

ASTC Equity & Diversity Toolkit

COMMUNICATION RESOURCES

Communicating About Diversity

There is a paucity of information on models for informing all staff about diversity and their roles in it. Most articles and books deal with interpersonal and inter-group communications. Diversity programs are different from other organizational initiatives—“PC” or so-called “political correctness” often inhibits clear and honest communication. It is usual to hear complaints that communication is so constricted that staff are “walking around on eggshells.” Staff should be provided diversity style books (Maggio, Nelsen) so that they understand the phrases and slang that roll off the tongue that easily insult or irritate others. Given the current sociopolitical climate, effective communication is challenging and critical for the success of any diversity program.

The first communication about diversity initiatives should come from the chief executive officer with the clear message of the importance of the effort and his/her commitment to the program. Further, the message must describe the leadership role that everyone in the organization plays, including white males. All too often, diversity programs are poorly positioned as benefiting only women, people of color and other diverse groups. According to authors Gormley, Spink et al, once the initial message is sent, organizations must establish and maintain ground rules for keeping colleagues informed about ongoing work, contacts, problems, accomplishments, and progress of the diversity program. Periodically ask staff how the communication process is working. Ask them to identify examples of communication working well and examples that indicate a need for improvement. Since a great deal of communication takes place through email, it is necessary to set guidelines for “netiquette” as well.

How an organization creates its internal communication strategy depends largely on its culture: some would prefer a video, others letters, small groups or a PowerPoint presentation at a staff meeting. The form of diversity communication is less important than its substance, honesty and transparency. Organizations that exaggerate the numbers of diverse staff and audience through misleading or token photographs are not well-served by such practices. External communication to diverse communities must be carefully constructed so as not to patronize or offend. For example, some communities do not allow drawings or photographs of humans for religious reasons. While others find certain colors offensive as they are symbolic of death.

Employee Feedback Strategies

Gathering employee feedback about diversity initiatives can be done in a number of ways:

- Gather evaluation data for all relevant meetings, events and training sessions
- Create surveys that assess climate, employee and executive behavior
- Set up focus groups
- Provide suggestion boxes

Whatever the format for gathering employee feedback, reports should be given about the findings and what actions have been taken as a result. If no action is taken about a significant event or problem, feedback requests will be resisted, or worse, ignored.

Annotated Resources

❖ **Accessible Practices: Best Practices Marketing.** ASTC Resource Center, 2004.

Web site available at <http://www.astc.org/resource/equity/practices.htm>.

This site points out that accessibility to the public is only the first step. There must be proper marketing if the public is to be aware of a center's accessibility. Here we find help with pinpointing the areas that need to be advertised. Some examples are accessible facilities like restrooms, stairs, parking, gift shops, food courts, telephones, elevators, ramps, and entrances. Also it is important to advertise public transportation to the facility, and what services may be available, like audio tours, assistive listening devices, sign language interpretation, and close captioning. Helpful information is given on how to build a network for marketing the accessibility of your organization.

For further information:

Barbara Ando, bjando@uclink4.berkeley.edu

DeAnna Beane, 202/783-7200 x137

Resource Category

- ✓ Communication
- ✓ Community Participation
- ✓ Exhibit, Program, & Audience Inclusiveness

Particularly Useful to:

- ✓ Visitor Services Managers
- ✓ Exhibit Designers
- ✓ Development Staff
- ✓ Facilities Managers

❖ **Accessible Practices Exchange, Involve Accessibility Advisors.** ASTC, 2004.

Web site available at <http://www.astc.org/ap/issues/advisors/index.htm>

This site discusses meeting with individuals with disabilities and hiring ADA professionals with and without disabilities as accessibility advisors. Individuals with disabilities provide a practical understanding of their needs with regards to facilities. ADA advisors are experts in disability law that help to ensure the organization meets at least the minimum legal requirements. Advice is provided on determining whether your organization is ready to involve accessibility advisors. In addition, there is guidance on how to get the consulting process started, and how the organization should best proceed through the consulting process.

Resource Category

- ✓ Communication
- ✓ Community Participation
- ✓ Exhibit, Program, & Audience Inclusiveness
- ✓ Leadership

Particularly Useful to:

- ✓ All Managers
- ✓ Visitor Services Managers
- ✓ Exhibit Designers
- ✓ Facilities Managers
- ✓ Boards
- ✓ Senior Leaders

❖ **Assistive Listening Systems (ALS) Help You Communicate Effectively. ASTC, 2003.**

Web site available at <http://www.astc.org/ap/issues/ald/index.htm>

This site gives advice on how to help people with hearing impairments get the most out of their museum visit. Having the right equipment is the first step, but it is important to have the audience that you are trying to reach test the equipment before your organization purchases it. At the same time, the organization can get input on how to most effectively market this new visitor service. It is important to have ongoing training for the staff and volunteers so that they are able to show guests how to use the equipment. Finally, patrons have the right to expect that the equipment will be in working order; therefore, proper maintenance is discussed.

Resource Category

- ✓ Communication
- ✓ Community Participation
- ✓ Exhibit, Program, & Audience Inclusiveness
- ✓ Planning & Implementation

Particularly Useful to:

- ✓ All Managers
- ✓ Educators
- ✓ Visitor Services Managers
- ✓ Exhibit Designers
- ✓ Development Staff
- ✓ Facilities Managers
- ✓ Boards
- ✓ Senior Leaders

❖ **Nelsen, Vivian Jenkins. *Beliefs & Behaviors That Help or Hinder Intercultural Relations*. Minneapolis, MN: Hypatia Trust Inc., 2004.**

This PowerPoint presentation offers the user a way of assessing whether his or her beliefs and behaviors are helping or hindering intercultural relations. This survey allows the user, whether a person of color or European American, to evaluate his or her beliefs about racism and cultural superiority. In addition, it provides affirmation for beliefs and behaviors that encourage positive intercultural relations. Best used as a confidential survey so that the user may reflect and benefit from it without fear of reproach by others.

For further information:

INTER-RACE, 600 21ST Avenue S., Minneapolis, MN 55454
612/339-0820

Resource Category

- ✓ Assessment
- ✓ Communication
- ✓ Community Participation
- ✓ Exhibit, Program & Audience Inclusiveness
- ✓ Leadership
- ✓ Planning & Implementation
- ✓ Professional Development/Human Resources

Particularly Useful to:

- ✓ All Staff
- ✓ Educators
- ✓ Visitor Services Managers
- ✓ Exhibit Designers
- ✓ Development Staff
- ✓ Facilities Managers
- ✓ Boards
- ✓ Senior Leaders

❖❖ **Betances, Samuel. *Communicating Diversity: Powerful, Practical, Persuasive Pointers to Get the Job Done.* New Century Forum, Inc., 1999.**

Samuel Betances earned both a master's degree and a doctorate at Harvard University and taught sociology for over 20 years. In this audio cassette Dr. Betances teaches the alphabet of respect in the context of groups, teams and organizations. He answers questions about leadership, qualified personnel, and diversity of thought in the workplace. There are some caveats when using this set, as more than diversity of thought is necessary for organizational success. Be cautious of a model that maintains the status quo by excluding other forms of diversity in favor of strictly diversity of thought. This caution also extends to meritocracy arguments for the hiring of people of color, women and persons with disabilities.

For further information:

Phone/Fax: 510/527-0700

Resource Category

- ✓ Communication
- ✓ Leadership
- ✓ Planning & Implementation
- ✓ Professional Development/Human Resources

Particularly Useful to:

- ✓ All Managers
- ✓ Boards
- ✓ Senior Leaders

❖❖ **Stone, Douglas, Bruce Patton, Sheila Heen, & Roger Fisher. *Difficult Conversations: How to Discuss What Matters Most.* New York, NY: Penguin Putnam Inc, 2001 (1st Ed.).**

Offers a 21st Century approach to dealing with conflict resolution, negotiation, and other awkward or uncomfortable communications. A "how to" guide for emotional intelligence. The authors discuss three types of conversations: (1) The "what happened?" conversation; (2) The feelings conversation; and (3) The identity conversation. This guide encourages the user to examine his or her biases, personal investment, and position when approaching these conversations. Overcoming one's pre-conceived notions may be the key to effective communication.

For further information: <http://www.penguinputnam.com>

Resource Category

- ✓ Communication
- ✓ Leadership
- ✓ Professional Development/Human Resources

Particularly Useful to:

- ✓ All Staff
- ✓ Educators
- ✓ Visitor Services Managers
- ✓ Exhibit Designers
- ✓ Development Staff
- ✓ Facilities Managers
- ✓ Boards
- ✓ Senior Leaders

❖ **Nelsen, Vivian Jenkins & Lela Porter. *The Diversity Curriculum: Diversity Conflict Resolution: A Group Guide*. Minneapolis, MN: Hypatia Trust Inc., 1998 (2nd printing).**

This guide to group conflict resolution provides a step-by-step roadmap for resolving conflict. It assesses the user's personal style of conflict management. Diversity conflict is a conflict in which a component such as culture, gender, age, disability, sexual orientation, etc. is present. Conflicts may arise around issues of communication, fairness, tensions, prejudice, rivalries, power and rejection problems based on real or perceived differences.

For further information:

INTER-RACE, 600 21ST Avenue S., Minneapolis, MN 55454
612/339-0820

Resource Category

- ✓ Communication
- ✓ Community Participation
- ✓ Leadership
- ✓ Professional Development/Human Resources

Particularly Useful to:

- ✓ All Staff
- ✓ Educators
- ✓ Development Staff
- ✓ Facilities Managers
- ✓ Boards
- ✓ Senior Leaders

❖ **Nelsen, Vivian Jenkins & Lela Porter. *The Diversity Curriculum: Diversity Conflict Resolution: A Personal Guide*. Minneapolis, MN: Hypatia Trust Inc., 1998 (2nd printing).**

This guide will assist the user in addressing conflict in one of two situations. The first situation is where there has been a recent critical incident with another person or persons in a work group, team, committee or class that involves a diversity issue. The second situation is where there is an ongoing disagreement with another person or persons in a work group, team, committee or class that involves a diversity issue.

For further information:

INTER-RACE, 600 21ST Avenue S., Minneapolis, MN 55454
612/339-0820

Resource Category

- ✓ Communication
- ✓ Community Participation
- ✓ Leadership
- ✓ Professional Development/Human Resources

Particularly Useful to:

- ✓ All Staff
- ✓ Educators
- ✓ Development Staff
- ✓ Facilities Managers
- ✓ Boards
- ✓ Senior Leaders

❖❖ **Nelsen, Vivian Jenkins & Lela Porter. *The Diversity Curriculum: Diversity Leadership: A Trainers Manual*. Minneapolis, MN: Hypatia Trust Inc., 1997.**

The Diversity Leadership Manual outlines objectives and types of training. It instructs on the philosophy and methodology of training and it provides a step-by-step guide to conducting successful training and conflict resolution. Included is a guide on how to use The Diversity Curriculum and the proper role of each publication in the series. This book leads the way in planning and implementing training, analyzing issues, and managing conflict.

For further information:

INTER-RACE, 600 21ST Avenue S., Minneapolis, MN 55454
612/339-0820

Resource Category

- ✓ Assessment
- ✓ Communication
- ✓ Community Participation
- ✓ Exhibit, Program & Audience Inclusiveness
- ✓ Leadership
- ✓ Planning & Implementation
- ✓ Professional Development/Human Resources

Particularly Useful to:

- ✓ All Staff
- ✓ Educators
- ✓ Visitor Services Managers
- ✓ Development Staff
- ✓ Facilities Managers
- ✓ Boards
- ✓ Senior Leaders

❖❖ **Elliott, Jane. *The Essential Blue Eyed*. San Francisco, CA: Claus Strigel and Bertram Verhaug, California Newsreel, 1999.**

(2 videos on one cassette, including a facilitator guide. Price: \$295.00.)

Jane Elliott found national fame as the Iowa elementary school teacher who led a televised experiment with her school children to teach them about discrimination. Trying to help the children understand the work of Martin Luther King, Jr. shortly after his assassination, she chose children with blue eyes and put a cloth collar on them so that they could be the objects of bias by both their classmates and teacher. Elliott told these children that they weren't as smart as the others, and that their recess would be limited and what started out as a playful exercise became a painful learning experience for her third graders. The next day, the brown-eyed children were subjected to the same experience.

The dean of diversity trainers, Jane Elliott reprised her experiment with adults in two films, *Eye of the Storm* and *A Class Divided* with amazing results. The *Essential Blue Eyed* is, according to Elliott, "the most dramatic and complete summary of my 30 years experience helping organizations grapple with the difficulties and opportunities offered by a diverse workforce." Elliott believes that people can best be motivated to fight discrimination by experiencing it themselves, if only for a few hours in a controlled environment.

In this video, she divides a group of Midwesterners by eye color and “subjects the blue eyed members to a withering regimen of humiliation and contempt.” In just a few hours, professionals are distracted, downcast and unable to follow simple instructions. This video is eye-opening in its simplicity as it illustrates the powerful effect of negative expectations. The film helps reveal how even casual bias can have a devastating effect on personal performance, organizational productivity, teamwork and morale.

There are two videos, a 50-minute trainer’s edition, and a 36-minute debriefing tape featuring Elliott demonstrating how to help participants apply the lessons of the video to their daily work lives. A classic that should be seen by everyone.

For more information: <http://www.newsreel.org>

Resource Category

- ✓ Communication
- ✓ Community Participation
- ✓ Exhibit, Program & Audience Inclusiveness
- ✓ Leadership
- ✓ Professional Development/Human Resources

Particularly Useful to:

- ✓ All Staff
- ✓ All Managers
- ✓ Educators
- ✓ Visitor Services Managers
- ✓ Exhibit Designers
- ✓ Development Staff
- ✓ Facilities Managers
- ✓ Boards
- ✓ Senior Leaders

❖❖ Federal Laws Prohibiting Job Discrimination Questions and Answers. Equal Employment Opportunity Commission, ongoing updates.

Web site available at <http://www.eeoc.gov/facts/qanda.html>

The Equal Employment Opportunity Commission (EEOC) offers information on Federal anti-discrimination laws in employment. It covers such information as hiring and firing, harassment based on race, color, religion, sex, national origin, disability, or age. Also covered are the processes used when an individual wishes to file a complaint with the EEOC. Finally, individuals can get information on what remedies are available if and when it is found that they have been discriminated against. This website is very current and is helpful if the reader is able to understand legal language and phrasing.

Resource Category

- ✓ Assessment
- ✓ Communication
- ✓ Community Participation
- ✓ Exhibit, Program & Audience Inclusiveness
- ✓ Leadership
- ✓ Planning & Implementation
- ✓ Professional Development/Human Resources

Particularly Useful to:

- ✓ All Staff
- ✓ All Managers
- ✓ Educators
- ✓ Visitor Services Managers
- ✓ Exhibit Designers
- ✓ Development Staff
- ✓ Facilities Managers
- ✓ Boards
- ✓ Senior Leaders

❖ ***Gaining a Competitive Edge by Creating a Productive and Inclusive Work Environment. Bloomington, MN: Minnesota Cultural Diversity Center, 1999.***

(2 video cassettes. Tape 1: 80 minutes; Tape 2: 1 hour and 30 minutes.)

This teleconference video begins with short, fast moving dramatic sketches by Minneapolis' Pillsbury House Theatre, a multicultural company, illustrating a wide variety of real and compelling diversity dilemmas. This part of the video could be effectively used for training or discussion groups. The dramatic performance was followed by a spirited lecture by Dr. Barbara Crawford on work-life balance. A researcher in this area, Crawford posits the notion that there is a new employee/employer contract on the quality of work-life—younger workers want meaningful work and “want a life”. Lifestyle issues are “huge,” and employees are no longer willing to work many hours without balance and supports both inside and outside the workplace.

Crawford is engaging and compelling in making her arguments for employee commitment. She listed work-life supports and diversity/inclusion as two of the most vital reasons employees choose. Some key work-life supports are: elder care, job sharing, adoption services, on-site camps, employee help-lines, family care, and concierge services.

The second video has a longer dramatic presentation of a family struggling with balance and immigrant issues. It is followed by a panel discussion of employee councils. Although it begins with panel members reading information about their respective councils, it quickly becomes more animated and is a useful discussion about how to begin and maintain affinity groups and councils. Interestingly, one of the stronger groups seems to be an informal African-American university employee group that is mostly social but works with university diversity initiatives.

For further information:

9633 Lyndale Avenue S., Richfield , MN 55420

952/881-6090

Resource Category

- ✓ Communication
- ✓ Community Participation
- ✓ Leadership
- ✓ Professional Development/Human Resources

Particularly Useful to:

- ✓ All Staff
- ✓ All Managers
- ✓ Educators
- ✓ Visitor Services Managers
- ✓ Exhibit Designers
- ✓ Development Staff
- ✓ Facilities Managers
- ✓ Boards
- ✓ Senior Leaders

❖❖ ***Integrating Diversity for Real Change: Competencies for the 21st Century.*** Bloomington, MN: Minnesota Cultural Diversity Center, 1998.
(2 video cassettes: 90 minutes each)

Tape 1

This video is an annual teleconference on diversity by the Minnesota Cultural Diversity Center and starts with 10 minutes each of senior leaders from a variety of fields making the case for diversity. Douglas Leatherdale, President and CEO of the St. Paul Companies, talks about the business case. The business case, though not detailed, encourages other leaders to invest in diversity as a bottom line issue. Other business leaders from American Express, General Mills and the St. Paul Companies, talk about the moral case for diversity and their personal experiences. This video has a corporate focus and could be useful with business leaders on boards.

Lee Mun Wah, filmmaker and diversity consultant, is moderator of a panel of most of the presenters. Although the individual presentations are stiff, the panel is much more animated and interesting--worth waiting for. Callers asked about issues of accountability versus training and panel members discussed "revolutionary stimulation for evolutionary (measured) progress." We are reminded that diversity is not a "zero-sum" game, i.e. if persons of color and women make progress, whites will lose jobs and status. Support for sheltered workshops was suggested as a way to help move persons with disabilities into companies. Though laudable, it must be noted there are disproportionately more Ph.Ds with disabilities who are unemployed than any other group in the country.

Tape 2

Lee Mun Wah, acclaimed diversity filmmaker and consultant, is the facilitator of a small panel of diversity experts. The video begins with puzzling, lengthy documentary footage of a multicultural group of men talking—there is no title to introduce the piece. Later, the viewer discovers that the footage is from "Walking Each Other Home," a film by Lee Mun Wah. The footage isn't discussed, and the viewer is left to draw his/her own conclusions. Lee Mun Wah begins with a short lecture, in which he discusses problems such as fear of each other resulting in a lack of meaningful dialogue. We speak serially to each other—one person talks, then the next with no real listening. Lee says that we need to communicate openly and not only in English. He exhorts the viewer to move beyond similarities to differences between us and to see the positives there and to get beyond the fear of conflict. Lee Mun Wah asks why we are not able to wear clothes reflective of our ethnic identities in the workplace without loss of status?

One of the panelists, Dr. Peggy Riley, an advisor to President Clinton on race, said some people of color are tired of talk and want to move to action. Riley gave a list of ways to become culturally competent, e.g., reading books and articles, taking seminars, making mistakes and forgiving oneself, and integrating diversity. In discussing themes for the business case for diversity, she gave a long list of ways to integrate diversity including:

- knowing the business case for diversity
- doing internal and external homework
- establishing trustworthy relationships with senior leaders
- assessing needs and climate
- beginning where you can be successful
- communicating
- knowing business objectives
- executing diversity initiatives in a seamless way

Her list of pitfalls included: a lack of humility and arrogantly thinking that there is no more to learn. She noted that those who would lead diversity must be trustworthy change agents, educators, strategists and confidence builders in others, and willing to admit mistakes. Panelist Enrique Baltierra, a consultant from the Pro Group, discussed the issues facing Latinos in the workplace. Calls and faxes were answered by panelists; some of the most interesting discussion dealt with questions about power and resources.

For further information:

9633 Lyndale Avenue S., Richfield, MN 55420
952/881-6090

Resource Category

- ✓ Communication
- ✓ Community Participation
- ✓ Leadership
- ✓ Professional Development/Human Resources

Particularly Useful to:

- ✓ All Staff
- ✓ All Managers
- ✓ Educators
- ✓ Visitor Services Managers
- ✓ Exhibit Designers
- ✓ Development Staff
- ✓ Facilities Managers
- ✓ Boards
- ✓ Senior Leaders

❖❖ **Lee, Mun Wah. *Last Chance for Eden*. Oakland, CA: Stir-Fry Productions, 2002.**

(88 minute video)

Emotionally charged, this unscripted two-part video addresses race, gender and gay issues. Nine men and women spend two weekends together much like Lee Mun Wah's now famous film, *The Color of Fear*. The pain of the participants is palpable and almost overwhelming at times. An immense amount of pain and rage is expressed by the people of color, especially the women, who weep almost continually. There are almost too many issues to attend to in a short amount of time and the level of feeling runs so high, so quickly, that the viewer is left breathless. The white participants are first angry and withdrawn--feeling that their words are twisted and they are misunderstood. Their claims of not being racist are challenged by the people of color, leaving the whites feeling, at first, disrespected by the members of color. When a European American male begins to weep after a heated exchange with a Latino male, the facilitators and the group turn their attention to "taking care" of the white man. The resulting angst of being racism's victims is very hard to watch. This film is not recommended for a first meeting of racially mixed groups unless you have a weekend and trained facilitators to process both the content and context of the film.

For further information: <http://www.stirfryseminars.com>

Resource Category

- ✓ Communication
- ✓ Leadership
- ✓ Professional Development/Human Resources

Particularly Useful to:

- ✓ All Staff
- ✓ All Managers
- ✓ Educators
- ✓ Visitor Services Managers
- ✓ Exhibit Designers
- ✓ Development Staff
- ✓ Facilities Managers
- ✓ Boards
- ✓ Senior Leaders

❖❖ ***Understanding Race and Human Variation (museum exhibit)*. St. Paul, MN: Science Museum of Minnesota, 2004.**

Advice for connecting with the community both before and after the exhibit in order to build understanding and test exhibit and program ideas, get input and feedback on whether the exhibit meets the expectations of the community, and what could be improved. Also offers suggestions for working with school programs, local civic organizations, and youth in the community. Finally, advice is offered on proper staff training for the exhibit, anticipating that some people may find it offensive.

For further information:

120 West Kellogg Blvd., St. Paul, Minnesota 55102

<http://www.smm.org>

Resource Category

- ✓ Assessment
- ✓ Communication
- ✓ Exhibit, Program & Audience Inclusiveness
- ✓ Leadership
- ✓ Professional Development/Human Resources

Particularly Useful to:

- ✓ Development Staff
- ✓ Boards
- ✓ Senior Leaders

❖ ***Mosaic: Managing Diversity in the Workplace.* Minnesota Cultural Diversity Center. Princeton, NJ: Films for the Humanities and Sciences, 1991.**

This film features a variety of focus groups—Latino/Hispanic; African American; American Indians; and persons with disabilities. They are asked a series of questions; the first is “What do you want to be called?” The moderators conclude that people don’t want to be called anything but their names. Other issues that are discussed are stereotyping and cultural conflicts.

Examples of bias are poignant --an African American man gives an example of a job interview where he was asked about what books he was currently reading. He gave the title of a book by an African American author and since the interviewer didn’t know either, there was an embarrassed silence, and the African man was quickly moved along and out the door. A lawyer whose hands are distinctive because of her physical disability said that during the entire interview, the interviewer gazed at her hands and finally blurted out the question, “Can you write legibly?” Her hands, not her mind, were the focus of the interview. A supervisor with a disability said that he is often asked by newcomers, “Who is the boss?” thus underscoring their disbelief that a person using a wheelchair could be capable of being the boss. A Japanese woman is often asked to order Chinese food by colleagues and resents the notion that the two cultures are perceived as interchangeable. A Native American parent reports that his child’s teacher wrote a note on the little girl was a member of “Stinking Foot tribe” as a joke. School officials refused to do anything when he complained that his child was hurt. Members of the disability focus group talked about being invisible, sexless and stereotyped.

A member of the Latino group said, “We want others to get to know us as persons. People of color are left out of conversation, office camaraderie and friendships. If asked sincerely, most people of color will share information—ask questions and then listen.” There is a good discussion on ADA (the Americans With Disabilities Act) about freedom and choices for disabled workers. Disabled people are unemployed at the rate of 70% and their average income is \$4,000 a year.

Managers and supervisors should examine systems, connections [informal systems] and resources in order to support the success of people of color which will lead, in turn, to the success of the organization. What do people of color, women and disabled worker want from managers? The answers included:

- Trust me to do my job;
- Give me a chance to do things my way;
- Do nothing special, treat me like an individual;
- Give me respect;
- Empower me to do my job. Expectations need to change—not be low for diverse people;
- All the burden should not be on people of color to get along;
- Deal with racism. Really be aware of biases;
- Treat disabled people as whole people;
- Read, educate oneself on diversity, take a class;
- Look at institutional barriers, and examine your thinking for biases;
- Just ask questions, respect a person’s boundaries, “check it out.”

The video covers basic issues that could be useful in supervisor and manager orientation. Background noise is sometimes distracting, and the video would have benefited greatly from using a sound stage for the groups.

Resource Category

- ✓ Communication
- ✓ Leadership
- ✓ Professional Development/Human Resources

Particularly Useful to:

- ✓ All Managers
- ✓ Visitors Services Managers
- ✓ Facilities Managers
- ✓ Boards
- ✓ Senior Leaders

❖ **Jolly, Eric E., Ph. D. *Moving Towards Diversity: A Model for Community Change*. Newton, MA: Education Development Center Inc., 1996.**

(color video: 33 minutes/closed captions)

The video is an engaging lecture by Dr. Eric Jolly, President of the Science Museum of Minnesota, which offers a “path to building a community that includes all available members. It is a way to move from exclusion to representation, empowerment, and shared responsibility for one another. Community is broadly defined, and can mean any group, organization, or setting in which people

associate—a school, workplace, community agency, campus, department, town.”

The model helps viewers understand how to move from a “majority standard” to a “community standard.” Jolly uses clear examples to describe tokenism and positive and negative education. Using stage theory along a U-shaped curve, he explains why communities resist hearing the complaints of minority groups until a crisis leads to personal reexamination. Jolly explains why there is stress as there is movement from one stage to the next and encourages viewers to commit to the deliberate effort needed for forward motion. His definitions of tokenism as “a form of giving voice without giving power” and negative education as “when those without a means for impact speak without an invitation, and those who set the standards refuse to listen,” are as clear as any this writer has seen. In a recent interview, Jolly reported revising the curve to include four steps between positive education and empowerment. They are: practice, skills, knowledge and awareness.

For further information:

55 Chapel Street, Newton, MA 02158
617/969-7100

Resource Category

- ✓ Communication
- ✓ Community Participation
- ✓ Exhibit, Program & Audience Inclusiveness
- ✓ Leadership

Particularly Useful to:

- ✓ All Staff
- ✓ All Managers
- ✓ Educators
- ✓ Visitors Services Managers
- ✓ Exhibit Designers
- ✓ Boards
- ✓ Senior Leaders

❖ **National Training Institute for Applied Behavioral Science.**

Web site available at <http://www.ntl.org>.

Founded in 1947, National Training Institute for Applied Behavioral Science (NTL) is a not-for-profit organization working with managers, leaders, and executives to "increase their capacity to improve our collective and individual lives." The Institute also conducts research, produces publications and provides programs and products to leaders and organizations in all sectors. The website includes information on publications and training products, public training programs, customized and in-house training programs, as well as a calendar of events.

NTL is the oldest and best training organization in the country, founded by Dr. Kurt Lewin, the father of the field of social psychology. NTL is known for its ability to help clients master a wide variety of skills necessary for diversity

competency.

For further information:

NTL Institute, 300 North Lee St., Ste. 300, Alexandria, VA 22314-2630
800/777-5227

Resource Category

- ✓ Communication
- ✓ Community Participation
- ✓ Leadership
- ✓ Exhibit, Program & Audience Inclusiveness
- ✓ Professional Development/Human Resources

Particularly Useful to:

- ✓ All Staff
- ✓ Educators
- ✓ Visitors Services Managers
- ✓ Exhibit Designers
- ✓ Development Staff
- ✓ Facilities Managers
- ✓ Boards

❖ ***Racial Legacies and Learning: How to Talk About Race.* Produced by Michael Fragale and Joann Stevens. Alexandria, VA: PBS Adult Learning Service, 1999.**

(video: 112 minutes/closed captions)

A teleconference co-sponsored by San Francisco University and the local public television station used a town hall format with 300 downlinks across the country with businesses and educational institutions. *How to Talk About Race* is an excellent video that could use some judicious editing and is about half an hour too long. It is very well done—the speakers are interesting, the video is technically well-produced, and the moderator is outstanding. But the film is too ambitious and tries to cover too much ground; there are interviews with people on the street and a religious dialogue group that don't add much. Overall, though, this is a sensitive and helpful discussion on how to get beyond shame and blame toward purposeful dialogue and action.

Why is it so hard to talk about race? Fear, shame and blame are the culprits. Whites have a personal history that needs to be part of the conversation but seldom is. Questions like, "When do you first remember race?" are suggested as non-threatening openers. (See *The Diversity Discussion Guide*.) There are models, such as study circles, that provide answers on "how to get started." Panel members agree that facilitation is needed to manage the thorny and emotionally daunting elements of cross-cultural conversations. America is so racially segregated that no natural forums exist for people to engage in dialogue. Also, higher education is putting out students lacking diversity competencies, and it is costing businesses millions of dollars to train them. Another panelist says, "It's like trying to rebuild a plane in mid-air, and you can't land to fix it."

A senior executive from Denny's Restaurant is on the panel, and the restaurant

chain is pointed to as an example of how a company can turn things around. How did they do it? Denny’s success is based on a quintessential list of well-known diversity “best practices”:

- Denny’s new CEO is committed to diversity and role models effective behaviors—the first of which was to find an inside senior leader to put in charge of leading and monitoring change.
- The organization looked at system, structures, policies and practices for barriers to diversity and set about dismantling them.
- It rewarded and recognized diversity “champions” and tied 25% of bonuses to diversity advancement by supervisors and managers.
- Denny’s trained over 70,000 people in diversity over a five-year period in their system.
- Senior leaders are now diverse and Denny’s leads the country in having the largest number of diverse board members—43%. The number of managers and senior managers has become increasingly diverse.
- These changes have linked diversity and excellence, with the result that diverse teams are outperforming same-sex, same-color teams.

Further, class needs to be part of racial discussions, according to panelists, as there are differences within all groups and class is one of them. For some whites, religion may be a way to enter this conversation.

For further information:

1320 Braddock Place Alexandria, VA 22314-1698
800/257-2578

Resource Category

- ✓ Communication
- ✓ Leadership
- ✓ Planning & Implementation
- ✓ Professional Development/Human Resources
- ✓

Particularly Useful to:

- ✓ All Managers
- ✓ Educators
- ✓ Visitors Services Managers
- ✓ Facilities Managers
- ✓ Boards
- ✓ Senior Leaders

❖ **Dickerson, A. *Redressing the balance*. *Museums Journal*, 1991: 21-3.**

A brief ideological discussion by Dickerson, former administrator at both the Chicago Historical Society and DuSable African American Museum, on museums’ obligation to collect materials “against the backdrop of years of curatorial neglect” in order to eliminate a strong bias against “non-Western achievements in science, art, literary or scholarly endeavors.” Stresses critical

nature of cross-cultural dialogue between museum staff and various communities to achieve a “bond of trust.” Offers a brief section on semantic pitfalls surrounding such dialogues; presents a list of terms to be avoided. Concludes with a practical list of beginning “action steps” for attaining increased museum diversity; checklist includes internal self-study specifics, complete with goals, timetables, perspectives, and research “of a different kind” that will help museums with sound suggestions for staff training.

Resource Category

- ✓ Communication
- ✓ Community Participation
- ✓ Exhibit, Program & Audience Inclusiveness
- ✓ Planning & Implementation

Particularly Useful to:

- ✓ All Managers
- ✓ Educators
- ✓ Exhibit Designers
- ✓ Development Staff
- ✓ Boards
- ✓ Senior Leaders

❖ **Simma Lieberman. *Ten PC Tips for Communicating with a Diverse Audience*, 2004.**

Simma Lieberman offers helpful pointers on how to talk speak to audiences with diverse backgrounds. She posits that the more people feel included, the more they will listen to you. She advises on how to use inclusive language, for example by varying pronouns, (she/he), both men and women will feel included. In addition, she discusses the use of metaphors and how it is important to vary these as well. For example, don't always use sports as a metaphor. It also tells you how to deal with sensitive issues like asking someone for the correct pronunciation of their names. Ms. Lieberman is a co-author of the book *Putting Diversity to Work*. Her firm offers speaking, coaching, training, and consulting.

For further information:

1185 Solano Ave. PMB 142. Albany, CA 94706

Phone: 510/527-0700

Fax: 510/527-0723

<http://www.simmalieberman.com>

simma@simmalieberman.com

Resource Category

- ✓ Communication
- ✓ Community Participation
- ✓ Exhibit, Program & Audience Inclusiveness
- ✓ Leadership

Particularly Useful to:

- ✓ Educators
- ✓ Exhibit Designers
- ✓ Boards
- ✓ Senior Leaders

❖❖ **Thomas, R. Roosevelt, Marjorie I. Woodruff, and R. Roosevelt Thomas Jr.**
***Building a House for Diversity: A Fable about a Giraffe and an Elephant Offers New Strategies for Today's Workforce.* AMACOM: 1999.**

This story addresses how privilege or bias can shape our surroundings. When the giraffe invites the elephant in, disaster strikes. The house has been designed to meet the needs of the tall, slender giraffe not the short, portly elephant. The giraffe suggests ways that the elephant might lose weight, and thereby, enter the home. Meanwhile, the elephant thinks that the house simply needs to be redesigned. This is a telling story about how an individual's position shapes his or her world view and how to go about seeing a different point of view.

Resource Category

- ✓ Communication
- ✓ Leadership
- ✓ Professional Development/Human Resources

Particularly Useful to:

- ✓ All Staff
- ✓ All Managers
- ✓ Educators
- ✓ Visitor Services Managers
- ✓ Exhibit Designers
- ✓ Development Staff
- ✓ Facilities Managers
- ✓ Boards
- ✓ Senior Leaders

❖❖ ***Monad Trainer's Aide Inc.***

Website available at <http://www.theinnovationcenter.org/>.

This is an excellent place to begin looking for materials to use in training programs. The "Mini Catalogue" has one of the largest listings of diversity workplace films and videos in the marketplace. A link to topics listed by category is provided. Some examples of categories are: diversity and culture, sexual harassment, empowerment, and supervisory skills. Virtually every imaginable topic of organizational life is covered. This site is a must for trainers and developers.

For further information:

163-60 22nd Rd., Whitestone, NY 11357

carol@monadtrainersaide.com

gene@monadtrainersaide.com

Resource Category

- ✓ Communication
- ✓ Exhibit, Program & Audience Inclusiveness
- ✓ Leadership
- ✓ Professional Development/Human Resources

Particularly Useful to:

- ✓ All Staff
- ✓ All Managers
- ✓ Educators
- ✓ Visitor Services Managers
- ✓ Exhibit Designers
- ✓ Development Staff
- ✓ Facilities Managers
- ✓ Boards
- ✓ Senior Leaders

❖ **Gormley, Wilma and Linda Spink with Jawara Lumamba, Dee Hahn-Rollins & Vicki Wilde. *Working with Diversity in Collaborations, Tips and Tools, 2002-2003.***

Published by the Consultative Group on International Agricultural Research's (CGIAR) gender and diversity program, this piece provides tips on managing the use of language carefully, managing communication carefully, and ways leaders can maximize diversity. For example, when dealing with language issues, use interpreters where necessary. When dealing with problems, establish a practice of being open and constructive before problems seriously hinder performance. This is an excellent source to use as a quick study for dealing effectively with communication within the organization.

For further information:

Vicki Wilde

CGIAR Gender and Diversity Program

C/O ICRAF, P.O. Box 30677

Nairobi, Kenya

Phone: 1/650/833-6645

Fax: 1/650/833-6646

v.wilde@cgiar.org

Resource Category

- ✓ Communication

Particularly Useful to:

- ✓ All Staff
- ✓ Educators
- ✓ Visitor Services Managers
- ✓ Exhibit Designers
- ✓ Development Staff
- ✓ Facilities Managers
- ✓ Boards
- ✓ Senior Leaders

❖ **Wheatley, Margaret J. *Turning to One Another, Simple Conversations to Restore Hope to the Future.* San Francisco, CA: Berrett-Koehler Publishers Inc., 2002.**

An excellent source to find ways of "breaking the ice" in conversations. Simple questions and statements are presented like "Am I becoming someone I respect?" and "What do I believe about others?" These questions/statements are followed by written reflections from the author and others. Wheatley's book is a great help for small groups of people who may be struggling to connect with one another.

For further information: <http://www.bkconnection.com>

Resource Category

- ✓ Communication
- ✓ Leadership
- ✓ Professional Development/Human Resources

Particularly Useful to:

- ✓ Boards
- ✓ Senior Leaders

❖ **Carver, John & Miriam Mayhew Carver. *Reinventing Your Board, A Step-by-Step Guide to Implementing Policy Governance*. San Francisco, CA: Jossey-Bass, 1997.**

A hands-on, step-by-step guide to implementing policy governance on your nonprofit board. There are illustrations of how boards can effectively make decisions and can craft useful policies. Suggestions are also given in how to set an agenda, monitor CEO performance and define the board role. Sample policies, illustrations, exercises and other practical materials make this a very helpful resource for your board. The book is split into three parts. Part one deals with preparing for change, part two with crafting policies in various areas, and part three deals with board documents and implementation.

For further information: www.josseybass.com

Resource Category

- ✓ Communication
- ✓ Leadership
- ✓ Planning & Implementation
- ✓ Professional Development/Human Resources

Particularly Useful to:

- ✓ Boards
- ✓ Senior Leaders

❖ **Barbara Frankel, Executive Editor. *DiversityInc*. New Brunswick, NJ: DiversityInc Media LLC.**

Website available at <http://www.diversityinc.com>.

This a bi-monthly publication that addresses diversity in the business world. It is filled with articles that are relevant to individuals working in many different fields. For example, the January/February issue of 2003 addresses Black History Month and the importance of incorporating black history and the accomplishments of African-Americans while also including an article redefining Hollywood's roles for black males. There is also an excellent website with both free links and links that require individuals to subscribe to the magazine.

Resource Category

- ✓ Communication
- ✓ Leadership
- ✓ Professional Development/Human Resources

Particularly Useful to:

- ✓ Boards
- ✓ Senior Leaders

❖❖ **ProGroup. *Attitudes Toward Differences*. Minneapolis, MN: The Professional Development Group, Inc., 1993-1999.**

(video: 18:13 minutes)

This video begins with participants getting a mental snapshot of people with whom they enjoy working and people with whom they have trouble working. The video continues by having participants do some analysis about what might be behind the choices they made in the first exercise. Participants are shown the Tolerance Scale, which is a numerical method of ranking their feelings about others. The highest level of tolerance is appreciation, next is acceptance, third is tolerance, fourth is avoidance and finally the lowest level of tolerance is repulsion. The instructor then shows a series of close-up photographs and asks participants to rank the photos on the tolerance scale. This is the “first look”. The instructor then shows the wide angle of the photos and the participants rank their tolerance once again. The results are often startling and are very helpful to participants in identifying their biases. The video also discusses behaviors and the impact of biases and assumptions. An excellent resource for any area of the organization, the video comes with both an instructor’s and a participant’s manual with the entire presentation taking about two hours.

For further information:

One Main Street S.E., Ste. 200

Minneapolis, MN 55414

800/651-4093

progroup@progroupinc.com

Resource Category

- ✓ Assessment
- ✓ Communication
- ✓ Leadership
- ✓ Planning & Implementation
- ✓ Professional Development/Human Resources

Particularly Useful to:

- ✓ All Staff
- ✓ Educators
- ✓ Development Staff
- ✓ Boards
- ✓ Senior Leaders

❖❖ **hooks, bell. *Teaching Community, A Pedagogy of Hope*. New York: Routledge, 2003.**

Educators in particular will benefit from this book. In it, bell hooks discusses the pervasiveness of racism in U.S. society. “Teaching community” means working against the effects of a society which socializes individuals to “worship whiteness”. Hooks points out that this teaching can take place anywhere. Of particular interest are chapters on “what happens when white people change”, “progressive learning” and “practical wisdom.” This is a bold and highly progressive look at white privilege, how it plays out in society, and how individuals can recognize it and begin to challenge it in productive ways through

education.

For further information: <http://www.routledge-ny.com>

Resource Category

- ✓ Assessment
- ✓ Communication
- ✓ Community Participation
- ✓ Leadership
- ✓ Professional Development/Human Resources

Particularly Useful to:

- ✓ Educators
- ✓ Development Staff
- ✓ Boards
- ✓ Senior Leaders

❖ ***ASTC Dimensions, A Common Vision: ASTC's Equity and Diversity Initiative. Washington D.C.: Association of Science-Technology Centers Inc., January/February 2002.***

This issue of Dimensions includes articles on diversity by various authors and on various topics. Included titles are Confronting Demographic Denial: Retaining Relevance in the New Millenium (Jolly, E.J., January 2002); Moving Toward Inclusion: A Model for Change (Bennington, S. & Smith, A.L., January 2002); Walking the Talk: The Importance of a Diversity Plan (Ellis, D.W., January 2002); A Question of Truth: Dialogue in Action (Lewis, L., Marville, C., & Spencer, C., January 2002); Quantifying Change: The Case for Equity/Diversity Metrics (Peterson, J., January 2002); Who Works in Science Centers? ASTC's 2001 workforce Survey (Pollock, W. & Nash, A., January 2002); and finally, a complete Equity and Diversity initiative has been published by ASTC. This is an excellent resource for those seeking to understand the ASTC vision for diversity and equity and is an essential starting place for gaining this understanding. [OBJ]

For further information:

ASTC Publications Department
1025 Vermont Avenue NW, Ste. 500
Washington D.C. 20005-6310
202/783-7200

Resource Category

- ✓ Assessment
- ✓ Communication
- ✓ Community Participation
- ✓ Exhibit, Program & Audience Inclusiveness
- ✓ Leadership
- ✓ Planning & Implementation
- ✓ Professional Development/Human Resources

Particularly Useful to:

- ✓ All Staff
- ✓ Educators
- ✓ Visitor Services Managers
- ✓ Exhibit Designers
- ✓ Development Staff
- ✓ Facilities Managers
- ✓ Boards
- ✓ Senior Leaders