

9.2 CULTURAL DIVERSITY AWARENESS QUESTIONNAIRE

Purpose

1. To identify your attitudes and perspectives regarding cultural diversity
2. To help you become aware of and understand your prejudices and biases
3. To help you understand the potential consequences of your approach to diversity in the workplace

Directions

1. Read each statement and circle the number that best describes your belief or behavior.
2. Be as candid as possible with your responses; there are no right or wrong answers.

	Almost Never	Never	Sometimes	Almost Always	Always
1. I am aware of my own biases and how they affect my thinking.	1	2	3	4	5
2. I can honestly assess my strengths and weaknesses in the area of diversity and try to improve myself.	1	2	3	4	5
3. I assume good intent and ask for clarification when I don't understand what was said or implied.	1	2	3	4	5
4. I challenge others when they make racial/ethnic/sexually offensive comments or jokes.	1	2	3	4	5
5. I speak up if I witness another person being humiliated or discriminated against.	1	2	3	4	5
6. I do not participate in jokes that are derogatory to any individual group.	1	2	3	4	5
7. I don't believe that my having a friend of color means that I'm culturally competent.	1	2	3	4	5
8. I understand why a lack of diversity in my social circle may be perceived as excluding others.	1	2	3	4	5
9. I realize that people of other cultures have a need to support one another and connect as a group.	1	2	3	4	5
10. I do not make assumptions about a person or individual group until I have verified the facts on my own.	1	2	3	4	5
11. I have multiple friends from a variety of ethnicities and abilities.	1	2	3	4	5
12. I connect easily with people who look different than me and am able to communicate easily with them.	1	2	3	4	5
13. I'm interested in the ideas and beliefs of people who don't think and believe as I do, and I respect their opinions even when I disagree.	1	2	3	4	5



9.2 CULTURAL DIVERSITY AWARENESS QUESTIONNAIRE

(Continued)

	Almost Never	Never	Sometimes	Almost Always	Always
14. I work to make sure people who are different from me are heard and accepted.	1	2	3	4	5
15. I recognize and avoid language that reinforces stereotypes.	1	2	3	4	5
16. I know others' stereotypes associated with my ethnicity.	1	2	3	4	5
17. I encourage People culturally different from myself to speak out on their issues and concerns and I validate their issues and concerns.	1	2	3	4	5
18. I avoid assuming that others will have the same reaction as me when discussing or viewing an issue.	1	2	3	4	5
19. I understand that I'm a product of my upbringing and believe there are valid beliefs other than my own.	1	2	3	4	5
20. I do not take physical characteristics into account when interacting with others or when making decisions about others' competence or ability.	1	2	3	4	5
21. I recognize that others stereotype me and I try to overcome their perceptions.	1	2	3	4	5
22. I include people culturally different from myself in team decision-making processes that impact them.	1	2	3	4	5
23. I actively seek opportunities to connect with people different than me and seek to build rapport with them.	1	2	3	4	5
24. I believe "color blindness" is counterproductive and devalues a person's culture or history.	1	2	3	4	5
25. I avoid generalizing behaviors or attitudes of one individual in a group to others.	1	2	3	4	5
26. I actively convey that employees or students of varying backgrounds are as skilled and competent as others.	1	2	3	4	5
27. I do not try to justify acts of discrimination to make the victim feel better. I validate his/her assessment of what occurred.	1	2	3	4	5
28. I try to learn about and appreciate the richness of other cultures and honor their holidays and events.	1	2	3	4	5
29. I believe there are policies and practices in place that negatively impact people outside the majority culture.	1	2	3	4	5
30. I understand the definition of internalized racism and how it impacts people of color.	1	2	3	4	5
31. I believe that race is a social construct, not a scientific fact.	1	2	3	4	5
32. I know and accept that [people's] experiences and background impact how they interact and trust me.	1	2	3	4	5

Source: Adapted from Special Populations and CTE Illinois Leadership Project. (2016). Cultural Diversity Self-Assessment. Retrieved from <http://illinoiscte.org/index.php/resources/cultural-competency-module>

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9.2 CULTURAL DIVERSITY AWARENESS QUESTIONNAIRE

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Scoring

Sum the numbers you circled on the questionnaire. This number is your cultural diversity awareness score.

Total Score

Cultural diversity awareness score: _____

Scoring Interpretation

This self-assessment is designed to measure your beliefs and behavior regarding cultural diversity and inclusion. A *higher score* on the assessment indicates that you are acutely aware of prejudice and bias, and that you are very aware of the impact of your behavior on others. Individuals who score high relate to others in ways that value diversity. A *lower score* on the assessment suggests that you are unaware of prejudice and bias, and that you are not fully aware of the impact of your biased behavior on others. Individuals who score low communicate with others in ways that do not value diversity.

If your score is 130–160, you are in the very high range.

If your score is 100–129, you are in the high range.

If your score is 70–99, you are in the moderate range.

If your score is 40–69, you are in the low range.

If your score is 0–39, you are in the very low range.

Improve Your Leadership Skills

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9.3 OBSERVATIONAL EXERCISE

Diversity and Inclusion

Purpose

1. To become aware of the dimensions of diversity and inclusion
2. To develop an understanding of how leaders address diversity and inclusion in the workplace

Directions

1. Your task in this exercise is to interview a leader about her or his views on diversity and inclusion. The individual you interview should have a formal position of authority in a company (e.g., supervisor, manager), a school (e.g., teacher, principal), or the community (e.g., director of social work, bank vice president, small business owner).
2. Conduct a 30-minute semistructured interview with this individual by phone or in person.
3. Develop your own interview questions. If necessary, you may incorporate ideas from the following questions:
 - Tell me about your job. How long have you held this position, and how did you get it?
 - What comes to your mind when you hear the word *diversity*? How is diversity addressed within your organization? How important do you think diversity is in your place of work? Why?
 - Are there areas within your organization that have less diversity than other areas? Do you think the organization should address this?
 - What challenges do you face regarding diversity among those whom you supervise?
 - How do you treat employees/followers who are different from others? Do you allow everyone to participate in decision making?
 - What is the best way to make an employee/follower who is a minority feel genuinely included with others?

Questions

1. Based on your observations, how important is diversity and inclusion to the leader you interviewed?
2. Which metaphor in Table 9.2 (i.e., melting pot, salad, or smorgasbord) would you use to describe the way the leader approaches his or her followers? Give examples to illustrate this metaphor.
3. Do you think the leader holds any stereotypes about others? In what way do these affect his or her leadership?
4. In what way does the leader try to make individuals who are different feel a part of the organization? Give specific examples where relevant.
5. Do you think privilege is in any way related to how this person leads? Defend your answer.



9.4 REFLECTION AND ACTION WORKSHEET

Diversity and Inclusion

Reflection

1. What is your response to the word *diversity*? Do you think it is a significant problem in our society, or do you think it is overemphasized? Explain your thoughts on diversity.
2. Reflect on the six primary dimensions of cultural diversity shown in Table 9.1 (i.e., age, gender, race, mental and physical abilities, ethnicity, and sexual orientation). Which type of diversity is easiest for you to embrace, and which is hardest for you to embrace? Why? Explain your answers.
3. One way to explore the concept of *inclusion* is to reflect on your own personal feelings about inclusion. In a group situation, how much do you want to be included by others? Using a personal example, discuss a time when you were in a group or on a team when you felt included by others and a time when you felt excluded. Why did you feel included in one situation and not the other? Elaborate and discuss.
4. Think about what circumstances got you to where you are today. Do you have a past that some would describe as privileged? Or, would you say you are not privileged? Do you see your colleagues or coworkers as having privilege? Discuss your thoughts on privilege.

Action

1. Explore your answers on the Cultural Diversity Awareness Questionnaire. Select three items on which you chose *almost never* or *never*. Based on your responses to these items, discuss what you could do in your own leadership to be more inclusive toward others.
2. Imagine for a moment that you have been selected to lead a group service-learning project. What will you say to make others in your group feel psychologically safe? In what way will you let them participate in decision making? How will you encourage those individuals who are most different from the group to feel like insiders yet still unique? Discuss.
3. As discussed in the chapter, stereotypes often get in the way of including others who differ from us. What common stereotypes do you sometimes attribute to others (e.g., a White male police officer, a Muslim woman wearing a hijab, or a transgender man)? How can you change these stereotypes? What messages will you give yourself to eliminate these stereotypes? Discuss.



10.2 BUILDING COMMUNITY QUESTIONNAIRE

Purpose

1. To identify your attitudes toward out-group members
2. To explore how you, as a leader, respond to members of the out-group

Directions

1. Place yourself in the role of a leader when responding to this questionnaire.
2. For each of the statements below, circle the number that indicates the degree to which you agree or disagree.

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. If some group members do not fit in with the rest of the group, I usually try to include them.	1	2	3	4	5
2. I become irritated when some group members act stubborn (or obstinate) with the majority of the group.	1	2	3	4	5
3. Building a sense of group unity with people who think differently than I is essential to what I do as a leader.	1	2	3	4	5
4. I am bothered when some individuals in the group bring up unusual ideas that hinder or block the progress of the rest of the group.	1	2	3	4	5
5. If some group members cannot agree with the majority of the group, I usually give them special attention.	1	2	3	4	5
6. Sometimes I ignore individuals who show little interest in group meetings.	1	2	3	4	5
7. When making a group decision, I always try to include the interests of members who have different points of view.	1	2	3	4	5
8. Trying to reach consensus (complete agreement) with out-group members is often a waste of time.	1	2	3	4	5
9. I place a high priority on encouraging everyone in the group to listen to the minority point of view.	1	2	3	4	5
10. When differences exist between group members, I usually call for a vote to keep the group moving forward.	1	2	3	4	5
11. Listening to individuals with extreme (or radical) ideas is valuable to my leadership.	1	2	3	4	5
12. When a group member feels left out, it is usually his or her own fault.	1	2	3	4	5
13. I give special attention to out-group members (i.e., individuals who feel left out of the group).	1	2	3	4	5
14. I find certain group members frustrating when they bring up issues that conflict with what the rest of the group wants to do.	1	2	3	4	5



10.2 BUILDING COMMUNITY QUESTIONNAIRE

(Continued)

Scoring

1. Sum the even-numbered items, but reverse the score value of your responses (i.e., change 1 to 5, 2 to 4, 4 to 2, and 5 to 1, with 3 remaining unchanged).
2. Sum the responses of the odd-numbered items and the converted values of the even-numbered items. This total is your leadership out-group score.

Total Score

Out-group score: _____

Scoring Interpretation

This questionnaire is designed to measure your response to out-group members.

- A high score on the questionnaire indicates that you try to help out-group members feel included and become a part of the whole group. You are likely to listen to people with different points of view and to know that hearing a minority position is often valuable in effective group work.
- An average score on the questionnaire indicates that you are moderately interested in including out-group members in the group. Although interested in including them, you do not make out-group members' concerns a priority in your leadership. You may think of out-group members as having brought their out-group behavior on themselves. If they seek you out, you probably will work with them when you can.
- A low score on the questionnaire indicates you most likely have little interest in helping out-group members become a part of the larger group. You may become irritated and bothered when out-group members' behaviors hinder the majority or progress of the larger group. Because you see helping the out-group members as an ineffective use of your time, you are likely to ignore them and make decisions to move the group forward without their input.

If your score is 57–70, you are in the very high range.

If your score is 50–56, you are in the high range.

If your score is 45–49, you are in the average range.

If your score is 38–44, you are in the low range.

If your score is 10–37, you are in the very low range.

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10.3 OBSERVATIONAL EXERCISE

Out-Groups

Purpose

1. To learn to recognize out-groups and how they form
2. To understand the role of out-groups in the leadership process

Directions

1. Your task in this exercise is to identify, observe, and analyze an actual *out-group*. This can be an out-group at your place of employment, in an informal group, in a class group, in a community group, or on a sports team.
2. For each of the questions below, write down what you observed in your experiences with out-groups.

Name of group: _____

Identify and describe a group in which you observed an out-group.

Observations of out-group members' actions:

Observations of the leader's actions:

Questions

1. What is the identity of out-group members? How do they see themselves?
2. How were out-group members treated by the other members in the group?
3. What is the most challenging aspect of trying to deal with members of this out-group?
4. What does the leader need to do to integrate the out-group members into the larger group?



10.4 REFLECTION AND ACTION WORKSHEET

Out-Groups

Reflection

1. Based on the score you received on the Building Community Questionnaire, how would you describe your attitude toward out-group members? Discuss.
2. As we discussed in this chapter, out-groups run counter to building community in groups. How important do you think it is for a leader to build community? Discuss.
3. One way to engage out-group members is to *empower* them. How do you see your own competencies in the area of empowerment? What keeps you from empowering others? Discuss.

Action

1. Using items from the Building Community Questionnaire as your criteria, list three specific actions you could take that would show sensitivity to and tolerance of out-group members.
2. In the last section of this chapter, six strategies for responding to out-group members were discussed. Rank these strategies from strongest to weakest with regard to how you use them in your own leadership. Describe specifically what you could do to become more effective in all six strategies.
3. Imagine for a moment that you are doing a class project with six other students. The group has decided by taking a vote to do a fund-raising campaign for the local Big Brothers Big Sisters program. Two people in the group have said they are not enthused about the project and would rather do something for an organization like Habitat for Humanity. While the group is moving forward with the agreed-upon project, the two people who did not like the idea have started missing meetings, and when they do attend, they are very negative. As a leader, list five specific actions you could take to assist and engage this out-group.

