

THE DEI JOURNEY:

A STRATEGIC & DEVELOPMENTAL APPROACH



**THE
WINTERS
GROUP INC.**

*Transformative, Sustainable Solutions
for Equity and Inclusion*

OVERVIEW

- **DEI Strategic Planning**
- **Evaluate**
- **Engage**
- **Educate**
- **Embed**

The Winters Group Strategic Planning Model

Engage

All stakeholders (employees, external partners, government customers, clients through a leadership-driven approach

Educate

Stakeholders on diversity, equity, inclusion topics

Embed

Practices through the business processes (business strategy, talent processes, marketing strategies, operations processes, product development, etc.)

Evaluate

Impact by identifying quantifiable metrics and conducting regular audits of progress



Evaluate

- Evaluation should be ongoing.
- At the outset, organizations should ensure that they have data from which to develop the strategic plan. This includes conducting a cultural audit to assess the current state. The initial evaluation should include an assessment of attitudes about DEI as measured by The Winters Group Inclusion Insights Survey™ or an internal tool that the organization may use, an analysis of HR data including hires, terminations, promotions, etc. We also recommend that the Intercultural Development Inventory® (IDI®) be administered to a cross-section of employees to assess cultural competence
- It is recommended that an organization develop a “dashboard” to hold leadership accountable for goals and to monitor progress.
- We recommend that the IDI® be re-administered at the conclusion of a structured, developmental learning plan to assess progress in cultural competence.



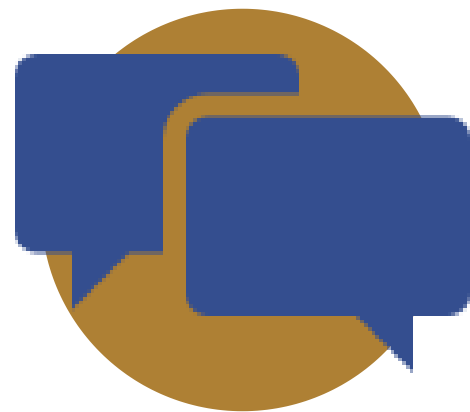
Conduct Comprehensive Cultural Audit

Assess Cultural Competence



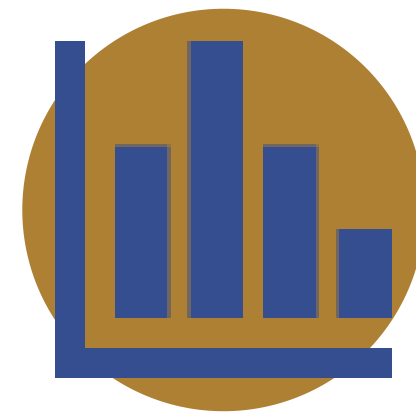
The Intercultural Development Inventory® (IDI®) establishes a baseline for organizational cultural competence. Reassess after learning plan is complete.

Qualitative & Quantitative Opinion Research



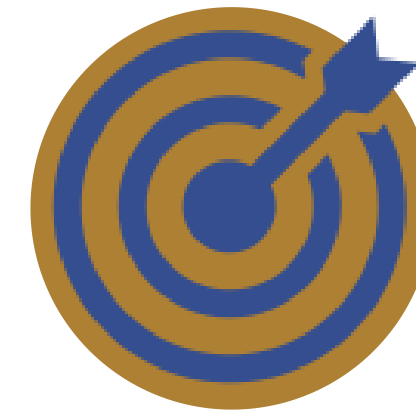
Utilize current engagement data or collect our own to assess climate. E.g. Focus Groups, Stakeholder Interviews, Equity and Inclusion Insights Survey, etc.

Analyze Employee Demographics



Analyze internal data to identify barriers and trends.

Global D&I Benchmarks



The Global Diversity Inclusion Benchmark (GDIB) model is used to assess the current DEI programmatic state.

Assess Internal Processes, Programs, Practices



Analyze internal policies and procedures to assess their inclusiveness.



Assess Cultural Competence Using the Intercultural Development Inventory®

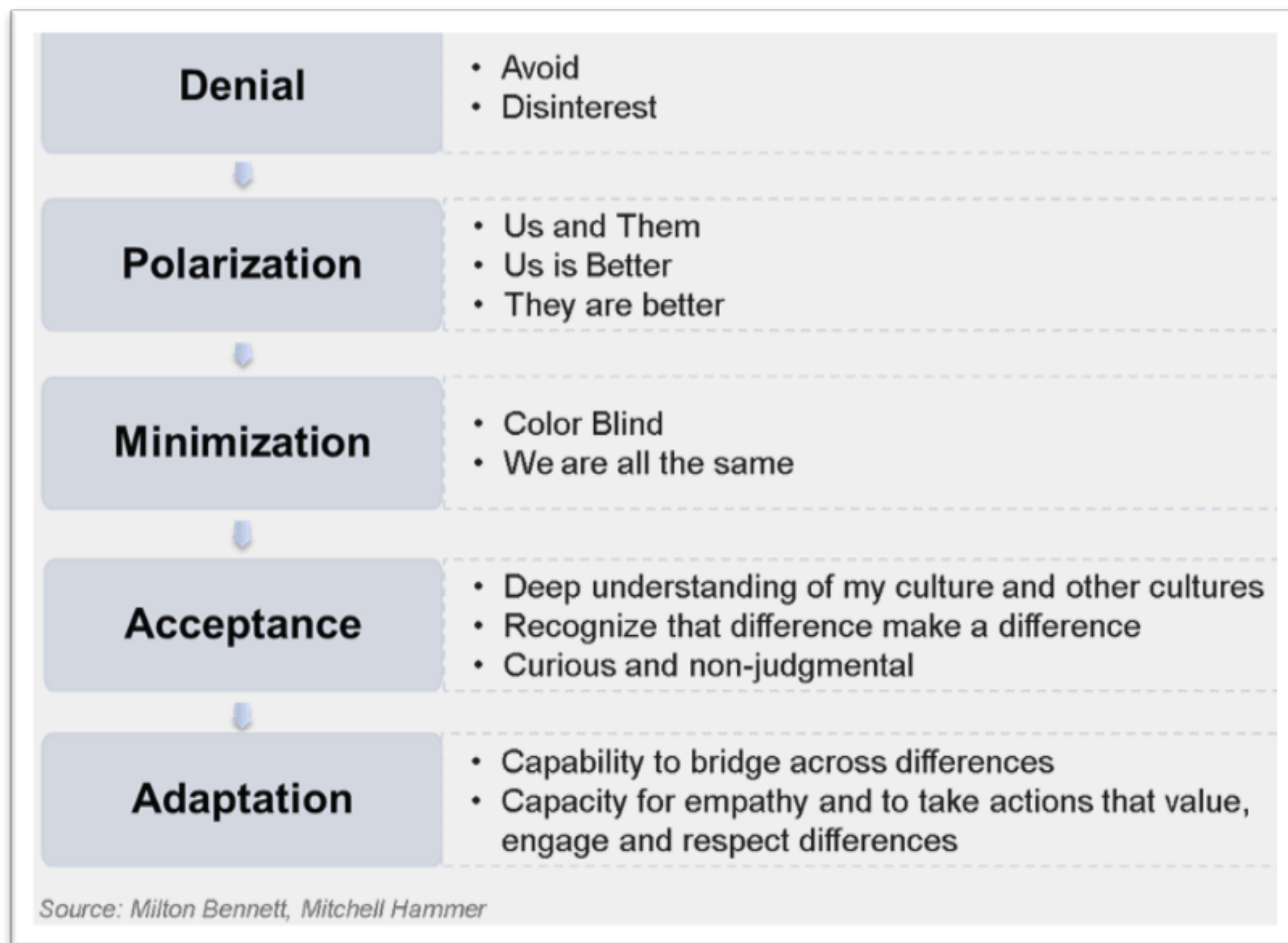
Goal: Assess the group's capacity to effectively recognize, adapt, and bridge across differences.

- The Winters Group recommends administering the IDI® as the baseline survey in advance of any learning solutions.
- The IDI® is used to assess individual and organizational cross-cultural competence. Developed by Dr. Mitchell Hammer and Dr. Milton Bennett, the IDI® is a 50-item, theory-based online instrument that measures intercultural sensitivity as conceptualized in Bennett's Developmental Model of Intercultural Sensitivity (DMIS). The DMIS is a framework for explaining the reactions of people to cultural differences. The underlying assumption of the model is that as one's experience of cultural differences becomes more complex, one's potential competence in intercultural interactions increases.



Assess Cultural Competence Using the Intercultural Development Inventory®

The Intercultural Development Continuum



- Dr. Bennett identified a set of fundamental cognitive structures (or “worldviews”) that act as orientations to cultural difference. The worldviews (*see diagram*) vary from more ethnocentric to more ethnorelative. According to the DMIS theory, more ethnorelative worldviews have more potential to generate the attitudes, knowledge, and behavior that constitute intercultural competence, and ultimately, inclusive behaviors.
- The IDI® would be used to provide an additional layer of self-understanding for participants. The group aggregate profile would be shared as part of the initial learning experience. Following this session, participants will have the opportunity to review their individual results and Individual Development Plan with a Winters Group certified IDI® Administrator via phone.



Conduct Qualitative Research: Key Stakeholder Interviews

The Winters Group uses leader interviews as a way to gain insights into how leadership thinks about organizational challenges and how they describe the role diversity and inclusion plays in supporting the achievement of organizational priorities.



Conduct Qualitative Research: Key Stakeholder Interviews

The key questions typically asked in the leader interviews are highlighted below. Additional questions to further probe survey results may be added.

1. What are your top three organizational challenges right now? What would you say are your top three organizational opportunities?
2. In your own words how do you define diversity? Inclusion? Do you see a difference? What is the difference?
3. In your own words how would you define equity? Is there a difference between equity and equality?
4. How does/can diversity enhance the organizational challenges and opportunities that you identified?
5. Based on your experiences with diversity, what aspects have you found the most challenging to navigate?
6. What changes in behavior do you expect from leaders and employees as a result of the diversity, equity, and inclusion initiative?
7. How should the organization's leaders be held accountable for diversity, equity, and inclusion?
8. What recommendations do you have for the organization to enhance diversity, equity, and inclusion?



Sample Survey						
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
Overall Satisfaction	1	2	3	4	5	6
1. In general, I am satisfied with my job at XXX.						
2. XXX is a well-run company with effective leadership.						
3. I would recommend XXX as a good place to work to family and friends.						
4. I plan on continuing my affiliation with XXX indefinitely.						
Knowledge, Awareness and Perceptions of Diversity and Inclusion at XXX	1	2	3	4	5	6
1. I have a clear understanding of XXX's overall diversity strategy (e.g. mission, vision, goals, and business case).						
2. I think XXX has done a good job in advancing diversity and inclusion throughout the organization.						
3. Based on the definition of inclusion offered above, I think XXX's culture is inclusive.						
4. I think XXX's CEO is committed to diversity and inclusion.						
5. I think that my immediate manager is committed to diversity and inclusion.						
6. I think other leaders in my division are committed to diversity and inclusion.						
7. Using the definition of diversity above, XXX staff is diverse at all levels.						
8. I think XXX hires diverse employees.						
9. I think XXX retains diverse employees.						
10. I think XXX leadership has the knowledge, skills and expertise to manage a diverse organization.						
11. I think XXX leadership exhibits inclusive behaviors.						
12. I think XXX leadership promotes inclusive practices.						

Conduct Quantitative Research: Inclusion Insights Survey™

The Inclusion Insights Survey™ is a quantitative survey developed by The Winters Group to be administered to employees to assess attitudes and perceptions toward diversity and inclusion within the organization. Surveys are designed to be completed online. Results from the surveys may be used to inform questions for focus groups.

Generally accepted survey research protocol is used to design the questions and to establish survey sampling plans to ensure statistically valid results.



Qualitative Research: Focus Groups

Conducted with various demographic groups, focus groups are used to better understand perceptions of diversity, equity, and inclusion.

Focus groups consist of homogenous groups who share some common characteristics that the researchers would like to better understand and should include 5-10% of the population. The number of actual focus groups is dependent on the population of different employee segments.



Qualitative Research: Focus Groups

The key questions asked in focus groups are highlighted below:

1. What is it like to be an employee/student/parent at <organization>? What is the best thing about your experience? What do you like least?
2. What one word describes the climate at <organization>?
3. What do you think “diversity” (“equity,” “inclusion”) means at <organization>? Why is diversity (equity, inclusion) important to <organization>?
4. How is diversity valued in your day to day experience (e.g. with your interactions with managers and other employees)?
5. What is it like as a <social identity group> to be a part of the <organization> community? How are differences addressed?
6. How good a job is <organization> leadership doing in ensuring that it creates an inclusive environment for staff and stakeholders?
7. What recommendations do you have for <organization> to enhance diversity, equity and inclusion?

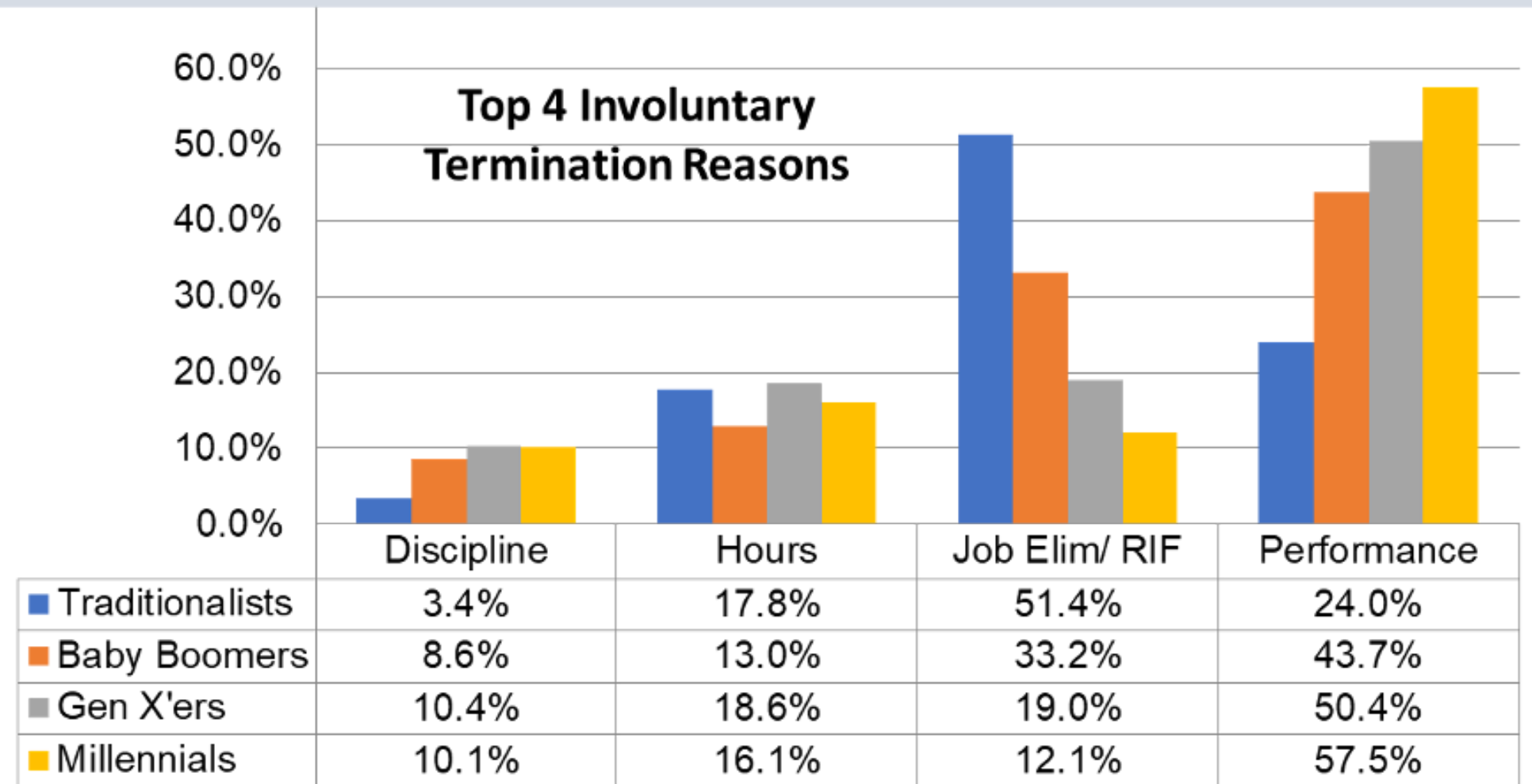


Examine Current Internal and External Systems & Structures

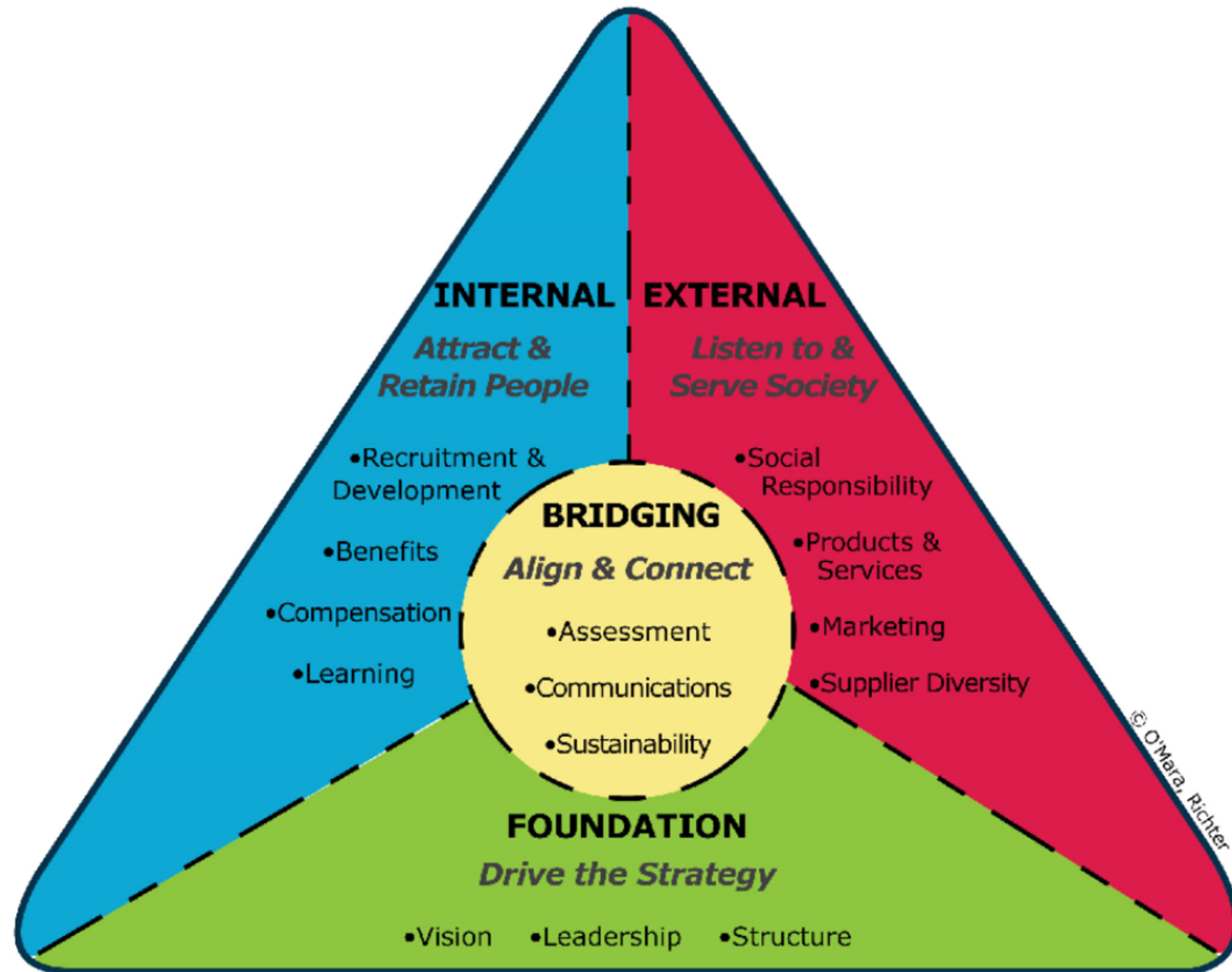
We recommend reviewing any pertinent data (e.g. prior assessment data, engagement survey results, etc.) as a first step.

We recommend conducting a thorough analysis of all internal information (e.g. hires, terminations, promotions, performance) broken down by key demographic variables such as race/ethnicity, gender, length of service, generations, function, and other relevant breakdowns that are available.

- Traditionalists are least likely to be terminated for disciplinary reasons and performance, but far more likely than other age groups to experience job eliminations/RIFs.
- Gen X'ers are terminated for performance issues about 7% more often than Baby Boomers, and Millennials are terminated for performance issues about 7% more than Gen X'ers.
- Baby Boomers experience job eliminations and RIFs over 1.5 times as often as Gen X'ers, and over 2.5 times more often than Millennials.



Global Diversity and Inclusion Benchmarks



Engage

- All employees should see themselves in the strategy and be actively engaged in fostering diversity, equity, and inclusion.
- Reevaluate DEI Council's role.
- Consider establishing an “ambassadors” group that works at the department level.
- One of the roles of the Council should be to develop goals and actions to achieve/ensure an inclusive culture for all.
- The council should develop/revise definitions that will guide the work.
- The council should also explore how to engage external partners as applicable. (E.g. Other not-for-profits that you work with, establishing supplier diversity program.)



DEI Council Best Practices

- Led by senior leadership
- Develop “stretch” goals
- Link diversity goals to business goals
- Engaged and visible members
- Ongoing and transparent communication on Council work to entire Company
- Select members from every part of the organization and is limited to a specific number of people
- Select a leader or chairperson to guide the work of the group
- Develop and use formal communication mechanisms
- Schedule and attend regular meetings (usually monthly)
- Establish formal decision-making and conflict managements processes
- Receive support from the organization and leadership
- Advise on diversity-related issues, programs, and services throughout the organization
- Use a committee structure to get work done
- Monitor and hold leadership accountable for progress





Educate



Our DEI Learning Philosophy

Our philosophy is to *meet people where they are and educate* rather than train. Training efforts are typically designed as one-time events with a focus on tolerance and sensitivity – and perhaps a small amount of skill building. Education is *developmental*, ongoing, and focuses on *competency-building* through practice, reflection, and intentionality.



Our Learning Model

The Winters Group recommends a model for learning that is grounded in:

- 1.)** A developmental approach, meeting employees where they are on their diversity and inclusion learning journey;
- 2.)** Sequential, and ongoing learning sessions; and
- 3.)** Fostering learning communities that promote individual reflection, collective responsibility, accountability, and reciprocal learning.



A Developmental Approach

The Winters Group is recommending a learning approach that accounts for the group's level of understanding of diversity and inclusion concepts. The proposed learning experience includes a series of modules that start with foundational content and evolve into more advanced concepts of diversity and inclusion and skill building.

Sequential, Ongoing Learning and immersion experiences

The proposed learning experience consists of modules that build upon each other and should be taken sequentially. The Winters Group recommends time in between each session to allow for active, reflective learning.

Creating a Community of Learners

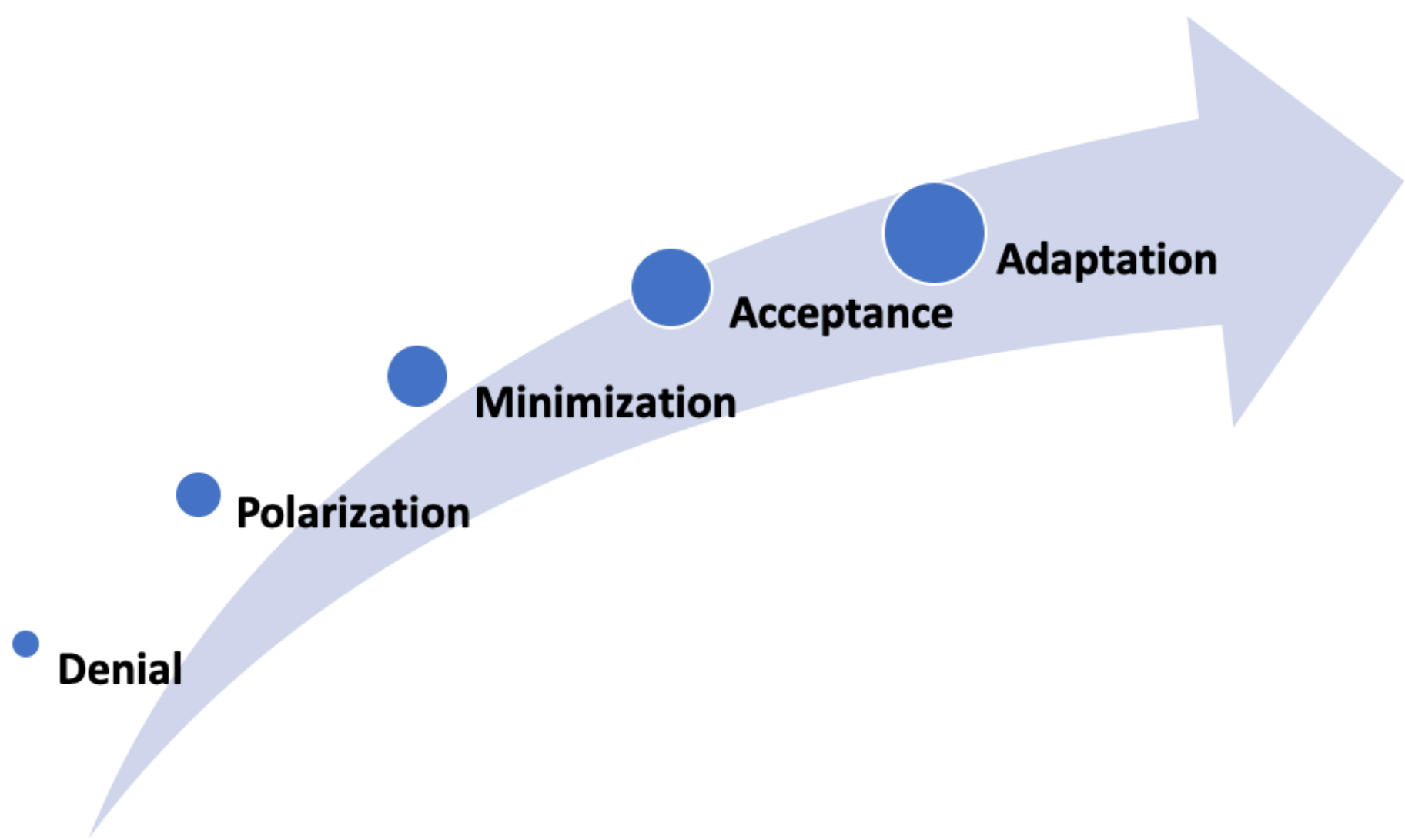
The Winters Group recommends a 'cohort' or 'learning community' model. Learning communities give participants an opportunity to form stronger relationships with each other (fostering collaboration) and engage more deeply with the integrated content of the tracks.

The model is intended to enhance learning, but also foster greater community, collective responsibility, accountability, and reciprocal learning as the participants will evolve into a community of learners. The Winters Group also recommends leveraging our Cross-Cultural Learning Partners model.



Meeting People Where They Are

A Developmental Approach



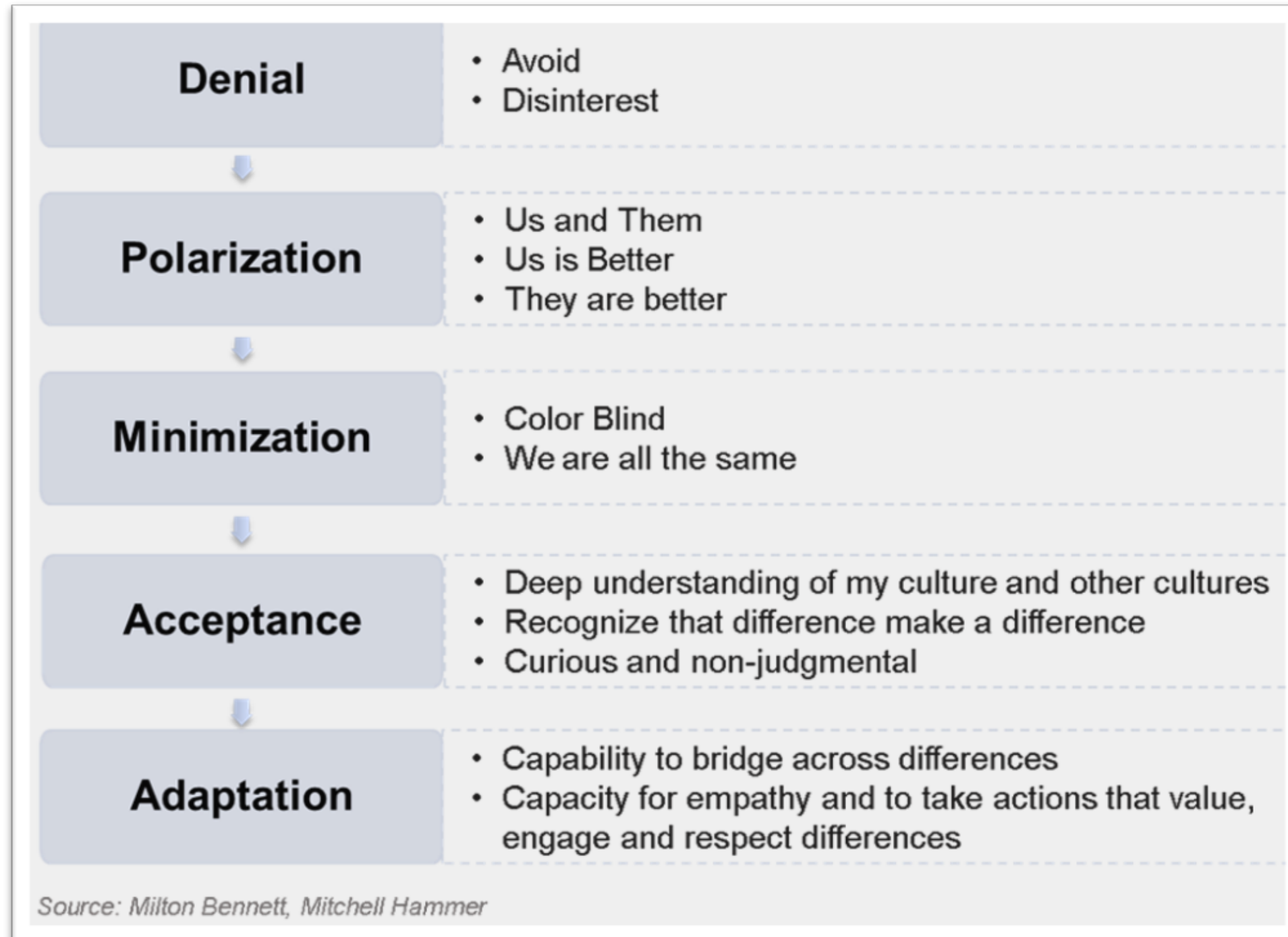
To meet people where they are, we have to have some understanding of their current skill level to effectively recognize, appreciate, and leverage cultural differences and similarities in organizational settings.

The Intercultural Development Inventory® (IDI®) is a psychometric tool that measures individual and organizational cultural competence – the ability to effectively bridge across differences. The results of this measurement provides us with key insights as to “where people are” and thus the most appropriate learning experiences for a given skill level.

Without this knowledge, we have no baseline of readiness to design DEI content. It is like exposing someone to advanced algebra before they have taken introduction to algebra.



We Design Learning Based on The Intercultural Development Continuum (IDC)



One's worldview orientation toward cultural differences is based on their level of experience. Those with little experience tend to deny or judge differences. Minimization, where about 68% of the people who take the tool fall, is a transitional stage from a mono-cultural to a more intercultural mindset. It tends to overestimate similarities. At acceptance/adaptation a person or group has a more complex understanding of difference and can recognize patterns of differences as normal and natural. At these stages, curiosity, empathy, and inclusive actions are possible.



Recommended Learning At Different IDC Stages

Worldview	% Who Fall within Each Worldview	Focus Learning on....
Denial	2.4	Less threatening, more easily observed aspects of culture such as clothing, food, music, art, dance, taboos
Polarization	13.5	Commonalities and developing the ability adopt a less judgmental stance towards their cultural others.
Minimization	68-70	Increase cultural self-understanding, including awareness around power and privilege as well as other patterns of cultural difference (e.g., conflict resolution styles), cultural patterns (e.g., individualism/collectivism), and culture-specific patterns.
Acceptance	13.5	Interactions across cultures in ways that expand their knowledge about cultural differences, including culture-specific frameworks (e.g. race, gender, ethnicity, religion, etc.) and gain skills in adapting to these differences. Begin to understand cross-cultural ethical questions within their specific workplace or living situation by fully considering what a particular practice means from their own cultural perspective and what a cultural practice represents in a different cultural community.
Adaptation	2.4	Continue to build on one's knowledge of cultural differences and to further develop skills for adapting to these differences, including engaging in "cultural mediation" and bridge building between cultural groups that may be experiencing problems



DEI Learning Journey

Because most individuals and organizations fall at minimization on the IDC, our educational approach is focused on self- and 'other-' understanding, and bridging skills in an effort to move towards acceptance/adaptation. We propose a series of learning experiences that begin with foundational level understanding of diversity, equity, inclusion, and cultural competence, and evolve into deeper-divide experiences that increase one's capacity to effectively lead and bridge across different dimensions of diversity.



DEI Learning Journey



- Inclusion Starts with “I”
- Cracking the Code of Unconscious Bias
- Navigating Identity and Intersectionality
- Knowing Your “Why”
- Privilege in Action
- Taking off our Masks to Foster Authenticity and Empathy

- Inclusion Starts with I and Happens with Us
- Group Dynamics and Social Identity Theory
- Inclusive Leadership Series*
- Identity Specific content (e.g. race, gender, generation, religion, ethnicity)

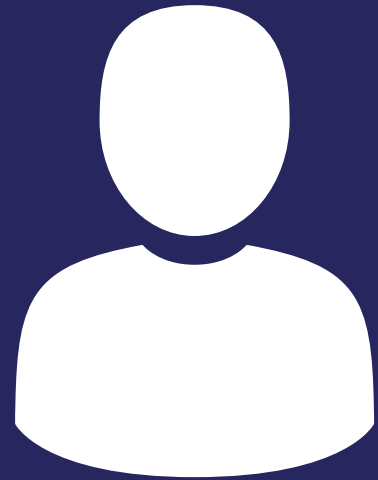
****Developmental learning that encompasses all three phases***

- Mapping the Intersection of Psychological Safety, Belonging, and Inclusion
- Decentering the Dominant Narrative
- Engaging in Bold Inclusive Conversations® (overview and/or Series on specific topics)
- Creating Equitable Systems



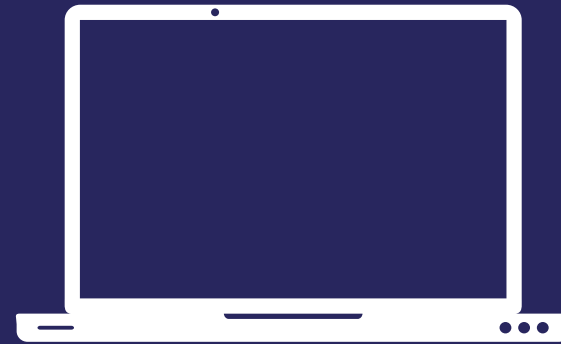
Delivery Methods

Learning Plans will be custom designed based on IDI® results and client considerations.



IN-PERSON

- 2-hour leadership briefings
- 4-8-hour Learning sessions
- 2-3-day immersive Learning



VIRTUAL

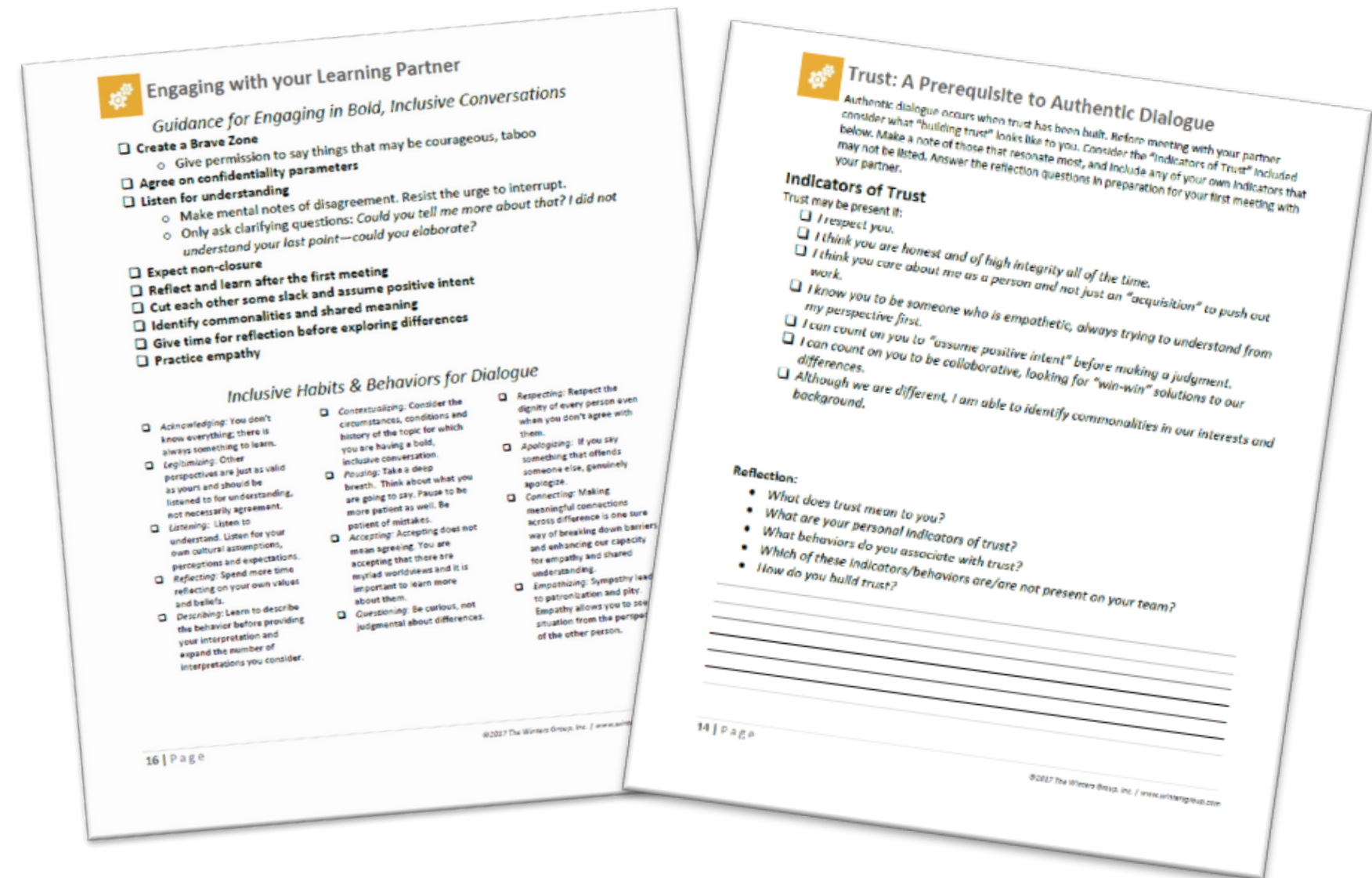
- 75-90 minute facilitated sessions
- Single topics (as part of a blended learning plan)
- Topics delivered in a Series
- E-learning (limited offerings)



BLENDED

- Combination of in-person and virtual to complete a competency-based learning plan
- Cross-cultural Learning Partners
- Experiential/reflective learning in between classroom sessions such as book clubs, museum tours, etc.

Sustain and Build Upon Learning Outside of the Classroom Setting



Research has found that learning takes place when participants can engage in intentional reflection. As part of the learning experience, The Winters Group provides learners with reflection guides to accompany the learning experience that can be used to foster cross-cultural learning in between sessions.



The Winters Group offers a program called Cross Cultural Learning Partners™, which aims to foster reciprocal learning. We pair individuals who are different in some way (e.g., race, gender, sexual orientation, religion) and invite them to go on a guided journey of learning with each other. This includes short lessons with reflective questions and recommendations for experiences that they can share.

The Cross-Cultural Learning Partners™ program is grounded in the reciprocal nature of learning. It is specifically designed so that both parties are learning from each other, reducing the feeling that the learning experience is one-sided (like traditional 'reverse mentoring' programs).

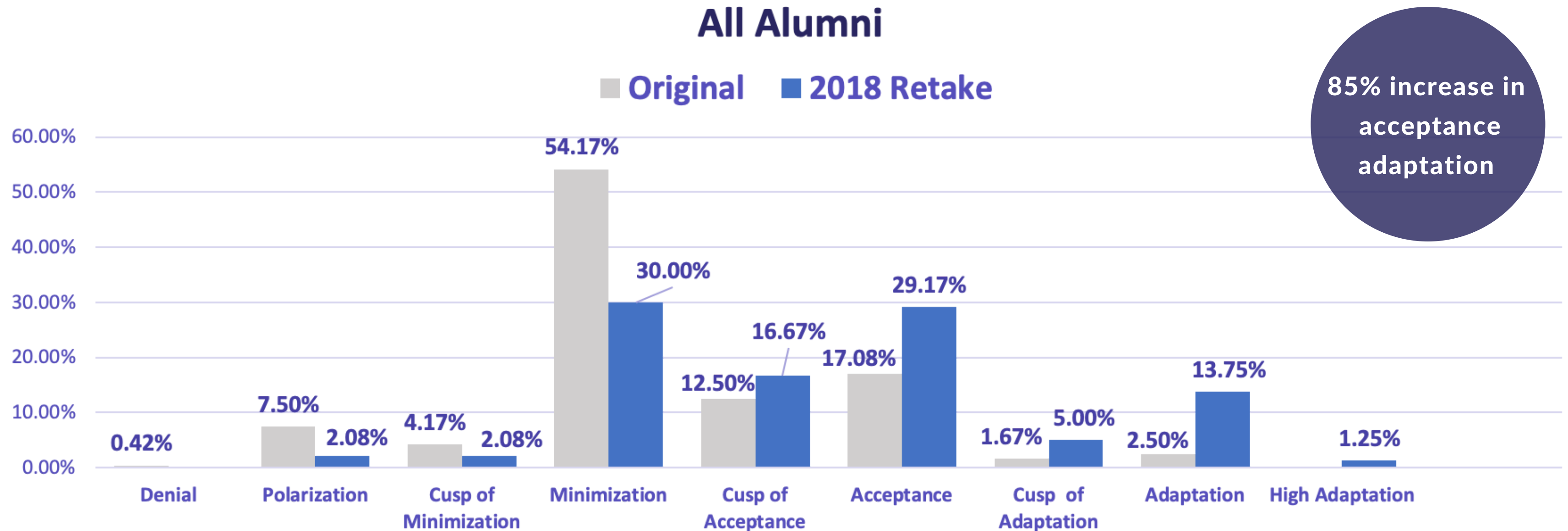
Participants would be expected to engage with their learning partners in between sessions, as a means for reciprocal and reinforced learning. The Winters Group will develop prompts and activities for partners to engage in in between learning sessions. The partner model reinforces community and reflective learning.

Leverage Cross-Cultural Learning



Measure Progress

The IDI® helps us to design the most appropriate learning plan for the group. Reassessing the individual and group's level of competence at the conclusion of the learning series is a measure of the effectiveness of the experience. The Winters Group has a number of examples of enhanced cultural competence as a result of a structured, intentional, developmental approach to learning as shown in the sample below.



Descriptions of DEI Developmental Learning Experiences



The Inclusive Leader series



Inclusive Leadership Series: A Developmental Approach

The Winters Group offers a series of in-person educational experiences that will enhance inclusive leadership. The goal of the education is to enhance the capacity of leaders to effectively bridge across difference. The final content will be based on the outcome of the IDI® assessment. Recognizing that leaders have pressing schedules, these modules—typically delivered in ½ day or full day sessions—can be broken own into smaller 2-hour segments. These sessions can be spread out over the course of nine months to a year with reflection in between and re-administration of the IDI® at the conclusion. The learning plan can be delivered to coincide with already scheduled leadership gatherings. Alternatively, a 3-day intensive, immersive design is also available.



Module A: Inclusion Starts with “I”: Cultural Self Understanding and Unconscious Bias

- Provide an overview of diversity, inclusion, and equity and the business case
- Understand the Intercultural Development Continuum© on how we experience difference
- Increase self-awareness of one’s own culture and identity and how unconscious bias plays out

Module B: Who Are My Cultural Others?

- Discuss cultural patterns and different behavioral interpretations
- Explore culturally learned biases, values, and beliefs
- Understand the role of trust in effectively bridging across differences
- Explore how empathy can increase our capacity to understand difference

Module C: Engaging in Bold, inclusive Conversations®

- Explore the dynamics of cross-cultural communication
- Distinguish culturally learned communications styles
- Develop skills to engage in meaningful dialogue across difference

Module D: Putting it in to Practice: Creating Equitable Systems

- Build skills to solve cross-cultural dilemmas
- Identify behaviors that may erode or impede trust
- Practice inclusive leadership behaviors with case studies





In-Person Developmental and Virtual Learning for Leaders and Individual Contributors

Specific Learning Plans will be customized in partnership with the client.



Cultural Self-Understanding Learning Experiences

These offerings should be delivered in this order in 4- or 8-hour sessions or in a 3-day intensive Learning Lab environment where all topics would be covered.

- 1.) ***What is Diversity, Equity, and Inclusion, and Why Are They Business Imperatives?*** – Designed to provide an overview of key diversity, inclusion, and equity concepts using interactive techniques to engage the audience in understanding key definitions, concepts, and the connection to organization goals.
- 2.) ***Inclusion Starts With I*** – Explores the concepts of cultural competence, cultural identity, and cultural self-awareness, and provides tools to enhance understanding of how cultures differ. The Intercultural Development Inventory® is debriefed during this session.
- 3.) ***Cracking the Code of Unconscious Bias*** – Unconscious bias is a barrier to becoming more culturally competent. This learning experience explores the theory and science behind unconscious bias, incorporates experiential exercises, and provides techniques for managing our biases.
- 4.) ***Navigating Identity and Intersectionality*** – The guiding question of this session: How does identity and intersectionality influence normative culture? Which group norms are valued over others? How is one's experience impacted by multiple intersecting identities?



Cultural Self-Understanding Learning Experiences (Cont.)

These offerings should be delivered in this order in 4- or 8-hour sessions or in a 3-day intensive Learning Lab environment where all topics would be covered.

5.) **Knowing My 'Why'** – There is immense power in speaking from one's own experiences. As an ally [or accomplice], one must be comfortable with listening while, also speaking out from their 'why,' in order to encourage other to find theirs. Why do you care about Diversity and Inclusion? Why do you care about equity? Why do you care about social justice? Why does it matter? In what way can your narrative liberate someone else?

6.) **Privilege in Action: From Actor to Accomplice In the Workplace & Beyond** – Regardless of who we are, where we come from, or how we identify, we all have some point of privilege, so we all need to know how to leverage it. This session will challenge participants to identify their sphere of influence and ways they can leverage their privilege to affect change and foster equity and inclusion.

7.) **Taking off our Masks to Foster Authenticity and Empathy** – An exploration into 'covering', code-switching, and minimization and its impact on workplace outcomes—retention, engagement, innovation. Participants will engage in experiential exercises that support them in modeling authenticity and its role in creating a culture where everyone can bring their whole self and develop the capacity for empathy.



Cultural Other Understanding Learning Experiences

The order of these sessions is negotiable. However, *Inclusion Starts with I and Happens with Us* should be first. 4-8 hour sessions are recommended.

- 1.) ***Inclusion Starts with “I” and Happens with Us*** – Building on *Inclusion Starts with I*, this course explores the dimensions of culture and how we can effectively bridge across our differences.
- 2.) ***Group Dynamics and Social Identity Theory*** – Participants will engage in a series of experiential activities that conceptualize the role of social identity and group dynamics in our day-to-day interactions.
- 3.) ***Gender Dynamics: Are Men and Women Really So Different?*** – Women and men often have different communication and leadership styles. Gender roles vary from country to country, region to region. How do these differences between men and women play out in the workplace? This session will explore research-based gender differences.
- 4.) ***#MeToo Imperfect Ally Workshop*** – How do men and women find common ground in today’s #MeToo environment? It is more than learning the legal “do’s and don’ts” to explore how to gain congruence in intent, meaning, and impact. Who have I been? Has my behavior always been aligned with my intent? How do we engage in meaningful dialogue to enhance understanding and mutual respect?



Cultural Other Understanding Learning Experiences (Cont.)

The order of these sessions is negotiable. However, *Inclusion Starts with I and Happens with Us* should be first. 4-8 hour sessions are recommended.

5.) ***Demystifying Generational Differences*** – Millennials and Gen Z are entering the global workforce in large numbers. Baby Boomers are working longer. For the first time in history there will be five generations in the workforce with different needs and expectations. This session will explore generational differences and how to more effectively manage them.

6.) ***Engaging White Men in Inclusion*** – Often white men feel left out of the diversity and inclusion conversation. They feel that diversity does not include them. White men have issues of inclusion just like any other group and are key to ensuring that everyone in the workplace can reach their full potential. This session will explore how to engage white men in constructive inclusive dialogue.

7.) ***RACE: Diversity's Four-Letter Word*** – An exploration of race, racism, and colorism, the historical underpinnings of race in the US context, and why it is such a difficult topic to discuss. The overall objectives are to enhance understanding of past and current racial issues; how they impact workplace relationships, and practice effective approaches to dialogue.

8.) ***Exploring Whiteness and White Fragility*** – Whiteness as an identity has not been acknowledged widely until recently. This session will provide participants with a greater understanding of theories of whiteness and how to address concepts of dominance, supremacy, and fragility.



Bridging Skills Learning Experiences

The order of these sessions is negotiable. However, *Inclusion Starts with I and Happens with Us* should be first. 4-8 hour sessions are recommended or 3-day intensive intermediate learning only after self-understanding series is completed.

MAPPING THE INTERSECTION OF PSYCHOLOGICAL SAFETY, BELONGING, AND INCLUSION

A dive into psychosocial research that supports the role of psychological safety in fostering inclusion, and ultimately innovation.

ENGAGING IN BOLD, INCLUSIVE CONVERSATIONS®: AN INTRODUCTION

An introduction of concepts associated with engaging in Bold, Inclusive Conversations® (polarization, 'state of affairs,' workplace impact), and the model for Bold, Inclusive Conversations®. This course is also available as a series to take a deeper dive.

DECENTERING THE DOMINANT NARRATIVE

This session will address three key points: (1) the problem of "othering," (2) the necessity of active listening, and (3) the choice of shifting our focus toward non-dominant narratives in the pursuit of equity.

CREATING EQUITABLE SYSTEMS

Equity begins by asking yourself: Are you getting the things you deserve, and are you willing to stand with and elevate the voices of those who are not? How do we use our influence to create equitable systems in our organizations?



A photograph of a person's hands working at a laptop. The person is holding a smartphone in their left hand and typing on the laptop keyboard with their right hand. A white coffee cup with a black sleeve and a white lid is on the desk next to the laptop. A pair of glasses is resting on the desk in front of the laptop. The background is a blurred office or indoor setting with a window.

The Winters Group Virtual Learning Offerings



Our Education Experiences:

VIRTUAL SESSIONS

The Winters Group Virtual Learning Labs are 90 minute live-facilitated, virtual sessions. The VLLs are synchronous learning utilizing interactive technology to engage participants from foundational to advanced content. Participants leave each session with skills that can be applied immediately.



Virtual Learning Offerings

In keeping with our philosophy of ongoing learning and to provide opportunities for engagement in between in-class sessions or as stand-alone learning, these topics are designed to allow for a deeper exploration of specific DEI topics. The VLL is synchronous learning, utilizing interactive technology to engage participants from foundational to advanced content using live facilitators who are experienced subject matter experts.

Generational Series (Understanding Others)

Understanding Global Generational Differences Part 1

Characteristics of Different Generations, Understanding My Own Generation, Workplace Implications across Generations

Understanding Global Generational Differences Part 2

How to Work and Manage Across Multiple Generations



Virtual Learning Offerings

Bold, Inclusive Conversations® Series (Bridging Skills)

Bold, Inclusive Conversations®: **Let's Talk About Race**

Based on the concepts from *"We Can't Talk About That at Work! How to talk about Race, Religion, Politics, and Other Polarizing Topics,"* this 'deep-dive' learning experience is a three-part series that specifically addresses the considerations unique to talking about race.

Bold, Inclusive Conversations®: **Let's Talk About Religion**

Based on the concepts from *"We Can't Talk About That at Work! How to talk about Race, Religion, Politics, and Other Polarizing Topics,"* this 'deep-dive' learning experience is a three-part series that specifically addresses the considerations unique to talking about religion.

Bold, Inclusive Conversation®: **Let's Talk About Politics**

Based on the concepts from *"We Can't Talk About That at Work! How to talk about Race, Religion, Politics, and Other Polarizing Topics,"* this 'deep-dive' learning experience is a three-part series that specifically addresses the considerations unique to talking about politics.



Virtual Learning Offerings

Understanding Identity & Building Bridges Series (Understanding Others)

Understanding Identity & Building Bridges (Gender) – Part 1: Identity & Gender Dynamics in the Workplace

This series will increase employees' and leadership's competence in recognizing the role identity plays in one's workplace experience, broadening one's self-awareness and understanding of one's own perceptions and assumptions, and ultimately, providing tools and tactics for creating bridges across difference. The first part in this two-part series will focus on identity and exploring a specific diversity dimension (i.e. gender, the black experience) in the workplace. The second part will focus on allyship.

Understanding Identity & Building Bridges (Gender) – Part 2: Allies & The Role of Men in Gender Equity

This series will increase employees' and leadership's competence in recognizing the role identity plays in one's workplace experience, broadening one's self-awareness and understanding of one's own perceptions and assumptions, and ultimately, providing tools and tactics for creating bridges across difference. The first part in this two-part series will focus on identity and exploring a specific diversity dimension (i.e. gender, the black experience) in the workplace. The second part will focus on allyship.



Virtual Learning Offerings

Understanding Identity & Building Bridges Series (Understanding Others)

Understanding Identity & Building Bridges (Black Experience) – Part 1: Identity & The Black Experience in the Workplace

This series will increase employees' and leadership's competence in recognizing the role identity plays in one's workplace experience, broadening one's self-awareness and understanding of one's own perceptions and assumptions, and ultimately, providing tools and tactics for creating bridges across difference. The first part in this two-part series will focus on identity and exploring a specific diversity dimension (i.e. gender, the black experience) in the workplace. The second part will focus on allyship.

Understanding Identity & Building Bridges (Black Experience) – Part 2: The Role of Allies & Fostering Authentic Dialogue

This series will increase employees' and leadership's competence in recognizing the role identity plays in one's workplace experience, broadening one's self-awareness and understanding of one's own perceptions and assumptions, and ultimately, providing tools and tactics for creating bridges across difference. The first part in this two-part series will focus on identity and exploring a specific diversity dimension (i.e. gender, the black experience) in the workplace. The second part will focus on allyship.



Affirming and Unpacking the #MeToo Movement Series (Understanding Others)

Affirming and Unpacking the #MeToo Movement – Part 1: Gender at the Intersection of Race and Class

The #MeToo Movement has been a powerful force in bringing dialogue about gender, harassment, and power to the forefront. The narratives and experiences shared by women of different backgrounds and within different industries serve as a timely reminder of the work that still needs to be done to foster an inclusive, authentic, and respectful workplace—and world. This first session discusses the intersections of gender, race, and class within the context of this new movement. How do these intersections manifest in the workplace and in our communities? Who is most vulnerable? How can we respond meaningfully across these intersections?

Affirming and Unpacking the #MeToo Movement – Part 2: Man to Man: Accountability, Backlash, and the Role of Men

The #MeToo Movement has been a powerful force in bringing dialogue about gender, harassment, and power to the forefront. The narratives and experiences shared by women of different backgrounds and within different industries serve as a timely reminder of the work that still needs to be done to foster an inclusive, authentic, and respectful workplace—and world. Join us for the second virtual learning lab in a three-part series as we discuss the role of men in creating sustainable change from the #MeToo movement. How should men hold themselves and one another accountable? How can men engage in the movement authentically so as to preclude a cultural backlash and foster healing? After listening to the stories of women, what's next? We will hear from men on their perspective on this movement and on how they can be a part of moving us towards greater justice around issues of sexual harassment.



Affirming and Unpacking the #MeToo Movement Series (Understanding Others)

Affirming and Unpacking the #MeToo Movement – Part 3: A Bold, Inclusive Conversation

The narratives and experiences shared by women of different backgrounds and within different industries serve as a timely reminder of the work that still needs to be done to foster an inclusive, authentic, and respectful workplace—and world. Join us for the final session of this three-part series on the intersections and impact of the #MeToo Movement as we engage in an intergenerational dialogue across race and gender to talk about what we've learned and what we can do now. Mary-Frances Winters will lead us in a Bold, Inclusive Conversation™ around what's next in the #MeToo Movement. What do we do now, personally and in our organizations, once we've affirmed and unpacked the reality and complexity of the "Me too" stories around us? How do we remain steadfast in our commitment to include all voices at the table while seeking equitable solutions and spaces for healing and reconciling? How do we move forward with creating more empowering and authentic environments for everyone? The lab will be a panel discussion of D&I Practitioners led by Mary-Frances Winters.



Virtual Learning Offerings

Other DEI Topics (Understanding Others)

Understanding Stereotype Threats

Definitions of stereotypes, stereotype “threat” concept, strategies to avoid “labeling” and being labeled

Race: New Conversations

What is race, really? Why we don’t talk about race, the key workplace issues around race, facts and figures, how to have effective dialogue around race

Emptying the Closet: Exploring LGBT Issues in the Workplace

Definitions, myths and realities, key workplace issues, how to be an ally

Gender Dynamics: Are Men and Women Really So Different?

State of gender equality globally, how men and women differ in the workplace, strategies for effectively working across genders

Understanding Differences: The Growing Latino Workforce

Myths and realities, changing demographics, understanding key cultural differences



Virtual Learning Offerings

Other DEI Topics (Understanding Others)

Understanding Differences: The Emerging Asian Workforce	Myths and realities, changing demographics, understanding key cultural differences
Understanding Differences: Black / African American Workforce	Myths and realities, changing demographics, understanding key cultural differences
Race and Trauma in the Age of Black Lives Matter	Understanding the role trauma plays in productivity and engagement for affected groups and allies
Engaging People with Disabilities in the Workplace	Myths and realities, understanding unique issues, and how to effectively recruit and engage
Coming Home: Re-engaging Veterans in the Workforce	Myths and realities, understanding the unique issues, and how to effectively recruit and engage
Islamophobia: Islam Myths and Realities	Myths and realities, changing demographics, understanding key cultural differences



Embed

- Link DEI to overall organizational strategic plan
- Embed DEI in all operations of organization including HR, marketing, procurement, external partnerships
- The council can be instrumental in supporting the embedding of DEI throughout the organization

