Today’s Topics

- Research
  - Diversity Practitioner Study
  - Diversity Leadership

- Setting The Stage
  - Diversity General Work and Diversity Specific Work

- Diversity Practitioner Roles and Competencies
  - External and Internal
Opening Activity: Mindsets

Purpose

- **Actions** are responses to **our questions** (stated/unstated: M. C. Goldberg, 1998)

- **Learn** to be intentional in how we frame our experiences – connections to resonant forms of leadership and leveraging diversity

Guidelines

As I read two sets of words...

- **Be mindful** of what you are thinking, feeling, and so on...

Self Talk: Words, Stories, Emotions

<table>
<thead>
<tr>
<th>Judger Self...</th>
<th>Learner Self...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem focused</td>
<td>Solution seeking</td>
</tr>
<tr>
<td>Rational</td>
<td>Possibilities</td>
</tr>
<tr>
<td>Inflexible</td>
<td>Open</td>
</tr>
<tr>
<td>Reactive</td>
<td>Proactive</td>
</tr>
<tr>
<td>Blame</td>
<td>Explore</td>
</tr>
<tr>
<td>Judgment</td>
<td>Acceptance</td>
</tr>
<tr>
<td>Defend</td>
<td>Discover</td>
</tr>
<tr>
<td>Know it already</td>
<td>Inquiry</td>
</tr>
<tr>
<td>Afraid of change</td>
<td>Intentional change</td>
</tr>
<tr>
<td>Win-lose</td>
<td>Win-win</td>
</tr>
</tbody>
</table>

Clear Points: Learner/Judger Mindset

Orientation/Nature of Internal Questions

Influence our...
- Thinking
- Feeling
- Behavior
- Relating
- Outcomes

Opening Activity: Mindsets

Purpose
- Actions are responses to our questions (stated/unstated: M. C. Goldberg, 1998)
- Learn to be intentional in how we frame our experiences — resonant forms of leadership and leveraging diversity

Guidelines
As I read two sets of words...
- Be mindful of what you are thinking, feeling, etc. as facilitator reads 2 sets of words
- Discuss how our “mindset” influences the way we show up in relation to others as a leader, diversity practitioner, coach, etc.
Discussion

- Which words did you notice?
- What were you thinking, feeling, doing (round #1/round #2)?
- Implications for leveraging diversity?

Mindset/Relationship (orientation/pattern)

- **Judge Mindset**
  - Judgmental (of self & others)
  - Reactive/automatic
  - Blame
  - Either/or thinking
  - Defends assumptions
  - Focus on statements/opinions
  - Possibilities seen as limited
  - Mood: Protective

- **Judge Relationships**
  - Win-lose
  - Sense of being separate
  - Fear of differences
  - Debate
  - Listens for (right/wrong, agree/disagree)
  - Feedback perceived as rejection

- **Learner Mindset**
  - Accepting (of self & others)
  - Responsive and thoughtful
  - Responsibility
  - Both/and thinking
  - Questions assumptions
  - Question focused
  - Possibilities seen as unlimited
  - Mood: Curiosity

- **Learner Relationships**
  - Win-win
  - Sense of being connected
  - Values differences
  - Dialogues
  - Listens for (facts, feelings, meaning, commonalities)
  - Feedback perceived as worthwhile
## Mindsets: Clear Points...

<table>
<thead>
<tr>
<th>Function</th>
<th>Judger Self</th>
<th>Learner Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking</td>
<td>Sample Guiding Questions...&lt;br&gt;What is wrong with me (or the other person, or the situation)?&lt;br&gt;How can I protect or defend myself?</td>
<td>Sample Guiding Questions...&lt;br&gt;How can I best understand what’s going on here/how? What is impossible?&lt;br&gt;What are my goals? What are my choices?</td>
</tr>
<tr>
<td>Feeling</td>
<td>How can I avoid, stop, or control this feeling? How could I get hurt?&lt;br&gt;What will people think if they see me feeling this way?</td>
<td>What am I feeling? How can I accept &amp; embrace what I’m feeling?&lt;br&gt;How can I calm myself? What’s one thing I can do now to help me feel better? Support?</td>
</tr>
<tr>
<td>Behaving</td>
<td>How can I prove I’m right?&lt;br&gt;How can I get them to do what I want?</td>
<td>What is the most appropriate way to do this?&lt;br&gt;How can I contribute to getting this done or moving this situation forward?</td>
</tr>
<tr>
<td>Relating</td>
<td>In what ways is he/she less (or more) important, worthy, or significant than I am?&lt;br&gt;How is his/her reaction connected with me?</td>
<td>In what ways are we alike? How could our differences be a contribution to each other given the situation?&lt;br&gt;Should I take this personally? Other explanations?</td>
</tr>
</tbody>
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### Research that Informs Perspective...

*Diversity Practitioner Study; Diversity Leadership & Coaching*
Research Questions

1. What experiences represent the competency development process for a sample of diversity practitioners? Why is each experience important? Connection to development?


3. What are the resulting competencies that emerged from the experiences of doing this pioneering work in an evolving field of practice?

Theoretical Framework

Governing Variables (master program worldview) → Role Expectations (intentions) → Approach (action strategies) → Outcomes (match/mismatch) → Competencies Associated with Effectiveness in the Role

References:
Method

- **Follow-up**—to a descriptive, exploratory qualitative Diversity Practitioner Case Study completed in 2001 based on a sample of 20 (external experts and internal leaders)
- **Continue inquiry**—study identified coaching/mentoring in the context of diversity leadership as critical areas of future research
- **Limitation**—follow-up work focused on literature from selected sources & prior studies – given limited presence of empirical research on the topic in a workplace context
- **Rationale**—priority given to “peer review” articles combined with “best practice” studies that provide an account of the state of this emerging field of practice
  - Cited frequently by recent post 2001 literature reviews and dissertations focused on various diversity topics
  - Emphasis on the interaction between diversity practices and leadership

Sample Participants...

**Externals**

**Internals**

- P&amp;G
- Allstate
- Pitney Bowes
- Texaco
- Advantica
### Findings: Role Identity, Intentions, & Focus

<table>
<thead>
<tr>
<th>General Role Expectations</th>
<th>Intentions/Objectives</th>
<th>Focus of Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design and develop diversity interventions (may include diagnostic work)</td>
<td>Opening Doors: Representation focused</td>
<td>Creating awareness and generating knowledge</td>
</tr>
<tr>
<td>Create productive work and learning climates</td>
<td>Opening Minds: Understanding differences, valuing diversity</td>
<td>Building skills and capability</td>
</tr>
<tr>
<td>Lead the diversity change process</td>
<td>Opening Systems: Managing and Leveraging Diversity</td>
<td>Applying learning to real-world situations, which may include transformation (self, others, and/or systems)</td>
</tr>
</tbody>
</table>

### Lessons Learned...

- **Diversity** is life work, a journey, not a destination.
- **Diversity** is not simply a formula or set of tools and protocols.
- **Diversity** work is both art and science and is highly contextual.
- **Diversity** work is successful when applied to meet the needs of the specific situation, there is no one size fits all.
- **Diversity** work involves deep changes in everyone engaged in drawing out and productively working with differences in organizations.
A Leader’s Guide to Leveraging Diversity

Strategic Learning Capabilities for Breakthrough Performance

**Reflection: Leadership & Diversity Qs**

- What is the environment in which our organization must compete and win?

- What are the “vital few” things our organization must do exceptionally well to continue winning in this environment?

- How will we mobilize our organization to implement these things faster and better than the competition?
Leveraging Diversity

- The **collective impact** of productive...
  - *individual responses* (e.g., acceptance, adaptation & integration of differences)
  - *organizational responses* (e.g., opening doors, minds & systems) to diversity that contribute to organizational effectiveness.

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Strategic Learning Capabilities

<table>
<thead>
<tr>
<th>Characteristics...</th>
<th>Drivers...</th>
<th>Aims...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Intentional</td>
<td>• Technological advances</td>
<td>• Growth</td>
</tr>
<tr>
<td>• Purposeful</td>
<td>• Globalization</td>
<td>• Adaptation</td>
</tr>
<tr>
<td>• Outcome-focused</td>
<td>• Multiculturalism</td>
<td>• Creativity</td>
</tr>
<tr>
<td>• Results-oriented</td>
<td>• Complexity</td>
<td>• Innovation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Renewal</td>
</tr>
</tbody>
</table>
**Definition…**

Intentional and performance driven learning linked to strategy that clearly defines the knowledge, skills and mindset necessary for current and future organizational success;

- Involves establishing planning and accountabilities systems to ensure that learning is embedded in the actual work and major business processes of the enterprise.

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**Breakthrough Performance**

- Responding to **adaptive challenges**…
  - a break from the past; beyond one-time improvement
  - completely new business concepts and models
  - measurable performance leaps in terms of quantity, quality, time, resources and impact
  - continuous adaptation and renewal (self/organization)
A Leader’s Guide

Overview of Book Structure

Part I
- Strategic Learning Framework
- Rationale (P x O)
- Meaning of Diversity
- Learning & Change Process

Part II
- Essential Change Drivers
- Evidence-based Leadership
- Teaching the Organization
- Measurement & Evaluation

Part III
- HR: Diversity @ its Core
- Addressing Conflict
- Finding Help / Roles
- Leverage Diversity Begins and Ends with Leadership:
  A Leadership Mindset: Outside-In & Inside-out

Setting the Stage for Leveraging Diversity

Leadership Framework, Rationale, Definitions, Adaptive Process
Diversity Movement in U.S.

Over 50 Years of Learning and Change...

1st Wave
1950s/1960s
The Civil Rights Era

2nd Wave
1970s
Affirmative Action/Equal Employment Opportunity Era

3rd Wave
1980s
Valuing Diversity Era

Managing Diversity Era

4th Wave
1990s
Leveraging Diversity Era

Emerging Wave
2000+

Source: National Center for Education Statistics 2003

Leadership Framework

Clarifying the Strategic Context

Taking Informed, Strategic Action

Aligning

Identifying the "Vital Few" Success Factors

A Platform for Growth

Source: Adapted from concepts in T. Jackson (1991), Measuring management performance: T. C. Haltia’s (2001), The Journey towards becoming a Diversity Organization, pp. 21-25
Context—Case for Competence

Foundation Leadership Practices

Leadership Practice 1
Balance diversity-general work with diversity-specific work.

Leadership Practice 2
Establish a compelling organizational and personal rationale for leveraging diversity.

Leadership Practice 3
Get Crystal Clear about Your Organization’s Definition of Diversity.

Leadership Practice 4
Accept Leveraging Diversity as an Emergent, Ongoing and Adaptive Process.
Levels of the work...

<table>
<thead>
<tr>
<th>Diversity-General Work (Foundational)</th>
<th>Diversity-Specific Work (Advanced)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-work and Self-awareness (developmental process with a focus on understanding the nature of one’s cultural programming and its impact on thinking, acting and performance)</td>
<td>Intercultural Competence (enhanced communication and relationships between two or more cultures and/or identity groups)</td>
</tr>
<tr>
<td>Organizational Rationale (the “business case” and connection to organizational effectiveness)</td>
<td>Market Diversity (multicultural marketing and culturally competent customer relations)</td>
</tr>
<tr>
<td>Personal Rationale (individual motivation)</td>
<td>Functional Diversity (breaking down silos and working productively across boundaries)</td>
</tr>
<tr>
<td>Conceptual Clarity (shared meaning of diversity and its promise for individuals, organizations, and society)</td>
<td>Generational Diversity (fostering understanding and working collaboratively between different generations and experiences)</td>
</tr>
<tr>
<td>Internal-Cultural Assessment (perspectives on the “current state” of diversity, a culture of respect and a commitment to equity for all)</td>
<td>Gender Diversity (enhanced communication between men and women, pay equity)</td>
</tr>
<tr>
<td>Best Practice Research (cataloguing effective practices and processes for leveraging diversity internally and externally)</td>
<td>Ethnicity/Recess (addressing both explicit discrimination and “implicit inequalities”)</td>
</tr>
<tr>
<td>Strategic Priorities (select the “vital few” focus areas to guide results-oriented diversity initiatives)</td>
<td>Physical/Mental Ability (accommodating employees with physical disabilities and the often hidden dimensions of stress, depression and substance abuse)</td>
</tr>
<tr>
<td>Sexual Orientation (inclusive practices for gays, lesbians and transgender employees)</td>
<td></td>
</tr>
</tbody>
</table>

Organizational Rationale

- **External Factors**
  - Labor Force Demographics
  - Market Demographics
  - Legal Requirements

- **Internal Factors**
  - Teamwork
  - Innovation
  - Productivity
Personal Rationale

- **Tool**
  - Understanding Your Starting Point

- **Reflective Question**
  - How might you apply the tool in your organization achieve contextual awareness?

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Content—What do we mean when we say diversity?

**Diversity**

- As dimension... Diversity as a subject (or the "what")
- As a process or action... Diversity as a verb (or the "how")

Capture both its static characteristics and its dynamic nature
Diversity as dimension...

- Race
- Gender
- Ethnicity
- Country of Origin
- Age
- Physical Abilities
- Mental Abilities
- Sexual Orientation

Inborn Human Characteristics

Diversity as dimension...

- Educational background
- Family & personal income
- Geographic location
- Marital/parental status
- Religious beliefs
- Occupation
- Military experience

Inborn Human Characteristics

Personal Experiences
Diversity as dimension...

Organizational Dimensions
Line/Staff
Corporate/LOB
Function
Level
Union Affiliation
Others?

Personal Experiences

Inborn Human Characteristics

Diversity as dimension...

Learning style
Conflict resolution
Problem solving
Decision making
Response to difference

Style / Tendencies

Organizational Dimensions

Personal Experiences

Inborn Human Characteristics
Diversity as dimension...

External Factors (e.g., governments, communities, customers, suppliers, etc.)

Style / Tendencies

Organizational Dimensions

Personal Experiences

Inborn Human Characteristics

Conduct—The “How” of diversity...

Strategic Learning Capabilities

Mono-Cultural

Multi-Cultural

Developmental Process

Denial  Defense  Minimization  Acceptance  Adaptation  Integration

Incapacity  Destructiveness  Blind-spots  Competent  Highly Competent  Distinctive Capacity
Diffusion of Change Model

Change Success Path

- **Locate** Innovators
- **Connect** Innovators with Highly Respected Change Agents in the Organizational Hierarchy to Engage in Pilot Projects
- **Provide** Clear Incentives to Early Adaptors, Once Successful…
- **Showcase** Success Stories and Enlist Pragmatists to Implement Innovations; Target “Intact Groups” in the System with more Innovative Members
- **Leverage** Critical Mass to Drive System-wide Implementation
Distinguishing between...

<table>
<thead>
<tr>
<th>What is the Work?</th>
<th>Who does the Work?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operational</td>
<td>Authorities/experts:</td>
</tr>
<tr>
<td>Apply existing know-how:</td>
<td>Market research professionals</td>
</tr>
<tr>
<td>■ Market intelligence</td>
<td>Diversity/HR practitioners,</td>
</tr>
<tr>
<td>■ Workforce analysis and</td>
<td>external consultants</td>
</tr>
<tr>
<td>cultural assessment</td>
<td></td>
</tr>
<tr>
<td>Adaptive</td>
<td>The people with the challenge:</td>
</tr>
<tr>
<td>Learn new ways:</td>
<td>Senior executives with</td>
</tr>
<tr>
<td>■ Understand cultural factors</td>
<td>technical support</td>
</tr>
<tr>
<td>that support diversity and</td>
<td>■ Managers and employees at all levels</td>
</tr>
<tr>
<td>current diversity barriers</td>
<td></td>
</tr>
<tr>
<td>■ Commit to building a</td>
<td></td>
</tr>
<tr>
<td>pluralistic work climate</td>
<td></td>
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</tbody>
</table>

The Rest of the Story...

- Part II – Strategic Storytelling
  - Leadership Practices #5-8

- Part III- Human Interaction
  - Leadership Practices #9-12
Leadership Practices

Leadership Practice 5
Making your strategic story for leveraging diversity real.

Leadership Practice 7
Continue to Gain Buy-In. Model the Way. Lead as You Learn.

Leadership Practice 6
Ground diversity interventions in a comprehensive discovery process.

Leadership Practice 8
Lead from the Future to Leverage Diversity Today.

Leadership Practice 9
Practice the Art and Science of Effective Human Interactions.

Leadership Practice 11
Consult Prudent, Capable and Trusted Advisors.

Leadership Practice 10
Be Prepared to Address Misunderstanding, Resistance, and Conflict Head On.

Leadership Practice 12
Lead from the Outside-In and the Inside-Out
**Diversity Practitioner — Competencies**

### Knowledge
- General foundation knowledge
- Theoretical basis
- Referenced theorists
- Conceptual awareness
- Cultural dimensions/dynamics
- Individual/Group OD Models

### Skills
- Leadership
- Research & diagnostic
- Diversity-general
- Diversity-specific expertise
- Intervention
- Change management
- Interpersonal

### Personal Attributes
- Ability to deal w/ ambiguity
- Adaptability & empathy
- Cooperation & collaborative
- Credentialed
- Passion for social justice
- Personal commitment
- Self-awareness
- Staying power & patience
Thank you for your questions