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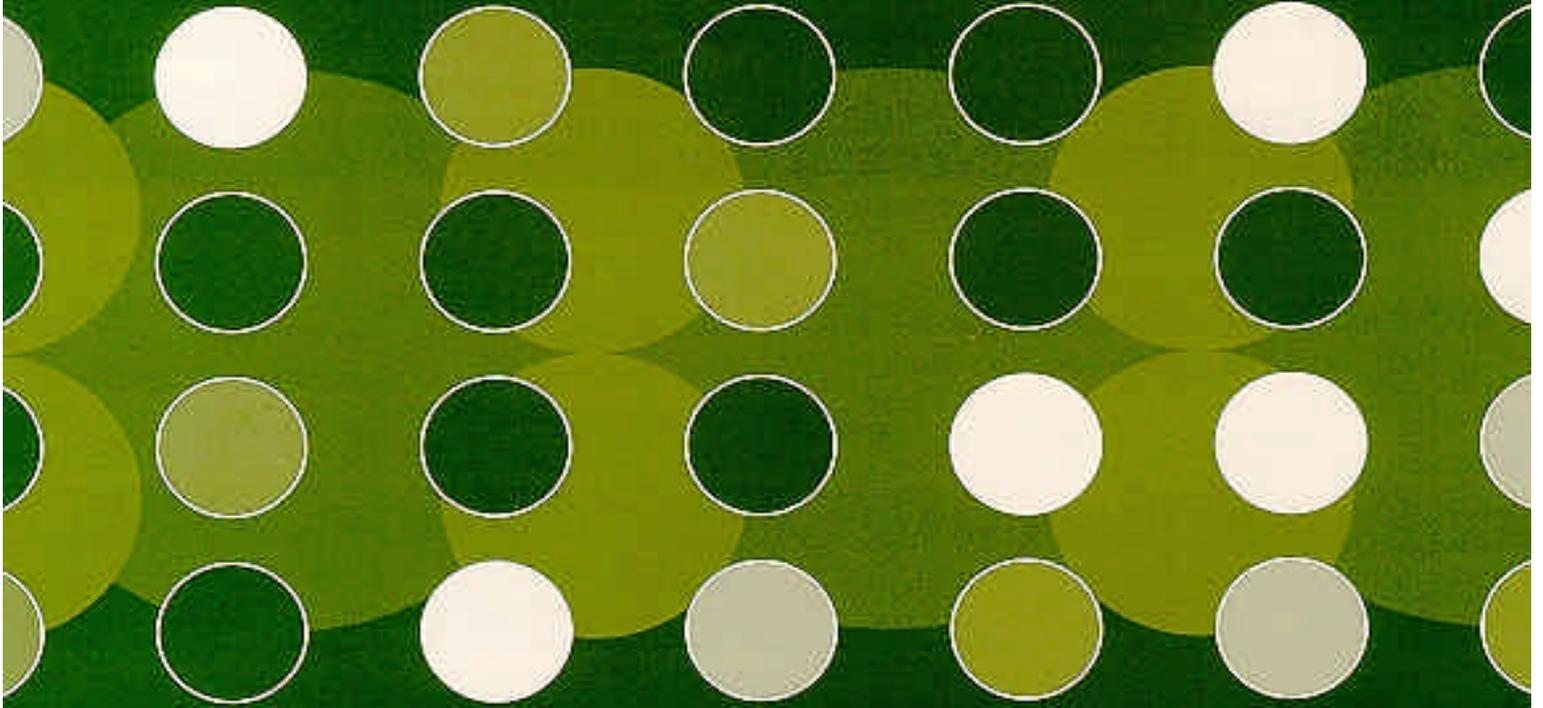
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# Discovering Diversity Profile®



Name

Date

# Instructions

Discovering Diversity Profile'



## Confidentiality

All information is **confidential**. The Discovering Diversity Profile' is self-scored; no outside source will view or analyze your responses. **You will get the greatest value out of the profile by responding in the most open and honest manner possible.**

## Responding

**1** Statements and situations about workforce diversity are presented to you in four response sections on pages 3 through 6.

Note: Your responses to this profile reveal your opinions and attitudes about workforce diversity. You may read items about which you have no personal experience. In these cases, please ask yourself how you would respond, feel, or act today in that situation.

**2** Rub a metal object or coin on one of the four ovals that appear to the right of each statement. A symbol will appear. In **Response Section 1** respond to the statements by answering either **Strongly Agree, Agree, Disagree, or Strongly Disagree**. See Example 1.

In **Response Section 2, Response Section 3, and Response Section 4** answer the statements by responding **Almost Always, Sometimes, Rarely, or Almost Never**. See Example 2.

**3** Start with Response Section 1 on page 3, then continue through the three remaining sections until you have answered all the questions. Each section contains 20 questions, for a total of 80.

**This instrument is intended to further personal understanding and development.**  
*No other application is recommended.*

**Example 1**

Older employees are not open to change

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Example 2**

People are promoted for the sake of diversity

ALMOST ALWAYS	SOMETIMES	RARELY	ALMOST NEVER
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Response Section 1

## Discovering Diversity Profile



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1. Older employees are not open to change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Most Hispanics are emotional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Less than 1% of the population is gay, lesbian, or bisexual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Women are more apt than men to engage in idle chatter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. White males, like other groups, benefit from diversity efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. People with accents tend to be less intelligent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Treating people fairly means they all must be treated the same	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. White males tend to be competitive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I know a lot about cultures that are different from mine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Asians are more intelligent than people from other cultural groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Caucasians have more opportunities than people from other cultural groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Blacks tend to be verbally aggressive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. In most organizations, members of diverse groups will succeed when they act more like the dominant group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Most gay men act feminine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Internal diversity networks (e.g., women's or blacks' networks, etc.) create barriers among employees in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. People with disabilities are fragile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Diversity in the workplace is currently a powerful issue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Most overweight people have low self-esteem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. The American workforce is generally becoming more diverse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. National social and work patterns are being radically affected by the aging population	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Response Section 2

## Discovering Diversity Profile



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
21. People are promoted for the sake of diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I take care not to make statements that reinforce prejudice or bias in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I understand that my way is not the only way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. I understand the situation from the other person's point of view before I make a judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. I tell jokes about those who are different from me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. I would be offended if a gay, lesbian, or bisexual talked about his/her partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Job titles affect the way people interact with each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Personal problems interfere with workplace productivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. It is possible for different cultural groups to interpret the same behavior in different ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. A person's size or shape influences how I feel about him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. My family's customs and rituals affect the way I look at the world	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. I find it difficult to relate to co-workers who are older than me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. A person's cultural background impacts his/her behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. It is difficult for new employees to feel a part of the work group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. I take pride in my cultural group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. I consider how a minority person might feel in a majority group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. The increasing number of women in the workforce is a cause of the breakdown of the traditional family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Management should show greater sensitivity to those who are different	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Diversity efforts are important to a company's success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. I am bothered by a person who communicates differently than I do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Response Section 3

## Discovering Diversity Profile



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
41. It is easier to accept another person's behavior when you know about his/her culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. I am comfortable with a co-worker receiving time off for a religious holiday that is different from my own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. I believe that people should be allowed to express their individuality in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. I respect what others have to say even when it is different from my opinion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. I accept people's differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. I believe that diversity adds richness to my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. I am comfortable working with gays, lesbians, and bisexuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. I value the contributions made by cultures other than my own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. I choose to associate with people based on their status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. I accept people as they are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. To avoid conflict, I tolerate bias or prejudice in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. I accept people who choose to speak their native language in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. I believe work productivity would increase if people's work styles were the same	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. I believe organizations/businesses should attempt to observe major religious/national holidays of all their cultural groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. In the workplace, people of color earn their positions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. I admire individuals who speak out against injustice when they see it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. I consider how people look when forming an opinion about them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. I don't let my biases or prejudices keep other people from doing their job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. I refrain from judging a person who is judging me unfairly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. I take the time to learn how people different from me want to be treated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Response Section 4

## Discovering Diversity Profile



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
61. I analyze a situation before I make a judgment or take action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. My ability to adapt improves my effectiveness in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. I tactfully let people know how I feel when I am offended by something they say or do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. I believe my co-workers can depend on me to keep my word	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. I speak clearly, use uncomplicated words, and avoid slang when communicating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. I understand my strengths and limitations when dealing with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. I separate the person from the issue when working to resolve differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68. I know how I react to change in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69. I invite others to talk with me about their differences of opinion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70. I take responsibility for my actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71. I evaluate my beliefs around issues of difference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72. I feel willing to consider the ideas and opinions of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73. I treat people as individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74. I ask for help in areas of diversity that I do not understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75. I adapt my style in order to work effectively with those who are different from me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76. I have a right to my beliefs and values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77. I know when I pretend to be something I am not	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78. I explore my own cultural and ethnic background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79. I take the initiative to discuss diversity issues with my co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80. I am aware of how my values and beliefs impact my relationships with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# About the Discovering Diversity Profile®

Discovering Diversity Profile®



Businesses and corporations, both large and small, seek employees who have knowledge, practical skills, and a professional commitment to work effectively with peers, subordinates, and supervisors.

Shifting demographics have changed the face of business, and as a result, we must respond. Changes in employment practices require the rapid adjustment of employers and employees. Given the reality of individual uniqueness in the workplace, the *Discovering Diversity Profile*® is designed to assess the perceptions, values, and behaviors we embrace in work groups and individual work settings.

Even when workplaces appear homogenous with the majority of individuals coming from essentially one race, gender, or cultural grouping—employee relations are continually impacted by individual differences. Differences surround people at every turn: culturally, ethnically, racially, religiously, socio-economically, and by gender or sexual orientation. A process or program that shows how individuals respond to differences is educational and beneficial to every employee. And the benefit of this knowledge extends beyond the workplace into the world environment.

## Purpose

The Discovering Diversity Profile is designed primarily for organizations and individuals interested in developing interpersonal relations. A process is presented that helps draw out our knowledge, feelings, and understanding of the various human qualities basic to people with whom we work.

## Application

The Discovering Diversity Profile enables you to identify your opinions and feelings about workforce diversity. Interpretation and analysis stages will give you individual feedback on your responses. This will increase your awareness of individual, ethnic, and cultural differences, and identify potential areas of conflict while helping you gain insights into achieving positive resolution.

## Terminology

The following concepts are important for developing diversity awareness.

### Culture:

A constantly changing pattern of behaviors relating to the values and beliefs of a certain group of people. This includes everything about people, from education and friendships to food and lifestyle choices.

### Diversity/Diverse Backgrounds:

Someone different from yourself. This could include a number of groups, including ethnic groups, gays/lesbians/bisexuals, part-time/flex-time employees, women, men, people with physical and mental disabilities, other religious or spiritual beliefs, different ages, varying workstyles and values, and more.



# Instructions

Discovering Diversity Profile®



## Counting and Recording

- 1** Tear out the Recording Page (page 9) along its perforated edge (Perforation A). Information gathered on both sides of this page will be used later in this profile.
- 2** Begin with Response Section 1 on page 3. **Count** the total number of ■ symbols you revealed for this section and write the number in the shaded box next to the ■ symbol in the Tally Box provided for Response Section 1. Use the same procedure to count and record the other symbols (●, ▲, ★, ❁, ➤, ⊕, ◆) for this response section. The Tally Box is divided into two halves. The left half of the Tally Box is Category A; the right half is Category B. The number of symbols counted for **each category** (A and B) should **total 10**. See Example 3.
- 3** **Multiply** the number you wrote in each shaded box times the number printed next to it. See Example 3. **For each category, add together** the results and write that number in its **Grand Total** box. **The lowest Grand Total number possible for each category is 10. The highest Grand Total number possible is 40.** See Example 3.
- 4** **Continue** all steps for Response Sections 2 through 4. Tally Boxes for Response Sections 3 and 4 are found on page 10 of this profile.

Example 3

RESPONSE SECTION 1 TALLY BOX							
CATEGORY A				CATEGORY B			
	NUMBER OF SYMBOLS		TOTAL		NUMBER OF SYMBOLS		TOTAL
■	3	x1	3	❁	0	x1	0
●	2	x2	4	➤	4	x2	8
▲	4	x3	12	⊕	5	x3	15
★	1	x4	4	◆	1	x4	4
	SHOULD TOTAL TO	GRAND TOTAL	23		SHOULD TOTAL TO	GRAND TOTAL	27



RESPONSE SECTION 1 TALLY BOX							
CATEGORY A				CATEGORY B			
	NUMBER OF SYMBOLS		TOTAL		NUMBER OF SYMBOLS		TOTAL
■		x1		♣		x1	
●		x2		▶		x2	
▲		x3		♻		x3	
★		x4		◆		x4	
	SHOULD TOTAL 10	GRAND TOTAL			SHOULD TOTAL 10	GRAND TOTAL	

RESPONSE SECTION 2 TALLY BOX							
CATEGORY A				CATEGORY B			
	NUMBER OF SYMBOLS		TOTAL		NUMBER OF SYMBOLS		TOTAL
■		x1		♣		x1	
●		x2		▶		x2	
▲		x3		♻		x3	
★		x4		◆		x4	
	SHOULD TOTAL 10	GRAND TOTAL			SHOULD TOTAL 10	GRAND TOTAL	



RESPONSE SECTION 3 TALLY BOX							
CATEGORY A				CATEGORY B			
	NUMBER OF SYMBOLS		TOTAL		NUMBER OF SYMBOLS		TOTAL
■		x1		✚		x1	
●		x2		➤		x2	
▲		x3		⊛		x3	
★		x4		◆		x4	
	SHOULD TOTAL 10	GRAND TOTAL			SHOULD TOTAL 10	GRAND TOTAL	

RESPONSE SECTION 4 TALLY BOX							
CATEGORY A				CATEGORY B			
	NUMBER OF SYMBOLS		TOTAL		NUMBER OF SYMBOLS		TOTAL
■		x1		✚		x1	
●		x2		➤		x2	
▲		x3		⊛		x3	
★		x4		◆		x4	
	SHOULD TOTAL 10	GRAND TOTAL			SHOULD TOTAL 10	GRAND TOTAL	

# Completing the Grid

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To continue interpreting your scores, you must transfer your totaled numbers from the Tally Boxes on the **Recording Pages** (pages 9 and 10) to the **Diversity Comfort Level Grid** on pages 12 and 13.

**1** Look again at the first Tally Box on the Recording Page. Rub a metal object over the box next to the heading **Response Section 1 Tally Box**. The word **Knowledge** will appear. Questions found in Response Section 1 relate to the diversity area of Knowledge.

RESPONSE SECTION 1 TALLY BOX				KNOWLEDGE			
CATEGORY A				CATEGORY B			
MARK	NUMBER OF MARKS	SCORE	TOTAL	MARK	NUMBER OF MARKS	SCORE	TOTAL
■	3	x1	3	⊕	0	x1	0
●	2	x2	4	⊗	4	x2	8
▲	4	x3	12	⊙	5	x3	15
*	1	x4	4	⊛	1	x4	4
GRAND TOTAL			23	GRAND TOTAL			27
STEREOTYPES				INFORMATION			

**2** Next, rub a metal object over the box **under Category A**. The word **Stereotypes** will appear.

**3** Again, rub a metal object over the box **under Category B**. The word **Information** will appear. **Stereotypes and Information are components of Knowledge.**

**4** Turn to the Diversity Comfort Level Grid on page 12. Notice that the categories of Stereotypes and Information are listed under the Knowledge section. **Transfer the Category A (Stereotypes) Grand Total number to the blank next to the corresponding category on the grid page. Do the same for Category B (Information).**

**5** Repeat Steps 1 through 4 until you have a number transferred to each category:

**Section 1: Knowledge**

**Category A = Stereotypes**

**Category B = Information**

**Section 2: Understanding**

**Category A = Awareness**

**Category B = Empathy**

**Section 3: Acceptance**

**Category A = Tolerance**

**Category B = Respect**

**Section 4: Behavior**

**Category A = Self-Awareness**

**Category B = Interpersonal Skills**

Categories and interpretation for Response Sections 3 and 4 are found on page 13.

**6** The Interpretation Phase pages about your **Diversity Comfort Level** contain columns labeled **Level 1, Level 2, and Level 3**. **Match** the transferred numbers for each category to the range of numbers found at the top of each grid box. **Circle the range of numbers for each of the eight boxes** that correspond to your Grand Total scores. Information is provided to give you feedback about your comfort with workforce diversity.

Knowledge Section Categories	Level 1 20-23	Level 2 24-27	Level 3 28-30
<b>Stereotypes</b> Knowledge Section 1 - Grand Total	23		
<b>Information</b> Knowledge Section 2 - Grand Total		27	



## Diversity Comfort Level Grid

The purpose of the *Discovering Diversity Profiles* is to help you identify your present attitudes about workforce diversity. The following feedback grid provides you a snapshot of your current comfort level with a variety of diversity issues.

The results are based on your responses to the profile questions. This synopsis offers you an opportunity to explore the choices you made. Remember, however, that your feelings and opinions are ever-changing. With increased knowledge and understanding, you will become more open to people's differences. This increases your acceptance of others and your ability to successfully manage relationships.

Knowledge Section Categories	Level 1	Level 2	Level 3
<p><b>Stereotypes</b> Response Section I—Category A</p> <p>Grand Total _____</p>	<p><b>10-23</b> May make incorrect assumptions about diverse co-workers based on fixed images of cultural groups. Can create strained working relations and affect workplace productivity.</p>	<p><b>24-31</b> Attempts to draw upon previous contacts and relationships before characterizing others. Is open to dealing with co-workers as individuals.</p>	<p><b>32-40</b> Responds to co-workers with appropriate regard for their cultural background.</p>
<p><b>Information</b> Response Section—Category B</p> <p>Grand Total _____</p>	<p><b>10-26</b> Lacks factual data about certain cultural groups. Needs more accurate data to less biased create opinions/feelings and develop better understanding and working relationships.</p>	<p><b>27-32</b> Makes some effort to find out more about other cultural groups and diversity issues. Adds factual data to personal information base to balance learned biases. Tries to use this information to deal with others in the workplace.</p>	<p><b>33-40</b> Places considerable interest on learning about other people/groups and their history/development. Uses this information to develop non-biased working relationships.</p>

Understanding Section Categories	Level 1	Level 2	Level 3
<p><b>Awareness</b> Response Section 2—Category A</p> <p>Grand Total _____</p>	<p><b>10-28</b> Does not usually choose to recognize and explore the differences in people. Needs that greater understanding personal behavior can affect the workplace productivity of others.</p>	<p><b>29-34</b> Indicates some understanding of differences between co-workers and self and how people interrelate. Begins to be sensitive to the effects of one's behavior on other people.</p>	<p><b>35-40</b> Has the ability to both understand and regard co-workers whose backgrounds and experiences are very different from one's own.</p>
<p><b>Empathy</b> Response Section 2—Category B</p> <p>Grand Total _____</p>	<p><b>10-29</b> May find it difficult to understand or sense how diverse co-workers think or feel, or that they may respond differently to the same work environment because of their cultural ties.</p>	<p><b>30-35</b> Has the ability to put oneself in another person's place. Has some sense of how cultural affect perceptions workplace relationships.</p>	<p><b>36-40</b> Indicates a strong sense of intuition and understanding of what happens in the emotional life of co-workers different from oneself.</p>

# Interpretation

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After considering the information in the entire Interpretation Section (pages 12-15), choose two to three categories you wish to focus on and write them in the spaces provided below. These can serve as a basis for a personal development plan.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Acceptance Section Categories	Level 1	Level 2	Level 3
<p><b>Tolerance</b> Response Section 3—Category A</p> <p>Grand Total _____</p>	<p><b>10-25</b> Lacks patience with co-workers different from oneself. May be reluctant to relate to people's differences and finds it difficult to accept them.</p>	<p><b>26-32</b> Suggests increased sympathy toward others different from oneself. Indicates greater understanding and willingness to accept some differences in co-workers.</p>	<p><b>33-40</b> Indicates both the capacity to accept and the willingness to allow the differences found among one's co-workers.</p>
<p><b>Respect</b> Response Section 3—Category B</p> <p>Grand Total _____</p>	<p><b>10-31</b> Has not developed a regard for differences among one's co-workers. May result from lack of experience with or lack of willingness to learn more about diverse groups.</p>	<p><b>32-37</b> Has developed a basic regard for the differences found among people in one's workplace. Suggests an increasing level of trust toward persons from diverse backgrounds.</p>	<p><b>38-40</b> Indicates a true regard for co-workers different from oneself. Accepts others' culture as a valuable part of their individuality.</p>

Behavior Section Categories	Level 1	Level 2	Level 3
<p><b>Self-Awareness</b> Response Section 4—Category A</p> <p>Grand Total _____</p>	<p><b>10-31</b> Has not developed significant awareness about one's own culture; indicates a need for self-assessment. Reduced awareness limits one's ability to accept responsibility for personal beliefs and actions that affect co-workers.</p>	<p><b>32-36</b> Has developed a basic awareness and understanding of how personal behavior is influenced by one's own cultural assumptions, values, and beliefs. Has begun to accept responsibility for relationships with co-workers.</p>	<p><b>37-40</b> Has developed a solid awareness and understanding of one's own culture and its impact on dealing with diverse persons in the workplace. Is able to adjust behavior while maintaining identity/values/personal beliefs.</p>
<p><b>Interpersonal Skills</b> Response Section 4—Category B</p> <p>Grand Total _____</p>	<p><b>10-32</b> Has had limited opportunity to interact or has selected limited interaction with others different from oneself. Tends to maintain a "my way is the only way" point of view.</p>	<p><b>33-36</b> Has developed a basic foundation of skills to better manage relationships with diverse co-workers. Has begun to modify personal behavior to meet the needs of other people.</p>	<p><b>37-40</b> Deals with members of one's workplace on an individual basis. Is flexible toward others' ideas/opinions, and shows respect/trust toward co-workers through cooperation, attentiveness, and friendliness.</p>

# Interpretation

Discovering Diversity Profile®



**Knowledge, Understanding, Acceptance, and Behavior** are key areas that influence how we respond to workforce diversity. They are arranged here with their components to show how they interrelate with one another.

## KNOWLEDGE

The extent to which an individual possesses information about others from diverse backgrounds and cultures.

### Stereotypes

With limited data, individuals tend to make generalizations about people. Many of these generalizations are based on stereotypes or fixed images of groups of people, which influence the ways one relates to individuals who are part of that group. Stereotypes may possess some elements of fact in them, but they go beyond the reality of fact with exaggerations. These generalizations may become "frozen" in our minds. Even though we receive evidence to the contrary, we continue to hold on to them.

### Information

The factual data gathered from books, magazines, video programs, popular media, casual conversation, and other sources impact our views and actions in relation to persons different from ourselves. The more accurate information we have about others, the more likely we will be to develop appropriate opinions, feelings, and behaviors.



### Suggestions for Improving Your Knowledge of Diverse Groups

1. Read an article or book about a cultural group different from your background. Compare your views with those expressed by the author.
2. Attend or rent a movie or documentary about other cultural lifestyles. Compare how you live your life to what you've seen on film.
3. Make a list of the things you sometimes say that might be considered stereotypes of other people. Go through the list and write down what you believe a person from each group you stereotyped might say about your comments.

## UNDERSTANDING

The extent to which an individual comprehends how others feel and why they behave as they do.

### Awareness

With awareness, we start to see that our personal reality may not be the only reality. Awareness helps us apply our knowledge and information base to how it feels to interact with people different from ourselves. It clarifies who we are in comparison to other people's perceptions of us. This gives us a basis for contrasting our cultural viewpoint with that of another person and understanding that because of culture, people may see the same situation differently.

### Empathy

Empathy shows one's ability to make connections with others on an emotional level. People who are empathic and aware can comprehend the emotions others are experiencing. They tend to recognize the reasons for the points of view held by persons from diverse backgrounds. Empathy allows us to put ourselves in other people's shoes, trying to perceive how it feels to "walk their way." It makes us more flexible and less resistant, allowing us to become more sensitive to differences among individuals.



### Suggestions for Improving Your Understanding of Diverse Groups

1. Attend a cultural event that you've never experienced in the past. Reflect on how you feel about being there. Try to become more aware of the impact and sensations that the experience has on you.
2. Setting aside your personal biases, observe an individual who appears to be part of the culture at this event and think about how that person feels about the activity. How different do you believe his or her experience is from your own?
3. After the event, discuss how you felt about being there with a person who is part of another ethnic, racial, or lifestyle group.



## ACCEPTANCE

The extent to which an individual respects and values the diverse characteristics and behaviors of others.

### Tolerance

Tolerance is a component of accepting others different from oneself. With increased tolerance an individual is more open and relaxed when interacting with others. He or she is able to accept the notion that all people should be allowed to reflect their background and culture in their behavior. Tolerance grants others the same freedom of behavior and style that we expect for ourselves.

### Respect

Respect goes beyond simply "putting up" with others' differences. With respect, we are able to grant full regard to each person without compromise, based totally on the qualities appropriate to the task at hand. One's views of other people are not blemished or tarnished by negative cultural or racial characterizations. Ultimate respect is seeing value in having people base their contributions on their background and culture. When encouraged, respect creates change through trust.

### Suggestions for Improving Your Acceptance of Diverse Groups

1. Reflect on those feelings that, in the past, have prevented you from associating with someone from a particular group.
2. Think about and write down your fears/concerns about a cultural group. From 1 (the least likely) to 5 (the most likely), what are the chances that each fear/concern might be realized? Write down the appropriate number for each response.
3. Create an opportunity to interact with someone from a group with which you've felt anxious or uncomfortable.

## BEHAVIOR

The extent to which an individual is able to interact effectively with others different from him or herself.

### Self-Awareness

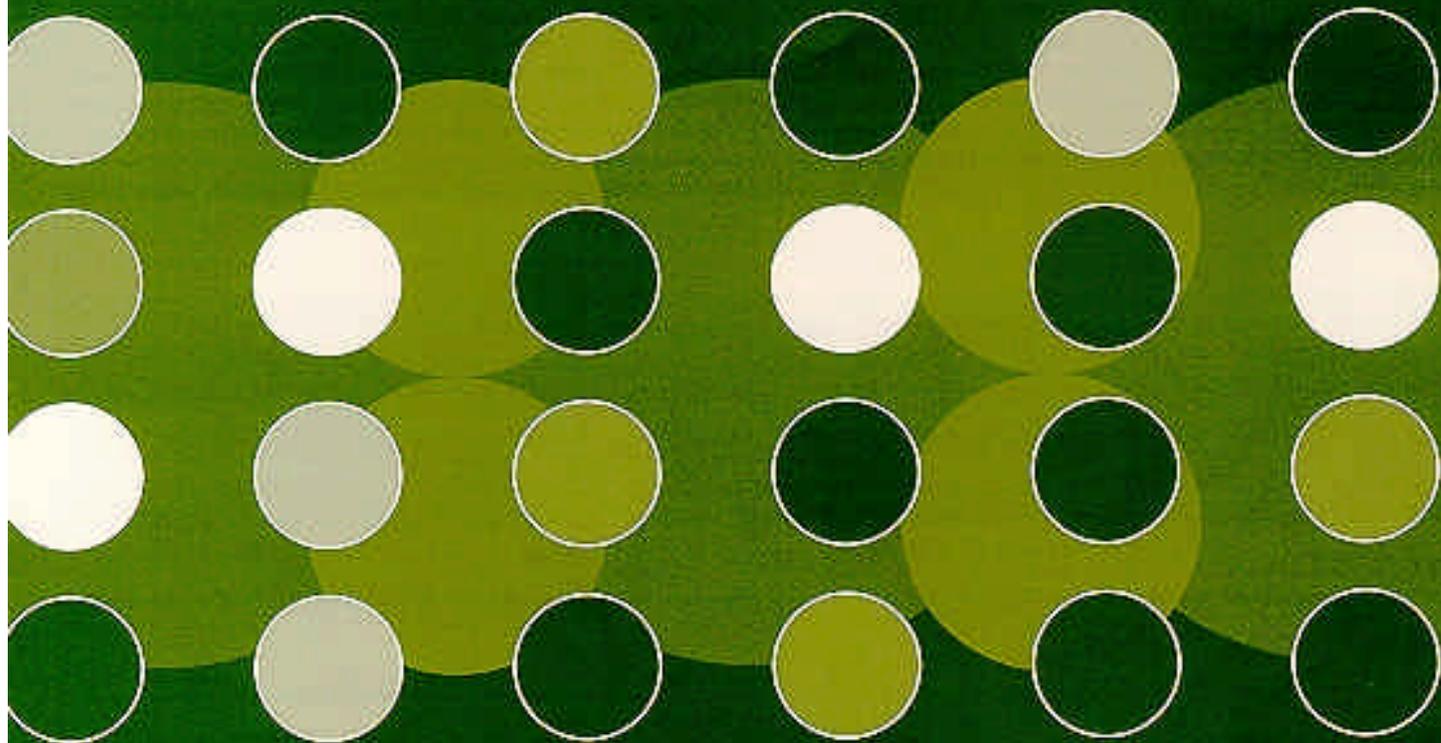
With self-awareness, one understands personal values, motives, and beliefs. At this level, one is conscious of personal strengths and weaknesses and is sensitive to the effects of those characteristics on others. We develop the skills necessary to adjust our behavior while maintaining our identity, values, and beliefs. Knowing who we are and how we impact other people helps us choose appropriate behavior.

### Interpersonal Skills

A skillful person can manage situations and successfully interact with people who may be different than him or her. At this point, we are able to modify our behavior to meet the needs of a situation. Effective interpersonal skills reflect an ability to be flexible when reacting to the ideas and opinions of others. We show them respect and trust through cooperation, attentiveness, and friendliness. This, in turn, results in more harmonious relationships and increased productivity.

### Suggestions for Improving Your Behavior with Diverse Groups

1. Ask for in-depth feedback from someone who knows you about his or her perception of your ability to interact with persons from diverse backgrounds. Constructively discuss any differences in your points of view.
2. Select two or three items from his or her feedback list where you can improve. Think about ways to do so, and create an action plan for change.
3. Seek an opportunity to interact with a group where you are the only representative from your culture. First attempt to become a member of the group, then an active participant while at the same time maintaining your own identity.



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