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# Advanced Training of Trainers: Inclusive Supervision

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# **Advanced Training of Trainers: Inclusive Supervision**

## **Leader's Guide**

December 2016  
For Training Purposes Only

## **Advanced Training of Trainers**

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Community Health Promotion Collaborative Research Initiative.*

## **Estimated Time**

- 3 Hours

## **Training Materials**

- Leader's Guide
- LCD projector and laptop
- PowerPoint presentation
- Participant materials
  - Workbook
- One flipchart pad (preferred 3M sticky) and easel
- Markers, name badges, pens
- Mini white boards
- Masking tape to hang signs

## **Room Setup**

Prior to participants arrival it is recommended that the room be set-up in a half-circle (depending on the number of participants). This face-to-face interaction will allow for more meaningful interaction. Based on the activities for this workshop, it is also beneficial to allow for space to move around the room. Hang up all posters ahead of time. The "identity" signs for the *Power of Assumptions* activity should be set-up and spaced all around the room, leaving enough room between signs for groups of people to stand below each sign. Hang 4 blank poster sheets, one in each corner of the room for the *DISC activity*.

## **Rationale**

This workshop is designed to facilitate personal reflection and action through the introduction of a new model of supervision, called inclusive supervision. This workshop will challenge participants to look inwardly at themselves, their identities, and how they interact with those they supervise. An inclusive model of supervision will be presented and participants will be challenged to think about how to enact and practice inclusive supervision in the workplace, creating more inclusive spaces and satisfied employees. In

an increasingly diverse world and workforce, supervisors who can create inclusive workspaces will be more effective in creating meaningful work, ultimately leading to retention of employees and more productive environments.

## **Agenda**

- Welcome and Overview
- Introductions
- Learning Objectives
- Reflections on Supervision
- Four Layers of Diversity Framework
- Activity #1 – DISC Personality Profile
  - Understanding our strengths and weaknesses
  - Understanding the four styles
- Activity #2 – Power of Assumptions Exercise
- Inclusive Supervision in Practice
- Judging to Valuing Ladder
- Closing Activity
- Questions, Comments, and Evaluations

## **Objectives**

At the conclusion of this training, participants will be able to:

- Articulate the elements of inclusive supervision
- Understand the dimensions of the DISC Personality Behavioral Profile
- Identify the personality profile of those they supervise and work with
- Identify multiple dimensions of identity
- Articulate ways to demonstrate and model inclusive supervision

## **DISPLAY SLIDE 1**

### **Welcome and Overview**

#### **Introductions**

Introduce yourself and why this topic may be important to you. What experience do you have that brings credibility on this topic as a trainer? Ask participants to introduce themselves.

NOTE: If participants have chosen to come to this workshop, you might consider asking why and what they hope to learn. If participants were required, you might ask them to tell you about their experience with supervision. How many staff? Their challenges? This may be based on how well participants know each other. You will need to assess levels of confidentiality with the conversation.

## **DISPLAY SLIDE 2**

### **Learning Objectives**

At the conclusion of this workshop participants will be able to:

- Articulate the elements of inclusive supervision
- Understand the dimensions of the DISC Personality Behavioral Profile
- Identify the personality profile of those they supervise and work with
- Identify multiple dimensions of identity
- Articulate ways to demonstrate and model inclusive supervision

## **DISPLAY SLIDE 3**

### **Expectations & Ground Rules**

This is an opportunity for you to establish general expectations for participation and ground rules for your workshop. While you want to maintain a professional and confidential nature, it is also beneficial to let participants know in advance that this workshop will involve an exploration of self in order to learn how to effectively supervise others. Multicultural competence is defined as awareness, knowledge, and skills, and we hope to enhance awareness and knowledge through this workshop in order to ultimately enhance skill.

The following are expectations and ground rules for this workshop:

- Be willing to share and learn (maybe even laugh at ourselves)
- Be open to new ideas, perspectives, and experiences

- Maintain confidentiality – one person’s story is not our story
- Have fun!

#### **DISPLAY SLIDE 4**

### **Pair and Share Activity: Learning from the Past**

This activity has some flexibility. If the group does not know each other well, you may ask them to simply reflect on poor supervisors they have had in the past. If it seems the group works closely together and supervisors can be easily identifiable, you might ask them to reflect on past supervisors and identify whether they were poor or good supervisors. Then ask them to identify what specifically earned the supervisor the title of “good” or “poor.” We can learn about poor supervision, even from listening about good supervision and vice versa. However, the story is generally more telling if we reflect on incidents of poor supervision. Have participants pair and share with other participants first, then ask if some (or all of the pairs) are comfortable sharing with the larger group to get a broad picture.

#### **DISPLAY SLIDE 5**

### **Good vs. Poor Supervision**

Listening to participants examples of good and poor supervision will allow you to draw out some of the themes listed here, which identify the impact of good supervision. We know good supervision positively...

- Impacts staff performance and productivity
- Impacts staff satisfaction and retention
- Impacts environment and morale

Conversely we know that poor supervision negatively impacts all of these same areas resulting in high turnover and toxic work environments.

We also know that poor supervision is often the result of two things:

- A lack of skill
- An unwillingness

Reflecting back on participants stories you might ask the larger group to consider:

- What skills do poor supervisors lack?
- What are poor supervisors unwilling to do?

As the facilitator, keep the responses to these questions in your purview so you can recall them or refer back to them as they relate to the rest of the workshop. There is an opportunity for people to self-reflect at the end to consider what skills they lack and what they might be unwilling to do.

### **DISPLAY SLIDE 6**

#### **Inclusive Supervision**

Now that we have discussed poor supervision and good supervision, ask participants to postulate what they think “Inclusive Supervision” might look like. This activity is simply to open the discussion and the introduction to the inclusiveness conversation. This slide serves simply as a prompt for discussion as the next slide will describe more succinctly what an inclusive environment looks like (as facilitated by an inclusive supervisor).

### **DISPLAY SLIDE 7**

#### **What does an inclusive work environment look like?**

- Moves beyond diversity as simply a hiring practice, to inclusiveness of individuals, ideas, and values in the workplace.
- Open, effective communication and clear channels for feedback
- An educational environment where it is safe to make mistakes vs. an environment that is stifled by political correctness

Inclusion puts the concept and practice of diversity into action by creating an environment of involvement, respect and connection – where the richness of ideas, backgrounds and perspectives are harnessed to create business value. Organizations need both diversity and inclusion to be successful.

### **DISPLAY SLIDE 8**

#### **Four Layers of Diversity Framework**

This diversity wheel serves as the framework for our discussion on inclusiveness as it expands upon traditional notions of diversity, such as race, ethnicity, gender, age and sexual orientation (the internal dimensions of diversity) to encompass at the core, personality. Most conflict in the workplace stems from interpersonal conflict resulting from differences in personality, therefore, it is important to consider personality as we strive to create more inclusive work environments.

## **DISPLAY SLIDE 9**

### **Your Personality...**

As we move toward a discussion on personality, it's important to understand the context for examining our personalities. Much research has suggested that personality in many ways is as much nature as it is nurture. Our personality is the result of life and experiences and is quite difficult to change. However, because of our personality we exude certain behaviors. For example, an introvert may appear very different in a large social situation than an extrovert would appear, displaying very different behaviors. However, while we cannot change our personality, we can change our behaviors to appear more or less like someone. Again, given the same example, an introvert could change their behaviors in a large social situation, perhaps exuding more confidence and behaving a bit more gregarious, making them appear as an extrovert. This is an important distinction to recognize in understanding the dynamics of personality. If we can change our behaviors to appear or be more like someone who is different than us, we might be able to improve working relationships in the office. We'll dissect this more in a bit.

Our behaviors say a lot about us. How we behave in meetings, the lunchroom, and the hallway...each of those interactions suggests things about us and our preferences and can influence how people interact with us. We also know that the supervisor's personality can greatly influence the overall feel and "personality" of the office.



Consider for a moment your office. How would you describe the personality of your office? Would you characterize it as friendly, warm and welcoming? Or would you say it's negative and toxic?

Then think about the supervisor's personality. What impact or influence is that having on the environment? Do you see a resemblance? If you are a supervisor, you might consider how your personality is impacting your space...positively or negatively.

### **DISPLAY SLIDE 10**

The DISC Personality Profile is a tool to help us understand ourselves, but more importantly to help us understand and work more effectively with others. It is a tool that is meant to help us reduce conflict in the workplace and maximize productivity and success. It is a tool that can help supervisors consider the multiple personalities of their staff and strive to create environments that are inclusive and subsequently more motivating. To truly be an inclusive supervisor, one must consider each individual staff as an individual, recognizing that their goals, needs, fears and ways of seeing the world are all different and therefore will respond differently to different environments. Good supervisors might think they can motivate their staff, but in reality, we cannot motivate people, we can only create motivating environments if we know what motivates them. DISC sheds light on these differences, allowing us to see how we can create more inclusive and motivating environments.

### **DISPLAY SLIDE 11**

This first activity is designed to help you learn about the four personality profiles that make-up DISC (D.I.S.C.) by discovering your own preference. This can be done simply by reflecting upon yourself and asking two questions. This activity will involve you getting up and moving around the room.

The first question is would you describe yourself as active or thoughtful? Active is described as generally being more assertive, bold, or dynamic. Thoughtful is described as being calm, methodical and careful. Thoughtful is not referring to someone who is "caring" as all of you are likely caring people, but this distinction refers to how you appear or how

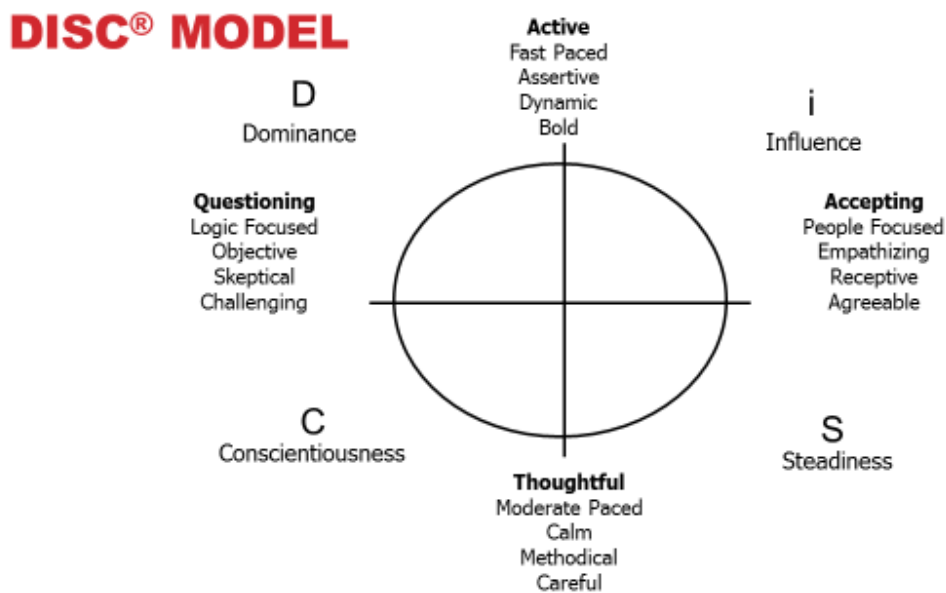
you act. Are you Active or Thoughtful? If you are active come to the front of the room and if you are thoughtful go to the back of the room (use your slides as an indication of direction). A note: If people are hesitating or questioning where they should go...they are often “thoughtful,” taking their time trying to make a decision. Direct them accordingly.

### DISPLAY SLIDE 12

The second question is would you describe yourself as questioning or accepting? Questioning is described as logic-focused, skeptical and challenging, whereas accepting is described as more people-focused, agreeable, receptive and empathizing. If you are questioning move to the right side of the room, if you are accepting move to the left side (again, using your slides as directional).

### DISPLAY SLIDE 13

What we have just done by asking those two questions is divided you into the four personality profiles, which will be revealed shortly. (You will need to use some hand gestures to move people in the appropriate corner where you have placed the poster sheets, using the model below for guidance)



Those of you who answered “active” and “questioning,” should be in this corner.

Those of you who answered “active” and “accepting,” should be in this corner.

Those of you who answered “thoughtful” and “accepting,” should be in this corner.

And those of you who answered “thoughtful” and “questioning,” should be in this corner.

Note: You do not want to reveal the four specific profiles at this point as that is revealed through the next stage of the activity.

### **DISPLAY SLIDE 14**

Something that we fail to recognize about our personalities is often the thing that we think is our greatest strength: the very same thing that others find annoying or difficult to work with. For example, I might say that my greatest strength is my intention to get all of my staff's input and feedback before making a decision for the department. However, if I rely on this too much, I might be perceived as indecisive and unable to make a decision on my own. Another example is that I might see myself as a take-charge kind of person; I make sure things get done. However, my staff may see me as bossy and demanding. Our strengths become our weakness when we rely on the too much, when we overuse them. As a group, come to a consensus (as much as possible) on your strengths. What do people typically rely on you for? What role do you take on in a group? All off these questions are asking the same thing....what are your strengths?

Note: You may find that some groups are not able to agree on certain strengths, which is indicative of the blend or overlap of styles. People do not fit cleanly within one of the four profiles, but rather they are a blend of all four styles (D.I.S.C), therefore it is natural to have some of that overlap. Help facilitate the group through that by trying to steer the conversation with what the strengths of that group should be (typical responses listed below). If through the four corners activity (two questions), no one ended up in a particular corner, you will need to “role play” that corner and write down the strengths for that profile.

#### **Active/Questioning (Dominance)**

- make decisions when others cannot
- confront tough issues or situations
- accept change as a personal challenge

- keep the team focused and on task
- leader
- results-oriented

#### **Active/Accepting (Influencing)**

- are available to others
- inspire others
- spread your enthusiasm and positive attitude to others
- give positive feedback to your colleagues
- creative

#### **Thoughtful/Accepting (Steadiness)**

- are good team players
- are sensitive to others' needs
- approach meeting agendas methodically
- listen well
- are likable

#### **Thoughtful/Questioning (Conscientiousness)**

- are thorough
- follow standards
- emphasize accuracy
- use diplomacy
- critical analysis
- detail-oriented

After each team has been given enough time to come up with a minimum of 5 strengths, move on.

#### **DISPLAY SLIDE 15**

Now that we have identified our strengths, an important piece of this reflection is to understand how our strengths may be perceived as a weakness if we overuse them. As a group, travel around the room to each poster and place a check mark by two strengths on

that group's list that they overuse: they become weaknesses, or annoying from your perspective.

Note: Have the groups rotate around the room until they have reflected on the three other styles than their own. Stop them before going back to their own poster and ask them to take a seat. Collect all four of the posters and bring them to the front of the room. Arrange them in order of the four profiles:

1. Active/Question (D)
2. Active/Accepting (I)
3. Thoughtful/Accepting (S)
4. Thoughtful/Questioning (C)

Before advancing to the next slide, process the activity with the group by going through each groups' list of strengths and then the identified weaknesses (if they overused those strengths). During this time it is important for those who were part of the Active/Questioning group not to comment on the identification of their weaknesses, but rather this is a time for those outside of that profile to discuss why that personality can be "annoying" or challenging to work with if those strengths are overused. After you have conversed about the first profile, reveal that this is the D style, which stands for Dominance. Reflect on the strengths they have identified and how that is reflective of Dominance. Be sure to talk about why those strengths are important in a work environment, i.e. having a person who takes change in a group setting is valuable because not everyone always wants to play that role, or, having someone who is results-focused and goal-oriented is valuable when others get mired down in details. Go through the remaining three posters/profiles in the same manner.

Examples of behaviors that may be less effective for each style:

**Active/Questioning (Dominance):**

- may come across as unapproachable
- can be insensitive to others
- may show impatience with others
- try to move the team before it is ready

**Active/Accepting (Influencing):**

- can be disorganized

- may be superficial in your approach
- lack follow-through

**Thoughtful/Accepting (Steadiness):**

- can be indecisive
- may be indirect
- resist change

**Thoughtful/Questioning (Conscientiousness):**

- can be overly concerned with perfection
- act aloof
- tend to hamper others' creativity by sticking to the rules

**DISPLAY SLIDE 16**

Note: At this point you can hand out the participant's packets, or if you have already done so, refer to page 2, where they will find the corresponding DISC Model.

What we facilitated through the four corners activity is a very simply way for you to understand and identify people's personality profiles. By observing and listening, you can then ask yourself two questions about an individual: Are they more active or thoughtful? More questioning or accepting? Then you can identify what their personality preference might be. It's important to know that no one individual falls within one category of D, I, S, or C, but rather as individuals, we are blend of all four styles, we simply have a preference towards one or two. As you can see in the model, someone who is very active, might share strengths with a D or an I style. Likewise someone who is an extreme questioner might exhibit behaviors similar to a D or a C style. That explains why there may have been some duplicate strengths identified among groups in the previous activity and why some of you may have felt you belonged in a different group. At different points in our life we are called or required to behave in ways that may or may not be congruent with our true self. For example, it may not be my natural tendency to behave as a D (Dominant), however, if I am in a Director's position, I am going to be expected to be decisive, goal-oriented, and focused on the big picture. This may not be my natural tendency but I can change my behaviors to exhibit more "D" type behaviors.

## DISPLAY SLIDE 17

### More About D's

Note: The next four slides simply provide greater insight into the goals, fears, tendencies, motivations and limitations of each style. Review as a group and ask participants to indicate when things resonate for them and why. How do they know this to be true? Can they share examples of when they have exhibited these tendencies or demonstrated various behaviors?

<b>Emphasize:</b>	shaping the environment by overcoming opposition and challenge
<b>Tendencies:</b>	getting immediate results, taking action, accepting challenges
<b>Motivated by:</b>	challenge, power and authority, direct answers
<b>Fears:</b>	loss of control in their environment; being taken advantage of
<b>You will notice:</b>	self-confidence, decisiveness, and risk-taking
<b>Limitations:</b>	lack of concern for others, impatience

## DISPLAY SLIDE 18

### More about I's

<b>Emphasize:</b>	shaping the environment by persuading and influencing others
<b>Tendencies:</b>	involvement with people, making a favorable impression
<b>Motivated by:</b>	social recognition, group activities, relationships
<b>Fears:</b>	social rejection, disapproval, loss of influence
<b>You will notice:</b>	enthusiasm, charm, sociability
<b>Limitations:</b>	impulsiveness, disorganization, and lack of follow-through

## DISPLAY SLIDE 19

### More about S's

<b>Emphasize:</b>	achieving stability, accomplishing tasks by cooperating with others
<b>Tendencies:</b>	calm, patient, loyal, good listener
<b>Motivated by:</b>	infrequent change, stability, sincere appreciation, cooperation
<b>Fears:</b>	loss of stability, the unknown, change, unpredictability
<b>You will notice:</b>	patience, a team player, stability, methodical approach, calm
<b>Limitations:</b>	overly willing to give, putting their needs last

## DISPLAY SLIDE 20

### More about C's

<b>Emphasize:</b>	working within circumstances to ensure quality and accuracy
<b>Tendencies:</b>	attention to standards and details, analytical thinking
<b>Motivated by:</b>	clearly defined performance expectations, quality and accuracy being valued
<b>Fears:</b>	criticism of their work, slipshod methods
<b>You will notice:</b>	behavior that is cautious, precise, diplomatic, restrained
<b>Limitations:</b>	overly critical of self and others, indecision because of desire to collect and analyze data

## DISPLAY SLIDE 21

### Reflection Activity #1



Now that we have a better understanding of our own personality, including our strengths and overuses, let's reflect on a few areas and how our behaviors may impact our environment. Consider:

- How do you communicate with others?
- How do you respond to conflict?
- How do you give and receive feedback?

As you think about your response to these questions, **which of your behaviors might be ineffective/destructive vs. constructive? What might you do differently to be more effective?** Take a few minutes to reflect and write a response to these two questions. Reflection is key for understanding our impact in the environment and how we can be more inclusive.

Note: If you have a group that seems prepared to talk, give them time to pair and share.

## **DISPLAY SLIDE 22**

### **Making Personality Work for You**

Understanding our own personality and behaviors is just one piece to creating truly inclusive environments. It is more important we understand the personalities of those we supervise and work with. Having a better understanding of people's goals, fears and motivations allows you to create an environment that is both inclusive and motivating. The challenge and obligation of supervisors is significant, in that they must get to know each and every one of their staff members in a way that allows them to understand how each of them ticks. What motivates one might not motivate the other. As we discussed in previous slides, D's are motivated by challenge and autonomy, C's are more motivated by clear expectations and the value of quality and accuracy. What's important is that supervisors do not apply a one size fits all approach to supervision, but consider personality first and foremost. Establishing positive individual relationships will lead to establishing a strong community of colleagues.

As children we grew up with the "golden rule" which stated treat others how you would want to be treated. While this is still a solid rule when it comes to general respect and kindness, the Platinum Rule challenges us to treat others the way THEY want to be treated.

This requires great effort on the part of supervisors and colleagues to both understand why people behave in certain ways and to ultimately value the differences within the workplace. By doing so, supervisors can create a more inclusive and motivating environment for all.

### **DISPLAY SLIDE 23**

#### **Diversity Wheel Framework**

Next we are going to move outwards in our original framework to look more at the internal and external dimensions of diversity in the workplace.

### **DISPLAY SLIDE 24**

#### **Moving Beyond Personality (Power of Assumptions Exercise)**

Note: It may be helpful not to name the activity, as that becomes part of the lesson in the debrief/group discussion.

What you see around the room are various signs representing the internal and external dimensions of diversity (read all of the signs aloud to the group).

This next activity is a silent activity. I will read 10 different statements about aspects of your identity. After I read a statement, I ask that you move and stand under the sign that best represents that statement for you. This is a silent activity and therefore you will not explain why you are standing under a certain sign. I will simply move on to the next statement.

Read the first statement:

1. This is the aspect of my identity I am most comfortable discussing.
2. This is the aspect of my identity I am least comfortable discussing.
3. This is the aspect of my identity that I think the most about.
4. I know the least about this aspect of my identity.
5. I have experienced the most joy around this aspect of my identity.
6. I have experienced the most pain around this aspect of my identity.
7. This is the aspect of my identity that is most invisible.
8. I feel most judged by this aspect of my identity.
9. This is the aspect of my identity that I have to defend the most.

Note: After you finish the activity, you can ask people to go back to their seats. Before you process the activity, remind people that this is an activity for self-reflection and to think about our identities in the workplace. Additional ground rules might be:

**More Ground Rules:**

1. No specific questions directed at one person.
2. Let people disclose whatever they want on their own terms.

**Group Discussion:**

1. What are your initial reactions to this exercise? What did it feel like to be in the room?
2. How did it feel to force yourself to respond?
3. How did it feel to stand in a category by yourself?
4. How did it feel to stand in a category where you were surrounded by many others?
5. Did you ever stay in the same category for opposite statements (e.g. most pain vs. most joy)?
6. Why do you think we do this as a silent activity? How would it be different if we were allowed to talk?
7. Which category for you, stirs up the most emotions and/or knee-jerk reaction? Why do you think this is?
8. What did you learn about yourself? About others? In general?
9. Why might this activity be called the Power of Assumptions?
10. What one thing did you take from this exercise that you will apply to your work as a supervisor?

**DISPLAY SLIDE 25**

**Power (Danger) of Assumptions**

As we discussed, the activity is called the “Power of Assumptions,” because it is meant to challenge our erroneous beliefs and misunderstandings about the people we work with. As humans, we make assumptions to help us make decisions. However, we often make assumptions about people based on their behavior, appearance or other aspects of their identity without checking the accuracy or fully understanding who that individual is. In the workplace this can be very dangerous, as we often do not get to see the “whole” person or our interactions may be brief, only in certain environments. This can lead to assumptions that are wrong and extremely detrimental to building relationships in the workplace. The next time you find yourself making assumptions about individuals, stop and ask yourself,

“How do I know this to be true?” If you do not know it to be true, challenge yourself to withhold judgment; withhold your assumptions and work to learn more.

## **DISPLAY SLIDE 26**

### **Reflection #2**

Isaac Asimov, who was an author and science professor at Boston University, once said...”Your assumptions are your windows on the world. Scrub them off every once in a while, or the light won’t come in.”

Sometimes, our working relationships are negatively tainted by interactions (personality conflicts) or by assumptions we have made about people based on aspects of their identity. Take a moment to think about relationships or situations in your work environment that may need a clean set of lenses? How have your assumptions perhaps hindered your efforts for a positive working relationship?

## **DISPLAY SLIDE 27**

### **What does Inclusive Supervision Look Like in Practice?**

As we move toward the end of this workshop, I want to conclude with some thoughts about what inclusive supervision looks like in practice based on what we’ve talked about with respect to personality and consideration for aspects of individual’s identities. Inclusive supervisors intentionally and perhaps organically, create safe spaces and inclusive work environments through three distinct practices.

1. Demonstrating vulnerability – This means that supervisors willingly and honestly admit to their own limitations in the workplace. This means they admit that they may not know everything, they are willing to learn and most importantly, they apologize when they make cultural mistakes in the workplace. For example, a supervisor who in casual conversation with a male employee suggests that they should bring their “wife/girlfriend” to the holiday event, having assumed the sexual orientation of the employee. A small correction in language, to suggest one should bring their “partner” to the event allows for the inclusion of all. Most important

however, is to apologize for assumptions we have made that may be incorrect and to take the time to learn about your staff so you can be inclusive of all aspects of their identities within the work environment.

2. In a similar manner, inclusive supervisors cultivate the whole-self, meaning they recognize and respect the multiple aspect of staff's identities and work to create an environment that is supportive, understanding that a person's identity and the intersection of multiple identities has an impact on how people behave at work. Taking an interest in who people are, beyond simply noting they are an employee, enhances individuals sense of safety and value at work. This involves getting to know what makes them uniquely them, from their personality, to their cultural identify, to their various roles as mother, father, son, daughter, soccer coach, or within their hobbies. By creating an environment where employees can be themselves and bring all of themselves into work, allows a positive community and more satisfied staff.
3. And finally, inclusive supervisors intentionally and again, sometimes organically, build up the capacity of others for inclusive practice. This can mean intentionally providing and seeking out professional development opportunities that enhance diversity and inclusion efforts or it can be how you help them navigate systems and situations where their voice may not be represented. As a supervisor, when you allow your staff and others to bring their expertise and knowledge to the table, you are validating their voice and contributions, which enhances their capacity to do the same for others. Supervisors who model inclusivity in all that they do, challenge and teach others, building their capacity for inclusion.

## **DISPLAY SLIDE 28**

### **Why Inclusiveness?**

As we come to a close, let's reflect again on what an inclusive environment looks like and why we should strive to create one.

Inclusive organizations are learning-centered when driven by a supervisor who is vulnerable and willing to learn.

Inclusive organizations value the contributions and perspectives of all people, from the maintenance and custodial, to your frontline, to your mid-level, and beyond as demonstrated by supervisors who build the capacity of everyone.

And finally inclusive organizations strive to meet the needs of the diverse groups and individuals they employ and serve, as demonstrated by supervisors who strive to cultivate the whole self.

Some of the benefits of creating inclusive organizations are:

- Greater staff satisfaction and lower turnover
- Increased creativity and problem-solving within the organization
- Increased organizational flexibility and ability to learn from people at all levels within the organization

### **DISPLAY SLIDES 29-33**

#### **Judging to Valuing Ladder**

This last series of slides is called the “Judging to Valuing Ladder” and is just a visual representation of the progress we hope to make in our workspaces. We want to stop **judging** (and making assumptions about) others based on our own preferences and work toward **understanding** how and why people are different than us. Through understanding we can come to sincerely **respect** differences and **appreciate** diversity in the workplace and **value** the differences that make our workplace better.

### **DISPLAY SLIDE 34**

#### **Objectives Recap**

Looking at today’s objectives:

- Articulate the elements of inclusive supervision
- Understand the dimensions of the DISC Personality Behavioral Profile
- Identify the personality profile of those they supervise and work with
- Identify multiple dimensions of identity
- Articulate ways to demonstrate and model inclusive supervision

## **DISPLAY SLIDE 35**

### **Final Reflections**

Instruct participants to answer the following questions:

- Identify three things that stood out from today.
- What resonated today?
- What questions are circling?
- How does what you learned today impact your effectiveness at work?

## **DISPLAY SLIDE 36**

### **Questions, Comments, and Evaluations**

Allow for any questions or comments. Thank participants and distribute class evaluations.

Designate an area for participants to leave evaluations when complete.