

9.3 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.

	Never	Almost 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

(Continued)

	Never	Almost Never	Sometimes	Almost Always	Always
21. I recognize that others stereotype me, and I try to overcome their perceptions.	1	2	3	4	5
22. I include people who are 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 who are different from 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 with 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>

Scoring

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

Total Score

Cultural diversity awareness score: 128

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.

13.3 Path–Goal Styles Questionnaire

Purpose

1. To identify your path–goal styles of leadership
2. To examine how your use of each style relates to other styles of leadership

Directions

1. For each of the following statements, circle the number that indicates the frequency with which you engage in the expressed behavior.
2. Give your immediate impressions. There are no right or wrong answers.

When I am the leader . . .	Never	Seldom	Sometimes	Often	Always
1. I give clear explanations of what is expected of others.	1	2	3	4	5
2. I show interest in followers' personal concerns.	1	2	3	4	5
3. I invite followers to participate in decision making.	1	2	3	4	5
4. I challenge followers to continuously improve their work performance.	1	2	3	4	5
5. I give followers explicit instructions for how to do their work.	1	2	3	4	5
6. I show concern for the personal well-being of my followers.	1	2	3	4	5
7. I solicit followers' suggestions before making a decision.	1	2	3	4	5
8. I encourage followers to consistently raise their own standards of performance.	1	2	3	4	5
9. I give clear directions to others for how to proceed on a project.	1	2	3	4	5

When I am the leader . . .	Never	Seldom	Sometimes	Often	Always
10. I listen to others and give them encouragement.	1	2	3	4	5
11. I am receptive to ideas and advice from others.	1	2	3	4	5
12. I expect followers to excel in all aspects of their work.	1	2	3	4	5

Scoring

- Sum the responses on items 1, 5, and 9 (directive leadership).
- Sum the responses on items 2, 6, and 10 (supportive leadership).
- Sum the responses on items 3, 7, and 11 (participative leadership).
- Sum the responses on items 4, 8, and 12 (achievement-oriented leadership).

Total Scores

Directive leadership: 14

Supportive leadership: 14

Participative leadership: 14

Achievement-oriented leadership: 14

Scoring Interpretation

This questionnaire is designed to measure four types of path-goal leadership: directive, supportive, participative, and achievement-oriented. By comparing your scores on each of the four styles, you can determine which style is your strongest and which is your weakest. For example, if your scores were directive leadership = 21, supportive leadership = 10, participative leadership = 19, and achievement-oriented leadership = 7, your strengths would be directive and participative leadership, and your weaknesses would be supportive and achievement-oriented leadership. While this questionnaire measures your dominant styles, it also indicates the styles you may want to strengthen or improve.

If your score is 13–15, you are in the high range.

If your score is 6–12, you are in the moderate range.

If your score is 3–5, you are in the low range.

9.5 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.

Diversity means to look around you + see different races, culture, & beliefs. I think in smaller towns it is more of a problem than in bigger towns. However, it is also the people within those towns that can make it a problem or not.

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.

I think the easiest to embrace is gender, because I work really well with both females & males. I think the hardest for me to embrace is age, because sometimes people younger than me or older, are hard to teach.

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.

In a group situation it is important to be included by others. A time I felt included at work was to help suggest new office remodel. A time I felt not included is when we hire new people, I do not get to be apart of decision making. It made me feel important to give ideas on new office remodel. When I am only one in office who does not get to participate in hiring new people, it makes me feel not as important.

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.

I don't really think I'm privileged, I have had to work hard to get where I am today. I think they are my coworkers, they all have worked hard to get where they are today.

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.

I did not choose those items, I feel like I am pretty open & welcoming to everyone I meet.

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.

I would let them know they can ask me questions anytime & come to me w/ concerns. They can make decisions, & only come to me if they were hesitant on something. I would make sure everyone worked together, & tossed ideas around with each other to learn.

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.

I think because I am military I stereotype middle easterns. I could change this stereotype by talking w/ them to get to know them better. I will remind myself, one bad incident, does not make them all that way.

13.5 Reflection and Action Worksheet

Obstacles

Reflection

1. When it comes to helping people who are having problems, how do you view your own abilities?
Are you comfortable with setting goals and giving directions to others?

I listen & let them vent, & then give guidance.
I do set goals & give direction on military side so,
I am comfortable.

2. One of the central responsibilities of a leader is to help his or her followers become motivated.
This means helping them feel competent, helping them meet their expectations, and helping them value what they do. How would you apply these three principles in a leadership situation?

Making things fun, I have worked at places where
it feels like your walking on egg shells. Talk
w/ them, & let them know you are there to help.

3. As you reflect on the obstacles discussed in the chapter, which obstacles would you be most and least effective at addressing? Why?

I think helping them value what they do. I think
this because a lot of it comes from within
themselves.

Action

1. To be an effective leader requires that you clarify the goal and define the path to the goal. What specific things could you do in an upcoming leadership situation to clarify the goal and define the path for others?

Repeat the goal, & ask for questions. Give ideas
on how to attain the goal.

2. As you look at your results on the Path-Goal Styles Questionnaire, what scores would you like to change? Which styles would you like to strengthen? How can you make sure you exhibit the most effective style the next time you are leading a group?

I would change my leadership & try to make it
higher. I would also like to be more involved
w/ people. I think just really engage my self next
time.

3. People vary regarding their need to be helped. Some want a lot of assistance, and others like to be independent. Are you prepared to adapt your leadership to be helpful to those who need it? Discuss.

Since my EI is pretty high, I think
I can adapt & let those who want to
be helped & those who don't.