



Example of a Diversity/Respect in the Workplace E-Learning Program Outline

- I. Welcome & Introduction**
- II. Pre-Assessment**
- III. Key Diversity Professional Principles & Skills**
- IV. Introduction of Scenarios**
- V. Scenarios – Vignettes**
 - A. Leaders - Managers**
 - 1) Talent Selection**
 - a) Situation set-up**
 - b) User “best approach” selection options (3-4)**
 - c) Playing of “best approach” user option with “re-do” ability**
 - 2) Conflict Resolution**
 - a) Situation set-up**
 - b) User “best approach” selection options (3-4)**
 - c) Playing of “best approach” user option with “re-do” ability**
 - 3) Performance Feedback**
 - a) Situation set-up**
 - b) User “best approach” selection options (3-4)**
 - c) Playing of “best approach” user option with “re-do” ability**

**Leveraging Diversity to Advance
Individual and Organizational Excellence**

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V. Scenarios – Vignettes, (continued)

B. Front Line Supervisors

1) Talent Selection

- a) Situation set-up
- b) User “best approach” selection options (3-4)
- c) Playing of “best approach” user option with “re-do” ability

2) Conflict Resolution

- a) Situation set-up
- b) User “best approach” selection options (3-4)
- c) Playing of “best approach” user option with “re-do” ability

3) Performance Feedback

- a) Situation set-up
- b) User “best approach” selection options (3-4)
- c) Playing of “best approach” user option with “re-do” ability

C. Team Members - Employees

1) Team Communication

- a) Situation set-up
- b) User “best approach” selection options (3-4)
- c) Playing of “best approach” user option with “re-do” ability

2) Conflict Resolution

- a) Situation set-up
- b) User “best approach” selection options (3-4)
- c) Playing of “best approach” user option with “re-do” ability

3) High Individual & Career Performance

- a) Situation set-up
- b) User “best approach” selection options (3-4)
- c) Playing of “best approach” user option with “re-do” ability

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VI. Review & Reinforcement of Key Concepts, Learnings, Skills & Applications for All Users

- A. Intent – Behavior – Impact: Eliminate Psychologizing and Motive Analysis. Focus on Behavior & Impact; Change and Re-engage when Feedback Results in a Blunder**
- B. Diversity is but not just about the “obvious” differences such as race, gender & culture; but also the “less obvious” differences such as work styles, experiences, perspectives, professional functions, levels, ideas, sexual orientation & work-family balance.**
- C. Treat ourselves and others as “innocent until proven guilty”.**
- D. “Diversity’s not just counting heads but making what’s inside the heads count.”**
- E. 4-Step Professional Thought & Decision-Making Model: Moving from Subjectivity to Objectivity.**
- F. Becoming “more comfortable with the uncomfortable” and “less comfortable with the too comfortable”.**
- G. Diversity Best Practices Pay-offs – “What’s in it for Us?” (Cost, “employer & provider of choice,” job satisfaction, innovation, productivity, cross functional team effectiveness, career success, quality, legal liability, core values, regulatory agencies, customers, etc.)**
- H. “E Pluribus Unum” - the sum is greater than the total of its parts**
- I. The Diversity – Mutualism Opportunity: $1 + 1 = 3$**
- J. Diversity \implies Innovation \implies Excellence \implies Mutualism**
- K. Diversity is both the “right”/ & necessary business direction.**
- L. Emotional Intelligence Competency: “The ability to make quality decisions while experiencing feelings.”**
- M. Focus on the “ties that bind & the differences that distinguish” vs. the “ties that blind & the differences that dominate.”**
- N. 4 Key Emotional Intelligence Skills: 1) Self-awareness; 2) Self-restraint; 3) Social awareness; 4) Social skills**
- O. PC = Personal Courtesy & Professional Competencies**
- P. Internal client Diversity inclusion, respect & ideas are key to external client trust, loyalty & excellence in the delivery of services.**
- Q. Including retaining, developing & utilizing “the best & the brightest”**
- R. 4 Micro Messages (not *what* but *how* you say/do it)
1) Verbal, 2) Para-verbal, 3) Non-verbal, 4) Contextual**
- S. Appropriate vs. Inappropriate humor**
- T. No blame or guilt for *past* history, assumptions or biases, but...
current & future responsibility & accountability “from now on.”**

VII. Post-Assessment & User e-Feedback & IDP Issues, Goals & Needs