Welcome you to:
Diversity, Equity and Inclusion Foundations

• Director of Entrepreneurial services and Head of Diversity and Inclusion for Ann Arbor SPARK.
• Passion and dedication to innovation, DEI, sustainable business and talent development.
• Work in economic development both in the business development and entrepreneurial side.
• Over 20 years of experience at two Detroit automakers leading teams across global purchasing, program management, and product development.
• Anne is pursuing her Certified Diversity Professional credential, is a Certified Professional Innovator, and has a BSME from the University of Michigan Ann Arbor and an MS in management of technology from Rensselaer Polytechnic Institute.
Learning Objectives

- Learn the basics of diversity, equity, and inclusion (DEI) language and foundations
- Understand how to implement practical tools and tips to drive positive DEI change for your company
- Create an inclusive environment by incorporating foundational principles of DEI
- Level set what DEI means for you, your organization, and your customers
Cheryl Thompson  
Founder and CEO of CADIA

Industry Experience
- 31 Years Ford
  - Food Service
  - Tool and Diemaker
  - Manufacturing Engineering
  - Operations
  - Powertrain Prototype
- 1.5 Years – AAM
  - Global Prototype Director

Professional Development
- Co-chair of Personnel Development Committee – Ford
- Co-chair of Diversity Council – Ford
- 12-month Experienced Leader Program – Ford
- Certified Career Coach – CCI (Career Coach Institute)
- 12-month Leadership Program – CTI (Coaches Training Institute)
- Diversity Certified Professional – NDC (National Diversity Council)
Welcome to Diversity Training!
Aretha Franklin Rules
R-E-S-P-E-C-T

- Respect and listen attentively to others
- Stay on topic and handle disagreements with respect
- Safe zone (openness and confidentiality)
- No rank in the zoom room
- Participate positively and actively
- Leave the world outside and keep an open mind
- Ask questions
- Share examples, but do not dominate the discussions
Timing

• 1:00 – 2:45pm: Part 1
• 2:45 – 3:00pm: Break
• 3:00 – 4:30pm: Part 2
The Business Case
The Future
• Volatile
• Uncertain
• Chaotic
• Ambiguous

Emerging Factors
• Increased Transparency
• Globalization
• Speed of Technology
• Shifting Demographics
  • Race, Ethnicity, Values

Today
• Global Pandemic
• Economic Uncertainty
• Systemic Racism
• Election Politics
## Why Diversity & Inclusion Matters

### Talent
- Talent retention
- Maximizes talent and productivity
- Trust and increased engagement
- Increased job satisfaction and knowledge sharing

### Innovation and Performance
- Increased revenues from innovative products and services
- Diversity reduces groupthink and enhances decision-making
- Inclusion is key to team performance

### Reputation and Responsibility
- Mixed-gender boards have fewer instances of fraud
- Diverse teams are more likely to recognize risk factors
- Boardroom diversity strengthens corporate social responsibility performance

### Financial Performance
- Associated with improved financial performance
- Organizations in the top 25% for ethnic/cultural diversity were more likely to achieve above-average profitability
- Companies pay a penalty for a lack of diversity

Source: [Catalyst](https://www.catalyst.org) - 2018
Benefits of Diversity, Inclusion and Belonging

- 8x return on every dollar spent on Diversity and Inclusion\(^1\)
- 8x more likely to achieve better business outcomes\(^2\)
- 6x more likely to be innovative and agile\(^2\)
- 25% more likely to outperform on profitability when in top quartile for gender diversity\(^4\) (15% ‘14, 21% ‘17)
- 7% market capitalization decline for companies with public incidents of racist and sexist behavior \(^5\)
- 3x more likely to retain millennials for more than 5 years\(^3\)
- 29% less likely to achieve above-average profitability when in bottom quartile for gender and ethnic diversity\(^4\)
- 35% more likely to have industry-leading profitability when in top quartile with ethnic/cultural diversity\(^4\) (36% ‘14, 33% ‘17)
- 1% Revenue increase for every 10% increase toward 50/50 Gender Parity\(^6\)

Companies with women in P&L roles were even more successful\(^4\)

What comes to mind when you hear the word Diversity?
• Compliance
  • Legal
  • Polarizing
  • Quotas
  • Diversity Hire
  • Diversity Promotion
  • Not Qualified
  • I am not a racist
  • I support women

• I don’t see color
• EEOC
• I’m keeping my mouth shut
• I can’t find diverse talent
• Difficult
• Exhausting
• I hire the best person for the job
• Zero sum game
• I am not going to hire/promote someone who isn’t qualified
ANXIETY
The Evolution of D&I

- First modern equal employment legislation introduced in Congress in 1943
- 1948 - President Truman signed Executive Order 9981 to **desegregate the armed services** - first diversity initiative in the workplace
- Executive Order 9981 required **equality of treatment** and opportunity in the armed services - did not expressly forbid segregation
- As a result of this order, by 1953, **95% of African American Army soldiers** were serving in **integrated units**
1960s + Civil Rights Legislation

- Title VII of the Civil Rights Act of 1964 prohibited discrimination on the basis of race, color, religion, sex, and national origin.
- Title IX of the Education Amendments of 1972 prohibits sex discrimination in educational institutions that receive federal funding.
- As a result of the civil rights laws, a sense of moral obligation (i.e., equality of opportunity) and compliance concerns (at least initially) revived and drove interest in workplace diversity.
- Title VII of the Civil Rights extends to claims of gender identity and sexual orientation 6/15/2020.
- Title VII’s legislative history “stressed that the [Equal Employment Opportunity] Commission must confine its activities to correcting abuse, not promoting equality with mathematical certainty.”
- Congress emphasized that a particular racial or ethnic composition of employees should not be mandated.
- Opponents of Title VII feared it could be interpreted to require employers with a racially imbalanced workforce to grant preferential treatment to racial minorities.
- These concerns were addressed by Section 703(j), which provided nothing in Title VII “shall be interpreted to require any employer . . . to grant preferential treatment . . . to any group because of the race . . . on account of an imbalance” in the employer’s workforce relative to the available workforce.
Workforce 2000

1. The population and the workforce will grow more slowly than at any time since the 1930s.

2. The average age of the population and the workforce will rise, and the pool of young workers entering the labor market will shrink.

3. More women will enter the workforce.

4. Minorities will be a larger share of the new entrants into the labor force.

5. Legal and illegal immigrants will represent the largest share of the increase in the population and the workforce since World War I.
### Compliance vs. Diversity

<table>
<thead>
<tr>
<th>Compliance - EEO &amp; AA</th>
<th>Diversity</th>
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<tbody>
<tr>
<td>Prevents and/or corrects discrimination and historical patterns that adversely impact workforce representation of certain groups.</td>
<td>Values differences and is based on the idea that leveraging these differences improves organizational performance.</td>
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<tr>
<td>Compliance - legally driven mandates imposed by the government with systematic steps that result in quantifiable outcomes.</td>
<td>Voluntary, proactive process of change guided by the free market that creates a culture of respect where all differences are leveraged to improve performance and competitive advantage.</td>
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<tr>
<td>Benefits protected classes.</td>
<td>Includes and positively affects everyone – anyone that is human.</td>
</tr>
<tr>
<td>Focus is demographic characteristics – age, sex, race, ethnicity, disability.</td>
<td>Includes a wider range of dimensions – education, personality types, thinking styles, backgrounds, perspectives, socio-economic status, functional and organizational experience, etc.</td>
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<tr>
<td>Not related to an organization’s business goals or strategic plans.</td>
<td>An integral part of an organization’s business goals and strategic plans.</td>
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<td>Reactive and Transactional</td>
<td>Proactive and Transformational</td>
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Diversity

Everything that makes you who you are and what makes you different from someone else, to include race, gender, religion, ability, age, sexual orientation, background, education, experiences, talents, skills, and much more
IDENTITY: Sense of self, how you see yourself, characteristics that define you, including personality. Shapes our self image and worldview.

PRIMARY: Most powerful characteristics, inborn, inherent, have a significant impact on early socialization and future life.

SECONDARY: Acquired, can be modified or discarded.

CULTURAL: Traits, behaviors, preferences or values shaped by culture. Key elements in how we define ourselves as individuals or as a group identity.

ORGANIZATIONAL: Attributes that contribute to workplace experience.

The Diversity Wheel

Source: Adapted from Workforce America by Marilyn Loden and Judy Rosener, 1991; Diverse Teams at Work by Lee Gardenswartz and Anita Rowe, 2003; and Global Diversity Puts New Spin on Loden’s Diversity Wheel by Kimberley Lou and Barbara Dean, 2010.
Diversity - Representation

• Decision Making:
  • Perspectives, experiences, values, needs (psychological, emotional and physical)

• Role Models:
  • Permission to bring best self to work
  • Example of what is possible for progression and performance

• Leveraging differences for:
  • Better Solutions
  • Innovation and Creativity
  • Problem Solving
What’s missing?

- Primary______________________________
  ____________________________________
  ____________________________________

- Secondary____________________________
  ____________________________________
  ____________________________________

- Organizational_________________________
  ____________________________________
  ____________________________________

- Cultural______________________________
  ____________________________________
  ____________________________________

What is the impact? ______________________
  ______________________________________
  ______________________________________
Building Your Diversity Story

• Primary____________________________________
  ___________________________________________
  ___________________________________________

• Secondary__________________________________
  ___________________________________________
  ___________________________________________

• Organizational_______________________________
  ___________________________________________
  ___________________________________________

• Cultural____________________________________
  ___________________________________________
  ___________________________________________

• Identity____________________________________
  ___________________________________________
  ___________________________________________

• How have these different dimensions shaped you?
  ___________________________________________
  ___________________________________________

• How have they changed or stayed the same over the years?
  ___________________________________________
  ___________________________________________

• How have they made you feel included or excluded?
  ___________________________________________
  ___________________________________________

• How have they been an advantage or hinderance?
  ___________________________________________
  ___________________________________________
Inclusion

The practice of leveraging diverse perspectives, backgrounds, skills, and talents to allow each employee to feel valued and able to contribute to his or her full potential in achieving the mission of the organization

Belonging

The act of being an accepted member of a group
You Matter.
Maslow’s Hierarchy of Needs

- **Physiological**
  - Basic needs for physical survival including food, water, a livable environment, clothing and shelter

- **Safety, Protection & Security**
  - Feeling and being safe from harm from family members, strangers or occupational hazards

- **Belongingness and Love**
  - Belongingness: Membership of families, school communities, community groups, gangs, etc.
  - Love: From family, friends and a significant other

- **Esteem**
  - Respect from Others: Status & Public Recognition
  - Respect for Self: Sense of competence & confidence

- **Self Actualization**
  - Full Potential
Culture - Psychological Safety

Safe to Challenge the Status Quo

Safe to Contribute

Safe to Learn

People Feel Included

All without fear of being embarrassed, marginalized, or punished in some way.

Timothy Clark's *The Four Stages of Psychological Safety*
What else interrupts Inclusion and Belonging?

• Not seeing anyone that visibly shares your identity
  • Trying to figure out how much to share
  • Working double time – tax on being different
• Accumulates over time and leads to exhaustion, burnout, disengagement and attrition
Covering

Research at Deloitte by Christie Smith and Kenji Yoshino

• Downplaying a known stigmatized identity

• Something we do instinctively within ourselves in order to assimilate or make others comfortable, or not make it a big deal

• Avoid triggering others or triggering their biases towards us
61% of us report covering behaviors along one of these four axis on a regular basis

**Appearance**
- Dress
- Hair
- Jewelry
- Tattoos

**Affiliation**
- Not wanting to be affiliated with a stigmatized identity and don’t take advantage of what we need
  - Not taking advantage of parental leave
  - Don’t talk about politics or people in the news
  - Don’t talk about kids or significant other

**Advocacy**
- Hesitating from advocating for my identity
  - Not making gender an issue - ever
  - Exhaustion from being asked to represent their entire community
  - Concerned about tokenism and or favoritism
  - Don’t challenge a joke

**Association**
- Not wanting to be associated with a stigmatized group
  - Avoid being seen as someone who only hires people like you
  - Distance ourselves or over-correct
  - Avoid seeking help for mental health or addiction
  - Hesitant to join ERG or Diversity Group
**Education**

- Henry Ford Community College
- Sierra Heights College

**Career Interests**

- Image of tools and accessories, possibly related to hair styling or grooming.

**Personality/Leadership**

- MBTI Type: ESTJ
- INFP

**Young Single Mom**

- Image of a young mother with her child.

**Gender**

- Image of a group of people, possibly indicating diversity in the workplace.
How Often Do We Cover?

- Women – 66%
- African American / Black – 79%
- LGBTQ – 83%
45% of Straight White Men Cover

- Didn’t graduate from college
- Don’t like sports
- Grew up in a broken home
- Child in prison
- Child with mental or physical disability
- Political affiliation
- Religion
- Mental Health Challenge
Covering and feeling like you don’t fit impacts:
• Performance
• Progression
• Creativity and Innovation
• Energy
• Engagement
When have you covered?

When have you observed others exhibit covering behavior?
Setting our waterline

From: How to Be an Inclusive Leader, Jennifer Brown
Stereotypes and Bias
Stereotypes lead to bias if you believe them
Stereotypes

- Blondes are airheaded
- Men are aggressive
- Americans don’t know anything about other countries
- Fortune 500 CEOs are taller than the average population
- Asian people are good at math
Risk of Irrational Decisions

- Men with beards are considered more trustworthy
- People with accents that are foreign to us are less trusted
- More people die in female-named hurricanes because people think female names represent less of a threat
- Hiring manager holding a warm drink is more likely to hire a job candidate than when holding a cold
Bias

Favor toward or prejudice against one thing, person, or group
11 million pieces of information are available at any given moment.

40-50 pieces of information are absorbed.
Don’t believe everything you think
Reflect on early family experience

• What were you told?
• How did you handle conflict?
Types of Bias

**Customer Bias:** Any interpersonal bias that supports valuing some customers over others.
Gender Bias: An implicit bias that assigns fixed attributes by gender and/or privileges one gender over another.

Occupational Bias: An implicit bias that assigns fixed human or demographic attributes to a particular job or career.

Doctor or Nurse?
Who do you think of?

**Racial Bias**: An implicit preference of one race over another.

**Hiring/Advancement Bias**: Any implicit preference that creates hiring and advancement opportunities that privilege one group over another.

Implicit Association Test:  
Microaggressions

Everyday exchanges that send disparaging messages to individuals due to their personal demographic identities. The patterns of being second-guessed and feeling less respected.

Also referred to as:
• Microinequities
• Micro-insults
• Subtle Acts of Exclusion
Examples

• Actually, she’s a good engineer....
• Wow, you are very articulate.
• I would have never guessed that you are a scientist.
• Making the assumption the woman or person of color is the lower ranking person.
• Making the assumption the woman is the guest or spouse at a business event.
• Where are you really from?
Inquire

• Ask the speaker to elaborate. This will give you more information on where they are coming from and may help the speaker understand what they are saying.

• To a person of color:
  • “I don’t believe in race...?”
  • “So, what do you believe in? Can you elaborate more on that?”

• To a person of Asian descent:
  • “You all are good at math. Can you help me with this problem?”
  • “Can you elaborate more on that?”
  • “I heard you say that all Asians are good at math. What makes you believe that?”

From: Erasing Institutional Bias by Tiffany Jana and Ashley Diaz Mejias
Reframe

Create a different way to look at the situation.

• To a woman of color:
  • “I would have never guessed you are a scientist.”
  • “I’m wondering what message this is sending her. Do you think you would have said this to a white male?”

From: Erasing Institutional Bias by Tiffany Jana and Ashley Diaz Mejias
Reflect back to the speaker the essence of what they said. This demonstrates an understanding and reduces defensiveness by both you and the speaker.

- “Everyone can succeed in this society if they work hard enough.”
- “So, you feel that everyone can succeed in this society if they work hard enough. Have you met any hardworking people who struggle to make ends meet?”

From: Erasing Institutional Bias by Tiffany Jana and Ashley Diaz Mejias
Preference Statements

• Clearly communicate a preference rather than stating them as demands or having others guess what needs to happen.

• Taking over a woman in a group of all men.
  • “I would like to participate, but I need you to let me finish my thought.”

• Someone makes a racist, sexist, or homophonic joke.
  • “I didn’t think that was funny and I would like you to stop.”

From: Erasing Institutional Bias by Tiffany Jana and Ashley Diaz Mejias
Revisit

Even if the moment has passed, go back and address the microaggression. Research indicates an unaddressed microaggression can leave just as much of a negative impact as the microaggression itself.

• To a woman:
  • “Of course he’ll get tenure, he’s a minority!”
  • “Let’s rewind for a moment to what you just said yesterday. You said you believe that he will get tenure just because of his race. I thought it was inappropriate and wanted to check in with you.”

From: Erasing Institutional Bias by Tiffany Jana and Ashley Diaz Mejias
Expand Your Network
Inclusive Leadership
# Reflection

Think about a time when you felt engaged, highly committed, “in the flow”

1. What were you working on?
   _______________________________________

2. How did your leader make you feel?
   _______________________________________

3. How did your team members make you feel?
   _______________________________________

4. What made that experience special or different?
   _______________________________________
   _______________________________________
   _______________________________________

Think about a time when you felt the opposite - disengaged, checked out, etc.

1. What were you working on?
   _______________________________________

2. How did your leader make you feel?
   _______________________________________

3. How did your team members make you feel?
   _______________________________________

4. What made that experience different or stand out in your mind?
   _______________________________________
   _______________________________________
   _______________________________________
I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.

Maya Angelou
Inclusive Leader Behaviors and Traits

Type in the chat
Equity
Equality vs. Equity

Equality: A state of affairs in which all people within a specific society or isolated group have the same status in certain respects, including civil rights, freedom of speech, property rights and equal access to certain social goods and services.

Equity:
- Considers that social identifiers (race, gender, socioeconomic status, etc.) do affect equality.
- In an equitable environment, an individual or a group would be given what was needed to give them equal advantage. This would not necessarily be equal to what others were receiving. It could be more or different.
- Equity is an ideal and a goal, not a process. It ensures that everyone has the resources they need to succeed.

Systemic Change
Examples of Systemic Change

• Recruitment, Retention, Development and Advancement
• Job Design, Classification and Compensation
• Benefits, Work-Life Integration, and Flexibility
• DEI Learning and Education
Recruitment, Retention, Development and Advancement

☐ A conscious effort is made to attract applicants from different diversity dimension groups to achieve and maintain a workforce that shows diversity across levels and functions.

☐ Search firms are required to provide diverse candidates.

☐ Advertising is targeted to diverse communities, diversity on interviewing panels is standard, and staffing/hiring managers are educated on the impact of bias.

☐ High-potential talent from backgrounds not represented in a balanced way across the organization are provided with coaching, mentoring, and sponsorship opportunities.

☐ Turnover of underrepresented groups is in parity with that of the majority group.

**Goal:** Ensure that DEI is integrated into recruitment, talent development, advancement, and retention.

[Global Diversity & Inclusion Benchmarks](#)
Benefits, Work-Life Integration, and Flexibility

Flexible work options are widely available.

They are actively promoted and recognized as enhancements of productivity.

As such, their use is encouraged and is not seen as career limiting.

Benefits and services that are specific to the diverse needs and wants of the employee are provided and updated based on research-driven innovative ideas and on-going assessment of employee needs.

- Some examples are: subsidized dependent-care, lactation rooms, eldercare, emergency care, fitness programs, and paid leave.

Accommodations for religious practices, persons with disabilities, and other special needs are achieved with care and consideration and go beyond legal requirements.

Goal: Achieve work-life integration and flexibility.
The organization systematically reviews job requirements, classifications, and compensation for bias and adverse impact.

Job descriptions and requirements are clear and do not include non-job-related factors.

The organization designs jobs to accommodate—as much as possible—individual needs as well as organizational needs.

Remuneration is based on performance.

Compensation analyses are conducted regularly to ensure that biases based on race, ethnicity, age, gender, function, and other potential equity issues are significantly reduced.

Goal: Ensure that job design and classification are unbiased, and compensation is equitable.
Leaders and employees throughout the organization receive D&I training that is specific to their area and level and focused on achieving the organization’s goals.

Discussion and consideration of D&I issues are integrated into all learning and education programs and events.

Programs may focus on either general D&I or specific dimensions of diversity, such as disability, gender identity, sexual orientation, generations, culture, and religion.

Issues such as racism, sexism, ageism, classism, heterosexism, prejudice, discrimination, conscious and unconscious bias are addressed with sensitivity, conviction, and compassion.

Goal: Educate leaders and employees so they have a high level of D&I competence.
Diversity, Equity and Inclusion (DEI) as a System

• A strategic business imperative that is part of an organization and how it does business, allowing it to leverage the diversity of staff to achieve the organization’s mission.

• Included in an organization’s vision, mission, values, strategies, and tactics to create and sustain workplaces that are inclusive, diverse and equitable, and that leverage the culture to achieve better business outcomes.
DEI Organizational Evolution

**Level 1: BASIC**
- Reactive - only responding to problems
- Mostly homogenous workforce
- No DEI Vision, Strategy or Business Case
- No leadership involvement or accountability

**Level 2: AWARENESS**
- Leaders accept some DEI responsibility, but focus is mainly on compliance
- Diversity networks and committees may exist, but have no real power, influence, or resources
- Training focused on “fixing” the non-dominant groups

**Level 3: UNDERSTANDING & APPLICATION**
- Business benefits to inclusive work environments are recognized
- Diversity includes dimensions beyond gender, age, race and disabilities
- A compelling DEI vision, strategy and business case is linked to business objectives and communicated to all employees

**Level 4: INTEGRATED**
- Talent systems redesigned for equity
- Progress monitored consistently
- DEI is a priority for CEO and Executive Team
- Leaders hold themselves and others accountable for DEI objectives
- High potential talent is provided professional development to maximize performance and career advancement

**Level 5: SUSTAINABLE**
- DEI is embedded in organizational culture and is seen as a core value, source of innovation, and means to growth and success
- A large majority of employees across multiple diversity dimensions rate their leaders as treating them fairly and inclusively
- Most leaders model work-life integration
- Turnover of diverse talent is in parity with that of the majority group
Benefits of Progressing Along DEI Maturity Model

D&I Enhances Competitive Advantage

- **BASIC**
  - Reactive - only responding to problems
  - Mostly homogenous workforce
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- **LEVEL 1**
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- **LEVEL 4**
  - DEI is embedded in organizational culture and is seen as a core value, source of innovation, and means to growth and success
  - A large majority of employees across multiple diversity dimensions rate their leaders as treating them fairly and inclusively
  - Most leaders model work-life integration
  - Turnover of diverse talent is in parity with that of the majority group

- **LEVEL 5**
  - DEI is a core value, source of innovation, and means to growth and success
Barriers to Progress

• Past Quotas that put people in positions they weren’t ready or right for
• Zero Sum Game Paradigm – if you win, I lose
• Lack of follow-through
• Lack of Accountability
  • No metrics
  • Objectives not on par with other business objectives
  • Not tied to performance
    • $y = f(x)$ – or focused on the $y$, not the $x$
• Business Case not communicated and understood at all levels
• Expected Behaviors not communicated, modeled or tied to performance
• One size fits all approach
• “Information Dump” vs. Dialogue

Not an all-inclusive list
Success Tips

• Measurement and Accountability
• Allocate Resources, including Time, Focus and Attention
• Treat DEI Objectives on par with any other Business Objective
• Incorporate into Performance Reviews
• Continue to be aware of who isn’t in the room, ask why not, and how to bring them in
• Use problem-solving tools for the tough challenges
  • DMAIC (Define, Measure, Analyze, Improve, Control)
  • SIPOC (Supplier, Inputs, Outputs, Customer)
  • Is/Is Not
  • Fishbone Analysis
## DEI Scorecard

<table>
<thead>
<tr>
<th>Key Area of Focus</th>
<th>Measure</th>
<th>Current</th>
<th>Goal</th>
<th>Lead</th>
<th>How are we increasing/improving x?</th>
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Getting Started – 3 Cs

Leadership must come from the Top Senior Leadership

1. **Clarity** – Define what DEI means to your company and why it is a critical imperative in achieving the company’s mission and business objectives.

2. **Connection** – Connect DEI Goals to Company mission, values and existing business objectives.

3. **Content** – Define and communicate what will be included in your strategy.
Appendix
Looking to the Future

- DiversityInc Top 50
- Cisco
- BASF
- IBM
- GM
- AT&T
- Toyota NA
- Honda
Global Diversity & Inclusion Benchmarks

- Free to use
- Requires permission to conduct assessment
| Group | Category | Action | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 |
|-------|----------|--------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
|       |          |        | 20| 19| 18| 17| 16| 15| 14| 13| 12| 11| 10| 09| 08| 07| 06| 05| 04| 03| 02| 01 |
| Internal: | Attract and Retain People |         |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|        |          |        | 20| 19| 18| 17| 16| 15| 14| 13| 12| 11| 10| 09| 08| 07| 06| 05| 04| 03| 02| 01 |
|        | Recruitment, Retention, Development, and Advancement | Ensure that DEI is integrated into recruitment, talent development, advancement, and retention. | x | x |
|        | Benefits, Work-Life Integration, and Flexibility | Achieve work-life integration and flexibility. | x | x |
|        | Job Design, Classification, and Compensation | Ensure that job design and classification are unbiased, and compensation is equitable. | x | x |
|        | DEI Learning and Education | Educate leaders and employees so they have a high level of DEI competence. | x | x |
|        | Assessment, Measurement, and Research | Ensure that assessment, measurement, and research guide DEI decisions. | x | x |
|        | Talent Communications | Make communication a crucial force in achieving the organization's DEI goals. | x | x |
| Bridge: | Align & Connect |       |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|        | Connecting DEI and Sustainability | Connect the DEI and sustainability initiatives to increase the effectiveness of both. | x | x |
|        | Community, Government Relations, and Social Responsibility | Advocate for DEI progress within local communities and society at large. | x | x |
| External: | listen to & Serve Society |         |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|        | Products and Services Development | Embed DEI in product and service development to serve diverse customers and clients. | x | x |
|        | Marketing and Customer Service | Integrate DEI into marketing and customer service. | x | x |
|        | Supplier Diversity | Promote and nurture a diverse supplier base and encourage suppliers to | x | x |

**Questions**

- Do we have senior leadership alignment?
- What are we already doing well?
- How much do we want to tackle?
- How big is the effort?
- Will we be able to implement what we commit to?
- Will we have the resources: budget, time, focus, attention, expertise, etc.?
- Who will we need to engage internally? Talent development, marketing, communications, training and development, etc.?
- How much budget will we need?