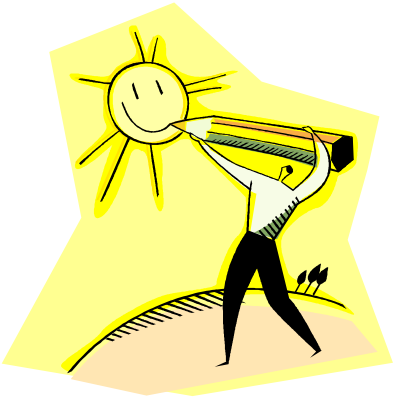
Diversity Corner

I. Diversity Awareness for Jan -
http://www3.kumc.edu/diversity/january.html

II. January's Diversity Activity:

ACTIVITY 1: DRAW Model – a tool to build self awareness around diversity issues – contributed Learning 2 Lead – DRAW Model: Contributed by Janet Macaluso (A tool to build self awareness around diversity issues)

DRAW New Conclusions



The DRAW Model is an everyday tool to help build self awareness. It gives you a chance to "count to ten" and remove yourself emotionally from a scene at work. It helps you learn that there is often more than one way to look at a person or situation. The model stands for:

Data – The concrete information we can experience with our senses to see, hear, or touch. Data is so concrete, you could actually videotape it. DATA are the objectively observable facts that could stand up in a court of law.

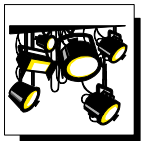
Reactions – Your *thoughts*, *feelings*, and *behaviors* regarding the DATA. Because of our diverse backgrounds, experiences, styles, perspectives, and skills, etc. our reactions often differ.

Alternative Ways – Ask yourself, "what are other ways of looking at this?" Brainstorm alternative perspectives on the data.

We do not see things as they are; we see things as we are. -Talmud

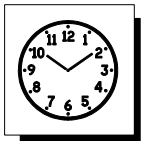
LEADER's Notes:

Diversity Lens & DRAW Model



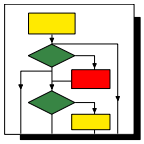
Purpose

The purpose of this module is to introduce the DRAW model as a lens through which to view diversity. Participants will start to apply key concepts to their own situations back at work.



Time

55 minutes



Process

- Introduce the DRAW Model, with a real story to illustrate

Groups work on Diversity Cases

Materials Needed

- Participants should have received the Diversity Cases as Pre-work so that they will only need to skim them in class.

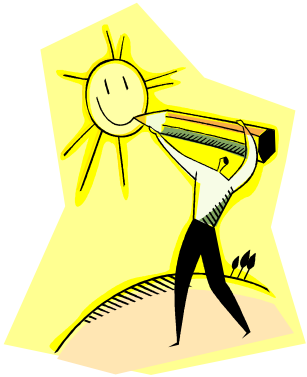
DRAW New Conclusions

Introduce the DRAW New Conclusions Model

- This model can be used as a lens for looking at how our own thoughts, feelings, and behaviors play a role in achieving either Intended or Unintended Consequences in the results we achieve.
- Recognize how we place self-imposed limits on the way we think and that we fail to notice these limits
- Become more aware of own viewpoints and stereotypes
- Accept and respect both similarities and differences in people

Explain the steps of the DRAW Model process:

- Introduce the model and offer a story, such as the one provided, to illustrate it.
- Then have sub-groups review the sample case
- See if they can apply the DRAW model as was done in the sample case
- Debrief



The DRAW Model is an everyday tool to help build self awareness. It gives you a chance to "count to ten" and remove yourself emotionally from a scene at work.

Introduce the DRAW Model as a Self-Awareness Tool to help you learn that there is often more than one way to look at a person or situation. The model stands for:

Data – The concrete information we can experience with our senses to see, hear, or touch. Data is so concrete, you could actually videotape it. DATA are the objectively observable facts that could stand up in a court of law.

Reactions – Your *thoughts*, *feelings*, and *behaviors* regarding the DATA. Because of our diverse backgrounds, experiences, styles, perspectives, and skills, etc. our reactions often differ.

Alternative Ways – Ask yourself, "what are other ways of looking at this?" Brainstorm alternative perspectives on the data.

Explain benefits of applying this model to diversity:

- Reduce our 'blind-spots' by helping us understand our perceptions and change our automatic default responses.
- Helps us critically analyze our thoughts, feelings, and behaviors to determine:
  - why we interpret things in a particular way
  - if our behaviors are consistent with what we are thinking and feeling.
- The DRAW tool also helps increase our tolerance for ambiguity. Often we want to see things as black and white, right or wrong, win or lose. Yet life is far more complex, diverse and ambiguous.
- To be a good communicator in a diverse workplace, we must have tolerance for ambiguity, step back from our auto-pilot assumptions, and understand that there may be alternative perspectives present.

Sample Case:

A person is reading through their campus newspaper and comes across material that they find to be insensitive. The offended party first tries to determine the usefulness of the language and if the same point could be expressed without using the inflammatory language. They conclude that the language was not necessary to make the point. They then begin to talk with others about their feelings and raise several points that if a different group used the same language, would a similar reaction have occurred. As the conversation continues the question gets asked, where does ones freedom of speech begin and end? Is their a resolution for the offended party and who determines where the parameters lie between offensiveness and a matter of opinion?

Using the DRAW model, what are the possible steps for resolution? Are their teachable moments and what is the lesson? If you are having trouble getting started, follow the model below.

Here is an example of how the DRAW model works. You can use this one, or your own.

- In the book, *7 Habits of Highly Effective People,* Stephen Covey talks about having a shift in his mindset (he drew new conclusions).
- One Sunday morning on a subway in New York, people were sitting quietly -- some reading newspapers, some lost in thought, some resting with their eyes closed. It was a calm and peaceful scene.
- Then suddenly, a man and his children entered the subway car. The children were so loud and rambunctious that instantly the whole climate changed.
- The man sat down next to me and closed his eyes, apparently oblivious to the situation. The children were yelling back and forth, throwing things, even grabbing people's papers. It was very disturbing. And yet, the man sitting next to me did nothing.
- It was difficult not to feel irritated. I could not believe that he could be so insensitive as to let his children run wild like that and do nothing about it, taking no responsibility at all. It was easy to see that everyone else on the subway felt irritated, too. So finally, with what I felt was unusual patience and restraint, I turned to him and said, "Sir, your children are really disturbing a lot of people. I wonder if you couldn't control them a little more?"
- The man lifted his gaze as if to come to a consciousness of the situation for the first time and said softly, "Oh, you're right. I guess I should do something about it. We just came from the hospital where their mother died about an hour ago. I don't know what to think, and I guess they don't know what to think, and I guess they don't know how to handle it either."
- Covey states that his paradigm shifted because he suddenly saw things differently, and because I saw differently, I thought differently, I felt differently, I behaved differently. His irritation turned to compassion and sympathy.

Ask participants to map out the story using each letter from the DRAW model. Make this a lively and interactive by encouraging participants to call out their answers.

For example, ask, *"What was the DATA? Covey's Thoughts? His Feelings? His Behavior?*

- **DATA**: While Covey was riding on a train, and a man with children entered. The children ran up and down the aisle screaming loudly, throwing things, and grabbing people's papers.
- **REACTIONS**: Covey's **thoughts:** the man is insensitive, and is not taking responsibility for his children. His **feelings**: irritated. His **behavior**: he said, "Sir, your children are really disturbing a lot of people. I wonder if you couldn't control them a little more?"(Using unusual patience and restraint).
- **ALTERNATIVE WAYS**: This man is at his wits end and seems to be having a hard time with his children. His children, for some reason, are all wired up and frenetic.

Make the following key points:

- To close and bring this back to their reality, ask for a volunteer to share a story when s/he made an assumption that turned out to be the inaccurate.
- Link to the DRAW Model.
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III. An introduction to diverse terminology

Jan. term of the month **Social Privilege:**

http://wbarratt.indstate.edu/socialclass/SocialClassPrivilege.pdf

IV. Diversity Resource Material

A web-based manager's toolkit on diversity:

http://www.thediversitytoolkit.com/inclusion/pdfs/IC%20Tips%20For%20Val_g%20Diversity.pdf

A resource for managers who have diverse staff's and the steps they can take to create inclusiveness:

http://www.thediversitytoolkit.com/managers/pdfs/Managing%20a%20Multigenerational%20Workforce.pdf

V. Monthly Diversity Article: **How Diversity Affects Teaching and Learning**

This article looks at the impact of diversity in the classroom.
http://diversity.ucf.edu/clearing_house/docs/HowDiversityAffectsTeachingandLearning.pdf

*Peggy MacIntosh
http://www.case.edu/president/aaction/UnpackingTheKnapsack.pdf - diversity reading

I appreciate the correspondence that some of the members of the informal group have been having with one another regarding diversity thoughts and philosophies. During the month of Jan. let's set a date and who ever can come fine and we will hope to see others at the next get together. Maybe a Jan. 17th or Jan 19th. Club hours on the 17th or maybe 3:00 on the 19th. Also I am interested in hearing your thoughts how to create a collaborative effort to gain more participation in the upcoming presentations i.e. specific topics, time of day, faculty or student focused topics.