the most important for you to gain or further develop?

Identify both the category and the knowledge/skill identified on the Cultural Competence for Social Justice document.

## **Activity 5 – Implicit Bias**

### **Background**

Week 3 we address the concept of implicit bias. We've learned both the definition and key characteristics of implicit bias; we've learned how bias can damage the experience of non-dominate culture diverse others in a workplace.

Finally, we've learned that we all have implicit biases. **Now it's time to identify YOUR implicit biases.**

### **Instructions Question 8 & 9:**

- You are required to take 3 hidden bias tests. The Harvard University designed assessments (Implicit Association Tests) exist to create self-awareness about our automatic preferences and stereotypes. "Automatic" preferences and stereotypes are personal evaluations that are not necessarily available to conscious awareness, conscious control, conscious intention, or self-reflection.
- Preferences and stereotypes are assessed through a method called "rapid sequential paring." This means that once the assessment begins, it is imperative to make paring choices QUICKLY. Keep your fingers on the "I" and "E" keys so that you can make your selections immediately upon being provided with paring choices.
- Go to the following website  
<https://implicit.harvard.edu/implicit/takeatest.html>

## Screen #1 Click

"I wish to proceed."

### Preliminary Information

Whichever IAT you do, we will ask you (optionally) to report your attitudes toward or beliefs about these topics, and provide some general information about yourself. These demonstrations should be more valuable if you have also tried to describe your self-understanding of the characteristic that the IAT is designed to measure. Also, we would like to compare possible differences among groups in their IAT performance and opinions, at least among those who decide to participate.

Data exchanged with this site are protected by SSL encryption, and no personally identifying information is collected. IP addresses are routinely recorded, but are completely confidential.

**Important disclaimer:** In reporting to you results of any IAT test that you take, we will mention possible interpretations that have a basis in research done (at the University of Washington, University of Virginia,

- Choose 3 self-assessments to take.

#### Your options are:

- Asian (Asian – European American)
- Native (Native – White American)
- Race (black-white)
- Arab-Muslim (Arab Muslim – Other People)
- Weight (Fat – Thin)
- Skin Tone (Light Skin – Dark Skin)
- Age (Young – Old)
- Sexuality (Gay – Straight)
- Disability (Disable – Abled)

#### Weight IAT

Click tab to begin

**Weight ('Fat - Thin' IAT).** This IAT requires the ability to distinguish faces of people who are obese and people who are thin. It often reveals an automatic preference for thin people relative to fat people.

- Compete THREE self-assessments
- Complete question 4 regarding your reaction to the assessments.
- Reflect on course content up to this point in the semester in relation to completing the assessments/reviewing results. Using knowledge you've gained from both course content and experiential learning (taking the IAT Tests), offer a well thought out and well communicated explanation on bias as a human trait (question #5.)

**Remember to cite course related sources.**

**These are the questions that will be asked:**

#### Question #8

What assessments did you complete?

Describe your reaction to the results of each of the assessments.

#### Question #9

Based on your experience completing the bias assessments, as well as learning about bias through course content, what rationale would you offer in support for bias as a human trait?

Source(s):

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