

INTRO TO DIVERSITY

“CREATING RESPECT-FULL WORKPLACES”

A Common Sense Approach To Diversity

Delivered by

Keith Lowry Seminars, Inc.

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Course Title: **Creating Respect-Full Workplaces** – *A Common Sense Approach To Diversity*
Provider – **Keith Lowry Seminars, Inc.**, www.keithlowry.com
Course Instructor/Designer – **Richard Stanley**

- Over twenty years speaking experience
- Over Five hundred seminars delivered
- Radio talk show host
- Entrepreneur and business owner
- Licensed professional counselor
- Nationally certified psychologist
- B.A. American Culture University of Missouri—Kansas City
- M.A. Counseling and Guidance University of Missouri—Kansas City

This training would be designed to seamlessly link to your organization's mission statement and core values. The material would provide practical ways to appreciate a diverse work group and protect the group's cohesiveness. The success of the applicability of the information would be measured by an end-of-course, open book quiz asking the six questions posed in the city's description of what it wants.

The course covers:

- The inevitability of changes to the workforce
- The way our brain responds to change and personal differences
- The way prejudice takes root in a workplace and how to counteract it
- The ways leaders of people influence their behaviors
- The creation of a vision of a diverse and aggressively friendly workplace
- The power of the city's model to the citizens of the city

The goal of the workshop is to move the appreciation and respect of diversity from the *passive* role of obeying company policies in order to stay out of trouble, to the *active behaviors* of walking with respect for all people. The reward is the pride of being respectful, the feeling of being included in a top-notch team of respectful people, and the *change of mind* that comes in self-respect when we escape the biology of suspicion and fear for the unfamiliar.

Class size would ideally not be larger than 60 to ensure full participation in the interactive portions and to maximize the transfer of knowledge and change in attitude in the participants. *Managers need be a part of all classes* to leverage the power of their presence, and then, ideally, we should schedule another class built to teach specific ways to manage an effective, efficient, and diverse workplace with special emphasis on generational differences, the effect of management styles on different generations, using social pressure to bring about change, and making sure each work team stays in compliance with legal requirements. These classes could be as large as 50 people.

In a municipal setting, we suggest separate classes for both police and fire groups so that a special emphasis can be made on diversity and tactical awareness for the police personnel and diversity and fire house living for firefighters. I would be happy to take advantage of "ride along" experiences with both units to help build my credibility with people. The occupational hazard of cynicism in these two fields needs to be effectively circumvented for the city to get its money's worth.

This material was developed for the diverse audiences at the University of Georgia and has been used by the City of Longview, Texas, as well as the Universities of Oklahoma and Columbus University.

This course involves the use of **fruit** to teach the value of diversity in a truly unique way. In order to teach the course, a variety of fruit such as apples, bananas, oranges, pears, etc., must be provided for each class. Enough for each participant to have one piece of fruit. They utilize this fruit to identify likenesses and differences and create unique teaching points, and then it becomes part of their first snack break. You might consider asking a local grocer to donate the fruit for the employees in exchange for allowing a few of their managers to participate in the training, or for some free advertising.



Introducing Richard Stanley and “Creating Respect-Full Workplaces – A Common Sense Approach to Diversity”

“The process of teaching is not the transfer of information—it’s the transfer of energy!”
I wish I’d said that, but still, I’m glad Ralph Waldo Emerson did. He changed, forever, the way I speak and the results I get for you! - RS

Richard L. Stanley, president of Legacy Performance Training. Richard’s formal training took place at the University of Missouri-Kansas City and includes a B.A. in American Culture and an M.A., awarded with honors, in 1986. He has served as an adjunct professor, teaching psychology, for William Jewell College (cited by *U.S. News and World Report* as one of the best small colleges in the country). His informal learning includes the areas of leadership of small tactical teams, personal security, emotional survival, and counter-terrorism. He is an instructor for the NRA ***Refuse To Be A Victim*** program.

Richard’s career experience runs the gamut from thirteen years with industry giant, Ford Motor Company, to running his own veteran-owned small business. Today, his custom-training company serves *Fortune* 50 companies, trains leaders at Johnson Space Center, Georgia Institute of Technology, and the University of Illinois, and coaches business professionals throughout the United States. He continues a well-respected counseling practice in Kansas City and has coached local officers and firefighters.

Professional associations include licensure in Missouri as a professional counselor, national certification as a psychologist, membership in the American Counseling Association, the North American Association of Master’s in Psychology, the American Seminar Leader’s Association, and the American Society for Training and Development. His hobbies include running, mountain climbing, fishing, and competitive shooting.

Response from Karri Hyko, HR Manager, City of Longview, TX, to Richard Stanley's diversity course:

“Longview employees enjoyed Richard’s enthusiasm and ability to make the class not only fun, but relevant to their work at the city. Richard was eager to customize the classes to suit the needs of each employee group. For example, he put a tactical spin on the classes for public safety and enforcement personnel.” Karri Hyko

Richard was so enthused about this opportunity, and so adamant about connecting with the different groups he'd be speaking to, he went down early, over the weekend, and arranged a few “ride-alongs” with the police and fire departments, prior to the beginning of classes on Monday morning of the first week of classes. He was able to work into the classes, later in the month, specifically with those groups, specific situations gleaned from those experiences. He has indicated an interest in doing the same in this situation with the city of GP, if we can work out the schedule.

From the evaluations in Longview, it was obvious that the vast majority of employees indicated they enjoyed the course, got new ideas, found information they could put to use, and felt the ideas would be helpful in improving their effectiveness on the job. And this in a course they felt compelled to attend, no less, on a subject most did not feel excited about in the first place!

Richard has a remarkable ability to connect with his audiences and make them feel comfortable discussing a subject most would never openly talk about. His absolutely unique discussion format for this topic gets people talking about diversity at a depth heretofore unknown in any organization, and the results are astounding!

We hope you'll see, after meeting Richard and hearing just a little of what he has to say, what a remarkable opportunity this is for the city.

As always, at KLS, we only bring you the very best, and we always strive to live up to our company theme...

“Who Knew Learning Could Be This Much Fun?!”

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Creating a Respect-full Workplace– A Practical Approach to Diversity With Tactical Relevance *by Richard Stanley*

1. Introduction

We start by learning why habits are so hard to break, why new learning takes awhile to “sink in”, and why it’s difficult and important to protect a positive outlook when trying to enjoy every year of a career in law enforcement or firefighting.

2. The old and new workplace

We demonstrate the complete change in the American workplace and why some habitual behaviors, once acceptable, can now cause us trouble- even if we meant no harm. We’ll also talk about the difficulty of working in “zero distance” workplaces, like fire houses, police stations, and patrol cars.

3. Seeing Diversity

We use a combination of activities and definitions to understand the differences and see the diversity in the new workplace and experience the difficulty of working with a new set of rules. As always, the street is the proving ground so it all has to work out there.

4. How to Respect Others

We learn how the brain reacts to differences, the way prejudice starts and spreads, and how to overrule these natural tendencies. Special emphasis is made on the way this understanding augments the tactical mind without “disarming” it.

5. Six Ways to Influence Others

We learn the strongest ways to psychologically influence others’ behavior and become leaders in our workplace. We also notice the way these influencers are used on us in everyday life with the special benefit to LEOs of how these work among perpetrators.

6. How to Walk the Walk and Why.

This section will use FD and PD members’ thoughts to hammer out how applying this information could improve interactions with citizens, teams, and families .

Creating Respect-Full Workplaces

A common sense approach to diversity

by Richard Stanley



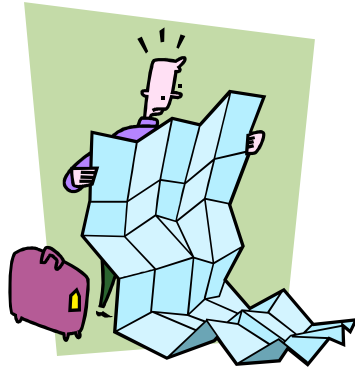
Generic Workbook - will be customized for the client

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“Who Knew Learning Could Be This Much Fun”

Today's Roadmap



- **Introduction**

- **Seeing Diversity**

- **Speed Bumps to Respect**
 Our past
 Our present

- **Leading The Way**

I. INTRODUCTION

1. Please read these quotes and choose one that you like.
2. Now, the easy part: introduce yourself to as many others as you can, giving your name, job title, quote and reasons you like it.
3. Record the names of those who chose the same quote as you.

***“It is obvious to us that diversity is not just a work issue; it is a business issue. Affirmative action is a work force issue; diversity is a competitive issue.*”**

Wayne E. Hedien.(1994) Managing Diversity: A full-time, top-down commitment. In *The Conference Board 75th Anniversary Symposia Series, In diversity is strength: Capitalizing on the new work force* (Report No. 994, p.11). New York: The Conference Board.

“People and their differences make up the foundation of an organization’s ability to develop broad perspectives and to approach business problems in new and creative ways.”

Barbara Walker. (1991). Valuing Differences: The concept and a model. In M.A. Smith and S.J. Johnson (Eds.), *Valuing differences in the workplace* (p.8). Alexandria, Va: American Society for Training and Development.

***“Diversity is the most basic principle of creation. No two snowflakes, blades of grass or people are alike.*”**

Lynn Maria Laitala. “In the Aftermath of Empire,” in *The Finnish American Reporter* (1992)

“Every person is, in many respects, like all other people, like some other people, and like no other person.”

C. Kluckohn and H.A. Murray. (Eds.). (1948). *Personality in Nature, Culture and Society*. New York: Knopf.

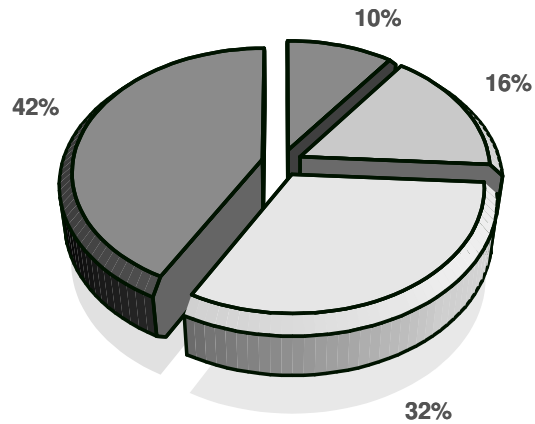
“Humanity will endure when the world appreciates the logic of diversity.”

Indira Gandhi, *Freedom Is the Starting Point* (1976)

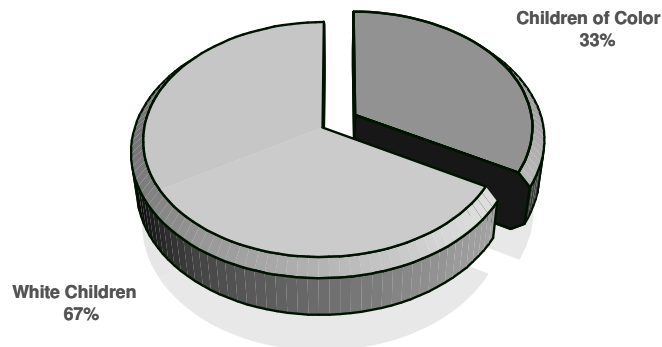
II. SEEING DIVERSITY

2000 Census facts:

For every 100 workers in America:

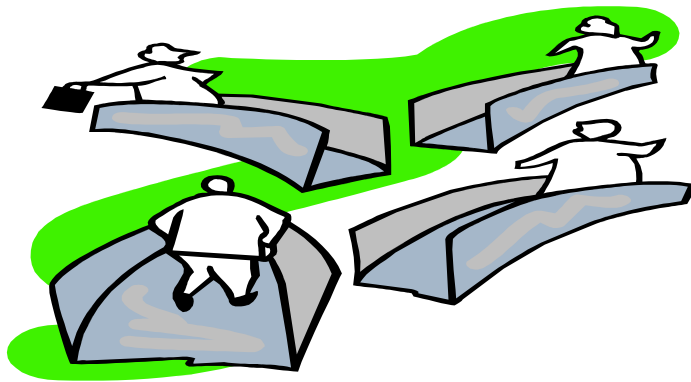


For every 100 children in American classrooms:
33 students will be children of color



What are the stats for Texas today?

Gathering Evidence



Definitions:

ASSIMILATION-

ACCULTURATION-

MULTICULTURAL-

III. Speed Bumps to Respect



A. Our past

1. Prejudice and how to grow it

Step 1-

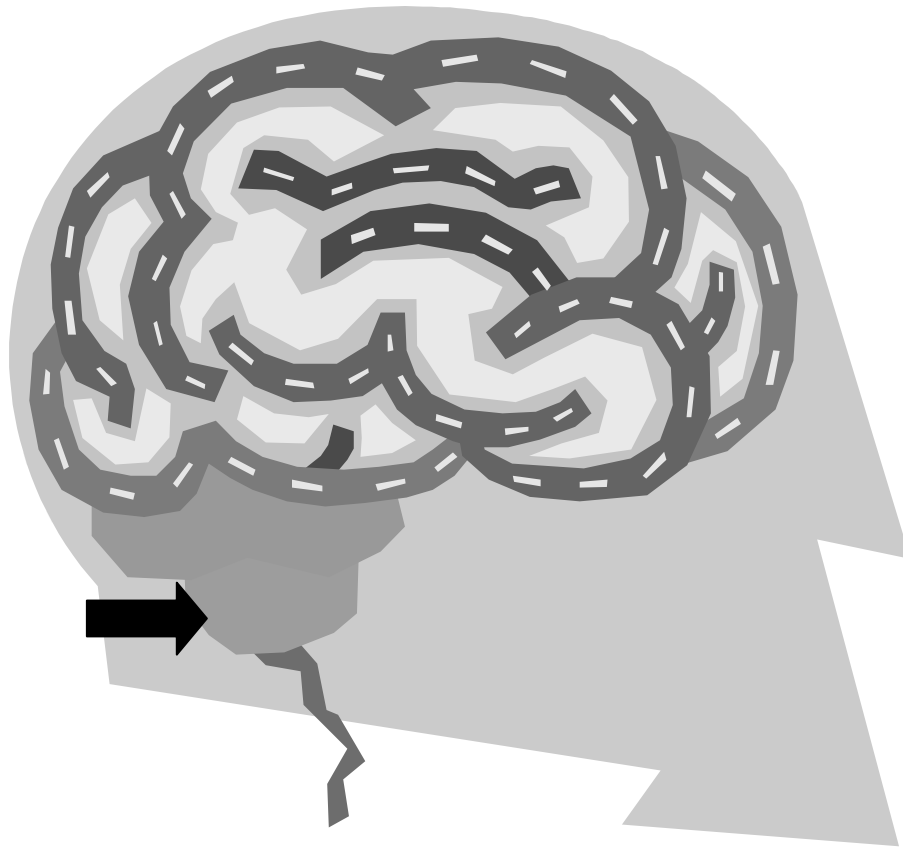
Step 2-

Step 3-

Step 4-

Confrontations with other groups accentuate the positive bias toward his own group and the negative bias toward the adversarial group...The more he perceives opposition from the outsider group, the more he elevates his own. His fellows become more worthy, noble, and, moral as the others become increasingly unworthy, ignoble, and immoral.

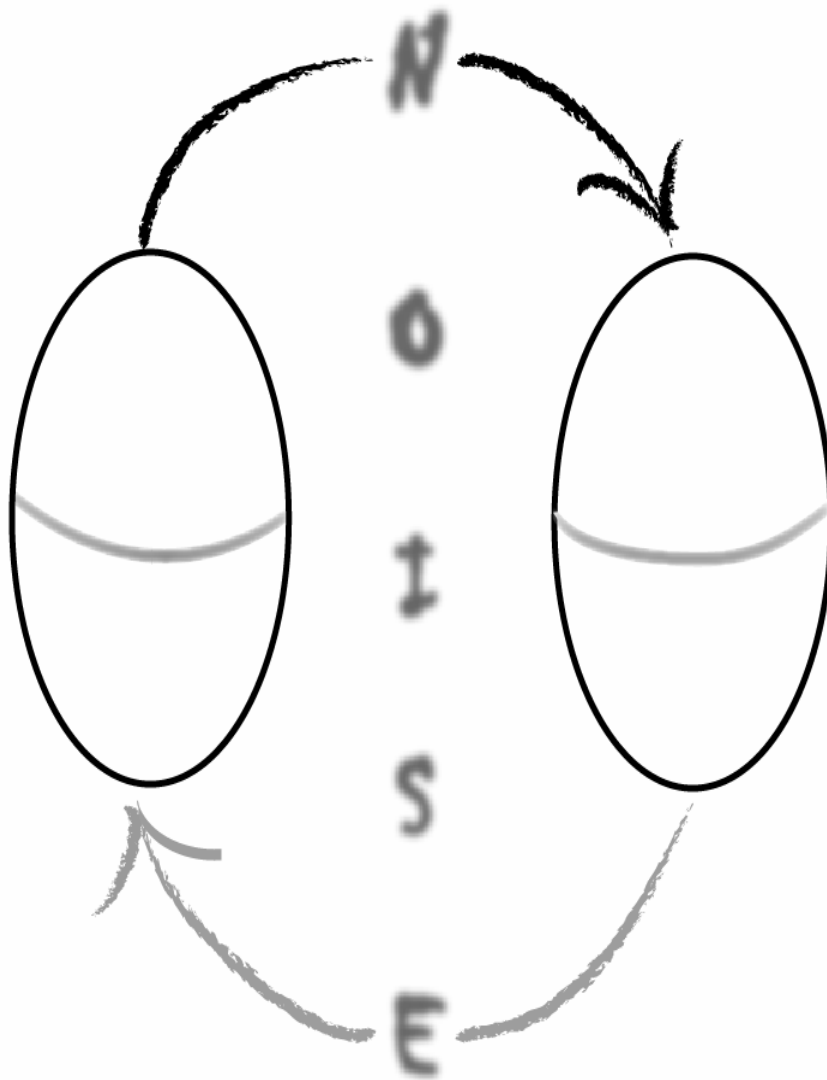
Prisoners of Hate Beck



2. The first brain and its tiny switch

- A. One of the brain's major roles is to _____ you.
- B. At first your brain considers the _____ a threat.
- C. Threat responses are _____, _____, or _____.
- D. Under stress we all revert to our _____.
- E. We use habits, even when unproductive, to make events _____.

3. Communication filters and intellect



What are some filters Longview citizens have about your team?

FOG , Fluency, and Meetings

I Am Right, You Are Wrong, Edward de Bono

We are a self-organizing information patterning system, a constantly morphing web of associations. We compare new information to our existing patterns and reject or criticize the information if there is a mismatch. Here's the way it works:

1. FOG starts our way and we form expectancy loops – we want to quickly know what the message is.
2. Pattern recognition starts, the more intelligent the person, the faster the pattern recognition (even if wrong).
3. Pattern is compared to my existing patterns through “knife-edge” contradictions of true or false, accept or reject, agree or disagree.
4. We start to filter information solely to support my pattern recognition.
5. We assign adjectives to associate new idea with a familiar concept trap.
6. We use “same as” to center new idea in concept trap.
7. We dump all negative baggage on top of new idea.
8. Negativity toward new idea gives quick illusion of achievement and sense of superiority.
9. Fluency is confused as substance because something well put seems to have a right to be true.
10. The more articulate the attack, the less likely others are to continue to explore the new idea.

B. Our present and future

1. Stages of moral behavior

a. morality of authority

b. morality of associations

c. morality of principles

d. morality of warriors

2. Tools of persuasion

a. reciprocation

b. commitment and consistency

c. social proof

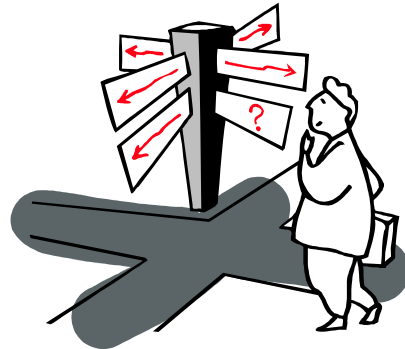
d. liking

e. authority

f. scarcity

3. Applications

IV. LEADING THE WAY



A. Obstacles

B. Talking the talk

C. Walking the walk

D. Advantages

THE LEADERSHIP ACTION PLAN

1. The primary action I will take is:

I will begin this by:

2. Other actions I will take are:

3. What will help me take these actions?

To accentuate these I will:

4. What will hinder me in taking action?

To lessen the impact of these, I will:

5. The results I want to see:

6. I want to see results by:

Book Resources

Sacred Hoops, Phil Jackson

Influence, Robert Cialdini

Prejudice, Gordon Allport

Prisoners of Hate, Aaron T. Beck

Quotes

The step is always long from cognition to volition, from knowledge to ability.
On War, Clausewitz

Selfless teamwork and collective pride accumulate until they have made positive thinking and victory habitual.
Vince Lombardi