

Developing Diverse Teams

As you arrive, using the index cards provided, please answer the following questions:

1. In your own words how diverse is your team, and what are the characteristics of its diversity?
1. How do you train, engage, and support your staff in improving their cultural competencies?
2. How might paying more attention to diversity and equity issues improve your staff's ability to accomplish your office's goals?

These cards, submitted anonymously, will be used as seeds for our conversation later in the program.

Developing Diverse Teams



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Objectives

- Assess the diversity of a team
- Assist team members in developing cultural competencies
- Set team goals that encourage diversity



Norms

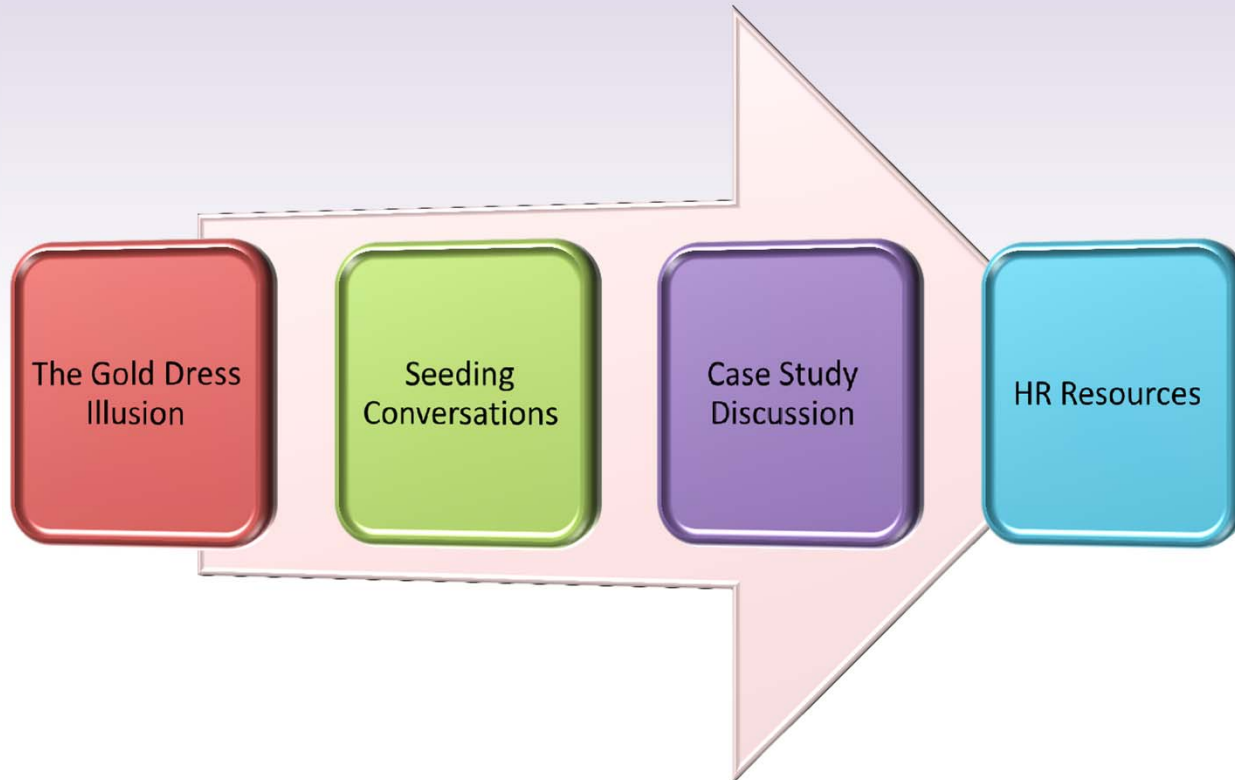
- Confidentiality
- Participation
- Listening



Introductions



Agenda



Gold Dress Illusion



5 INSPIRING INCLUSIVE PRACTICES

- GIVE TEAM EXPLICIT PERMISSION TO DISAGREE WITH THE LEADER
- GET FEEDBACK FROM A RANGE OF PEERS BEFORE MAKING TALENT MANAGEMENT DECISIONS
- MAKE A SPECIAL EFFORT TO UNDERSTAND EXPERIENCES OF PEOPLE WHO ARE NOT PART OF YOUR TIGHT-KNIT 'IN-GROUP' AND WHO MAY FEEL (UNINTENTIONALLY) EXCLUDED FROM SOME KEY DECISIONS.
- INVITE TEAM MEMBERS TO SHARE THEIR VIEWS BEFORE YOU PROVIDE YOURS
- MAKE SURE YOU 'HEAR FROM THE QUIETEST PERSON IN THE ROOM' & NOT JUST PERSON/PEOPLE WHO CO-SIGN ON TEAM'S PREVAILING OPINION ON A TOPIC

Dr Katie Spearritt, Chief Executive Officer of Diversity Partners

Conversation Seed 1: Assessing Team Diversity

- HOW DIVERSE IS YOUR TEAM & WHAT ARE THE CHARACTERISTICS OF ITS DIVERSITY?
- Is your team diverse in:
 - Ability?
 - Age?
 - Ethnicity?
 - National or Regional Origin?
 - Race?
 - Religion?
 - Sexual Orientation?

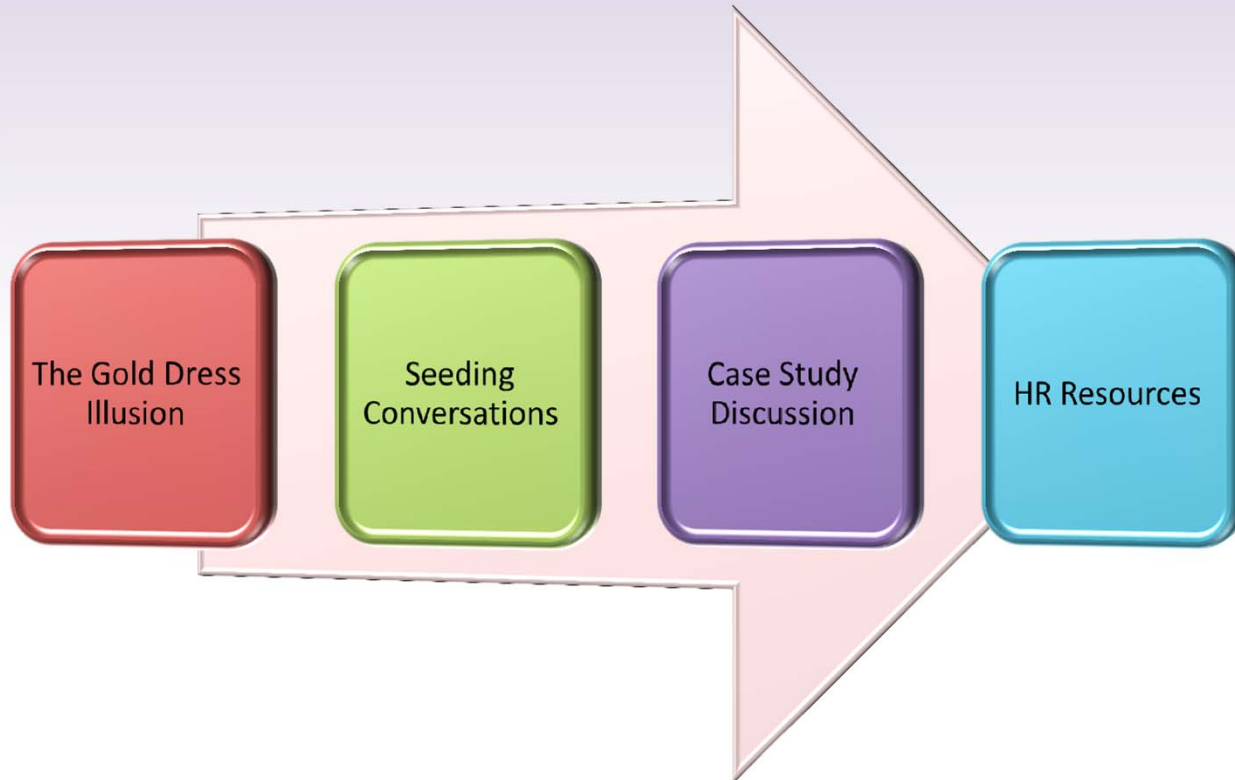
Conversation Seed 2: Helping Teams with Cultural Competency

- HOW DO YOU TRAIN, ENGAGE, AND SUPPORT YOUR STAFF IN IMPROVING THEIR CULTURAL COMPETENCY?
- Do you do any of the following:
 - Conduct regular performance evaluations?
 - Set up opportunities to check in with individual members of your team on a regular basis?
 - Do you your participate in as well as encourage your staff to participate in professional development opportunities related to diversity & equity issues?
 - Do you model best practices when it comes to creating an inclusive environment?

Conversation Seed 3: Team Goals and Diversity

- HOW MIGHT PAYING MORE ATTENTION TO DIVERSITY & EQUITY ISSUES IMPROVE YOUR STAFF'S ABILITY TO ACCOMPLISH YOUR OFFICE'S GOALS?
 - Elicits buy in from more staff members
 - Ensures that everyone has a voice and is heard
 - Challenges everyone to do their best because their efforts will be acknowledged
 - Establishes an environment in which cultural literacy/cultural competency is seen as a valued asset/skill
 - Establishes an environment where professional growth is deemed admirable and rewarded

Agenda



Case Study

Office of Academic Affairs at Jamestown College, in Jamestown Maine.

In preparation for the annual spring transfer orientation, Terri, the Director has begun devising the program schedule. The office will use essentially *the same* template from last year. There will be two Saturday Open Houses in November and October for transfer students, and a formal orientation for those who matriculate will take place on the Saturday and Sunday before classes resume in January.

Outreach responsibilities for the two assistant directors will again be *the same* as they were the last two years, James will work with Athletics and Chairs of academic majors to help prepare for reviewing applications and administering transfer credits.

Lisa, will work with Students of Color, First Generation Students, LGBTQ student councils, along with faculty members from these various identity groups to work on their participation in orientation events and programming.

There have been a few hiccups for Terri's staff this year. The five student employees have been absent more often than in previous years and generally not as engaged in the office's efforts. There have been murmurs that two of the students are upset about how slowly it has taken everyone in the office to address them by their PGPs. One student in particular, Chris has been upset about constantly being referred to as she, even after telling the office staff on a number of occasions that this is not their preferred pronoun.

Lisa and James have not been communicating as much and both seem to be working more independently, thereby forcing Eric their admin assistant to become a buffer and conduit for a lot of office communication, and constantly picking up loose ends.

Staff meetings have become particularly tense as Lisa and James continue debating some of the most minute details in discussions.

With one of this office's busiest seasons looming, Terri has to figure out a way to mitigate this unrest among the staff, and to lay the groundwork for the 2015-16 academic year.

CASE STUDY REFLECTION

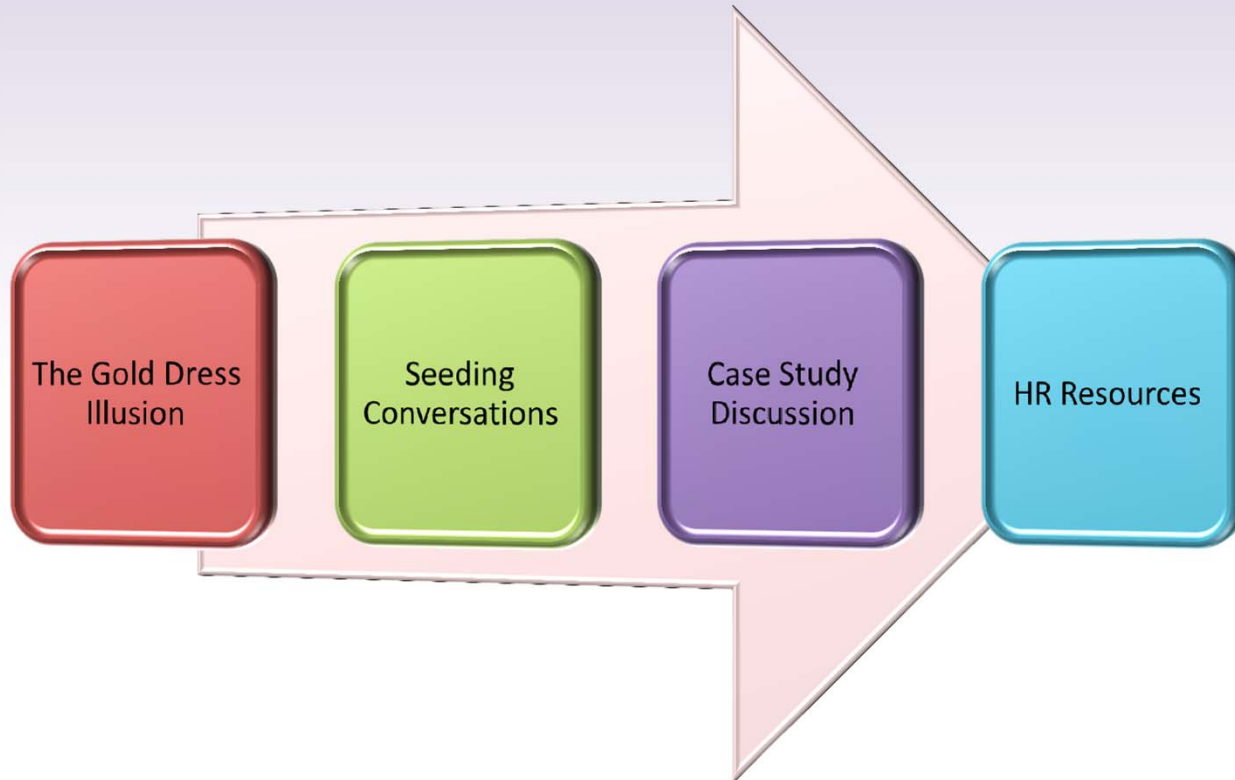
- Each person has been given a notecard with one of the names from the case-study written in the upper left-hand corner.
- Take five minutes to reflect and jot down on any notes on how you imagine the person you have been assigned:
 - Feeling?
 - How they should respond to their situation?
 - What kinds of conversations they should have with their colleagues?
 - What kind of support they might need/should seek out on campus to resolve their predicament?
- Once five minutes are up, we will give your table another five minutes to discuss as a group.
- During your discussion, please choose one person to report back to the larger group from your table?

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HR Resources on Diversity

- Hiring Guidelines
 - [Recruiting Diversity](#)
 - [Interviewing Dos and Don'ts](#)
 - [Employment Laws](#)
- Policies
 - [Affirmative Action and Equal Opportunity](#)
 - [Non-Discrimination Policy and Grievance Procedure](#)
- Groups on Campus
 - [Committee on Diversity and Community](#)
 - [Davis Center](#)
- Outside Resources
 - [Surfacing Implicit Bias](#)



- Program evaluation link will be sent by email.
- You'll get a link to a course page with all the materials.

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