



ON COMMON GROUNDS

Instructor Guide



**West Virginia Department of Transportation
Division of Highways
Human Resources Division
Training & Development Section
FY 2016**

- Participant Guides (# _____)
- Laptop and Power cord
- Speakers
- LCD Projector
- PPT - on Desktop - on USB Drive
- Pencils
- Instructor / Course Evaluations
- Sign-in Sheets & Certificates
- Index Cards
- Ethnocentrism Scale – Scoring Sheet (# _____)

For the Instructor:

This instructor's guide is designed to provide the workshop facilitator with very easy to use instructions. Herein, you will even find examples to use for most of the discussions should you need some. The slide numbers are at the top right of each new page along with the heading or title.

- Items in BLACK with no background color give general instructions and information for the instructor,

- **Items in RED, BOLD print with a pink background should be verbally said, asked, or modeled by the instructor, and**

- **Items in RED or BLACK with a gray background may be said or asked by the instructor if the participants are not participatory, if further discussion is warranted, or if time permits.**

ON COMMON GROUNDS

- 1) Introduce and give a brief description of yourself and your background, i.e. where you have worked, where you live, how long with the DOH, etc.
- 2) Introduce the “On Common Grounds” workshop:

It is common for organizations to address their diversity issues in a legalistic and policy-driven way: Employees are introduced to harassment and antidiscrimination policies. Although these activities may be recommended for legal reasons, they are unlikely to significantly improve diversity relations. A list of detailed policies in an employee manual probably will not make your employees help each other reach their fullest potential.

In this workshop, you will be introduced to a less controversial approach to working with people that may be different than yourself.

- 3) Review housekeeping rules, e.g. sign in sheet, breaks (timekeeper), lunch, cell phone policy, and the location of bathrooms and refreshments.

SLIDE 2 – What do you see?

1. Ask the participants what they see in the picture as the title indicates.
2. Allow a few of the participants to give answers. Be sure to point out that there are no right or wrong answers.

Possible answers:

- They are all the same height.
- They are wearing the same type of short.
- They are all smiling.
- Their shirts are different colors.

SLIDE 3 – Workshop Objectives

1. Review the objectives of the workshop and briefly explain that the title of this workshop, On Common Ground, is a less controversial approach to the topic of diversity. As you review the objectives, it would be a good idea to give a quick one or two sentence explanation or example. Often times, these short, quick illustrations give the participants a preview of what is to come or be learned in the workshop:

This workshop is designed to help you to find common ground with your co-workers and/or new acquaintances in the following ways:

- **To define what conversivity[®] is and what it is not**
- **To recognize commonalities we share with others and focus less on differences**
- **To explain the importance of communication with personal and professional issues**
- **To recommend behavioral tools for fostering a more cohesive workplace**

2. It will be beneficial for you to describe the difference between a lecturer and facilitator, and to let the participants know that your role is to facilitate. Emphasize that you are there to assist them in learning from each other and from the exercises and concepts that will enhance their knowledge and expand their thinking ability.

SLIDE 4 – *Conversity*® Defined

1. Display the title “Conversity Defined”.
2. Ask the participants if they have ever heard the word ‘conversity’. Very few, if any, will likely have never heard of the word.
3. Explain that ‘conversity’ is related to diversity, but it is much less controversial to discuss or accept:

Conversity® is an innovative approach to diversity development focusing on human *connections*.

When we develop *Conversity*® solutions, we observe the following best practices:

- **Work with human nature — not against it.**
- **Focus on building connections and fostering a sense of “we are in this together.”**
- **Think outside of the box. For instance, we strongly believe that incorporating personality discussions can be extremely beneficial.**
- **Above all — remember to first do no harm. It is possible to make things worse in team development, even when we have the best intentions.**

4. Display and read the definition of *Conversity*.

***Conversity*® is an active and intentional focus on commonalities that bring people together leading to more positive attitudes and behaviors.**

SLIDE 5 – Conversivity

1. Display the title of the slide, Conversivity.

2. Ask the participants what one has to do to actively focus on commonalities with others.

3. Display and read the first bullet and emphasize “Engaging in conversation”:

Engaging in conversation to discover connections

4. Display and read the second bullet on the slide:

Allowing the similarities that bring us together to open us up to the differences that enrich us.

5. As an example, you may ask the participants what they would do the first they were to meet someone at a party or church function.

SLIDE 6 – Seeking Connections

Display and read the title and two bullets on the slide.

Seeking Connections

- **Look for hidden similarities.**
- **Go beyond the obvious—search for common hopes, dreams, fears, and interests.**

SLIDE 7 – Primary and Secondary Dimensions....

The model illustrates both the primary and secondary dimensions of diversity that exert an impact on each of us at home, work and in society. While each dimension adds a layer of complexity to individual identity, it is the dynamic interaction among all the dimensions that influences self-image, values, opportunities and expectations. Together, the primary and secondary dimensions of diversity give definition and meaning to our lives by contributing to a synergistic, integrated whole -- the diverse person.

In this model, diversity again covers a broad scope. Some of its dimensions impact our lives more than others. With this premise we then categorize our dimensions, however, of diversity into primary and secondary dimensions.

Primary dimensions:

- Unalterable or difficult to change
- Together they shape our basic self-image and our fundamental view of the world
- They form the core of our expectations of others in our personal and work life
- They are filters that change and modify our life's experiences

Secondary dimensions:

- Important in shaping us and have a measure of control to any change
- These serve as independent influences on our self-esteem and self-definition
- The influences vary with who we are or our stage in life, and changes we have experienced

SLIDE 8 – Archie Bunker

1. Play the video clip of Archie Bunker talking about Women's Liberation.
2. Ask the participants the following questions and allow some volunteers to answer:

- **What job did both Irene and Archie have?**
- **How much money did they both make hourly?**
- **Is there anything else that they both had in common?**
- **What was the only difference?**

"Archie" Bunker is a fictional New Yorker in the 1970s top-rated American television sitcom *All in the Family* and its spin-off *Archie Bunker's Place*, played to acclaim by Carroll O'Connor. Bunker, a principal character of the series, is a veteran of World War II, reactionary, conservative, blue-collar worker, and family man. The Bunker character was first seen by the American public when *All in the Family* premiered on January 12, 1971, where he was depicted as the head of a family. In 1979, the show was retooled and renamed *Archie Bunker's Place*, finally going off the air in 1983. Bunker lived at the fictional address of 704 Hauser Street in the borough of Queens in New York City.

SLIDES 9 & 10 – Life Without Differences / One Mind, One Race

1. Display the title of the slide, Life Without Differences.
2. Display each of the two bullets and have the participants do the quick activity:

- **Close your eyes.**
- **Imagine that everyone in the room is the same. Exactly the same! Same hair color, eye color, relative height and weight, and belief system. Everyone dresses the same and sounds the same.**

3. Pause briefly after finishing the second bullet.
4. Display the caption and picture on slide 9, One Mind, One Race.
5. Have the participants open their eyes.
6. Allow the participants to comment, if they choose.

SLIDE 11 – Distinction Between EEO, Affirmative Action, and Diversity

1. Display the table on the slide that gives the differences between EEO, Affirmative Action, and Diversity.
2. Explain:

Generally speaking, EEO and affirmative action programs are considered legislated employment equity risk management programs.

EEO and Affirmative Action programs generally cover those groups protected by title 7 of the 1964 Civil Rights act, whereas Diversity is a more inclusive concept. AA programs contain goals and timetables designed to bring the level of representation for minority groups and women into parity with relevant labor force statistics.

Diversity is a voluntary approach that does not utilize artificial programs, standards, or barriers. The term ‘diversity’ is an increasingly common term used employment practices.

1. Display and read the question on the above slide aloud.

How are conversity and diversity related?

2. Allow some of the participants to volunteer answers.

Most people are naturally curious about other cultures. We want to know what we have in common, and to explore our differences.

Yet all too often, we simply don't know how to have these conversations. What can you ask? What's too personal? What might be seen as rude?

We don't want to risk offence, so we don't ask the very questions that could avert miscommunication and misunderstanding.

The best path to uncovering our similarities and exploring the differences between us is through respectful curiosity, powerful conversations and shared stories.

Conversity is designed to help you have those essential **Conversations about **D**iversity.**

Whether one-to-one or in groups, Conversity will lead you to learning about each other - and yourself.

SLIDE 13 – 2013 Population

1. Display the title, 2013 Population.
2. Have the participants turn to p. 2 of their participants guides.
3. Have the participants create a pie chart in the blank circle with what they think the United States population consists of, in reference to the number of whites, blacks, Hispanics/Latinos, and others.
4. Show the participants an example of what you mean by a pie chart on a white board or poster paper.
5. After the participants have completed their pie charts, display the first graphic on the slide – United States.
6. Ask the participants if anybody made a somewhat similar chart.

Does anyone's chart look similar?

7. Allow the participants to comment.
8. Have the participants turn to p. 3 of their participant guides.
9. Have the participants create a pie chart in the blank circle with what they think the population of West Virginia consists of, in reference to the number of whites, blacks, Hispanics/Latinos, and others.
10. After the participants have completed their pie charts, display the second graphic on the slide – West Virginia.
11. Ask the participants if anybody made a somewhat similar chart.

Does anyone's chart look similar?

12. Allow the participants to comment.

SLIDE 14 – 2050 Population Projection

- Display the graphic on the slide showing the population projection in 2050.

By the year 2050:

- Less than 53% of the population is expected to be White. 16% would be African American, 23% of Hispanic origin, 10% Asian and Pacific Islander, and 1% American Indians, Eskimo, and Aleut

In addition:

- The fastest growing age groups are those 75 and older. By the year 2025, the number of elderly is projected to double. In 2008, there has been a 48 percent increase in workers age 55 and older.
- One in every 7 Americans speaks a language other than English in his/her home.
- An estimated 6 percent of the population is gay/lesbian
- People with disabilities make up the largest minority group at 15 percent of the U.S. population

SLIDE 15 – A New Metaphor for American Culture

1. Display the title of the slide, A New Metaphor for American Culture.

2. Ask the participants if they know what a metaphor is or how the culture of America has been described in the past.

3. Explain that the “melting pot” theory is an ideal.

Traditionally, the American approach to diversity has been assimilation. The United States has been called the “melting pot” society. Newcomers to this country were expected to discard their “old world” values and culture in exchange for the values and lifestyles of the “new world.” Cultural differences were figuratively placed into a big pot where they were “melted” together and homogenized. It was assumed that the result of the “melting pot” would be one common culture, language, and lifestyle for everyone in this country.

4. Display and read the first bullet on the slide:

- The “melting pot” theory of American society has evolved, instead consider a vegetable soup or beef stew metaphor.**

5. Ask the participants why a vegetable soup or beef stew metaphor would be more appropriate.

6. Allow a few of the participants to answer or comment.

7. Display and explain the second bullet:

You can identify and taste the unique flavors of the individual parts.

- **Soup—has an overall flavor, but can easily see and taste individual parts.**
- **The parts exist together, contributing to the success of the soup, yet each part is still very different.**

SLIDE 16 – *My Big Fat Greek Wedding*

1. Display the title of the slide, *My Big Fat Greek Wedding*.
2. Ask the participants if anyone has seen the movie.
3. Play the short video clip. (2 minutes, 41 seconds)
4. Ask some of the following questions:
 - When the family arrived at the large outdoor party, were they surprised? Why?
 - Did the Greek family warmly welcome the new guests?
 - What was wrong with the cake in the eyes of the Greek mother?
 - What do you think the American family was expecting when they arrived?
 - How could they have reacted differently in that situation?

My Big Fat Greek Wedding is a 2002 Canadian-American romantic comedy film written by and starring Nia Vardalos and directed by Joel Zwick. The film is centered on Fotoula "Toula" Portokalos, a middle class Greek American woman who falls in love with a non-Greek upper middle class "White Anglo-Saxon Protestant" Ian Miller. At the 75th Academy Awards, it was nominated for the Academy Award for Best Original Screenplay. A sleeper hit, the film became the highest-grossing romantic comedy of all time, [2] and grossed \$241.4 million in North America, despite never reaching number one at the box office during its release (the highest-grossing film to accomplish this feat).

SLIDE 17 – Cultural Awareness

1. Display the title of the slide, Cultural Awareness.
2. Ask the participants what they could do and allow any participants to volunteer answers.
3. Display the contents of the slide one bullet at a time.

Know your own cultural background

Recognize your own stereotypes and biases

Gain knowledge of cultural history and heritage

Be aware of other's perceptions

Recognize effects of *-ism* on the others

4. Ask the participants what is meant by *-ism*.

Examples: Sexism, Racism, Ageism, Anti-Semitism, Ethnocentrism, etc.

SLIDE 18 – Ethnocentrism Scale

1. Have participants turn to pp. 4-5 of their participant guides.
2. Read the directions aloud.
 - Indicate that there are no right or wrong answers on this assessment.
 - Mention, also, that to get an accurate score, participants should record their first thought about the item and not to overthink a statement.
3. Give the participants several minutes to complete the scale.
4. While the participants are completing the scale, pass out a copy of the Ethnocentrism Scale – Scoring Sheet to each of the participants.

Higher scores indicate higher ethnocentrism. Scores above 55 are considered high ethnocentrism.

SLIDE 19 – Cultural Adjustment

Topic: Cultural Adjustment

Activity: Culture Shock (Experiencing Change)

Introduction	One of the essential topics of cultural orientation training is "culture shock." They will learn that it is normal and can be expected. Furthermore, trainers will try to emphasize that the resultant feelings of anger, depression and helplessness will pass. But, unless someone has gone through culture shock, it is hard to really imagine how this "culture shock" will really feel. In this activity, participants will experience and discuss change.
Objectives	After the activity, participants will know that they will have to "re-learn" certain things that have become natural to them in their native country.
Materials	<ul style="list-style-type: none">☐ Paper☐ Writing implements
Practice	<ol style="list-style-type: none">1. Ask the participants to write their full name on a piece of paper. And then, ask them how they feel about doing this. (Many will say that it is so easy that one doesn't have to think, concentrate or put any effort into it.)2. Ask the participants to write their full names over again, but this time with their other (usually left) hand. Give them time. And then ask them how they feel about writing their name with the opposite hand. (Some may be laughing. Some may be reluctant to do it. Some will say that they never used their other hand before. Some may say that it takes too long to write with the other hand. Most will say that it is not a habit/polite to write with the other hand.)3. Explain how this exercise relates to culture shock. Instructor explains, in a figurative sense, that just like writing with the other hand, "culture shock" is a process. For example they will have to re-learn certain simple daily tasks, things taken for granted in his or her culture, such as shopping, using public transport, using telephones, cooking, working and even understanding public signs.4. Allow them to practice writing their name several more times

	<p>with the opposite hand. Ask them if the task became easier.</p> <p>5. Explain that "culture shock" is a temporary feeling of inadequacy and frustration. With time and practice they will become more adept at doing things differently in the U.S. just as they got better at writing with the opposite hand.</p>
--	---

SLIDE 20 – Understanding What This Means

1. Display the title, Understanding What This Means.
2. Read each of the two bulleted points one at a time.

- **Knowing as much as you can about your own ethnocentrism helps you recognize how discomfort with differences can prevent you from seeing similarities you may have with others.**
- **With practice, you can identify feelings and thoughts, filtering them through a system of questions designed to help you change your baggage, or perceptions.**

SLIDE 21 – Changing Your Personal Approach

1. Display the title, Changing Your Personal Approach.

Once you've identified and understand your baggage, what do you do to make changes? Often, the beliefs you hold are the result of your own cultural conditioning; they determine whether you will seek rapport with individuals who are different from you.

The first step is acknowledging that you're human, will probably make some mistakes, and likely do have some stereotypes. Next, work to become more aware of your inner thoughts and feelings -- and how they affect your beliefs and actions. We typically make a judgment about someone in less than 30 seconds. To change your personal approach to diversity, try these steps when you make contact with a new person:

2. Display and read the bulleted list one at a time.

- **Collect information.**
- **Divide out the facts from your opinions.**
- **Make judgment based only on the facts.**
- **Periodically refine your judgment based on the facts.**
- **Try to continue expanding your opinion of the person's potential.**

When you have a stereotypical thought about a group that is different from you, follow it up with an alternative thought based on factual information that discounts the stereotype.

SLIDE 22 – Avoiding Stereotypes

1. Play the short video clip on the slide.
2. Ask the following questions:

- **What did the two actors have in common?**
- **What questions could have the gentleman asked that did not stereotype or would not have been offensive?**

SLIDE 23 – Remember...

- Display and read the slide.

People long to be respected, not tolerated!

SLIDE 24 – Communication Competence

1. Display the title of the slide, Communication Competence.

In order to communicate more effectively with people whom we may not know well, it is necessary to think before we speak.

2. Display the Do-s and Don't-s one at a time.

- **Respect others' opinions.**
- **Acknowledge cultural/ generational differences.**
- **Be open to learning about other ideas.**
- **Be willing to give others the benefit of the doubt in a dispute.**
- **Seek first to understand others' points of view; then to be understood.**
- **Don't stereotype.**
- **Don't judge others by your own standards.**
- **Don't assume your way is the only way.**
- **Don't talk down to anyone, but rather communicate effectively.**

3. As time permits, you may elaborate on some or all of points. If you have personal examples, those would be best.

SLIDE 26 – Three in Common

1. Display the title, Three in Common.
2. Explain that we will be doing an activity to wrap up the training.
3. Have the participants turn to p. 8 of the Participant Guide.
4. Read the directions aloud.

SLIDE 26 – Margaret Mead

- Display and read the quote by Margaret Mead.

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”

Margaret Mead was an American cultural anthropologist who featured frequently as an author and speaker in the mass media during the 1960s and 1970s. She earned her bachelor degree at Barnard College in New York City and her M.A. and Ph.D. degrees from Columbia University.

SLIDE 27 – Thank you for your participation!

- 1) Before ending this presentation, display the above slide.
- 2) Thank the participants for taking the time out of their busy schedules for coming.
- 3) Say that you enjoyed the opportunity to come and present the workshop, and that you hope they found it beneficial and will be able to apply what they learned.
- 4) Give them your contact information and invite them to call or email you if they have questions or can assist them in any way.
- 5) Ask the participants to fill out the Workshop-Presenter Survey. They can either leave the surveys on the table or put them in a pile on their way out.
- 6) Stand by the door from which it seems most people are exiting and shake hands and thank them again.

“Either...or” – Additional Activity

Purpose:

1. To find common ground with other members of the group.
2. To identify the impact of possible predispositions.

Time:

30 minutes

Instructions:

I am going to ask a series of “either or” questions. For each question, you will move to the left side of the room if you choose the first response and to the right side of the room if you choose the second response. Once you move to a side, you will be allowed 2 minutes to discuss the topic with your classmates who also are on the same side. At the end of the two minutes, you will move back to the front of the room and I will ask another question.

Note: You do not have to ask all the questions.

Debriefing Questions:

1. ***Which questions were uncomfortable?***
2. ***How can a group’s discussion of the responses to these questions (or any similar questions) facilitate the development of finding commonalities? How likely is it that these responses would contribute to whether a person feels connected or valued?***
3. ***How dependent is the development of task cohesion or social cohesion on the communication and personality traits of group members?***