



**543: Supervisor Training Series: Module 4:
Managing Diversity Through
the Employment Process**

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Agenda for 1-Day 543: Supervisor Training Series: Module 4: Managing Diversity Through the Employment Process Curriculum

Estimated Time	Content	Page
40 minutes	Section I: Introduction	1
1 hour	Section II: Exploring Culture and Diversity	7
30 minutes	Section III: Looking at Generational Differences	15
1 hour, 5 minutes	Section IV: Considering Diversity in the Organization	20
1 hour, 45 minutes	Section V: Managing Employees	27
40 minutes	Section VI: Connecting Diversity in the Organization	37
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543: Supervisor Training Series: Module 4: Managing Diversity Through the Employment Process

Section I: Introduction

Estimated Length of Time:

40 minutes

Performance Objectives

None

Method of Presentation:

Lecture, large group discussion, individual and small group activity

Materials Needed:

- ✓ 8-1/2 x11" card stock in varying colors (for use as name tents)
- ✓ Colored markers
- ✓ Masking tape or blue tape
- ✓ Flip chart stands and paper
- ✓ Laptop computer, LCD projector and screen
- ✓ Sentence strips or flip chart paper cut to 3" X 24" (2-3 per table)
- ✓ **Trainer-Prepared Flip Chart: WIIFM**
- ✓ **Trainer-Prepared Flip Chart: Parking Lot**
- ✓ **Trainer-Prepared Flip Chart: Silent/Traditionalist**
- ✓ **Trainer-Prepared Flip Chart: Baby Boomer**
- ✓ **Trainer-Prepared Flip Chart: Generation X/Baby Buster**
- ✓ **Trainer-Prepared Flip Chart: Generation Y/Nexter**
- ✓ **Pre-work**
- ✓ **Power Point Presentation: 543: Supervisor Training Series: Module 4: Managing Diversity Through the Employment Process**
- ✓ **Handout #1: 543: Supervisor Training Series: Module 4: Managing Diversity Through the Employment Process (PowerPoint Presentation)**
- ✓ **Handout #2: Name Tent Instructions**
- ✓ **Handout #3: Learning Objectives and Agenda**
- ✓ **Handout #4: Idea Catcher**
- ✓ **PowerPoint Slide #1: 543: Supervisor Training Series: Module 4: Managing Diversity Through the Employment Process**
- ✓ **PowerPoint Slide #2: Learning Objectives**
- ✓ **PowerPoint Slide #3: Idea Catcher**
- ✓ **PowerPoint Slide #4: The Supervisor Training Series**
- ✓ **PowerPoint Slide #5: Agenda**

Section I: Introduction

Trainer Note: Prior to participants' arrival, display **PowerPoint Slide #1 (Supervisor Training Series: 543: Managing Diversity Through the Employment Process)**. Place five to six pieces of card stock in various colors on each table. Also, distribute on tables to each participant **Handout #1 (543: Managing Diversity Through the Employment Process) (PowerPoint Presentation)** and **Handout #2 (Name Tent Instructions)**. Each table should also contain markers, and tape. Display sample name tents at the front of the room. Post **Trainer-Prepared Flip Charts: WIIFM** and **Parking Lot** on the wall. In addition, post around the room in sequential order, the four **Trainer-Prepared Flip Charts: Silent/Traditionalist, Baby Boomer, Generation X/Baby Buster**, and **Generation Y/Nexter**.

Step 1: Introductions

(20 minutes)

As participants enter the room, greet them and instruct them to complete their name tents, following the instructions on **Handout #2 (Name Tent Instructions)**.

When all participants have arrived, open the session by doing the following:

- Start with a strength-based diversity reading from a source of your choosing (for example, a quote from one of Don Miguel Ruiz's works).
- Welcome participants to the training.
- Introduce yourself.
- Review the training room rules, including:
 - 15-minute rule
 - Sign-in sheet
 - No cell phones/texting.

Note that the training room rules were established to help ensure that all participants have a positive learning experience. Advise participants that group trust and cohesiveness assist in creating a positive environment for learning. Attending each module as a cohort group helps to build that trust and enhance the cohesiveness, adding to the positive learning experience. By starting a workshop with an opening activity which engages participants, promotes rekindling of relationships and makes a point which relates to the identified topic, participants will be encouraged to interact. In the same way, supervisors who begin a supervisory session or meeting with an activity that engages staff members, encourages the other parties to interact.

- Ask participants to introduce themselves. Also ask them to share their job role/function (e.g., screening/intake, permanency/placement, fiscal, clerical/case aide OR private providers/agency staff/state employees) and the thing about their cultural heritage that they identified on their name tent.

Ask participants to identify what guidelines they would like to use for discussions surrounding diversity. Add any additional items to a sheet and post on the wall. If not offered by the group, review the following:

- Exhibit respect for others and ourselves;
- Actively listen when others are expressing themselves and practice reflective listening to gain a deeper understanding;
- Avoid private conversations;
- Use "I" statements;
- Value risk-taking and risk mistakes;
- Give freely of your experience;
- Keep discussion in the room confidential;
- Be open and honest;
- Express thoughts and emotions;
- Ask questions;
- Use "ouch" as a gentle way of letting someone know that they have said something offensive; and
- Have fun.

Solicit the agreement of the group to abide by the guidelines during the training.

Display **PowerPoint Slide #2 (Learning Objectives)** and refer participants to **Handout #3 (Learning Objectives and Agenda)**. Review the learning objectives for the day:

- Define the supervisory role in managing diversity and creating inclusive environments in the workplace;
- Explore work group issues related to culture; and
- Identify methods to increase effective intercultural communication.

Refer participants to **Handout #4 (Idea Catcher)**. Display **PowerPoint Slide #3 (Idea Catcher)**. Reintroduce the concept of the *Idea Catcher*. The handout should be used by participants throughout the training to jot down good ideas that they want to be sure to remember when they return to their agency.

Using **PowerPoint Slide #3 (Idea Catcher)**, explain that research shows that people retain 20 percent of what they hear, 30 percent of what they see, 70 percent of what they say, and 90 percent of what they say and do. If you use an idea within 24 hours of learning it, you are more likely to integrate it permanently. So, if participants hear or think of an idea or concept that they want to use back on the job, they should write it down immediately so that it is not lost. Tell participants that the minimum expectation of

the one-day training is that they identify at least two new skills and two new pieces of knowledge. (Kornikau & McElroy, 1975).

Step 2: What's In It for Me?

(15 minutes)

Refer participants to their **Pre-work**. Advise participants that the purpose of this activity was to help them identify any learning gaps they may have and to help define what it is they would particularly like to concentrate on during this workshop. To manage diversity effectively, a supervisor needs to develop skills in all three arenas simultaneously: individual attitudes and beliefs; managerial skills and practices; organizational values and policies. By maintaining focus in multiple areas, the agency is better able to effect positive change that will lead to better outcomes for children, youth, and families.

First, because an agency's achievement of outcomes depends on the human beings who work in them, there is a need for supervisors to pay attention to their own and others' individual attitudes and beliefs that affect interpersonal interactions. Additional questions to consider in this arena are:

- How open am I to people who are different?
- How comfortable am I with change?
- How much do I know about the cultural norms of groups they serve?
- What are my assumptions about various groups of staff or in the community?
- How open are employees to people who are different?
- How comfortable is staff with change?
- How much do employees know about the cultural norms of groups they serve?
- What are individuals' assumptions about various groups of staff or in the community?

Explain that helping staff understand and deal with these expectations and beliefs that are encountered day in and day out on the job is step one.

Beyond the individual level is the critical interface between the organization and employees through management practices and skills. Additional questions to consider in this arena are:

- How well do I build teams of diverse staff?
- Do I have the skills to coach and develop diverse employees?
- Can I facilitate the resolution of conflict between staff members?

Explain that increasing one's competence in these areas is a second area of focus for a supervisor.

Finally, it is essential to address the organizational level. Additional questions to consider in this arena are:

- Are the mission, vision, values, policies and process of the agency in harmony with diversity?
- How can diversity be viewed as an asset that can help the agency to achieve its outcomes?
- How well do I hold people accountable and reward inclusiveness?

Working to connect diversity within the organization is a third aspect of managing diversity. Most often, a supervisor needs to work closely with the leadership team to effect change in this area.

Trainer Note: The activity is adapted from Lee Gardenswartz and Anita Rowe.

Instruct participants to turn their name tent over and list what they most want to take away from this workshop. Ask them to consider what they learned about themselves from the **Pre-work** and to add any other goals they might have for this training.

Divide the class into small groups of three or four. Distribute three sentence strips per group. Give groups 5 minutes to discuss their needs for the training and to record the top three items for the group on the sentence strips.

Ask each group to post their strips on the wall underneath the **Trainer-Prepared Flip Chart: WIIFM** and ask them to identify to which arena (individual attitudes and beliefs; managerial skills and practices; or organizational values and policies) each learning needs refers. (What's In It For Me?).

Advise participants that this workshop will look at culture and diversity of the work force from five perspectives: generation/age, physical capabilities, race, ethnicity, and gender. These categories will only scratch the surface of what culture and diversity mean to this changing workforce's needs and desired outcomes.

Step 3: Skills Review (5 minutes)

Display **PowerPoint Slide #4 (The Supervisor Training Series)**. Explain that this module is the fourth module in the series of five. Ask, by a show of hands, how many participants are taking this series and are members of the cohort. If not everyone raises their hands, ask which other STS workshops they have attended. Ask participants to briefly recall what was covered in each workshop.

Note that the *Supervisor Training Series* is designed so that the participants attend the trainings in a specific order and as cohorts (together as a group). Emphasize that the other participants in the training room can serve as a source of support throughout their learning and in their transition to supervision.

Participants will have hopefully completed three of the Supervisor Training Series curriculum prior to this training. In large group discussion, have participants think back

to the previous three modules and each module's respective action plan. Discuss what new skills they have tried in supervision and what their experiences were like.

Explain that the skills learned during the previous trainings will continue to be used throughout the remainder of the Series in an effort to assist supervisors in applying them to various aspects of quality practice. The Interactional Helping Skills and the other supervision techniques explored in the previous modules are critical when a supervisor tries to manage diversity within a unit or department.

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Section II: Exploring Culture and Diversity

Estimated Length of Time:

1 hour

Performance Objective:

- ✓ Participants will be able to identify the three most important dimensions from within each of the four levels of diversity that contributed to them in becoming the person they are now.

Method of Presentation:

Lecture, DVD, individual activities, and large group discussion.

Materials Needed:

- ✓ Flip chart stands
- ✓ Flip chart paper
- ✓ Laptop computer, LCD projector and screen
- ✓ DVD: Test Your Awareness: Do the Test
- ✓ **Table Resource #1 (At-a-Glance Summary of QSR Indicators)**
- ✓ **Power Point Presentation: 543: Supervisor Training Series: Module 4: Managing Diversity Through the Employment Process**
- ✓ **Poster #1: Definition of Culture**
- ✓ **Poster #2: Diversity**
- ✓ **Poster #3: Practice Performance Indicator #3**
- ✓ **Handout #1: 543: Supervisor Training Series: Module 4: Managing Diversity Through the Employment Process (PowerPoint Presentation) (revisited)**
- ✓ **Handout #4: Idea Catcher (revisited)**
- ✓ **Handout #5: Performance Indicator #3: Cultural Awareness and Responsiveness**
- ✓ **Handout #6: Race Matters**
- ✓ **Handout #7: Four Layers of Diversity**
- ✓ **Handout #8: Analyzing Your Diversity Filter**
- ✓ **Handout #9: The Big Picture**
- ✓ **PowerPoint Slide #6: Managing Diversity Includes:**
- ✓ **PowerPoint Slide #7: Supervisor Responsibilities Relating to Diversity**
- ✓ **PowerPoint Slide #8: Four Layers of Diversity**
- ✓ **PowerPoint Slides #9-10: Valuing Diversity**
- ✓ **PowerPoint Slide #11: Benefits to Diversity**
- ✓ **PowerPoint Slide #12: The Desired Future State**
- ✓ **PowerPoint Slides #13-14: Cultural Proficiency**

Section II: Exploring Culture and Diversity

Step 1: Defining Culture and DVD

(5 minutes)

In order to pursue best practice, it is important to have a basic understanding of what culture and diversity are. Supervisors must be able to define culture and diversity in order to identify the significance during the administrative, educational and clinical functions of supervision and in guiding the child welfare professional in service delivery. To that end, supervisors must also acknowledge their own values and beliefs in relation to their culture in order to build and maintain relationships.

Explain that the Diversity Task Force was charged with deciding on a definition of culture for the field of Pennsylvania Child Welfare. Using **Poster #1 (Definition of Culture)**, explain that culture affects an individual's view of the world, which impacts behavior and attitudes.

Culture represents the vast structure of behaviors, ideas, attitudes, values, habits, beliefs, customs, language, rituals, ceremonies and practices “peculiar” to a particular group of people, and it provides them with:

- (1) a general design for living
and
- (2) patterns for interpreting reality.

Culture determines how we see the world and the way we see the world is reflected in our behavior. (Nobles, 1989).

Explain that participants will be asked to watch a short DVD. Tell them that the narrator will be asking them to do a task while watching it. Play the **DVD: Test Your Awareness: Do the Test**. It was developed by Cunningham Creek Elementary School (2010) through www.schooltube.com and is 68 seconds long.

About half way through the DVD, the narrator will ask if they saw the moonwalking bear. Pause the DVD at this point and ask participants how many of them noticed the moonwalking bear. Play the remainder of the DVD.

Ask participants what this DVD might have to do with our definition of culture. Solicit answers. Ensure that someone identifies that each child welfare professional tends to see the world and interpret behavior of others through his/her own lens. It is culture that determines how we see the world. Explain that developing an awareness of culture is a prerequisite to improving cultural competency skills.

Step 2: Defining Diversity

(13 minutes)

Refer to **Poster #2 (Diversity)**. Explain that diversity can be defined as the differences among people that make us unique, with respect to:

- age;
- class (income and educational level);
- ability;
- race and ethnicity;
- sexual orientation;
- spiritual beliefs and practices; and
- other human differences.

A diversity model holds that groups will retain their own characteristics and shape the organization as well as be shaped by it.

State that the goal of supervising a diverse work force means providing opportunities for people to share various views and discuss them. Incorporating ways to both affirm people while confronting behavior (facilitative confrontation) means that a shift in cultural norms and behaviors can occur. Modeling behavior surrounding valuing differences and keeping an open mind will affect attitudes of employees, both on a micro (casework) and macro (agency/community) level.

Ask participants to locate on their tables, the **Table Resource #1 (At-a-Glance Summary of QSR Indicators)**. Ask participants to locate the practice indicator that most clearly addresses culture. Once they have found it, refer participants to **Handout #5 (Practice Performance Indicator #3: Cultural Awareness and Responsiveness)**. Refer to **Poster #3 (Practice Performance Indicator #3)**. Explain that the modeling of these behaviors will also help to reinforce for child welfare professionals, the practice standard in the Pennsylvania's Quality Service Review Protocol relating to culture. Ask a participant to read the indicator.

Practice Performance Indicator #3: Cultural Awareness and Responsiveness

Degree to which:

- Any significant cultural issues, family beliefs, and customs of the child/youth and family have been identified and addressed in practice (e.g., culture of poverty, urban and rural dynamics, faith and spirituality, youth culture, etc.).
- The natural, cultural, or community supports, appropriate for this child/youth and family are being provided.
- Necessary supports and services provided are being made culturally appropriate via special accommodations in the engagement, assessment, planning, and service delivery processes being used with this child/youth and family.

In addition, setting cultural proficiency as a benchmark for improving outcomes will transfer to service delivery for the families served, increasing their success in resolving the issues that brought them to the agency's attention in the first place.

To further make the point, inquire whether participants are familiar with the issue of disproportionality in child welfare. If participants are not familiar, provide a brief description of the issue. Refer participants to **Handout #6 (Race Matters)**. Explain that there is much data suggesting that African American children served by the child welfare system are much more likely to be placed in substitute care than other children in the child welfare population. Explain that this handout published by the Annie E. Casey Foundation explains some of the systemic reasons for the inequities facing African American children and families.

In 2008, 32 percent of children in foster care were African American, although African American children represent only 15 percent of the child population in the United States (U.S. Department of Health and Human Services, Administration for Children and Families, 2008). Furthermore, research has found that there is no relationship between race and the incidence of child maltreatment after controlling for poverty and other risk factors (Sedlak & Broadhurst, 1996; Sedlak, & Schultz, 2005). Instead, incidence of child abuse and neglect was associated with poverty, single parenthood, and certain other related factors. That minority children are placed more readily than non-minority children, suggests that the child welfare system is not sufficiently preventing minority placements. It has been suggested that this problem is directly related to gaps in cultural proficiency at the systems level.

Trainer Note: The skill of facilitative confrontation was learned in *Module 3: The Middle/Work Phase of Child Welfare Supervision*.

Display **PowerPoint Slide #6 (Managing Diversity Includes:)**. Explain that the role of the supervisor in the area of managing diversity spans over all three supervisory roles: Administrative, Educational, and Clinical. Display **PowerPoint Slide #7 (Supervisor Responsibilities Relating to Diversity)**. Explain that in looking at the overall responsibilities of supervisors related to culture and diversity, including generational differences, there are four major pieces:

- Being aware of one's own filter;
- Understanding the laws and guidelines surrounding diversity;
- Valuing human differences; and
- Managing workplace diversity.

Advise participants that the first step in the process is to be aware of one's own culture and background.

Step 3: Personal Diversity Filter

(9 minutes)

Refer participants to **Handout #7 (Four Layers of Diversity)** and display **PowerPoint Slide #8 (Four Layers of Diversity)** and note that the key to understanding and solving many broader diversity-based issues can be discovered through individual awareness of four distinct "Layers of Diversity" in ourselves and others. They are:

- Personality Traits—such as, doer, thinker, leader, optimist, idealist, extrovert/introvert, listener;
- Internal Dimensions—such as age, race, gender, ethnicity, physical ability, sexual orientation;
- External Dimensions—such as income, personal habits, religion, appearance, marital status, education; and
- Organizational Dimensions—such as seniority, work location, division/department, and management status.

Employees often have much in common, from shared goals, tasks, and experiences in the agency to the basic needs and life challenges; however, there may also be differences, some as intangible as values and point of view, some as specific as language and personal preference. These variations can influence how supervisors and their staff see tasks, how they relate and how they perform. These cultural differences also form the "filter" through which each individual sees and interacts with others. Each dimension of diversity contributes elements to each individual's identity and filter. Depending on life experiences and development, some dimensions will have had a bigger impact on a person than others. These dimensions can help to explain what is seen as the wide range of diversity within diversity.

Step 4: Diversity Filter Activity

(12 minutes)

Refer participants to **Handout #8 (Analyzing Your Diversity Filter)**. This activity can help provide an opportunity to examine one's own assumptions and keep them from forming obstacles to the agency mission and values.

Ask participants to complete the handout while offering the following instructions: Ask participants to think of themselves growing up and developing through their lifetime. Have them consider each of the diversity dimensions' impact. Then have participants select the three most important dimensions in their own development that help to form the person they are now. Then have them identify the values and rules they developed because of that dimension and identify the impact of that dimension on their life, work, and team.

Allow 5-10 minutes for the individual activity and then reconvene the large group. Debrief this activity by leading a discussion on the following questions:

- What are the most influential dimensions of diversity in your life?
- Which ones are sources of harmony or conflict with other staff?
- How can this information help build rapport with other staff?
- How does this affect your ability as a supervisor?

Step 5: Organizational Layers of Culture and Diversity

(5 minutes)

Having looked at how various aspects of diversity, advise participants that they will now take a deeper look at how values from their own diversity filter affect the agency culture. Note that the foundation of each cultural group with whom we identify includes a basic set of values. Since many of the values we hold are often unconscious or unspoken, it is important that we carefully examine our values so that we might see what role they play in our interactions with others, especially those that are culturally different than us.

It is difficult to describe value differences among groups without running the risk of over-generalizing and stereotyping. Values are constantly evolving and are affected by numerous variables including gender, generation, geographic residence, education, economic status, profession, sexual orientation, and migration as well as individual differences. For instance: "Immigrant families face additional challenges, including little or no understanding of the U.S. child welfare system, concerns regarding their immigrant status, mutual cultural understandings, and language issues...." (Kemp, *et al.*, 2009).

Draw participants' attention to **Handout #9 (The Big Picture)** which shows various customers, including those within the organization, such as individuals or departments. Note that each group will affect the others: "Each person needs information, services, or products from another to perform effectively and achieve desired outcomes" (Nash and Velázquez, 2003, p. 39). "As organizations evolve their cultural competence goals, they will encounter other external forces that challenge their ability to deliver appropriate and relevant services" (Nash and Velázquez, 2003).

Step 6: Organizational Layers Activity

(7 minutes)

Ask participants to offer what types of external forces (inputs, customers, environmental factors) listed on **Handout #9 (The Big Picture)** impact decision-making regarding diversity issues in their agencies. Summarize their responses and ask for input on what benefits they see in involving diverse populations in the work of child welfare. Note that one of the most salient points about culture is that everyone tends to be ethnocentric, to view the world from their own cultural viewpoint. When supervisors begin to manage for a diverse work group, two things must occur:

- We must have an awareness of our own cultural values and beliefs and recognition of how they influence our attitudes and behaviors.

- We must have an understanding of the cultural values and beliefs of our employees and consumers of our agency services and how they influence their attitudes and behaviors.

Step 7: Valuing Diversity

(7 minutes)

In looking at best practice, supervisors want to focus on how to embody cultural competence as well as to teach others how to value diversity. Display **PowerPoint Slide #9 (Valuing Diversity)** and review. Explain that when we talk about valuing diversity, we mean an approach to help an organization benefit from employee's differences. Ask participants for ideas about what these objectives might be for a supervisor in the workplace. Lead a brief discussion about the objectives for supervisor in valuing diversity.

Display **PowerPoint Slides #10 (Valuing Diversity)**. Highlight any general objective not already identified by participants.

- Fostering awareness and acceptance of individual differences.
- Fostering greater understanding of the nature and dynamics of individual differences.
- Helping participants understand their own feelings and attitudes about people who are "different."
- Enhancing work relations between people who are different.
- Exploring how differences might be tapped as assets in the workplace.

Ask participants to identify from their experience the benefits to diversity in the workplace. Lead a brief discussion about the benefits to an organization that has a diverse workforce.

Display **PowerPoint Slide #11 (Benefits to Diversity)** and reinforce/add to their responses.

- Creativity and Innovation;
- Broader Range of Skills;
- Better Decisions;
- Better Service to Diverse Clients;
- Better Management Skills;
- Attracts Other Talent; and
- Fairness/Equity/Humanity.

Note that many of the answers mirror social work values and best practice standards. Further, advise participants that creating a diverse workforce in child welfare and among community partners is an ongoing process.

Pose the question to the group: How will we know when we are successful? Record answers on flip chart.

Display **PowerPoint Slide #12 (The Desired Future State)**. Explain that the agency's desired future state for the area of cultural competency is "cultural proficiency". Display **PowerPoint Slides #13-14 (Cultural Proficiency)**. Define cultural proficiency as when an individual and/or organization:

- Advocates for cultural competence throughout the system;
- Seeks to add to the cultural knowledge base;
- Strives to make improvements in cultural competency permanent;
- Holds culture in high esteem;
- Is able to cope successfully with perceived or real discrimination and has some effective strategies for dealing with it; and
- Has courageous conversation regarding culture and diversity while staying engaged, speaking truth, allowing discomfort and accepting non-closure in order to promote multicultural competence in others.
 - (Adapted from Prochaska, J.O., and DiClemente, C.C. 1984; *AAOP Journal*, 1990; CWLA and the Juvenile Law Center, 2008; and Casey Family Programs, 2009).

Facilitate a very brief practical conversation about what each of these means in an organization and provide any examples from experience about how each may look in practice.

Summarize by stating that only by effectively tuning in to themselves and those around them, modeling and teaching cultural competence, can we address the complexities faced by the child welfare system.

Step 8: Idea Catcher (2 minutes)

Complete this section by encouraging participants to jot down useful ideas on **Handout #4 (Idea Catcher)**.

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Section III: Looking at Generational Differences

Estimated Length of Time:

30 minutes

Performance Objective:

- ✓ Participants will be able to identify within a small group setting, the social/economic/political atmosphere during the coming-of-age years for each of the four generations in the work force.
- ✓ Participants will individually be able to identify for each of their supervisees into which generation they fit.

Method of Presentation:

Lecture, individual and small group activities, and large group discussion.

Materials Needed:

- ✓ Flip chart stands
- ✓ Flip chart paper
- ✓ Colored markers
- ✓ Screen, laptop computer, LCD projector
- ✓ CD player
- ✓ **Trainer-Prepared Flip Chart: Generations**
- ✓ **Trainer-Prepared Flip Chart: Silent/Traditionalist**
- ✓ **Trainer-Prepared Flip Chart: Baby Boomer**
- ✓ **Trainer-Prepared Flip Chart: Generation X/Baby Buster**
- ✓ **Trainer-Prepared Flip Chart: Generation Y/Nexter**
- ✓ **CD #1 (Various Eras Music) with 1-2 minute clips of music from 4 different eras**
- ✓ **Power Point Presentation: 543: Supervisor Training Series: Module 4: Managing Diversity Through the Employment Process**
- ✓ **Handout #1: 543: Supervisor Training Series: Module 4: Managing Diversity Through the Employment Process (PowerPoint Presentation)(revisited)**
- ✓ **Handout #4: Idea Catcher (revisited)**
- ✓ **Handout #10: Generational Chart**
- ✓ **PowerPoint Slides #15-17: Implications of Many Age Groups**
- ✓ **PowerPoint Slide #18: Changing Times**
- ✓ **PowerPoint Slide #19: 521: *Generational Differences in the Workplace***

Section III: Looking at Generational Differences

Step 1: Generational Differences

(3 minutes)

Advise participants they will now focus on the impact of generational differences. Explain that workers are staying in the workforce longer than in previous generations. This leads to a wide range of age differences in most agencies. Inform participants that the following activity will help them tune into some of those issues.

Step 2: Generational Differences Activity

(15 minutes)

For participants' reference, display the **Trainer-Prepared Flip Chart: Generations**, listing the four different generations that may currently be in the workforce.

Split up participants into four groups, combining participants who have different name tent shapes. Instruct each group to stand next to a different **Trainer-Prepared Flip Charts: Silent/Traditionalist, Baby Boomer, Generation X/Baby Buster, or Generation Y/Nexter**. Assign each group a different color and give each participant the same color marker as others in his/her group. Tell them they have approximately 1 minute at each of the flip charts to write down what they know about the political/military climate, immigration patterns, gender roles, view of children, goal of work, view of authority, technology, social service practices and popular culture during each generation's coming of age years. As they are writing, music will be playing. Tell them to begin writing when the music begins and to move in a clockwise fashion to the next flip chart when the music changes, taking their markers with them. Play **CD #1 (Various Eras Music)**.

When the music ends, ask them to remain in their small groups at or near the last table they completed, encouraging them to sit if they feel more comfortable. Note that being responsive to individuals' physical needs and capabilities is one way to apply knowledge and understanding of cultural differences. Ask participants to provide feedback on how it felt to participate in the activity. Give at least one participant from each group a chance to share. Emphasize that many of these feelings may be echoed by staff that are required to work with others who have a different work ethic, physical capabilities or expectations of what is "proper" or "right".

As a large group, review the information written on each paper and ask what impact the events of that time period might have on each person's view of work/work ethic. Note their responses on the sheets and encourage participants to reference that information throughout the day.

Distribute **Handout #10 (Generational Chart)** and ask participants to refer to it for further background and information. Advise participants of the difference between birth years versus the "coming of age" years and to determine how many of the generations

listed are represented in their agency. Highlight the general differences in work ethic and technological ability for various generations and how this may affect the ability to retain and recruit staff, especially noting the “Strategies for supervisors” sections of the chart. Encourage participants to jot down on **Handout #4 (Idea Catcher)** any thoughts or strategies they wish to use as a result of this activity.

Step 3: Retention and Recruitment Efforts

(2 minutes)

Having recognized that generational differences, as part of culture and diversity, have a major impact on the workplace, spend 3 minutes brainstorming with the large group about how the disparity among age groups might impact recruitment and retention in child welfare. Record the group’s answers on flip chart paper and post. Compare the differences/similarities between the differences in generations, especially surrounding work ethics and social service practice changes.

If not already covered through group discussion, use **PowerPoint Slides #15-17 (Implications of Many Age Groups)** to highlight other areas related to retention of the various age groups.

- Older Workers

Greater concern for retirement security and planning, health care and wellness, different rewards.

Loss of reward systems which reflected greater economic stability—e.g., medical benefits after retirement, time off for education.

- Middle of the Road Workers

Strong influence on policies related to benefits and a family-friendly work atmosphere.

More positions open in supervision and management levels.

- Younger Workers

More competition to attract and retain entry-level workers.

Greater demand for a variety of workers, such as bilingual/bicultural employees.

Then display **PowerPoint Slide #18 (Changing Times)** and review the following factors that are in transition throughout the world that effect the workforce:

- Global economy;
- Advances in technology;
- World order/political situation; and
- Changing work force.

Note that the median age of the work force has increased due to the large number of Baby Boomers currently working and continuing to work past the age of 65, especially due to the need for low-cost health care. The Baby Buster generation (or Generation

X), consisting of those born during the years following the Baby Boom, has only half as many members.

Step 4: Retention and Recruitment Efforts Activity

(8 minutes)

Instruct participants to record by tallying on the **Trainer-Prepared Flip Chart (Generations)**, the number of workers they supervise who roughly fall into the various categories: Silent/Traditionalists, Baby Boomers, Gen X'ers, and Generation Y/Nexters. Then provide them with the following information: Roughly 4.7% of the workforce are Silent Traditionalists, 38.6% of the current workforce are Baby Boomers; 24.7% are Baby Busters/Gen X'ers and 32.1% of the workforce are Generation Y'ers/Nexters.

(U.S. Department of Labor, Bureau of Labor Statistics, 2011)

Trainer Note: The group tally may represent different trends than the overall population; if so, ask participants to offer ideas of what cultural/diversity influences for their area or agency may affect that difference. Encourage participants to record any ideas that may affect retention and recruitment related to their answers on **Handout #4 (Idea Catcher)**.

At this time, many Silent/Traditionalists work part-time or are used in consultant roles. Many of the Baby Boomers are beginning to retire; meaning a significant portion of the workforce will no longer be available. The influx of Gen Y/Nexters is not sufficient to fill the vacancies left by retiring Baby Boomers. Although birth rates among Millennials (born 2000-2009) represent an increase from prior years, there will continue to be limited numbers of potential hires. State that, as we are affected by the shrinking of the traditional work force and a slower rate of labor force growth, we will need to become more creative in how we address supervision and planning.

Recruitment efforts within the child welfare field will, therefore, need to be responsive to younger generations. Consider if the scope and placement of advertising reaches a diverse population. For instance, on-line postings and applications will be more accessible and user friendly to the Nexters and Millennials. Use of small sound bytes (in radio spots/on-line advertisements), videos (on the recruitment website, YouTube or similar sites) or Power Point presentations to college classes may help capture the attention of the incoming workforce and provide the impetus needed to steer potential applicants toward appropriate jobs.

Display **PowerPoint Slide #19 (521: Generational Differences in the Workplace)**.

Inform participants that they can further explore generational differences in the workplace by taking the training, *521: Generational Differences in the Workplace*.

Step 4: Idea Catcher
(2 minutes)

Complete this section by encouraging participants to jot down useful ideas on **Handout #4 (Idea Catcher)**.

543: Supervisor Training Series: Module 4: Managing Diversity Through the Employment Process

Section IV: Considering Diversity in the Organization

Estimated Length of Time:

1 hour, 5 minutes

Performance Objective:

- ✓ In a large group setting, participants will be able to correctly identify a myth versus fact in three out of four statements regarding individuals with disabilities.
- ✓ In a small or large group setting, participants will identify how well their agency's staff are representative of the population it serves in the area of race, ethnicity, ability, and gender.

Method of Presentation:

Lecture, individual and small group activities, and large group discussion

Materials Needed:

- ✓ Flip chart stands
- ✓ Flip chart pads
- ✓ Colored markers
- ✓ Laptop computer, LCD projector & screen
- ✓ **Power Point Presentation: Supervisor Training Series: 543: Module 4: Managing Diversity Through the Employment Process**
- ✓ **Handout #1: 543: Supervisor Training Series: Module 4: Managing Diversity Through the Employment Process (PowerPoint Presentation)** (revisited)
- ✓ **Handout #4: Idea Catcher** (revisited)
- ✓ **Handout #11: Definition of Disability**
- ✓ **Handout #12: Reflective Thinking Questions**
- ✓ **PowerPoint Slide #20: Civil Rights Act of 1964**
- ✓ **PowerPoint Slide #21: Affirmative Action is...**
- ✓ **PowerPoint Slide #22: The Goal of Affirmative Action**
- ✓ **PowerPoint Slides #23-24: Equal Employment Opportunity**
- ✓ **PowerPoint Slide #25: Human Resource Trainings**
- ✓ **PowerPoint Slide #26: Equal Pay Act**
- ✓ **PowerPoint Slide #27: The Pregnancy Discrimination Act of 1978**
- ✓ **PowerPoint Slide #28: Americans with Disabilities Act (ADA)**
- ✓ **PowerPoint Slides #29, 31, 33, & 35: Fact or Myth?**
- ✓ **PowerPoint Slides #30, 32, 34, & 36: Myth**
- ✓ **PowerPoint Slide #37: How Well Are We Doing?**

Section IV: Considering Diversity in the Organization

Step 1: Ethnic and Racial Diversity

(15 minutes)

Having tuned in to their own filters regarding culture and diversity, participants will now consider racial and ethnic diversity in their respective organizations.

To understand diversity from a contemporary perspective, it is helpful to understand the history of diversity in the American workplace. Immigrants to the U.S. have historically had their struggles as they entered the workplace. They were often met with resistance and distrust from the existing work force.

Since the end of slavery, African Americans made attempts to enter the workforce. Prejudice, leading to discrimination prevented many African Americans from successfully integrating into the workforce. In the 20th century, it became less widely tolerated that minority groups were shut out of the workforce. Display **PowerPoint Slide #20 (Civil Rights Act of 1964)**. The law states that it is unlawful for an employer to fail or refuse to hire, or otherwise discriminate against any individual on the basis of race, color, religion, gender, or national origin. Since the passage of the Civil Rights Act in 1964, the number of minorities in the workplace has increased.

The Civil Rights Act was the beginning of a wave of societal change that continues through today. Shortly after, affirmative action legislation was enacted. Display **PowerPoint Slide #21 (Affirmative Action is...)**. Explain that Affirmative Action is:

- a commitment made by an employer to take positive steps to end discrimination in the workplace;
- good faith actions the employer makes to recruit, hire, and promote qualified individuals; and
- goal setting based on the composition of the labor market, timetables and numeric goals for the hiring and promotion.

The intent of Affirmative Action was to ensure that employers took positive steps to attract, promote and retain women and minorities if they were underrepresented in the organization. Display **PowerPoint Slide #22 (The Goal of Affirmative Action)**. Explain that desired future state is to have a work force reflective or representative of the general population.

Display **PowerPoint Slides #23-24 (Equal Employment Opportunity)**. Then, Equal Employment Opportunity (EEO) legislation was enacted to prohibit discrimination on the basis of race, color, religion, sex, national origin, age, disability or veteran status. EEO attempts to provide applicants and employees with equitable treatment in organizations' human resource practices, including recruitment, hiring, training, compensation and promotion. The Equal Employment Opportunity Commission is now responsible for monitoring and enforcing legislation regarding workplace diversity.

In 1998, Executive Order 13087 was signed that prohibits discrimination based on sexual orientation.

Display **PowerPoint Slide #25 (Human Resource Trainings)** and inform participants that the Resource Center offers a variety of human resources trainings that explore the supervisor's role in avoiding discrimination in the workplace.

501: The Employee Performance Review Process

533: Beyond the Evaluation: Managing Performance to Increase Caseworker Retentions and Job Satisfaction

533: Supervising Difficult Employees

534: Employee Performance Evaluation

535: Management of Conflict

540: Supervising through HIPAA, FMLA, and ADA and Privacy

540: The Disciplinary Process

703: Legal Issues to Consider in Making Hiring Decisions

703: The Employee Review Process

704: Legal Issues to Consider in Making Firing Decisions

Note that there are other resources available to assist child welfare leaders to address institutional discrimination on the basis of race within Child Welfare that leads to the problem of disproportionality. Write on a flip chart the address to the Annie E. Casey Foundation's Race Matters website.

<http://www.aecf.org/KnowledgeCenter/PublicationsSeries/RaceMatters.aspx>. Explain that this site offers child welfare leaders a link to the *Race Matters Toolkit*. This toolkit is designed to help agencies get better results in their work by providing equitable opportunities for all. The toolkit presents results-oriented steps to help child welfare leaders achieve their goals while ensuring equal access to services for all children and families based on need. Encourage participants to explore the website when they return to the office.

Step 2: Gender Issues

(10 minutes)

Another related change in the workforce is the increased number of women in the workforce. Although in today's workforce, there are more women workers than men, it has not always been that way.

The traditional views of women in society were to stay home, clean, raise children and help with the family farm. This view started to change during the late nineteenth century and throughout the Industrial Revolution.

Here in America, the traditional view of women generally remained unchanged until the Suffrage Movement in the late 19th century and into the Industrial Revolution. During this time, society's traditional views of women were challenged. During World War II, women were needed to fill jobs, some very physically demanding, that had been

reserved for men. Women's success in these jobs demonstrated that they were viable workforce members.

In 1961, Eleanor Roosevelt was appointed to chair the President's Commission on the Status of Women. The Commission's 1963 report documented substantial discrimination against women in the workplace and recommended that women be guaranteed affordable child care, equal employment opportunity for women, and paid maternity leave. This report informed the Equal Pay Act of 1963. Display **PowerPoint Slide #26 (Equal Pay Act of 1963)**. Part of the Fair Labor Standards Act, the Equal Pay Act prohibits discrimination on the basis of sex in compensation (including most fringe benefits) for substantially equal work in the same establishment.

Although the country has made progress in terms of narrowing the pay gap between men and women, the data shows that there is still not equity. Women still earn about 80 cents on the dollar compared to men. The pay gap is even larger for African-American women (earning about 70 cents), and Latinas (about 60 cents on the dollar). (U.S. Department of Labor, 2011). Some of this disparity may stem from career choices, there is evidence that gender discrimination still exists in the workplace.

Display **PowerPoint Slide #27 (The Pregnancy Discrimination Act of 1978)**. The Pregnancy Discrimination Act of 1978, which amended Title VII of the Civil Rights Act of 1964, prohibits discrimination on the basis of pregnancy, childbirth, or related medical conditions.

Over the last few decades, women have made many gains in the field of work. However, women today in general, have a disproportionate burden of managing the home and family while at the same time maintaining employment. As a result, many women experience limitations on work opportunities. Many employers have found ways to support women in their pursuit of career and family through altered work or flexible scheduling. Studies show that flexible schedules increase productivity, reduce employee turnover, reduce overtime costs, tardiness and absenteeism, and increase efficiency and employee morale. (United States Commission on Civil Rights, 1979).

Gender differences and the increase of women in the workforce have resulted in an increased need for clarity regarding interactions in the workplace. Sexual harassment complaints are common and supervisors need to be able to recognize it and report it when it is observed. Sexual harassment includes practices ranging from direct requests for sexual favors to workplace conditions that create a hostile environment for persons of either gender, including same sex harassment.

Since the child welfare workforce is largely made up of women, it is critically important for a supervisor to tune into the needs of women in the workforce and to prevent discrimination.

On the other hand, supervisors need to be cautious to not exclude men and their needs just because they are outnumbered in the field.

Step 3: Disabilities

(10 minutes)

People with disabilities are the nation's largest minority. It is the only minority that a person can join at a moment's notice. Those who weren't born with a disability have about a 20 percent chance of becoming disabled at some point during their work life.

Display **PowerPoint Slide #28 (Americans with Disabilities Act (ADA))**. Under the Americans with Disabilities Act (ADA), it is unlawful for an employer to discriminate against a qualified individual with a disability on the basis of that disability, whether physical or mental, with regard to job application procedures, hiring, advancement or discharge, compensation, training or other terms, conditions and privileges of employment. Refer participants to **Handout #11 (Definition of Disability)**. Explain that it is worthwhile to review the definition of a disability. The term "disability" means, with respect to an individual:

- (A) a physical or mental impairment that substantially limits one or more major life activities of such individual;
- (B) a record of such an impairment; or
- (C) being regarded as having such an impairment.

It is the supervisor's responsibility to foster an inclusive work environment for those with disabilities. Implications for inclusion are:

- Help to increase awareness of the work force to understand facts versus myths related to safety issues, rights, liabilities and responsibilities.
- Provide reasonable accommodation with equipment, job duties, work-at-home, special career development and other flexible options will be expanded.

Instruct participants to turn over **Handout #1: 543: Supervisor Training Series: Module 4: Managing Diversity Through the Employment Process (PowerPoint Presentation)**. Inform participants that they will now be asked to identify whether specific statements are fact or myth regarding workers with disabilities. Displaying **PowerPoint Slides 29, 31, 33, and 35 (Fact or Myth?)**, ask one question at a time. Then solicit from the large group their answer to each question. Then, displaying **PowerPoint Slides 30, 32, 34, and 36 (Myth)**, provide the correct answer and the explanation as to why all four statements are myths.

MYTH: Employees with disabilities have a higher absentee rate than employees without disabilities.

FACT: Studies by firms such as DuPont show that employees with disabilities are not absent any more than employees without disabilities.

MYTH: Persons with disabilities need extra protection from failing.

FACT: Persons with disabilities have a right to participate in the full range of human experiences including success and failure. Employers should have the same expectations of, and work requirements for, all employees.

MYTH: Persons with disabilities have extra problems getting to work.

FACT: Persons with disabilities are capable of supplying their own transportation by choosing to walk, use a car pool, drive, take public transportation, or a cab. Their modes of transportation to work are as varied as those of other employees.

MYTH: Considerable expense is necessary to accommodate workers with disabilities.

FACT: Most workers with disabilities require no special accommodations and the cost for those who do is minimal or much lower than many employers believe. Studies by the Office of Disability Employment Policy's Job Accommodation Network have shown that 15% of accommodations cost nothing, 51% cost between \$1 and \$500, 12% cost between \$501 and \$1,000, and 22% cost more than \$1,000.

Source: U.S. Department of Labor, Office of Disability Employment Policy

Knowing the importance of the laws that prohibit discrimination, and as part of supervisors charge to continually seek ways to improve practice, participants will now look at diversity within their own respective agencies.

Step 4: Diversity activity (optional)

(28 minutes)

Trainer Note: This activity may be skipped if the content in Steps 1-3 generated enough discussion that participants had the opportunity to consider the importance of these aspects of diversity to their workforce and to their roles as supervisors.

Combine participants from the same agency into small groups. If participants don't have colleagues from their own agencies, group them according to proximity. Display **PowerPoint Slide #37 (How Well Are We Doing?)**. Have each group discuss for approximately 15 minutes the following types of diversities and how their respective agencies value and leverage these diversities.

- Racial;
- Ethnic;
- People with disabilities; and
- Gender.

Refer participants to **Handout #12 (Reflective Thinking Questions)**. Ask them to consider these questions in their discussions:

- How does the level of diversity among the agency's staff represent the population of people it serves?
- How does affirmative action and Equal Opportunity Employment affect their current hiring and employment practices?
- What changes have you seen in their workforce over the last ten years (or since you have been at the agency)?
- What effect has these changes had on the culture of the agency?
- Project what trends they might see in the next ten years relating to diversity?
- What impact might you as a supervisor have on the outcomes?

Ask groups to write or draw a summary of the impact of their findings. When they have completed this, instruct them to hang their work.

Reconvene the larger group and have each group present what they discovered. Thank participants for their involvement and summarize their comments by noting that one way they can impact the future is through the proactive and protective messages they provide staff. Using the diversity available within the current population (whether racial, ethnic, gender, generational or other) can provide rich, culturally-sensitive services to children and families, especially when used in conjunction with community partners such as faith-based organizations, citizen review panels, youth/family involvement and other key stakeholders.

Summarize by stating that supervising this new work force has major implications for child welfare agencies that will need to be able to tune in to these changes to address the challenges that naturally occur with change. Individuals must be viewed as portraits of diversity--mixtures of different demographic categories and lifestyle values. There must be more focus on understanding their differences, broadening the range of options and expanding the versatility needed to manage effectively in the future.

Step 5: Idea Catcher

(2 minutes)

Complete this section by encouraging participants to jot down useful ideas on **Handout #4 (Idea Catcher)**.

543: Supervisor Training Series: Module 4: Managing Diversity Through the Employment Process

Section V: Managing Employees

Estimated Length of Time:

1 hour, 45 minutes

Performance Objectives:

- ✓ Participants will be able to identify at least one culturally sensitive supervisory response to a given work related scenario within a pair role play.

Method of Presentation:

Lecture, small group and individual activities, dyad activity, role play, large group discussion

Materials Needed:

- ✓ Flip chart stands
- ✓ Flip chart paper
- ✓ Colored markers
- ✓ Scissors
- ✓ Laptop, LCD projector and screen
- ✓ **STS Trainer Resource Book**
- ✓ **DVD: Culturally Speaking: High Context and Low Context Cultures**
- ✓ **Poster #4: Five Dimensions of Human Activity**
- ✓ **Table Resource #2: Supervisory Techniques**
- ✓ **Appendix #1: Instructions for the Human Dimensions Activity**
- ✓ **Power Point Presentation: Supervisor Training Series: 543: Module 4: Managing Diversity Through the Employment Process**
- ✓ **Handout #1: 543: Supervisor Training Series: Module 4: Managing Diversity Through the Employment Process (PowerPoint Presentation) (revisited)**
- ✓ **Handout #4: Idea Catcher (revisited)**
- ✓ **Handout #13: Assessing Your Skills in Managing Diversity**
- ✓ **Handout #14: Enhancing Communication Skills**
- ✓ **Handout #15: Low/High Context Characteristics**
- ✓ **PowerPoint Slide #38: What Does it Mean to Manage Diversity?**
- ✓ **PowerPoint Slide #39: How to Promote Cultural Strengths**
- ✓ **PowerPoint Slide #40: Diversity Trainings**
- ✓ **PowerPoint Slide #41: Suggestions for Skills Development**
- ✓ **PowerPoint Slide #42: Enhancing Communication Skills**
- ✓ **PowerPoint Slide #43: Making Space**
- ✓ **PowerPoint Slide #44: Marking Time (Temporality)**

Section V: Managing Employees

Step 1: The Supervisor's Role in Change

(5 minutes)

As seen throughout the Supervisor Training Series and in previous sections of this workshop, each supervisor and employee has a unique perception of themselves, the world and the people around them. Perceptions have been shaped by early learning from parents and other family members, educational and spiritual influences, our neighborhood and our own experiences with a variety of situations. They are like a customized pair of glasses through which a person views the world.

Our perceptions can serve us well in many instances. They can help us develop and live our belief systems. They can help us measure our personal and interpersonal effectiveness. They can help us interpret new information, situations and interactions, such as adjusting to the supervisor's role or hiring the right people. They can spur us on to initiate change and find ways to institutionalize the change within our organizations.

Pose the question: what does it mean to manage diversity? Facilitate a large group discussion reinforcing comments as appropriate. To assess how well one is managing diversity, it is helpful to consider what policies, practices, and ways of thinking and behaving within an agency have differential impact on different groups of people.

Explain that managing diversity is different than affirmative action in that the focus of affirmative action is specific groups of people that have historically suffered discrimination. It is primarily concerned with the administrative role of the supervisor. Many of the tasks involved in managing diversity fall under the educational and clinical role of the supervisor.

Display **PowerPoint Slide #38 (What Does it Mean to Manage Diversity?)**. Explain that it means the process of creating an environment that will enable all people to reach their full potential in pursuit of organizational objectives. Remind participants that their organizations objectives were identified during *Module 2: Living the Mission of Child Welfare*.

Step 2: Moving Forward

(15 minutes)

Supervisors may use their own perceptions in creating a fair and equitable environment, if they use the insights gathered throughout the series and their basic understanding of the Strength-Based, Solution-Focused approach. Ask the following question: How can we promote cultural strengths as a way to increase understanding, valuing, working with and managing today's diverse work force? Have various volunteers offer answers and reinforce correct principles. Summarize by displaying **PowerPoint Slide #39 (How to Promote Cultural Strengths)**. Review the following:

...Increased Awareness

Remind participants that many stereotypes and prejudices are a result of misinformation that shaped our perception of ourselves and others. The individual who brings forth early learnings and places them under a microscope for examination, is the individual who is in a better position to increase his/her awareness of cultural strengths. This person will also be better able to assist in raising awareness in others.

...Critical Thinking Skills

Evaluation of old and new sources of information and basing decisions on facts lead child welfare professionals to decisions about the accuracy of their views. Encourage frank, respectful discussions among peers so they can practice thinking critically about how they form their judgments and record that in their assessments. They can continually expand the scope of their vision, using clearly-evaluated ideas and thoughts as a frame of reference for discovering each family's reality.

...Education

Encourage participants to take every opportunity to learn about people's beliefs, traditions and norms. It is important for a supervisor to be knowledgeable about different aspects of other cultures, from communication styles to holidays and religious events. They can reinforce this learning through reading, attending special events and participating in formal training for themselves and their supervisees.

Display **PowerPoint Slide #40 (Diversity Trainings)**. Explain that the Resource Center offers a variety of trainings related to diversity. Some of them are:

307: Engaging Latino Families
307: Understanding Subculture Language
307: Valuing Diversity

Step 3: Supervisor Skills Activity

(15 minutes)

In light of the various styles of employees and their perceptions of how they interact with others, it is important for supervisors and managers to be aware of how they behave as well. Announce the purpose of the following activity is to stimulate participants' thinking about how to become leaders in the managing diversity effort in their units/departments.

Refer participants to **Handout #13 (Assessing Your Skills for Managing Diversity)** and review the instructions. Ask each participant to complete the form in 5 minutes.

Then instruct participants to select a partner with who to review their assessment, talk through the reasons for their selections and provide examples that indicate the importance of the skills within their unit or department. Allow 5 minutes for this step.

Display **PowerPoint Slide #41 (Suggestions for Skill Development)** and ask participants to raise their hand if their dyad discussed the skills as they are read. Ask a different pair to expand on each concept and offer the following clarifications, if not provided by participants:

- Skill 1: Empower Others**
As a supervisor or manager, share power and information, solicit input from diverse sources and reward people in the ways most meaningful to them. Manage more as a colleague than as a boss, encourage full participation from every job function and share accountability for the outcome.
- Skill 2: Develop Others**
Through coaching, modeling desired behaviors, mentoring and providing opportunities for growth, become able to delegate responsibility fully to those who have the ability to do the work. Question and counsel employees on their interests, preferences and careers; and work to individualize training needs.
- Skill 3: Value Diversity**
Know your own assets, liabilities and biases; see diversity as an asset. Seek to understand diverse cultural practices, facilitate integration among people and help others identify their needs and options.
- Skill 4: Work for Change**
Support employees by adapting policies, systems and practices to help meet their needs; identify and influence organizational and systemic changes to support a culturally-sensitive environment.
- Skill 5: Communicate Responsibly**
Clearly communicate expectations; ask questions to increase your understanding; listen and show empathy; develop clarity across cultures and language differences; and provide ongoing feedback with sensitivity to individual differences.

Step 4: Communicating About Conflict (15 minutes)

While the presence of cultural diversity offers a number of potential benefits for organizations, it also presents certain difficulties that must be given attention in the management of diverse work groups.

Cultural misunderstandings appear in many different forms.
For example:

- some involve behavior, such as direct hostile confrontations with derogatory comments or insulting written messages, vandalism or sarcasm disguised as "constructive criticism";
- other confrontations may result from or be directed at physical appearance, limited language skills, accents or even personal hygiene;
- some may involve assumptions, perceptions and values.

It is important to distinguish between a cultural dispute and a personality clash between individuals or groups. Similar to the way in which caseworkers gather family information, supervisors and managers can gain a more balanced view of the situation by speaking to the various parties, asking for further history about the circumstances that led up to the current situation and listening to the answers with an impartial ear. All of this is done, of course using the Interactional Skills, Strength-Based, Solution-Focused approach, reflective supervision skills, critical thinking and teacher and learner approaches learned in *Module 3: The Middle/Work Phase of Child Welfare Supervision*.

More difficult to identify are conflicts that arise from basic non-cultural issues that somehow become intertwined with cultural differences originating from differences in values, beliefs, and attitudes. Because culture is so deeply ingrained, individuals may not be aware that their cultural assumptions are being challenged. In addition, variations from the norm are often misjudged to be deviations.

The potential for such conflict as a possible downside of diversity should not be ignored by organizations, but rather should be recognized as an important element of managing diversity.

Step 5: Enhancing Communication Skills (10 minutes)

Having looked at beginning communication skills as well as skills surrounding conflict resolution, inform participants they will now look at how to enhance their communication in other ways. Display **PowerPoint Slide #42 (Enhancing Communication Skills)** and refer participants to **Handout #14 (Enhancing Communication Skills)**. Review the information. State that there are no guarantees that any conversation will bring about the desired results; however, if you are intentional about what you want to say and about how you say it, chances are greater that the conversation will achieve your goal by enhancing your communication skills in the following areas:

- Speaking:
- Asking for information:
- Adjusting Your Way of Speaking:
- Listening:

- Problem Solving:
- Observation:
- Checking/Assessing

Explain that many of the communication skills listed here to develop the interpersonal skills necessary to manage diversity, participants already have. Point out that many skills are the same skills learned in previous *Supervisor Training Series*.

Step 6: Cross–Culture Communications

(4 minutes)

Optional: Introduce the theory of high and low context cultures by playing the **DVD: *Culturally Speaking: High Context and Low Context Cultures***. It was developed by Anneliese M. Harper Ph.D. and Scottsdale Community College (2004). It is 3 minutes and 38 seconds long. It contains most of the content included in this step. If the DVD is not played, convey the material in this step through lecture.

Explain that Anthropologist, Edward Hall developed a concept that is useful in understanding the differences among cultural groups. He places cultures on a continuum from high to low context. The term context refers to the interrelated conditions in which something exists--the social and cultural conditions that surround and influence the life of an individual, an organization or a community.

In a high-context culture, the surrounding circumstances of an interaction are taken into account. In a low-context culture, these circumstances are filtered out. It is important to note that no value is assigned to either high or low context.

In high context cultures, much attention is paid to the surrounding circumstances of an event. In an interpersonal communication, for example, the parties involved use such factors as paraphrasing, tone of voice, gesture, posture, social status, history, and social setting to interpret the spoken words. High-context communication takes time.

Factors such as trust, relationship between friends and family members, personal needs and difficulties, weather, and holidays must be considered. An example of this kind of communication in organizations is the Japanese practice of long hours of socializing after work.

In low-context cultures, the circumstances surrounding an event do not warrant attention. Instead, the parties involved focus on objective facts that are conveyed. Consequently, interactions in low-context cultures are characterized by speed and efficiency.

Step 7: Five Dimensions of Human Activity

(9 minutes)

Refer participants to **Handout #15 (High/Low Context Characteristics)**. Refer to **Poster #5 (Five Dimensions of Human Activity)**. Halverson built upon Hall's work and identified five of Hall's dimensions as the most relevant to multi-cultural environments (1993). They are:

1. Association. Our preferred way of relating with others.
2. Interaction. The verbal and non-verbal communications with others, i.e. gestures, silence, touching, use of humor, knowing appropriate topics of conversation, etc.
3. Territoriality. Using **PowerPoint Slide #43 (Making Space)** review territoriality in more depth. Explain that territoriality is an area that can cause marked discomfort, misunderstandings, and sometimes hostility. Explain that one's culture can inform where an individual draws the parameters around the following spaces:
 - Intimate;
 - Personal;
 - Social; and
 - Public.

Hall points out that people have several kinds of space "around them". Here is, briefly, what he has to say about each kind of space:

- Intimate Space. This is our most private area. It lies within inches or centimeters of our body. We normally reserve this space for activity of the most intimate kind.
 - Personal Space. This is usually a range of a meter or yard or two. It is space into which we allow intimates and close friends and in which we discuss personal matters.
 - Social Space. This is the distance in which we are usually comfortable conversing and working with acquaintances or colleagues while transacting impersonal business. It is roughly one to three meters or yards.
 - Public Space. This is the range beyond social space. It extends out as far as it might be possible for us to recognize and interact with others in some way.
4. Temporality. How we view time. Display **PowerPoint Slide #44 (Marking Time (Temporality))**. Some cultures count time by the pulsing of a digital watch. They see time like money or some other commodity that can be used, save, spent or squandered. Others see only the rhythm, or cycles of growth of people or things.

Explain further how temporality is perceived is very much tied to one's culture. Give the following example: When is the right time? People of different cultural backgrounds may give different answers to this question:

- At ten o'clock;
- At twenty-two hundred hours;
- At sunset;
- When everything is ready;
- When everyone is here; or
- When I'm good and ready.

5. Learning. What knowledge and skills are developed and how they are transmitted. Explain that low or high context culture may explain some aspects of a person's learning style.

Trainer Note: Participants explored their own personal learning styles in *Module 3: The Middle/Work Phase of Child Welfare Supervision*.

Remind participants that it is important to use all the skills they have explored so far in the previous three modules when managing a diverse group of employees.

Step 8: Creating a Culture of Safety (10 minutes)

The skilled use of preliminary and beginning phases of child welfare supervision is critical to successfully discussing problems arising from matters of culture later in the supervisor-worker relationship. Ask participants to think back to their learning from *Module 1: The Preparatory and Beginning Phases of Child Welfare Supervision* around responding to indirect cues and contracting skills. It is much easier for a supervisor to respond to sensitive issues such as these if the supervisor has responded to a worker's indirect cues in the past. It is also easier if the worker and supervisor have, previously in the beginning phase, agreed upon how they are to discuss problems that arise. The supervisor should make culture a consistently safe topic of conversation within the unit and should show interest in and value a worker's culture on an ongoing basis. By doing so, when matters surrounding culture pose a problem, it will be less awkward to discuss. If the only time the topic of culture enters a supervisor's conversations with staff is when there is a problem, not only is the supervisor missing the opportunity to capitalize on differences, it is reasonable to expect the supervisor will have difficulty addressing it.

Ask participants to identify other ways they can on an ongoing basis break the "culture of silence" (Shulman, 2010) within their unit by discussing issues surrounding culture. Solicit ideas from participants.

Offer the following additional ideas if not already identified:

- Refer participants to the **Table Resource #2 (Supervisory Techniques)** portion of *Enhancing Critical Thinking: A Supervisor's Guide*. Point out that one way to ensure the supervisor doesn't forget about addressing culture on an ongoing basis is to use this tool in supervision. Practice Performance Indicator #3 Cultural Awareness and Responsiveness, contains critical thinking questions surrounding culture in relation to case specific supervision. Within the set of questions, caseworkers are asked to tune into themselves about their own culture. The purpose of this exploration is to explore how a caseworker's cultural lens may impact how they view a family's situation. Explain that it is acceptable for supervisors to refer to previous discussions between a worker and supervisor surrounding one's own culture when faced with sensitive cultural topics.
- Provide educational group supervision around High and Low Context Cultures. This may provide the structure workers need to feel safe discussing issues of culture and communication differences with each other.

Step 9: Employee Issues Activity (20 minutes)

Divide the group into pairs. Cut **Appendix #1 (Instructions for the Human Dimensions Activity)** along the perforated edges creating three cards. Give each group one card: Group 1: Interaction, Group 2: Territoriality, and Group 3: Temporality. Each card contains a scenario. Provide each pair one of the three scenarios.

Instruct the pairs to read the scenario and one person to role play the caseworker, the other person to role play the supervisor addressing the issue. Advise groups that, if cultural details are not provided, they should decide as a group more about who the employees/supervisor are and how this affects their interactions.

Encourage the supervisor to refer to **Table Resource #2 (Supervisory Techniques)** that outlines some of the main learning areas so far in the *Supervisor Training Series*. Tell them that certainly not all the skills apply to this situation. However, it is necessary for a supervisor to determine what knowledge and skill pieces to draw upon when faced with different situations.

Give pairs about 5 minutes to role play their scenarios. After pairs are done ask the person playing the supervisor to hand over the **Table Resource #2 (Supervisory Techniques)** to the person playing the caseworker. Debrief the activity as a large group and one scenario at a time by asking the participant that played the caseworker to identify how they used the skills that were particularly helpful in addressing the situation. Ask them if there are any other interventions that their supervisor might have used to better address the situation. Offer feedback as appropriate and help participants to refine their interactions as needed.

Tips to emphasize during debriefing are that if a supervisor invests in the relationship with a worker early on in the relationship through the use of preliminary and beginning phases skills, discussions of these types of matters are not as difficult. In addition, by engaging workers early on in the relationship, the supervisor knows them as individuals and will be less likely to stereotype them by their prescribed culture.

Skills participants may report drawing upon in debriefing are *facilitative confrontations* and *pointing out obstacles* such as *supporting the worker in addressing taboo areas*. Provide a short review of any skill that participants may have forgotten.

Some may identify using *indirect questions*. For example: “So you tell me that you notice that your co-workers don’t include you in on conversations. Please keep in mind we all have different comfort levels when it comes to proximity. Let me ask you a question: How do you think they might perceive you when you always sit so far away from them?...”

Some may identify *reaching for feedback*: “Do you think I might be on to something here?” “Did I address this situation in a way that made it easy for you to hear?” “How should I approach a similar topic with you differently in the future?” “You being of Korean descent may have something to teach me. Can you help me tune into what I need to be aware of and sensitive to when I supervise other Korean staff?”

Explain that reaching for feedback will make it easier the next time a supervisor needs to address such issues. Reaching for feedback also helps to prevent that a supervisor is not stereotyping.

Trainer Note: Participants should not identify *reflective supervision* as a technique during this activity. Reflective supervision is a technique that should only be used as an intervention when conducting case specific supervision. Using reflective supervision techniques in other situations, might cross the barrier into therapy.

While it is certainly appropriate for a worker and supervisor to share feelings about culture and matters other than cases, this sharing would not be considered a reflective supervision intervention.

Trainer Note: The main skills explored in the previous modules can be found in the ***STS Trainer Resource Book***.

Summarize the activity by noting that preparation for any such interaction is key and reinforcing that consultation with one’s manager or director can also be helpful in resolving employee issues.

Step 9: Idea Catcher (2 minutes)

Complete this section by encouraging participants to jot down useful ideas on **Handout #4 (Idea Catcher)**.

543: Supervisor Training Series: Module 4: Managing Diversity Through the Employment Process

Section VI: Connecting Diversity in the Organization

Estimated Length of Time:

40 minutes

Performance Objectives:

- ✓ Participants will be able to identify where along the cultural competency continuum, their respective agency falls.

Method of Presentation:

Lecture, individual and small group activities and large group discussion

Materials Needed:

- ✓ Flip chart stands
- ✓ Flip chart paper
- ✓ Colored markers
- ✓ Masking tape or blue tape
- ✓ Laptop, LCD projector and screen
- ✓ Colored dot stickers, two per participant of different colors
- ✓ **Pre-work (revisited)**
- ✓ **Poster #4: Cultural Competence Continuum**
- ✓ **Power Point Presentation: 543: Supervisor Training Series: Module 4: Managing Diversity Through the Employment Process**
- ✓ **Handout #1: 543: Supervisor Training Series: Module 4: Managing Diversity Through the Employment Process (PowerPoint Presentation) (revisited)**
- ✓ **Handout #4: Idea Catcher (revisited)**
- ✓ **Handout #16: Cultural Competence Development**
- ✓ **Handout #17: Steps on the Road to Cultural Proficiency**
- ✓ **PowerPoint Slide #45: Cultural Competence Continuum**
- ✓ **PowerPoint Slide #46: What can you do to move your organization ahead one-step in the continuum?**

Section VI: Connecting Diversity in the Organization

Step 1: Cultural Competence within the Unit or Department

(3 minutes)

State that openness to new ideas, willingness to listen, eagerness to learn, desire to grow and the flexibility to change are characteristics of a culturally competent organization. Using a new way of dealing with one another becomes a reality when we begin to see and appreciate everyone as uniquely talented, capable and valuable. When supervisors create this type of organizational environment, everyone can succeed and make contributions, each with a different style.

Step 2: Organizational Competence Activity

(25 minutes)

Participants have explored their own level of cultural competence and have seen how to develop competence in their own unit or department. Now turn their attention to their organization's level of competence.

To better understand where an agency is in the process of developing cultural competence, it may be useful to imagine agencies fitting along a continuum in the cultural competence arena (Hancock, 2008). Display **PowerPoint Slide #45 (Cultural Competence Continuum)**. Refer participants to **Handout #16 (Cultural Competence Development)**. Explain that the points along the Cultural Competency Continuum also correspond to the Stages of Change. Participants may remember learning the Stages of Change from *Charting the Course* which outlines the stages an individual goes through as they embark on the change process. Provide participants with 5 minutes to review the handout. While they are doing so, hang **Poster #4 (The Cultural Competence Continuum)** and distribute the colored dot stickers. Instruct participants to take one dot of each color. Assign one color to "Self" and one color to "Organization". Ask participants to place the colored dots on **Poster #4 (The Cultural Competence Continuum)**, reflecting where they believe their agency falls on the continuum and where they believe they, as a supervisor, fall on the continuum. When assessing their own cultural competency, ask participants to also consider the results of their **Pre-work** and any progress they may have made throughout the course of the training day. After participants have placed their stickers, have them return to their original seats. Explain that the point is to construct a group portrait.

Ask anyone who feels comfortable to share why they placed their agency at that point on the continuum and one thing they believe the agency could do to raise the competence one level or to improve regarding cultural competence. For those that choose not to share aloud, ask them to identify in their mind one thing that could be done. After participants have shared, thank them for assisting with the discussion and note that open discussion can be one way in which organizations begin to understand the need for change and become open to making changes.

Summarize by stating that the degree or level of cultural competency an agency achieves is not dependent on any one factor. Structures, attitudes, policies and practices are major areas where development can and must occur if an agency is to move toward greater cultural competence.

Step 3: Moving Along the Continuum

(10 minutes)

Instruct participants to review the completed continuum(s). Note any discrepancies between where participants placed themselves and where they placed their agencies. Facilitate a large group discussion using these questions: "Does a discrepancy cause any problems for you at work?" "How do you handle it if you are higher on the continuum than your agency?" "What if you are lower on the scale?"

Note that commitment to becoming an agency that embraces cultural competency necessitates going from a mono-cultural to multicultural organization. Supervisors play a key role in shaping the organization. Ask participants to think back to what they identified as a step their agency can take and then take a moment to identify how they could assist in that process.

Refer participants to **Handout #17 (Steps on the Road to Cultural Proficiency)**. Inform participants, as they assist their agency in embarking on the cultural competence journey, to consider these steps:

1. A long-term effort is required. In our short-sound-byte society, it may be difficult to maintain the sustained, long-term effort required. It will require that clear expectations are set from the very beginning and continued effort will need to be invested to ensure that you stay on the path.
2. Time, energy, money, and emotional commitment are essential. Smart supervisors will frame this as a change effort designed to produce a common sense and effective approach to providing acceptable and quality services to families and children in a cost-effective and cost-beneficial manner.
3. Support from the top is critical to success. Supervisors and middle managers are in the unique position of being able to not only influence their supervisees but also their managers or directors. Advocating for change as a supervisor continues the promotion of best practice.
4. Expect discomfort: change is unsettling. Organizational transitions lead staff, at least for a time, to an uncomfortable place: an undefined area between what you are as an agency and what you are striving to become. Efforts should be centered on creating an agency climate that is open to culturally diverse people.
5. Be clear about the depth and breadth of the effort. Those who are guiding the change effort need to coach, facilitate and guide the organizational leadership. Even with the most elaborate plans, all outcomes cannot be anticipated, but you

will have conquered at least one obstacle if you define your commitment level before you ever start.

6. Work to modify the systems you already have in place. Revising systems you already have is sometimes smarter and less threatening than starting from scratch.
7. Help staff understand the big picture and get beyond themselves. Helping staff understand the big picture, changing their focus from individual needs to the collective good.
8. Set measurable criteria. Choosing criteria that are measurable and defining how success will be defined will help individuals and agencies see progress being made and goals achieved.
9. To get support for the changes, staff must be shown something better will result than what currently exists. If you are trying to create a more inclusive culture, there needs to be something in the plan for everyone. Emphasize that the cultural competence effort is a learning process that includes everybody.
10. Training is necessary but not sufficient. Training is undeniably an important part of any long-term change, particularly as it relates to systems changes that revise organizational culture; however, practice skills such as managing intercultural conflict, structuring an effective work unit and leading meetings in a diverse group are also needed.

Display **PowerPoint Slide #46 (What can you do to move your organization ahead one step in the continuum?)**. Ask participants to identify what they can do to move their organization ahead one step in the continuum. As remedies are identified, have participants identify if the remedy is in their control or out of their control. For those that have identified remedies that are out of their control, ask them to consider to whom they would need to send their recommendation.

Trainer Note: Categorizing remedies was practiced in *Module 2: Living the Mission of Child Welfare*.

Summarize by noting that this may be an area on which they may wish to concentrate their efforts upon their return to the agency.

Refer to **Poster #6 (DAPIM™)**. Explain that as openness and inclusivity are created, new issues will arise and new processes will need to be formed to meet client needs. It is part of the ongoing process of Continuous Quality Improvement.

Step 5: Idea Catcher
(2 minutes)

Complete this section by encouraging participants to jot down useful ideas on **Handout #4 (Idea Catcher)**.

543: Supervisor Training Series: Module 4: Managing Diversity Through the Employment Process

Section VII: Transfer of Learning and Evaluation

Estimated Length of Time:

20 minutes

Performance Objectives:

- ✓ Participants will be able to construct a plan for the successful transfer of their learning to the workplace.

Method of Presentation:

Lecture, individual activities

Materials Needed:

- ✓ Training Evaluation forms
- ✓ **Handout #4: Idea Catcher** (revisited)
- ✓ **Handout #18: Action Plan**
- ✓ **Handout #19: References**

Section VII: Transfer of Learning and Evaluation

Step 1: WIIFM and Action Plans

(15 minutes)

Review the "What's In It For Me?" sentence strips completed at the start of the training. Ask participants to take a marker, go to the sentence strips, check off which items they believe have been covered and return to their seats quietly. Determine if all issues have been addressed and answer any lingering questions.

Ask each participant to look at what they wrote on the back of their name tent and compare it to what they wrote on their **Handout #4 (Idea Catcher)**. If what they most wanted to learn was not addressed, instruct them to seek out someone else in the room (resource person) that could help them accomplish that.

Ask the supervisors to review **Handout #4 (Idea Catcher)**. Ask participants to consider what activities would assist them in transferring what they have learned in today's training and record answers on **Handout #18 (Action Plan)**. Encourage participants to refer to their action plans often in their day-to-day work.

Tell participants that the purpose of this activity is to provide an opportunity for them to recognize the new attitudes, knowledge and skills learned in the training and to utilize them to construct an action plan to begin the journey towards cultural competence. Emphasize the importance of this transfer of learning activity. The day spent in training will become more meaningful when the new attitudes, knowledge and skills are implemented in the workplace.

As time allows, ask for each supervisor to choose one of their answers to share with the large group or ask for supervisors to meet in their small groups or in pairs to review as many of their answers as time will allow.

Conclude the activity by reminding them that they should bring back to the next training, *Module 5*, all of their action plans from this and the previous three modules. They will be used to begin the creation of their ongoing professional development plan.

Step 2: Evaluation and Dismissal

(5 minutes)

Distribute the evaluation form and ask participants to complete it. Refer participants to **Handout #19 (References)**. Note that the references may serve as excellent resources to participants who wish to expand their learning on issues discussed in the training. Encourage participants to review the materials. Thank them for their participation as they turn in their evaluations.