

# Diversity Awareness

## P · R · O · F · I · L · E

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The Diversity Awareness Profile (DAP) is designed to assist people in becoming aware of ways in which they discriminate against, judge, or isolate others. After this instrument is administered to you, you will have an opportunity to evaluate your behavior and to plan action steps to modify any undesirable behavior you discover.

As you complete the DAP, remember that the term "protected class" refers to groups of people such as African Americans, Native Americans, Hispanics, Asians, women, people with disabilities, and older workers. You may also consider any "non-protected" groups of people who are often discriminated against. Since the purpose of the DAP is to increase your self-awareness, the more honest you are while answering the questions, the more you will gain from it. There are no standard right or wrong answers; whatever is true for you is the right answer. This is not a timed test, but do not labor over the answers; generally your first impression will be valid. You need not reveal your score to others.

**Instructions:** Fill in the blanks below. When your facilitator gives you the signal, turn to page 2 and begin completing the instrument. Read each question and circle the number that best answers it. Consider each question in terms of your own actions, beliefs, and experiences. When you have finished answering the forty questions, add up the numbers inside the circles and write the page totals in the blanks provided. Then write in the grand total (the sum of the page totals) and wait for further instructions from your facilitator.

Name \_\_\_\_\_ Date \_\_\_\_\_

Organization \_\_\_\_\_

How often do I, as an individual:

	Almost Never	Seldom	Usually	Almost Always
1. Challenge others on racial/ethnic/sexually derogatory comments? . . .	1	2	3	4
2. Speak up when someone is humiliating another person or acting inappropriately? . . . . .	1	2	3	4
3. Think about the impact of my comments and actions <i>before I speak or act!</i> . . . . .	1	2	3	4
4. Refuse to participate in jokes that are derogatory to any group, culture, sex, or sexual orientation? . . . . .	1	2	3	4
5. Refrain from repeating statements or rumors that reinforce prejudice or bias? . . . . .	1	2	3	4
6. Check out reality before repeating or believing rumors or assumptions about anyone? . . . . .	1	2	3	4
7. Recognize and challenge the biases that affect my own thinking? . . . . .	1	2	3	4
8. Avoid using language that reinforces negative stereotypes? . . . . .	1	2	3	4
9. Assume and convey the message that protected-class members are as skilled and competent as others? . . . . .	1	2	3	4
10. Get to know people from different cultures and groups as individuals? . . . . .	1	2	3	4
11. Realize members of another culture have a need to socialize with and reinforce one another and connect as a group? . . . . .	1	2	3	4
12. Accept and reinforce the fact that not everyone has to act or look a certain way to be successful in or valuable to my organization? . . . . .	1	2	3	4
13. Take responsibility for helping new people in my organization, including women and people of various cultures, ages, and sizes, to feel welcome and accepted? . . . . .	1	2	3	4
14. Include protected-class members, including women, in the informal networks and/or social events? . . . . .	1	2	3	4
15. Learn about and appreciate the richness of other cultures and respect their holidays and events? . . . . .	1	2	3	4

Page Total \_\_\_\_\_

How often do I, *as an individual*:

	Almost Never	Seldom	Usually	Almost Always
16. Ask for and plan social events in which all people are able to participate? . . . . .	1	2	3	4
17. Encourage protected-class members to speak out on their issues and concerns and treat those issues as valid? . . . . .	1	2	3	4
18. Encourage protected-class members, including women, to take risks? . . . . .	1	2	3	4
19. Listen to the ideas of protected-class members and give them credit, both one-on-one and in group meetings? . . . . .	1	2	3	4
20. Include protected-class members in decision-making processes that affect them? . . . . .	1	2	3	4
21. Empower protected-class members by handing over responsibility to them as often as I do to others? . . . . .	1	2	3	4
22. Provide straightforward and timely feedback to protected-class members, including women? . . . . .	1	2	3	4
23. Share the written and unwritten rules of my organization with those from different cultures? . . . . .	1	2	3	4
24. Disregard physical characteristics when interacting with others and when making decisions about competence or ability? . . . . .	1	2	3	4
25. Take responsibility for helping my organization meet legal (EEO/AA) guidelines? . . . . .	1	2	3	4
26. Follow and reinforce organizational policies regarding equal treatment, including confronting others who violate those policies? . . . . .	1	2	3	4
27. Consider protected-class members, including women, for all opportunities and positions I have influence over? . . . . .	1	2	3	4
28. Keep all others, including protected-class members, in the information loops, both formal and informal? . . . . .	1	2	3	4
29. Help provide all employees with ample training and education to succeed in their jobs and to grow? . . . . .	1	2	3	4
30. Provide formal or informal mentoring to new employees, including protected-class members, so they can "learn the ropes"? . . . . .	1	2	3	4

Page Total \_\_\_\_\_

How often do I, as an individual:

	Almost Never	Seldom	Usually	Almost Always
31. Make the extra effort to help my organization retain protected-class employees? . . . . .	1	2	3	4
32. Reinforce others for behaviors that support cultural diversity? . . . . .	1	2	3	4
33. Confront organizational policies and procedures that lead to the exclusion of anyone? . . . . .	1	2	3	4
34. Do all I can to help create a work environment in which all employees and customers are respected and valued? . . . . .	1	2	3	4
35. Make extra efforts to educate myself about other cultures? . . . . .	1	2	3	4
36. Call, write, or in some way protest when a book, newspaper, television show, or some branch of media perpetuates or reinforces a bias or prejudice? . . . . .	1	2	3	4
37. Refuse to join or remain a member of associations or groups that allow or reinforce values or practices that are racist, biased, or prejudiced? . . . . .	1	2	3	4
38. Participate in volunteer or community activities that are change-agent efforts? . . . . .	1	2	3	4
39. Make extra efforts to get to know individuals from diverse backgrounds? . . . . .	1	2	3	4
40. Say, "I think that's inappropriate," when I think something indicated prejudice? . . . . .	1	2	3	4

Page Total \_\_\_\_\_

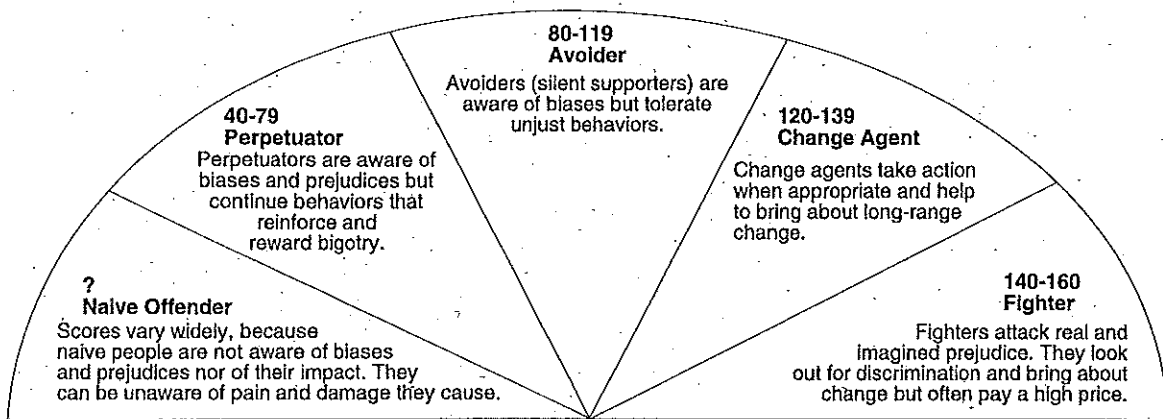
Add up all Page Totals for your Total Score \_\_\_\_\_



Wait until the facilitator gives you instructions before turning to the next page.

## SCORING

Look at the numbers in the Diversity Awareness Spectrum below. Find the range that includes your Total Score. Draw an X in that ray of the spectrum.



Diversity Awareness Spectrum

## INTERPRETATION

The following explanations of the categories in the spectrum will help in assessing how free of bias, prejudice, and discrimination your behavior is.

**1. Naive Offender.** People in this category do not even realize they exhibit biased behavior. Often when they offend others, they are not aware that their own behavior is offensive. They frequently accept stereotypical statements as facts. They may even unknowingly commit illegal acts. No score was indicated for this category, because scores can vary widely for the truly naive offender. For example, a naive person can believe that "almost always" is a truthful response to many of the DAP questions, because he or she does not comprehend biased behavior.

Regardless of your score, give some serious thought to the types of behavior that indicate bias and prejudice. Discuss the topic with colleagues and ask for feedback on whether your behavior is usually appropriate. Since naive people "know not" and "know not that they know not," help from others is essential to teach them.

**2. Perpetuator.** People in this category are aware of their biases and prejudices and aware that their behavior offends others. Nevertheless, they continue with derogatory jokes, comments, and actions and act as though laws or company guidelines do not apply to them.

If your score indicates this category, take heed. If you answered all questions honestly, not only is your behavior hurting others, but you are in danger of being sued or fired. Look at the questions that you answered with a "1" or "2." If you truly want to change your behavior, keep these questions in mind to help you break your old habits. Create some action steps that will help to remind you of the type of behavior you desire to acquire.

**3. Avider.** People in this category are aware of biases in themselves and others. They are working on their own prejudices, but they are reluctant to address inappropriate behavior by others. They try to play it safe by saying nothing, and this behavior is often perceived as acceptance. They are sometimes thought of as "silent supporters."

If your score indicates this category, look at the questions that you answered with a "1" or "2." Your action steps should include efforts to improve in those areas. Work on ways to become more verbal when you are aware of biases.

**4. Change-Agent.** In this category, people are not only aware of biases in themselves and others, but they also realize the negative impacts of acting on those biases. They are willing to take action when they encounter inappropriate words or behaviors. They try to make a difference when there is clear evidence of discrimination or bias.

If your score indicates this category and if you are sure that you are not just naive about your behavior, then you are in a position to help others. Your action plan should include well-thought-out ideas that will decrease bias and discrimination in your organization.

**5. Fighter.** People in this category are constantly aware of any behavior that seems to be biased or prejudiced, and they confront the offenders strongly. They have played an important role in helping minorities move ahead, but they pay a price. For example, they may get a reputation of "fighting," and after a while people may begin to discount what they are saying and even avoid them.

If your score indicates you are a fighter, you may in fact be a strong "change agent." If your score is near the lower range, then the things that apply to change agents apply to you. However, in any event, you should examine your behavior carefully to determine any areas that indicate that you are sensitive when no discrimination or bias actually exists. In other words, try to determine if you are on the lookout for prejudice when nothing has indicated that prejudice exists. Your action steps should include giving people a fair chance and the benefit of a doubt. Your behavior may be unnecessarily causing you to lose friends who could be a source of real comfort and benefit.

### **ACTION STEPS** (Use Additional paper, if needed.)

Areas in which I want to change my behavior are:

Ways in which I plan to change my behavior are:

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