The Power of Inclusion

OPTIMIZING THE EFFECTIVENESS OF LEADERSHIP AND LEGISLATIVE PROCESSES

Presented to:
The Oregon Legislature

Contents

An Individual Perspective

This exercise is designed to have you experience how various elements of diversity are part of your everyday workplace activities with colleagues, constituents, and staff. The key word for this exercise is the "differences" that you experience with and between others.

The objective is to recall common workplace experiences where differences have influenced how you relate, communicate, appreciate, or work with others.

For example, some common differences might include:

- Personality
- Work Style
- Communication Style
- Mental Health
- Language or Dialect
- Cultural Preferences
- Thinking/Reasoning Style
- Race/Ethnicity
- Gender
- Religion/Spirituality
- Military Experience

- Sexual Orientation
- Political Affiliation
- Educational Background
- Economic Status
- Marital Status
- Generation/Age
- Life Experience
- Team/Individual Oriented
- Physical Abilities
- Flexible Work Schedule
- Intellectual Development

Individual and Paired Exercise

Write below the various differences that you find most challenging as you perform your legislative, workplace, or everyday responsibilities (the differences you understand the least or do not know how to manage optimally).

DIFFERENCE	CHALLENGE YOU EXPERIENCE
1.	
2.	
3.	
4.	

Quick debriefing: Make a note of the difference and challenge that would improve your effectiveness the most, if resolved. Share with your session partner how that difference and challenges impacts you as you perform your legislative, workplace, or personal activities. Also share how you currently manage that difference while engaged in your activities.

Notes:

The Business of Diversity

WHY IT MATTERS FOR THE OREGON LEGISLATURE

"New research provides compelling evidence that diversity unlocks innovation and drives market growth—a finding that should intensify efforts to ensure that executive ranks both embody and embrace the power of differences."

~ Harvard Business Review

OBJECTIVES & OUTCOMES

The objectives and outcomes of this module are to:

1. Understand how diversity and inclusion lead to increased cognitive and contextual diversity that can significantly enhance a group's performance and decision-making ability.

2. Be able to articulate the business case for diversity and inclusion that applies to the Oregon Legislature and specifically to your district.
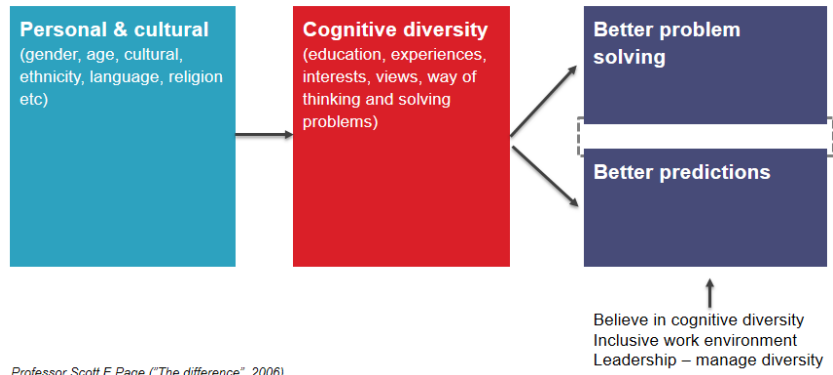
The Dimensions of Diversity

The dimensions of diversity may be classified according to the following categories. Consider how one dimension of diversity may influence another dimension.

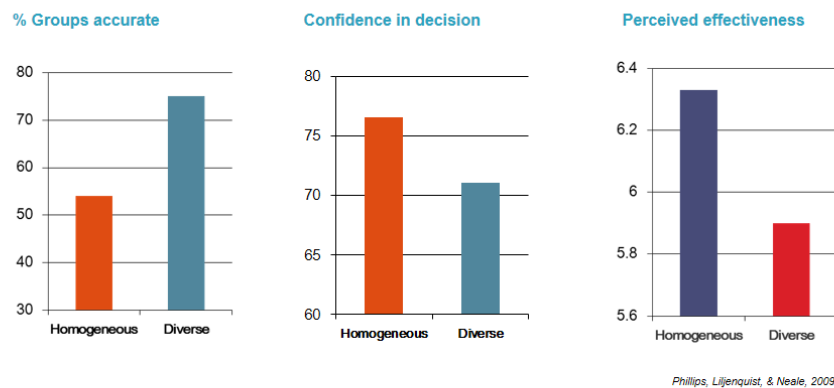| Human Diversity	Cultural Diversity	Systems Diversity
Characterized by physical differences, permanent aspects and life experiences *"Who I Am"*	**Characterized by beliefs, values, ethics, personal priorities, styles and worldviews** *"How I Think"*	**Characterized by organizational structure, performance initiatives, and management systems** *"How I Do Things"*
- Race - Sex - Weight - Height - Differently-Abled - Marital/Family Status - Sexual Orientation - Ethnicity - Age - Background - Place of Origin - Education - Economic Status - Military Experience	- Language/Dialect - Learning Style - Gender - Historical Perspectives - Sense of Relationship - Communication Style - Religion/Spirituality - Work Style - Classism/Elitism - Ethics/Values - Work-Life Balance - Perceptions of Power - High/Low Context - Polychronic/ Monochronic Time	- Campaign Approach - Metrics/Performance - Clothing Styles - Teamwork/Individual - Laws and Ordinances - Political Positions - Strategic Alliances - Empowerment - Efficiency Processes - Training/Recruitment - Procedural Rules - Constituent Focus - Environmental, Health, and Safety - Family-Friendly Practices - Business, Functional, or Geographical Alignment

Understanding the Value of Diversity

The following graphics illustrate the value of diversity that can be best accessed when diversity is leveraged effectively through inclusive leadership practices.

Advantages and prerequisite

Personal & cultural (gender, age, cultural, ethnicity, language, religion etc)

Cognitive diversity (education, experiences, interests, views, way of thinking and solving problems)

Better problem solving

Better predictions

Believe in cognitive diversity
Inclusive work environment
Leadership – manage diversity

Professor Scott E Page ("The difference", 2006)

Group accuracy

% Groups accurate

Confidence in decision

Perceived effectiveness

Phillips, Liljenquist, & Neale, 2009

Personal Discovery

BREAKING THE BIAS CYCLE

"The question is not whether we have counterproductive beliefs and attitudes about each other; the question is whether we have ever had to resolve them."

~ William A. Guillory, Ph.D.

OBJECTIVES & OUTCOMES

The objectives and outcomes of this module are to:

1. Understand and be able to explain how unconscious biases can potentially impact one's ability to effectively lead, generate the most useful solutions, and effectively utilize the talents and perspectives of a broad range of people.

2. Generate effective personal and organizational strategies for eliminating such limiting beliefs and attitudes, and their corresponding behaviors.

3. Demonstrate the ability to guide others through the process of effectively reducing and then eliminating bias cycles and their counterproductive impact on individual and team performance.

7

A Personal Discovery Exercise

In your teams or pairs, using the chart boards provided, complete the following exercise:

What are some **preconceptions**, **assumptions**, and **biases** (and corresponding behaviors and reactions) which exist about certain differences that could prevent legislators or staff from maximizing opportunities, professional development, teamwork, and **extraordinary results on behalf of their constituents?**

- Personality
- Work Style
- Communication Style
- Mental Health
- Language or Dialect
- Cultural Preferences
- Thinking/Reasoning Style
- Race/Ethnicity
- Gender
- Religion/Spirituality
- Military Experience

- Sexual Orientation
- Political Affiliation
- Educational Background
- Economic Status
- Marital Status
- Generation/Age
- Life Experience
- Team/Individual Oriented
- Physical Abilities
- Flexible Work Schedule
- Intellectual Development

Bias/Assumption (a limiting or counter-productive belief)**:**

Behavior (how I or others might act if we had the bias)**:**

**Reaction** (how the other person might react to our behavior)**:**

How might this bias cycle impact our Legislature as a whole and the decisions we make?

State of Mind

A person's *attitude and mind-set* are determined by what he or she *assumes* to be true, which in turn creates his or her *mind-set* (second-order change).

A person's mind-set determines his or her *behavior* (first-order change).

A person's behavior generates the *results* he or she creates.
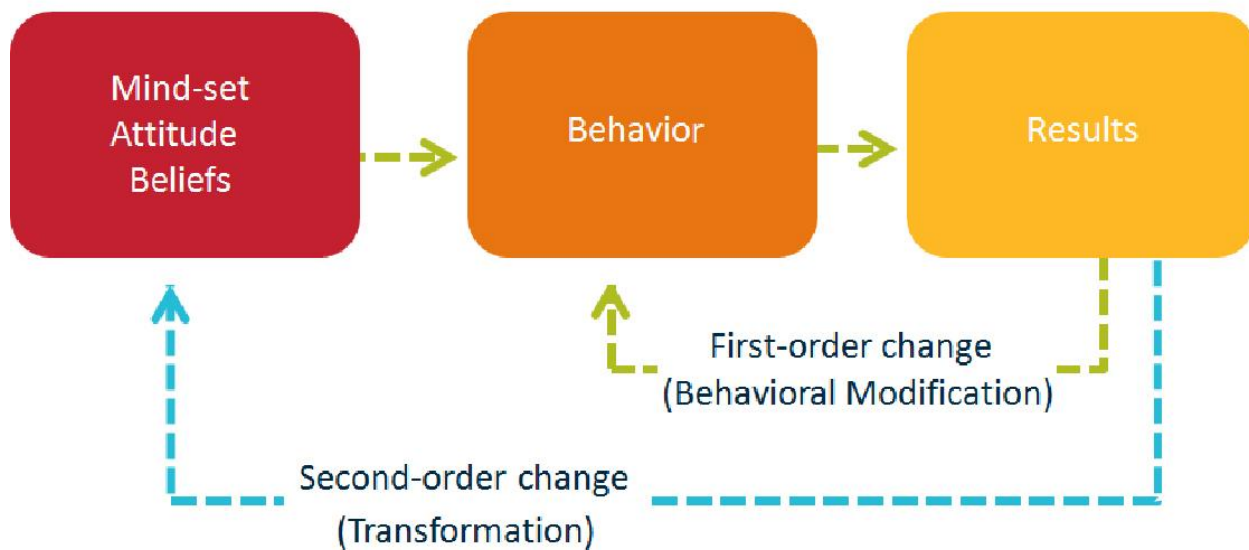
THOUGHT TO CONSIDER

"We think we really want to know the truth about ourselves, but there is an unconscious part of our deeply ingrained belief system which resists the truth as an attack and a threat. Such a choice to resist is viewed as an unconscious choice. Repression is a choice to hide information from one's self. Denial and resistance are choices not to perceive that which would involve change, particularly where change involves loss of control, domination, and power."

Global Mind Change
~Willis Harman

Steps for Resolving Bias Cycles

The following table outlines the steps for resolving biases, attitudes and assumptions that may occur in the process of negotiating, managing, and working with people who have a variety of differences:

STEP	DESCRIPTION
1	Discover and acknowledge your own potential biases, counterproductive attitudes, and assumptions.
2	Assume greater responsibility for devising solutions that exceed your comfort zone in resolving such assumptions and the resulting bias cycle.
3	Formulate and implement personally appropriate and sufficiently challenging "direct action strategies" to resolve the corresponding bias cycle and its impact.

REASON FOR DIFFICULTY

The reason so many highly skilled and technically competent people experience difficulty in effectively working with diverse individuals is because they lack an awareness of the unconscious biases, assumptions, attitudes, and subtle behavioral patterns that result in conflict, exclusion, and ineffective solutions and processes.

Effectively Resolving a Bias Cycle:

(SKILLS-BUILDING EXERCISE)

Based upon a potential bias that you have identified, create ways to resolve this situation by developing challenging direct actions or behaviors while generating a powerful and effective relationship.

Current Situation or Issue (how the possible bias is currently playing out):

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Desired Result:
(The outcome you want/need to occur in order to maximize performance and rapport.)

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Direct Actions to be Taken:

(Challenging action strategies to break the bias cycle and bring about personal transformation. What will your mindset be? What will you do differently?)

What will your mindset be?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

What will you do differently?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

(Be prepared to share your plan with a coaching partner and to assist them with their

plan.)

The Power of Inclusion

MAXIMIZING THE VALUE OF DIFFERENCES

"An inclusive culture brings a wealth of ideas, innovation, and drive to the organization—which allows you to be well-positioned to anticipate important market changes, be more responsive to customer needs, and build a solid foundation for future needs."

~ Kate DCamp
University of Michigan
Ross School of Business

OBJECTIVES & OUTCOMES

The objectives of this module are to:

1. Understand and be able to articulate how a dominant cultural work style may influence one's perception of another's performance, capability, engagement, and buy-in.

2. Learn how dominant work-style values systems can potentially impact the selection, utilization, participation, and inclusion of those outside the dominant work style.

3. Articulate your role and responsibility in creating and maintaining an inclusive, high-performance culture that leads to more effective acquisition, engagement, development, and retention of a diverse workforce.

Creating an Inclusive Culture

Acculturation is the process of adapting to a dominant culture. Though it can occur in three ways, as listed below, Cultural Inclusion is the most effective way to maximize the potential that comes with diversity:

Cultural assimilation is the process of adapting to the cultural orientation of the predominant or controlling segment of an organization at the expense of one's own work-style orientation. Though it has inherent disadvantages, under certain conditions, utilizing this type of acculturation can be effective.

Cultural pluralism is the process of adapting to an organizational culture where different work styles are valued, however, different groups do not work or communicate much with each other and thus do not often leverage their different styles.

Cultural inclusion is the process of valuing, fully utilizing, and integrating the total spectrum of different individuals' personalities, work styles, communication styles and thinking styles into the mainstream of an organization, without anyone having to give up their preferred work style orientation. Cultural inclusion encourages individuals to develop more flexible work styles through mutual learning opportunities with others whose preferred work style is different from their own. This approach also allows for the situational application of various approaches and thus the maximum utilization of differences while leveraging individuals' and teams' full potential.

THE PROCESS

Cultural inclusion involves the following four-step process:

STEP	DESCRIPTION
1	Understand and respect the value of your colleagues, constituents and staff, as well as their diversity.
2	Realize that different viewpoints (contextual diversity), thinking styles (cognitive diversity) and ways of working (systems diversity) have value.
3	Create workplace and legislative process and procedures that use differences for to facilitate the genius of the group.
4	Institutionalize diversity-thinking.

Cultural Work-Style Orientation:

(AN INDIVIDUAL EXERCISE)

After each statement on the following page, write the appropriate abbreviation to designate the degree to which you agree or disagree with the statement:

- SA (strongly agree)

- A (agree)

- D (disagree)

- SD (strongly disagree)

Answer based on your *personal beliefs* and *behaviors* as they may apply in a situation where the outcome is extremely important.

Individual Exercise: At the end of each statement, place one of the abbreviations – SA (strongly agree), A (agree), D (disagree), SD (strongly disagree) – to indicate the extent to which you agree or disagree with the statement *according to your personal beliefs and behaviors.*

NUMBER	STATEMENT	CHOICE
1	In order to *ensure* your personal success, your preference would be to work *independently* on your highest priority projects, rather than *interdependently* with others on multicultural teams.	1
2	Being individually rewarded for an exceptional performance as part of a team project is *more* important to you than being rewarded equally as part of a team.	2
3	*The* most important aspects of successfully accomplishing a task through team participation are planning, organization, strategy, and a "systems" approach rather than interpersonal skills.	3
4	The open expression of feelings and emotions is a healthy practice in the workplace even if it does interfere with job performance.	4
5	Decision-making, in most cases, involves analyzing a situation to find the most effective way a process works to produce a desired result – a systems approach.	5
6	In general, most things that happen have logical, rational explanations when analyzed objectively.	6
7	Power has *more* to do with position of authority, decision-making, policy-making, and the possession of financial resources than the mastery of people-oriented skills.	7
8	Where the bottom line is concerned, it is more important to focus on the task to be accomplished — even if relationships have to temporarily suffer.	8
9	Experience is the only *true* means of learning.	9
10	The way business is conducted in developing countries is not better than nor worse than it is in the United States; it is simply different and equally valid.	10

PERSONAL WORK-STYLE ORIENTATIONS* — Match your choices on the previous page to one of the four choices (SA, A, SD, D) indicated below, and check one box for each paired choice.

	(NON-EUROCENTRIC WORK STYLE)	(EUROCENTRIC WORK STYLE)
1	☐ (SD) (D) Prefers interdependence in relationship to others.	☐ (SA) (A) Prefers independence, often expressed as "rugged individualism."
2	☐ (SD) (D) Group achievement.	☐ (SA) (A) Individual achievement.
3	☐ (SD) (D) Team — Trust, sharing, communication, and mutual respect.	☐ (SA) (A) Team — Task accomplishment through structure, strategy, and systems.
4	☐ (SA) (A) Open expression of feelings and emotions.	☐ (SD) (D) Limited expression of feelings and emotions.
5	☐ (SD) (D) People are more important than systems; tends to be inclusive of all points of view.	☐ (SA) (A) Systems are more important than people; tends to have fewer points of view.
6	☐ (SD) (D) Multidimensional, holistic, and nonlinear thinking; context-oriented.	☐ (SA) (A) Dualistic, linear, and logical thinking; content-oriented.
7	☐ (SD) (D) Power — Ability to accomplish tasks through the empowerment of people.	☐ (SA) (A) Power — Control, authority, and position over others.
8	☐ (SD) (D) Relationship-oriented.	☐ (SA) (A) Task-oriented.
9	☐ (SA) (A) Learn best by doing.	☐ (SD) (D) Learn best through description.
10	☐ (SA) (A) Accepts the viewpoints of very different cultures.	☐ (SD) (D) Accepts the viewpoints of similar cultures.

*Created by IBM - Innovations and adapted from J.A. Anderson, *Journal of Teacher Education*, Jan.-Copyright, 2013

Work-Style Characteristics

If one's work-style survey score were 0, one would tend to prefer all of the characteristics listed under 0 - 4. If one's score were 10, one would tend to prefer all of the characteristics listed under 6 - 10. A score of 6 would indicate that one prefers 6 characteristics from the task-oriented list and 4 from the relationship side. A score of 4 would indicate one prefers to use 4 characteristics from the task-oriented side and 6 from the relationship oriented side. A score of 5 represents 5 characteristics from each side.
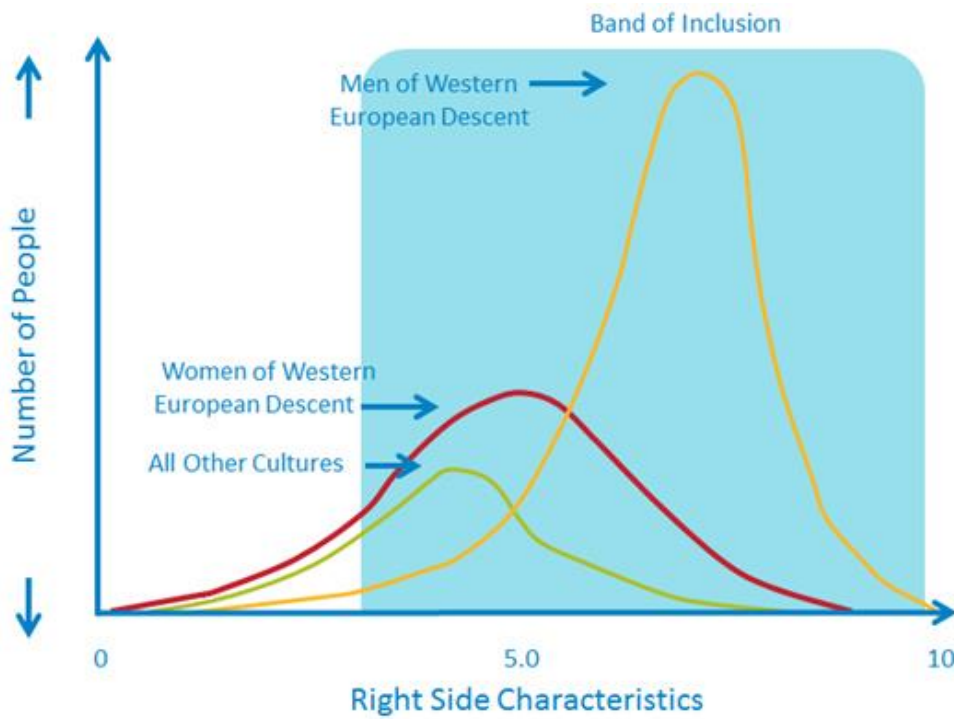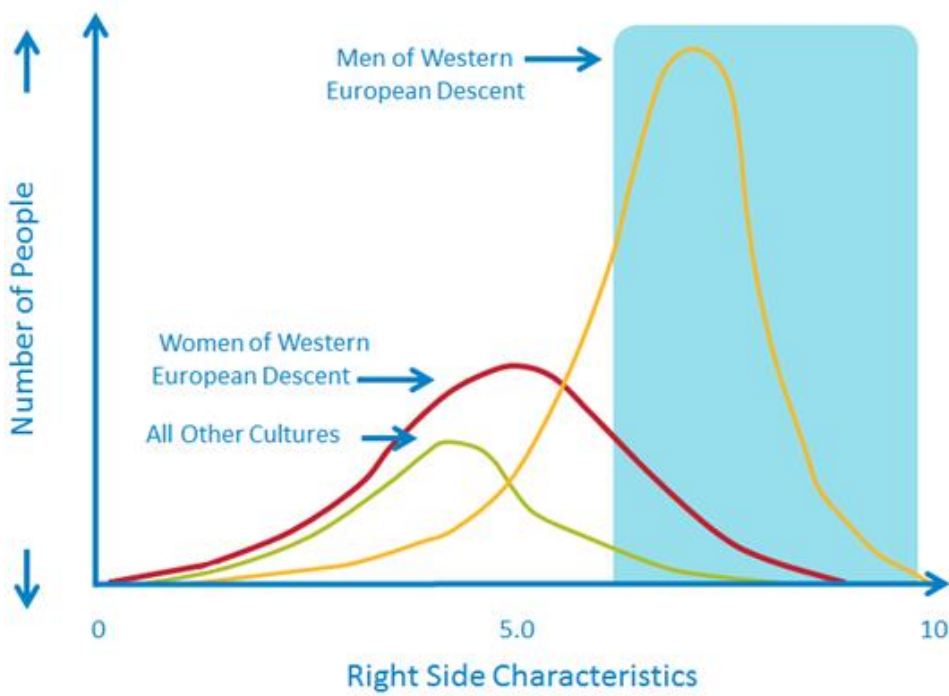
Work-Style Spectrum

0 - 4	5	6 – 10
Relationship-Oriented		Task-Oriented
Relationship Focus		Task Focus
Group Identity		Individual Identity
Collaboration		Competition
Consensus		Debate
Directive Leadership		Empowerment
Relational Power		Formal Power
Asequential (Holistic)		Sequential (Linear)
Intuitive (Inductive)		Logical (Deductive)
Open Expression		Limited Expression
Polychronic Time (Quality)		Monochronic Time (Quantity)
Learn by Doing		Learn by Description
High Context (Situational)		Low Context (Literal)

While the Work Style Spectrum provides an abundant menu of skills to be leveraged, it also provides an equally rich opportunity for biases to play out. **Bias confirmation** (looking for evidence that confirms one's bias) can play out strongly in regard to these areas.

By utilizing the process of **Cultural Inclusion**, individuals learn to become flexible in terms of their work-style orientation. In other words, they develop **competency across the full spectrum** and apply the work style that is most appropriate in any given situation to generate the most effective outcome.

By teaming with people whose orientation is different than one's own, one creates a cross-mentoring opportunity where each party can mentor the other and thus gain the full range of work-style competencies.

U.S. Cultural Work-Style Orientations

Number of People

Men of Western European Descent →

Women of Western European Descent →

All Other Cultures →

0   5.0   10

Right Side Characteristics

Band of Inclusion

Number of People

Men of Western European Descent →

Women of Western European Descent →

All Other Cultures →

0   5.0   10

Right Side Characteristics

Empowering Professional Relationships

INFLUENCING THE PERFORMANCE OTHERS

> *"At the heart of an empowering professional relationship is the ability recognize, develop, and facilitate your people's potential."*

~ William Guillory, Ph.D.

OBJECTIVES & OUTCOMES

The objectives and outcomes of this module are to:

1. Show that diversity and empowerment are inseparable changes necessary to truly solve our current challenges.

2. Experience what is meant by personal responsibility and accountability, and how they are vital to successfully dealing with situations involving differences.

3. Present and select the behaviors necessary for an effective leadership support system for a diversity of employees.

Exercise: Equal or Unequal Opportunity?

**"*Individuals carry their success or their failure with them...*
*it does not depend on outside conditions...***"**

~ Ralph Waldo Trine

Instructions:

1. Read the story shown on the following page, "The Scuttled Proposal."

2. Complete the quiz on page 21.

3. Through discussion, reach consensus* regarding each of the statements within your assigned team.

4. Record the rationale of your team consensus and the underlying principle regarding each of the statements on pages 23-24.

5. The discussion time is a maximum of 15 minutes.

* Consensus is the collective agreement of the team, which includes the minority opinion as an integrated part of the group decision.

The Scuttled Proposal

Juanita Dexter has been active in her community for several decades. Her friends have always appreciated her intelligence, her passionate personality *and* her artsy wardrobe. Juanita's personal cause is increasing the access of high-quality education for all children. The onslaught of daily news articles and TV News reports citing her state as having one the poorest educational systems in the country has her particularly motivated. As a well-respected, former teacher and administrator, she knows things can be better.

After doing her research and visiting with legislators who spearheaded successful education programs in their own states, Juanita believes she has come up with a very plausible solution that will work for her state.

Juanita makes an appointment with the State Representative for her legislative district, who also happens to be the Committee Chairperson for the Education Committee, in hopes of garnering support for her idea. Much to Juanita's disappointment, however, after driving for several hours to meet her Representative when she shows up at their office at the State Capitol, she is told that her 40-min appointment will have to be cut short due to more pressing issues.

In the brief 10 minutes that she is given, Juanita scrambles to describe her findings and her proposed solution in a concise manner. When she notices that her legislator is constantly looking at the clock, Juanita feels embarrassed and frustrated by what she deems to be a total lack of respect for her time and efforts.

"I appreciate your concern," the Representative tells Juanita, as they head out the door of the Representative's office. "But I'm afraid your idea is a bit too idealistic. Thanks for coming to see us, though. I always enjoy input from the artistic types in my district." Juanita stands speechless as her Representative heads off down the hallway.

Not willing to let all of her efforts go to waste, later that morning Juanita contacts, Taylor Roosevelt, a friend in another legislative district for help. Based on Taylor's enthusiasm and willingness to help, the two of them schedule a meeting for the following week with his newly-elected State Representative. The meeting goes very well and Taylor's State Representative agrees to work with Juanita and Taylor to put together a proposal for the Education Committee's consideration.

When Taylor's State Representative brings the proposal to the Education Committee for their consideration, however, it is scuttled almost before it gets started by the Committee Chairperson. After the committee meeting, the Chairperson, pulls Taylor's Representative aside.

"You don't think I know what's going on here?" the Chairperson says. "This idea was presented to me before and I shut it down. And now that same naive woman is using *you* to try to slip it by me. You're new here, so let me warn you. Do your homework before bringing in a proposal, because this kind of half-baked nonsense won't win you any friends here."

When Taylor's Representative calls to give them the news, Juanita and Taylor set out to create a grassroots campaign to unseat the Chairperson at the election next year.

Individual Exercise

After reading *Equal or Unequal Opportunity*, indicate your choice of Agree (A) or Disagree (D) based upon your *personal beliefs* regarding *responsibility*, *accountability*, and *high performance*.

NUMBER	STATEMENT	CHOICE
1	The *Education Committee Chairperson* is 100% responsible for not fully considering Juanita's proposal and then scuttling it in the Committee Meeting.	
2	The inexperience of Taylor's *newly-elected State Representative* is responsible for his not presenting the proposal in a better manner.	
3	*Juanita* is personally responsible and accountable for her proposal being scuttled.	
4	*Taylor* is accountable for encouraging the newly elected Representative to take on what turned out to be a risky proposal.	
5	*The Chairperson* is personally responsible for stimulating a campaign to unseat them in the next election cycle.	

SUMMARY OF CHARACTERS

Juanita: The former teacher who is passionate about education

Taylor: Juanita's friend from another district

The Chairperson: Juanita's representative who scuttled the proposal

The Newly-Elected Representative: Taylor's representative who worked with them to create the proposal for the Education Committee's consideration.

GROUP EXERCISE

1	Statement:	The *Education Committee Chairperson* is 100% responsible for not fully considering Juanita's proposal and then scuttling it in the Committee Meeting.
	Rationale:	Agree Disagree
	Principle:	
2	Statement:	The inexperience of Taylor's *newly-elected State Representative* is responsible for his not presenting the proposal in a better manner.
	Rationale:	Agree Disagree
	Principle:	
3	Statement:	*Juanita* is personally responsible and accountable for her proposal being scuttled.
	Rationale:	Agree Disagree
	Principle:	

4	Statement:	*Taylor* is accountable for encouraging the newly elected Representative to take on what turned out to be a risky proposal.	
	Rationale:		Agree Disagree
	Principle:		
5	Statement:	*The Chairperson* is personally responsible for stimulating a campaign to unseat them in the next election cycle.	
	Rationale:		Agree Disagree
	Principle:		

How could this appointment have been successful?

The Chairperson's Role?

1..

2..

3..

Juanita's Role?

1..

2..

3..

Taylor's Role?

1..

2..

3..

The Newly-Elected Representative Role?

1..

2..

3..

The Foundation of Empowerment

The foundation upon which empowerment is based involves a clear experiential understanding, acceptance, and skillful implementation of the following definitions:

- **Personal responsibility**

    The willingness to view yourself as the *principal source* of the results and circumstances which occur in your life, both individually and collectively with others in the workplace.

- **Personal accountability**

    The willingness to claim *ownership* for the results which are produced as a consequence of your involvement, both individually and collectively with others in the workplace.

- **Personal empowerment**

    An *internally-derived* capacity to perform at or above an established level of expectation. This capacity is expanded by going beyond both self-imposed and external limitations.

- **Personal commitment**

    Commitment is confirmed when the difficulty of a greatest challenge is successfully overcome.

The Responsibility Scale, Empowerment, and Performance
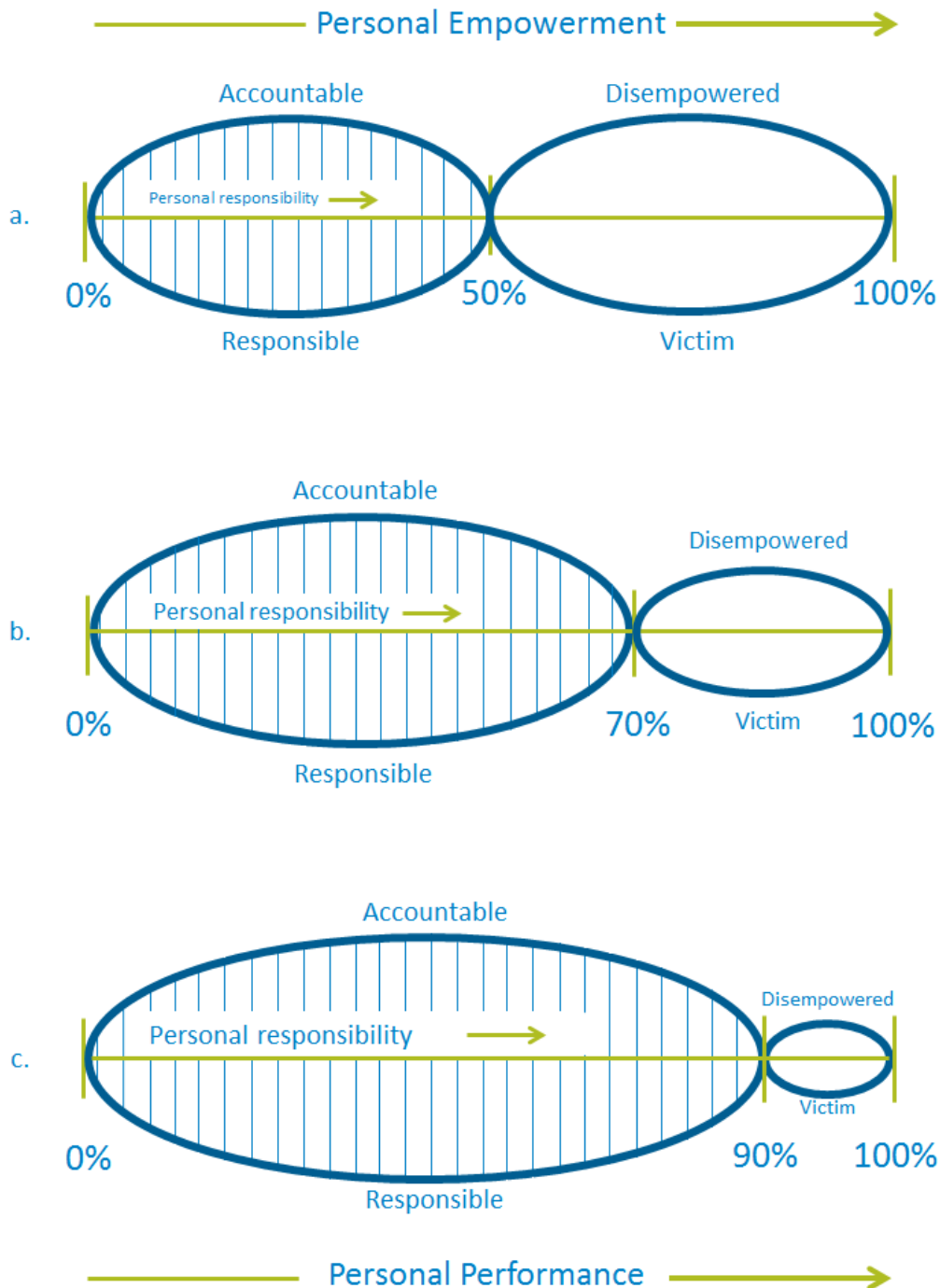
Appendix: Toolkit – Feeling the Need to "Cover":

- Research has demonstrated that people learn to be observant of majority cultures and what is expected in terms of behavior, dress, topics of discussion, and other norms.

- Unless there are significant environmental cues that signal it is safe for individuals to be authentically themselves, most people will attempt to "cover" up who they are by acting, dressing, and talking like those they determine can most directly affect their job success and career path.

   The four primary areas people tend to cover are:

   - o Appearance (clothing, hair, make-up)
   - o Affiliation-based (behaviors, language, mannerisms, topics of interest)
   - o Advocacy-based (reluctance to express concern with the causes associated with their group)
   - o Association-based (may avoid contact with other members of their group)

- While "covering" is a natural response to feeling different than the predominant culture, it thwarts the true diversity of the individual and the unique expression and perspective that they could otherwise bring to the team or business operation.

- Feeling the need to cover for extended periods of time has also been shown to lead to decreased performance and engagement as well as less long-term commitment.

Questions for Discussion:

- Where do you think diverse people may feel the need to cover (at work, at home, in the neighborhood, out and about in town)?

- How does the concept of feeling the need to cover apply to the interview process?

- How might our unconscious application of the "halo effect" (attributing added value to someone with whom we are more comfortable) impact our decisions particularly when another candidate may be undergoing the stress of "covering."