

Little Things Mean A Lot™

From Microinequities to Micro-affirmations

By Brigid Moynahan



Preview Only

Leader's Guide



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OVERVIEW

Introduction

What do you do when someone you work with is slighted or excluded by others? What if it happens to you? Do you speak up or do you let the behavior slide because you don't want to be seen as making a fuss or being oversensitive?

In his best selling book Don't Sweat the Small Stuff, Richard Carlson warns readers not to worry about the little things in life. This advice may apply in many situations, but this program demonstrates just the opposite is true when it comes to relationships at work.

Little Things **do** Mean A Lot when the messages we send cause colleagues to feel left out, overlooked, or discounted. Behaviors that may seem small - leaving people off emails, failing to thank a co-worker, or overlooking a colleague in a meeting, **do** matter. As one leader you'll hear in our DVD says, "Little things can add up and become much bigger until they impact whole parts of the workforce, or cause whole groups of people to feel discriminated against..." In 1972, MIT Ombudsperson Mary Rowe created a term to describe these behaviors: microinequities.

When microinequities accumulate, blocking contributions and causing employees to disengage, they transcend the personal and become a major business issue. Organizations today realize the gravity and pervasiveness of this problem, and are seeking guidance. In the past few months our firm has received inquiries from an array of organizations, in the U.S., Europe, China and the Middle East. This program provides immediately accessible tools to eliminating microinequities.

The program not only introduces participants to the business case for eliminating microinequities, but demonstrates how to counter them with valuing behaviors we call micro-affirmations. Whereas microinequities kill off employee commitment and performance, micro-affirmations encourage contribution and foster innovation, achievement and high-performance teamwork.

When all is said and done, what counts most are the actions you take as a result of this training. The program includes agendas and training activities that help you apply what you learn to situations you are facing at work both individually and within your team. It offers simple, practical advice on stopping microinequities and promoting inclusion in your daily life.

As a bonus, the same valuing behaviors that counter microinequities will benefit your life and relationships outside of work.



We'd love to hear both about the discoveries you make and the success you achieve as a result of this program. Please contact me personally if you have questions, suggestions, or comments about Little Things Mean A Lot™.

You can reach me at
tnl@the-next-level.com or on the web at
www.the-next-level.com

Respectfully,

Brigid Moynahan
President and Founder of The Next Level, Inc.

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Little Things Mean Lot™ Learning Objectives:

The program helps participants understand:

- The impact of micro-messages on individuals and teams in the work place
- The business case for eliminating microinequities and furthering inclusion
- Things you can do individually, as a leader and as a team member, to eliminate microinequities
- How to use micro-affirmations to value others

How to Use this Program

This DVD-based training program is designed to teach important skills that have a positive impact on employee engagement, organizational performance, and inclusion. It includes advice for leaders, co-workers, and teams. Potential uses for Little Things Mean A Lot™ include training in the areas of:

- Teamwork
- Communication
- Diversity and Inclusion
- Coaching and Mentoring
- Leadership Development



Content of Leader's Kit

1. Leader's Guide

This Leader's Guide will prepare you for facilitating:

- a 3-hour Workshop; or
- a 60-75-minute Awareness Session; or
- Working with In-Tact Groups, Leadership Boards, or Executive Teams

It includes:

- Power Point slides, outlines, training notes, and activities for both 3-hour and 1-hour programs
- Reproducible participant handouts (on Support Materials CD-ROM)
- An article on microinequities authored by Brigid Moynahan, President of The Next Level, Inc.
- Strategies for leading discussions on microinequities with in-tact teams and leaders
- Facilitation Tips: additional ideas and pointers on how to conduct the training.
- Note: Both the DVD and VHS are Closed Captioned.

The Leader's Guide is intended to be just that: a guide. Feel free to use these materials as is, or adapt them to fit your own style, organization, and goals.

2. Little Things Mean A Lot™ DVD

The DVD/Video program includes three chapters:

Chapter 1: Little Things Mean A Lot™

1-Minute Introduction: general introduction to microinequities as a powerful "eroding" force in organizations.

9-Minute Documentary Interviews: A diverse collection of employees from different backgrounds and roles discuss microinequities and their impact. Material is interspersed with commentary from Brigid Moynahan, President, The Next Level, Inc., a pioneer and expert in this area.



Chapter 2: From Microinequities to Micro-affirmations

11 Minutes: Opens with a dramatic encounter in which microinequities sabotage the efforts of a team. A leader praises the contributions of his favorite members while ignoring the contributions of others. Excluded team members respond by becoming frustrated and shutting down or withdrawing. Commentary by Brigid Moynahan emphasizes the impact of microinequities on performance, engagement and teamwork. This is followed by a second meeting with the team in which the leader and excluded team members demonstrate how to counter the damage of microinequities using inclusive meeting procedures and micro-affirmations. It includes strategies for engaging employees and promoting high performance teamwork.

Chapter 3: Do's and Don'ts

1 Minute: The DVD ends with a list of Do's and Don'ts, outlining strategies for eliminating microinequities and encouraging inclusion.

3. PowerPoint Slides

PowerPoint slides that include summary points, discussion questions and strategies for promoting inclusion.

4. Take Home Card

Take Home Card: Avoiding Microinequities / Weaving a Web of Inclusion.



Facilitation Tips

1. Preparing Ahead of Time

Prior to the session, make sure you:

- Review the program several times and become familiar with the Leader's Guide, Participant Handout, and PowerPoint slides.
- Determine where the training program will take place. Do you need to schedule or reserve space?
- Identify the number of attendees. Make appropriate accommodations for any participants with disabilities.
- Review the PowerPoint slides and determine if they need to be customized for your organization.
- Gather materials (Little Thing's Mean A Lot™ DVD, Leader's Guide, PowerPoint, Handouts, Reminder Cards, etc.)
- Arrange for the appropriate equipment/supplies. (DVD player, projection screen laptop, flipchart, markers)
- Test your AV equipment to ensure it is working properly and that volume levels have been set (DVD/VHS player, PowerPoint).
- Create flipcharts you plan to use (see list on page 47)

2. Discussion Management Tips

Because this program is about how to engage, include and value people, it's essential that you model these skills as you lead discussions. Participants will be aware of the messages you send as you help them think about the impact of micro-messages. The Next Level, Inc. has a long history of helping people talk about sensitive topics such as microinequities and diversity. The insights we've gained in the process will help you avoid common discussion traps and make every participant feel included, valued, and engaged.



3. Participant Reactions: What to Expect

The topic of microinequities is one that participants will recognize and with which they will identify. Most people will greatly appreciate getting to talk about an issue that has impact on their lives every day. On the other hand, facilitators need to be prepared to respond effectively to a variety of responses:

- Some participants may feel that microinequities are just a fact of life. They may feel that we are “coddling” employees by focusing on this topic.
- Many people are working under more pressure than ever before. Some participants may be reluctant to be taken off the job and feel that other critical priorities should take precedence over this type of training.
- Some may resist discussion of personal feelings or attitudes, preferring to keep them private.
- Some may question parts of the program that focus specifically on the impact of microinequities on minorities and women. They may not want to acknowledge such groups can be more impacted by these behaviors.
- Some may participate fully and share experiences that they have not expressed in a work setting before.

4. Your Job Is To Remain Neutral

- Facilitators can help participants in a variety of ways. The key is to demonstrate respect for all participants, regardless of their opinions, attitudes, and responses. Each person must feel valued and welcomed. Remember you are a *facilitator* of discussions and need to be vigilant in remaining neutral even when you may disagree profoundly with the points of view being expressed.
- If you are a company employee, you have firsthand experience of its culture. Add personal insights and examples that are relevant, particularly if the group gets stuck. However, be careful not to forget that your job is to bring out insights from the group rather than to dominate with your particular views. When you do feel called upon to contribute ideas and opinions of your own, we recommend that you begin your input by stating “*I’m going to take my facilitator hat off for a moment and share...*”



5. Maintaining Confidentiality

It's essential to the success of this effort that you respect confidentiality and ask that the group do the same. Make this agreement up front, first thing. It is helpful to use the program to collect issues of concern to participants and then begin to work on them yourselves or report them to your leadership. If you choose to do this it is essential that all information remains anonymous. You will be asked to fill out a brief summary of issues at the end of each session. Please share comments **but not names**.

6. Valuing Participants

Nothing will undermine the success of a session more than your failure to “walk the talk” when it comes to engaging, valuing and including participants. Some things to remember:

- Listen.
- Restate main points.
- Avoid the temptation to advocate for a particular position.
- Encourage everyone to participate. Don't rely on just a few people. Draw others into the dialogue.

➤ **Facilitation Tip:** Use some of the strategies Charlie uses when he creates a more inclusive meeting in the second half of the DVD, Chapter 2: From Microinequities to Micro-affirmations. He calls on people by name, validates their contributions and structures the meeting so that everyone has a chance to speak.

- Provide positive reinforcement. Thank participants for their answers and opinions. Nod your head and maintain eye contact with a participant who is talking. When you are presenting, make an effort to look at each participant. This not only keeps everyone's attention but also conveys the idea that each participant is important, thus reinforcing the message of the workshop.
- Pay attention to group dynamics: look out for difficulties. Get around the room during exercises and coach people who may be getting stuck or off-track. Use a light touch as you do this because some people may dislike your listening to their conversations.



- Make sure everyone can hear: be aware of the volume of participants' contributions, as well as your own. Restate participants' questions so people can hear them before you respond.
- Unless it's a question requiring specific definition or clarification, don't answer every question from the group. Where possible, re-direct questions to the group with "What do you think?" or "Does anyone have any insights or feelings about that?"
- Use humor. Although microinequities are a serious topic, learning about it should be enjoyable. Remember that laughter is a great way to bond the group. On the other hand, be careful to intervene in the case of jokes that are really put-downs.
- Keep the discussion practical. Remember participants need to see how the workshop applies to real life. Make sure practical applications come out in processing activities.
- If you do inadvertently overlook or devalue someone, acknowledge it and use it as an opportunity to talk about how hard it is to always get it right. Talk about how important it is to admit mistakes, apologize and forgive each other, lest we end up "walking on egg shells."
- Time management: Discussions need to be carefully managed in order to complete sessions on time. If someone raises an issue or question you don't have time to answer, be sure to begin by validating the person's point. You can then arrange to continue the discussion at another time, in a follow up meeting, or during a break. Don't get trapped into hurrying through controversial or complex topics you don't have time to adequately discuss!



PROGRAM OUTLINE

3-hour Workshop

Agenda

1. Introduction	15 min
2. Participant Introductions / Discussions / Guidelines	15 min
3. DVD Screening – Chapter 1	10 min
4. Lecturette: Definitions	3 min
5. Exercise and Discussion: Video Debriefing	15 min
6. Summary Lecturette: What Are Microinequities?	20 min
7. Break	10 min
8. Lecturette: Microinequities – The Diversity Connection	15 min
9. Preparation for Screening DVD Segment	5 min
10. DVD Screening: Chapter 2, Part 1: A Team Is Derailed	5 min
11. Small Group Activity: Coaching the Team	15 min
12. Screen DVD Chapter 2, Part 2: The Team Gets Back On Track	5 min
13. Discussion in Pairs: Debrief DVD Chapter 2, Part 2	8 min
14. Action Plans	15 min
15. Screen DVD Chapter 3	5 min
16. Group Activity: Reflection, Discussion, and Commitments	15 min
17. Course Evaluation	5 min

Little Things Mean A Lot™ 3-hour Workshop Script

Pre-Program

Greet participants as they enter the room. Provide nametags or have tent cards available on the tables.

1. Welcome / Facilitator Introduction/ Program Objectives / Activities /DVD Opening (15 minutes including opening montage of DVD)

On a flipchart, have the title of workshop and facilitator name. Introduce yourself briefly, giving your name, job title and any other detail relevant to the group. Provide housekeeping information as needed: timing of breaks, location of bathrooms, silencing electronic devices, etc.

State:

We have the opportunity today to learn about some simple things we can do each day that have a big impact helping you and your colleagues feel encouraged, included, and engaged.

And while our starting point is the workplace, I think you'll find this topic applies to outside of work as well. I invite you to use this information wherever you find it helpful. Let's start today with a note about the program:

You've all probably heard about the best selling book series by Richard Carlson called: "Don't Sweat the Small Stuff." Well today we'll argue that just the opposite is true....

*When it comes to relationships. Little Things **Do** Mean A Lot™.*

Review points on PowerPoint slide #2.

Transition to DVD

PowerPoint #1:
Little Things Mean A Lot™: From Microinequities to Micro-affirmations

Flipchart #1:
Welcome to Little Things Mean A Lot™
Date:
Facilitator name:
Start time:
End time:

PowerPoint #2: Why Little Things Do Mean A Lot?

DVD: Opening Montage from start to title with faucet

PowerPoint #3:
Workshop Objectives

State: *Learning more about the impact of the messages we send will improve relationships at work, at home, and in our communities. Although these behaviors are small, they have a huge impact on performance. Let's take a look for a moment at the DVD as it makes this opening point using the metaphor of erosion.*

Review PowerPoint Slide #3: Workshop Objectives, making these points:

State: *This program has a few simple objectives:*

The first is to recognize the impact of the way we treat each other at work—we'll look at the subtle messages we send that value or undermine morale, teamwork, productivity, and innovation.

The second is to learn how to talk about this issue. In a moment we'll be defining some of the words you heard on the DVD. The goal is not to introduce you to new jargon but to give us simple words to describe something that we've not talked about before.

The third is to learn to respond effectively to negative messages.

We'll be looking at what to say and what to do when you or someone you know is the recipient of workplace slights or exclusions.

Finally we want to equip you with simple tools and strategies you can use to encourage others and make the workplace more inclusive.

Transition to next slide:

PowerPoint #4,5:
Training Agenda

State: *Here are the activities we'll be doing together. Review PowerPoint agenda using bullets on PowerPoint. (Note: for longer programs we recommend at least a 10-minute break after the first hour. Mention this either along with the start and end times on the flipchart or here.)*

2. Participant Introductions / Discussion / Guidelines (15 minutes)

PowerPoint #6:

Introductions -
My name is _____
My job is _____
One thing my partner
_____ says makes him or
her feel valued at
work is _____

Flipchart #2:

Leave title line blank
at top of flipchart.

We feel valued at
work when...

➤ Facilitation Tip:

Leave space at top to
fill in title later, after
defining micro-
affirmations.

PowerPoint #7:

How We'll Treat One
Another Here

Transition. Show PowerPoint Slide #6: Introductions.

State: *We know from all kinds of employee research that individuals, teams, and organizations perform best when they feel appreciated. We'd like to start the program off today by helping you get to know each other by asking "What makes you feel valued at work?" In this way we'll also begin to accomplish one of the goals of this program: an inclusive, valuing workplace. Please turn to the person next to you, introduce yourself, and ask the questions on the PowerPoint Slide you see here. You can fill out the answers in the participant handout on page 8.*

Ask partners to share what they hear:

State: *It's very important that we learn to pay attention to what people want to be appreciated for, so please tell us not what you told your partner but what you **heard** from your partner about what makes them feel valued at work.*

Jot down the answers on the flipchart and comment on themes - what people mention most often.

➤ **Facilitation Tip:** If you have an unusually large group or are very short on time, you can take examples popcorn style without going around the room to each person.

Review PowerPoint #7: How We'll Treat One Another Here (Discussion Guidelines).

State: *We've shared what makes each of us feel valued at work. This is an important question you can continue asking back at your workplace. One other important way to promote inclusion is to make a practice of using discussion guidelines to ensure every member is heard and valued. So let's model that now, as we begin this program. After we've reviewed the guidelines we have on the slide, we'll ask you for any additional points you'd like added.*

Flipchart #3:
Added Guidelines

Show Slide and add additional ground rules to flipchart.

► **Facilitation Tip:** have no more than 3-4 additional points.

DVD Screening:
Little things Mean A Lot™ Chapter 1, from start of title with faucet (where it left off) to end of chapter.

► **Facilitation Tip:** Make sure to get a visible agreement on the confidentiality guideline. Ask people to raise their hands if they agree.

For added suggestions, listen carefully, and then summarize input in no more than three or four bullets on a flipchart.

Closing point: Wrap up this activity by asking participants if this is something they do themselves in their team meetings. If not, this is one more practice they can take back to work.

3. DVD Screening - Chapter 1 (10 minutes)

State: *We've previewed what we'll be doing today; now let's take a look at the next part of the DVD. This footage exemplifies the pioneering work by Brigid Moynahan and her firm The Next Level, Inc. They've been working to help organizations value differences and build more inclusive cultures for over twenty years. They produced this video using a cross section of employees in a multinational corporation. In making the video, Moynahan simply asked people the question you just asked each other: "What makes you feel valued at work?" She added another key question as well: "What makes you feel devalued or excluded at work?" Let's hear what they had to say.*

As you listen, notice what experiences are familiar or hit home for you and what experiences surprise you or add new insight.

Transition

State: *The many examples you saw in the DVD are what we mean when we compare microinequities to the force of erosion in organizations. Taken alone, they may sound small, but together they have major impact. Just as devaluing messages tear an organization down, valuing messages – the little things we do each day to value each other – build organizations up.*

PowerPoint #8:
Defining the “Small Stuff”

Flipchart #2: We feel valued at work when... (completed earlier)

PowerPoint #9:
Discussion in Pairs

Flipchart #4:
Microinequities We Experience

4. Lecturette: Definitions (3 minutes)

State: MIT Ombudsperson Mary Rowe has introduced terminology that we find helpful in verbalizing our experiences.

Review PowerPoint #8: Defining the “Small Stuff”, reminding participants at each bullet that these are things we’ve already been discussing (micro-message and microinequity are words used on the DVD). Review the slide quickly.

When you define micro-affirmations

State: We’ve already explored micro-affirmations through our examples of the small things that make us feel valued.

➤ **Facilitation Tip:** When you make this point about micro-affirmations return to Flipchart #2, “We feel valued when....”. Write “Micro-affirmations” as a title on that flipchart.

5. Exercise and Discussion: Video Debriefing (15 minutes)

State: Please take a moment now to discuss the issue of microinequities using the DVD to prompt reflection on your own experience.

Review the questions on the PowerPoint #9: Discussion in Pairs, and give participants 5 minutes for these conversations. As you get them into pairs ask them to, if possible, choose someone they don’t already know. Also, the person should not be in their direct reporting line. Take note of comments on Flipchart #4: Microinequities We Experience.

Debrief in the full group, question by question, starting with question 1. Ask for volunteers to list out examples of microinequities they experienced.

Note: validate the answers people give, summarizing their key points. Don't judge or criticize examples. Try to include everyone if possible unless it's too large a group, and then use the popcorn approach.

Continue with question 2, asking for a show of hands ...

State: *How many of you spoke up about it?
How many of you did not speak up?*

Ask if anyone was especially pleased with what they did, and if they'd like to share it.

State: *Often we don't end up doing anything to address microinequities. Can you offer some reasons why people stay silent about this?*

Validate their answers and close.

State: *A common reason why people don't address the problem is because they aren't sure how to bring it up or what to do. A later part of the DVD will show examples of people using micro-affirmations (valuing behavior) to stop microinequities. We'll also offer strategies people can use to avoid microinequities in the first place.*

Ask the closing question of the whole group (no flipchart notes needed): *Were there any examples on the video that surprised people or gave you new insight?*

PowerPoint #10:
What Are
Microinequities?

6. Summary Lecturette: What Are Microinequities? (2 minutes)

Use PowerPoint slide #10: What Are Microinequities? to summarize.

State: *Let's look at a summary of what we've learned so far about microinequities:*

Review each bullet. Some of the bullet points are clearly recaps of the video and can simply be stated. Other points need further explanation. Whenever possible tie points back to what participants said in the previous discussion. Bullets are listed here along with notes:

- **Tiny, pervasive, cumulative, discouraging**
- **Often semi-conscious**

State: *When we exclude people we are often not even aware that we are doing it—we just overlook them—in these cases we may not be aware of what we are doing, but it still has an impact. We need to judge the strength of the microinequity by the impact it's having, and be open to listening when others tell us about it. This can be a challenge, so learning to be open and listen even when it's a surprise is essential in dealing with this problem.*

- **Lurking just below the surface**

State: *Sometimes it can be as the man in the DVD said—just a rolling of the eyes, a sigh, or a dismissive tone. These things aren't contained in the words, but in the way we behave, which is why they're below the surface.*

Note: It can be fun to role play this example with the group. You can point out that a greeting as simple as good morning can have many meanings. And then give an example of greeting one colleague as an old friend with a warm “good-morning!!!” and another as someone you can’t be bothered with a dismissive “good-morning.”

- **Built into an organization’s culture**

State: *There are small things that happen every day in our businesses that can be microinequities.*

➤ **Facilitation Tip:** Use your judgment as to what kind of example to use here. If you feel there might be sensitivity about discussing examples from the organization, you can say that you are using an example from the program guide, and here is a partial list of what companies often site as barriers built into their culture:

- Executive dining rooms that non-executives can’t use
- Parking spaces reserved close to the building that are used for certain parts of the organization, while others park far away from facility
- Performance review process and development programs for salaried but not hourly employees
- Factory workers being required to wear uniforms on the line, while other departments have a less stringent dress codes

- **Lead to damaged self-esteem, withdrawal**

State: *Remember the woman in the video talking about spiraling down?*

- **Discourage creativity and risk-taking**

State: *We are more likely to take risks and be creative when we feel valued and confident. Microinequities undermine these qualities.*

7. Break -10 minutes

(Allow a couple of extra minutes in your plans, as people often return late)

8. Lecturette: Microinequities – The Diversity Connection (15 minutes)

PowerPoint #11:
Microinequities: A
Diversity Challenge

Go to PowerPoint Slide #11: Microinequities: A Diversity Challenge; review slide and

State: *Brigid Moynahan, program author, says we all experience microinequities but that they can be especially damaging and prevalent for people who are perceived as different—(Site the example of the Pakistani man who talks about how he goes to and from work experiencing microinequities and describes how it “piles on.”)*

State: *Rejecting differences is a human reaction—one that we see all over the world in different contexts. Researchers have found recently that this reaction may even be hard wired into our brains. It’s a bias that’s even built into the English language. It’s no accident that the word “like” means both to have affection for something and to be similar. We like the similar, and reject the different. When we do this in the workplace, it’s usually through a host of small acts of exclusion and devaluation like those you see and hear in the video.*

When Mary Rowe of MIT first coined the term microinequities in the 70’s, she used it to describe the experiences of women and people of color at MIT who were experiencing these behaviors. She called them a “scaffolding of segregation,” separating people from one another, creating what are called “glass walls,” invisible barriers between people, and “glass ceilings,” invisible obstacles to moving up in organizations. More recently, firms like The Next Level, Inc. have broadened the application of this idea, arguing that microinequities happen to people because of all kinds of differences—cultural, organizational, global, even a difference in points of view. As organizations become more and more complex, the challenge is to integrate more and more differences and overcome the microinequity barrier.

PowerPoint #12:
People Use
Microinequities to
Exclude All Kinds of
Differences

Review PowerPoint slide #12: People Use Microinequities to Exclude All Kinds of Differences

Ask participants to take a look at the pie chart and emphasize that these are just some of the many differences that can get excluded in organizations. Invite them to mention a few that they think may be present in their own work experience.

Note: Avoid discussing every example on the pie chart or you'll get bogged down. The point is that there are endless examples of difference. Highlight a few key areas that represent the breadth of possibilities from diversity issues to organization dynamics.

9. Preparation for Screening DVD segment (5 minutes)

PowerPoint #13:
Microinequities:
Bricks in the Wall

Preview what happens in the video using the PowerPoint slide #13: Microinequities: Bricks in the Wall.

State: *You are about to see a dramatization of a team meeting in which a clique of people at the top of the table use microinequities to exclude members of the team at the bottom. In a matter of minutes we see team members become demoralized and performance eroded. The team members most similar to their manager build a wall of microinequities between themselves and those who represent different ideas and backgrounds, cutting off engagement and innovation.*

PowerPoint #14:
Team Meeting
Characters

Use the table diagram, PowerPoint #14, to introduce each of the characters that participate in the team meeting.

Divide the group into four, assigning each group to watch one of four characters: Margaret, Scott, Andre and Charlie. Let them know their assignment is to come up with advice for their character on how they should react to problems on the team.

PowerPoint #15:
A Team Meeting

DVD: From Microinequities to Micro-affirmations. Chapter 2, Part 1: A Team Is Derailed by Microinequities. End at Moynahan's line: "Let's see how well Charlie does it, shall we?"

➤ **Facilitation Tip:** Divide the circle of participants into four segments. Show where each segment begins and ends, but don't have people move their chairs to form groups yet. Segment 1 should watch what happens to Margaret (the white woman who is presenting). Segment 2 should watch what happens to Andre, (the African-American man to Margaret's right). Segment 3 should watch what happens to Scott, (the white man with the Southern accent). Segment 4 should watch what happens to Charlie, (the leader who sits at the head of the table).

10. DVD Screening: Chapter 2, Part 1: A Team is Derailed (5 minutes)

Use PowerPoint Slide #15: A Team Meeting to transition into DVD clip, reminding participants what they will be discussing upon completion of the clip.

Show Chapter 2, Part 1 (5 minutes)

11. Small Group Activity: Coaching the Team (15 minutes)

Transition

State: *We're going to see what Charlie and the other characters do in the next part of the DVD to improve things. First however, let's get your suggestions on what this team could do to counter microinequities and work more effectively with the resources they have in the group.*

PowerPoint #16:
Coaching the
Characters: Small
Group Exercise

PowerPoint #17:
Coaching the
Characters: Small
Group Exercise

Flipchart #5:
Coaching the Team

DVD: From
Microinequities to
Micro-affirmations.
Chapter 2, Part 2:
The Team Gets Back
on Track Using
Micro-affirmations

Use PowerPoint Slides #16 and #17: Coaching the Characters and refer them to handout page 14 for the questions on which they need to focus, as well.

After viewing the video, groups will have 5 minutes to discuss what the character could have done before, during, and after the meeting to counter the micro-messages being sent.

Reconvene the whole group to discuss strategies that each character could employ to counter devaluing messages.

OR

Have the different segments watch the video but then ask them to stay in the large group and discuss the answers to these questions.

Using the PowerPoint slides, have the groups assigned to excluded characters discuss what each can do. Close by focusing on the changes Charlie needs to make. Note that in the video Brigid Moynahan says that the team leader has a lot of influence on people's perceptions. Charlie has a great deal of influence for good or bad here, focus on what he could have done before, during, and after the meeting to make this an inclusive and valuing experience. They will have lots to say on this topic!

Record some of these coaching strategies on Flipchart #5 entitled "Coaching the Team."

12. Screen DVD Chapter 2, Part 2: The Team Gets Back on Track (5 minutes)

State: *You all identified a number of strategies that will help the characters in the video. Now let's watch this next segment to see some of the solutions they develop for themselves in the next team meeting and how effectively they use them. Let's look now at how Charlie and his team do things differently, using effective valuing behavior – or micro-affirmations.*

Show DVD Chapter 2, Part 2 with Charlie starting off the new meeting.

13. Discussion in Pairs: Debrief DVD Chapter 2, Part 2 (8 minutes)

Flipchart #6:
Changes That Moved
the Team Forward

After viewing the video, ask participants to turn to a partner to consider in what ways the team is now more effective. How is engagement, how is productivity? Ask them to pick one thing they noticed people doing that really changed things for the better. Solicit answers from the whole group and jot them down on Flipchart #6.

14. Action Plans (15 minutes)

PowerPoint #18:
Action Planning

Show PowerPoint slide #18: Action Planning.

Flipchart #7 & #8:
(put flipcharts side by
side so group can
see both stops and
starts)

Promoting Inclusion
Start

Promoting Inclusion
Stop

***State:** We've discussed helping Charlie and his team counter the microinequities that have walled out some team members, hurting performance and innovation. We've seen a number of useful strategies that Charlie and his team members do using micro-affirmations in the subsequent meeting. In a moment, we will be asking you for your individual commitments to preventing microinequities. First though, let's do some action planning as a group (or organization). What is it we can do, what processes or agreements can we put in place, to ensure greater inclusion? And what can we stop doing that causes people to feel devalued or excluded?*

15. Screen DVD Chapter 3 (5 minutes)

DVD: From Microinequities to Micro-affirmations. Chapter 3: Do's and Don'ts

Transition

State: *We're going to end the session with a summary of strategies you can use to stop microinequities and promote inclusion. First, we'll show you some Do's and Don'ts on the DVD, and then some PowerPoint slides with questions you can ask to promote inclusion. As you listen, think about what commitments you want to make as you leave here to countering microinequities and promoting inclusion.*

Point them to page 16 of the handout so they can think about the commitments they want to make during this final review.

Distribute the Avoiding Microinequities / Weaving a Web of Inclusion Card

Show closing segment of DVD on Do's and Don'ts. (Note: these screens correspond to the Avoiding Microinequities Do's and Don'ts and Weaving a Web of Inclusion card. Make sure each participant has a copy before showing them the DVD. Have them take note of any points they want to remember.

16. Group Activity: Reflection, Discussion and Commitments (15 minutes)

PowerPoint #19 & #20:
Promoting an Inclusive Climate

State: *We've shown you Do's and Don'ts to avoid committing microinequities with others. We want to close by asking you some questions and giving you questions you can ask others to dig deeper into this topic.*

Show PowerPoint slide #19: Promoting an Inclusive Climate.

State: *On the opposite side of your Do's and Don'ts card are some powerful questions you can ask yourself as you work on being more inclusive. Say each question aloud as written.*

PowerPoint #21:
Taking It Home:
Personal
Commitments

Show PowerPoint slide #20: Promoting an Inclusive Climate

State: *Here are some powerful questions you can ask others to get their feedback on what will make them feel more included. Say each question aloud as written.*

Show PowerPoint slide #21: Taking It Home: Personal Commitments.

Ask participants to work individually and then in pairs to come up with the following commitments:

- One Microinequity Do or Don't
- One Question I'll Ask Myself
- One Question I'll Ask Others

If time permits have them work with partners on this for 5 minutes to come up with these. If you are short on time, have them work alone. In either case, then go around the room asking people to share at least one commitment they are making out loud. *(For groups of over 24 people, just ask for volunteers.)*

17. Course Evaluation (5 minutes)

Course Evaluation

Ask them to complete the Course Evaluation on page 17 of the Participant Handout and return it to you, reminding them it is completely anonymous and very valuable to the development of the program and your organization.

State: *Thank you for coming and participating in this important program. We know you'll be able to use the strategies we've identified and discussed today to make your workplace a more inclusive one.*

60-75-Minute Awareness Session

Agenda

1. Introduction	5 min
2. DVD Screening – Chapter 1	9 min
3. Exercise and Discussion	15 min
4. Lecturette: Definitions	5 min
5. Lecturette: Microinequities – The Diversity Connection	15 min
6. Screen DVD Chapter 3	5 min
7. Group Activity: Reflection, Discussion, and Commitments	15 min
8. Course Evaluation	5 min

Preview Only

60-75-minute Awareness Session Script

1. Welcome / Facilitator Introduction / Program Objectives (5 minutes)

PowerPoint #1: Little Things Mean A Lot™: From Microinequities to Micro-affirmations

Flipchart #1:
Welcome to Little Things Mean A Lot™
Date:
Facilitator name:
Start time:
End time:

PowerPoint #2:
Why Little Things Do Mean A Lot?

DVD: Opening Montage from start to title with faucet

On a flipchart, have the title of workshop and facilitator name. (Alternatively, put your name on the title slide of the PowerPoint.) Introduce yourself briefly, giving your name, job title and any other detail relevant to the group. Provide housekeeping information as needed: timing of breaks, location of bathrooms, silencing electronic devices, etc.

State:

We have the opportunity today to learn about some simple things we can do each day that have a big impact helping you and your colleagues feel encouraged, included, and engaged.

And while our starting point is the workplace, I think you'll find this topic applies to outside of work as well. I invite you to use this information wherever you find it helpful. Let's start today with a note about the program:

*You've all probably heard about the best selling book series by Richard Carlson called: "Don't Sweat the Small Stuff." Well today we'll argue that just the opposite is true...
When it comes to relationships. Little Things **Do** Mean A Lot™.*

Review points on PowerPoint slide #2.

State: *Learning more about the impact of the messages we send will help improve relationships at work, at home, and in our community. Although these behaviors are small, they have a huge impact on performance.*

Review PowerPoint slide #3: Workshop Objectives, making these points:

State: *This program has a few simple objectives:*

The first is to recognize the impact of the way we treat each other at work—we'll look at the subtle messages we send that value or undermine morale, teamwork, productivity, and innovation.

The second is to learn how to talk about this issue. In a moment we'll be defining some of the words you heard on the DVD. The goal is not to introduce you to new jargon but to give us simple words to describe something that we've not talked about before.

The third is to learn to respond effectively to negative messages.

We'll be looking at what to say and what to do when you or someone you know is the recipient of workplace slights or exclusions.

Finally we want to equip you with simple tools and strategies you can use to encourage others and make the workplace more inclusive.

DVD Screening:
Little Things Mean A Lot™ - From opening montage to end of Chapter 1.

2. DVD Screening - Chapter 1 (9 minutes)

State: *We've previewed what we'll be doing today; now let's take a look at the first part of the DVD that is part of this program. This footage exemplifies the pioneering work by Brigid Moynahan and her firm, The Next Level, Inc. They've been working to help organizations value differences and build more inclusive cultures for over twenty years. They produced this section as a documentary, interviewing a cross section of employees in a multinational corporation. Moynahan simply asked people the question, "What are some of the little things that make you feel valued at work and devalued at work?" As you listen, notice what experiences are familiar or hit home for you and what experiences surprise you or add new insight.*

After Screening, Transition

State: *The many examples you saw in the DVD are what we mean when we compare microinequities to the force of erosion in organizations. Taken alone, they may sound small, but together they have major impact. Just as devaluing messages tear an organization down, valuing messages – the little things we do each day to value each other – build organizations up.*

3. Exercise and Discussion (15 minutes)

PowerPoint #4:
Confidentiality
Agreement

Explain that you are about to ask them to pair up to talk about examples from the video and share their own experiences. Note that it's important when they do this that they feel safe to be open and honest. Review the points, re: Confidentiality on the slide. Ask them to raise their hands if they agree in order to get a real commitment from the group.

State: *Please take a moment now to discuss the issue of microinequities using the DVD to prompt reflection on your own experience.*

- Review the questions on the PowerPoint slide #5: Discussion in Pairs.

Facilitation Tip: Model what you want them to do by reviewing the questions and supplying your own examples. What hit home for you, what makes you feel valued and devalued...

- Give participants 5 minutes for these conversations.
- Ask them to choose someone they don't already know if possible. The person should not be in their direct reporting line.

Debrief the two questions they just discussed:

One thing that was familiar or “hit home” for you from the DVD:

And

One thing that makes you feel valued or devalued at work:

Flipchart: With two headings and space for writing under each one.

➤ **Facilitation Tip:**
You could use two flip chart pages side-by-side, one for each set of answers.

We feel valued/included

We feel devalued/excluded

For both questions:

Ask people to report on what was talked about, but not to say who said what. You can either ask every pair for an example, or if it's a large group take comments "popcorn" style—asking anyone in the room to volunteer examples and then asking the group if others feel that way too.

For the first question, there's no need to write anything down as you listen.

For the second question, write down what people say so that you develop a list of what makes people feel valued and devalued or excluded at work. Do this on a flip chart page, creating one section for valued/included and one for devalued/excluded.

➤ **Facilitation Tip:** It's great for follow up to type up the list of examples you get from the session and distribute it to participants:

State: *This is something we can all keep in mind as we promote inclusion in our group.*

Ask a closing question of the whole group.

State: *Were there any examples on the video that surprised people or gave you new insight?*

4. Lecturette: Definitions (5 minutes)

State: *Lots of times, people don't bring up the small things, especially microinequities, because they're afraid of seeming overly sensitive or because they don't have words to describe this phenomenon. And yet as we've seen they can build up to become a big problem. MIT Ombudsperson Mary Rowe has introduced terminology that we find helpful in verbalizing the experiences you just listed. This helps make it easier to discuss these matters. Sometimes, just having a name for your experience makes all the difference.*

PowerPoint #6:
Defining the “Small Stuff”

Review PowerPoint Slide #6: Defining the “Small Stuff” reminding participants at each bullet that these are things we’ve already been discussing.

- As you define microinequities, go back and point to some of the microinequities you listed on the flip chart.
- As you define micro-affirmations, go back and point to some of the valuing behaviors you listed on the flip chart and note that these are micro-affirmations.

State: *Mary Rowe says the best way to undo microinequities is with these kinds of valuing behaviors. We don’t need to make a federal case out of the ways in which we overlook or devalue others— we do need to make sure that we heal the injury by going back to pay attention and value.*

PowerPoint #7:
What Are Microinequities?

Use PowerPoint slide #7 “What Are Microinequities?” to summarize.

➤ **Facilitation Tip:** If you need a little extra time skip this summary slide. We do think it’s an important slide to keep in their handbooks as a reminder however.

State: *Let’s look at a summary of what we’ve learned so far about microinequities.*

Review each bullet. Some of the bullet points are clearly recaps of the video and can simply be stated. Other points need further explanation. Whenever possible, tie points back to what participants said in the previous discussion. Bullets are listed here along with notes:

- **Tiny, pervasive, cumulative, discouraging**
- **Often semi-conscious**

State: *When we exclude people we are often not even aware that we are doing it—we just overlook them—in these cases we may not be aware of what we are doing, but it still has an impact. We need to judge the strength of the microinequity by the impact it’s having, and be open to listening when others tell us about it. This can be a challenge, so learning to be open and listen even when it’s a surprise is essential in dealing with this problem.*

- **Lurking just below the surface**

State: Sometimes it can be as the man in the DVD said - just a rolling of the eyes, a sigh, or a dismissive tone. These things aren't contained in our words, but in the way we behave, which is why they're below the surface.

Note: It can be fun to role play this example with the group. You can point out that a greeting as simple as good morning can have many meanings. And then give an example of greeting one colleague as an old friend with a warm "good-morning!!!" and another as someone you can't be bothered with a dismissive "good-morning."

- **Built into an organization's culture**

State: There are small things that happen every day in our businesses that can be microinequities.

➤ **Facilitation Tip:** Use your judgment as to what kind of example to use here. If you feel there might be sensitivity about discussing examples from the organization, you can say that you are using an example from the program guide, and here is a partial list of what companies often cite as barriers built into their culture:

- Executive dining rooms that non-executives can't use
- Parking spaces reserved close to the building that are used for certain parts of the organization, while others park far away from facility
- Performance review process and development programs for salaried but not hourly employees
- Factory workers being required to wear uniforms on the line, while other departments have a less stringent dress codes

- **Lead to damaged self-esteem, withdrawal**

State: Remember the woman in the video talking about spiraling down?

- **Discourage creativity and risk-taking**

State: We are more likely to take risks and be creative when we feel valued and confident. Microinequities undermine these qualities.

5. Lecturette: Microinequities – The Diversity Connection (15 minutes)

PowerPoint #8:
Microinequities: A
Diversity Challenge

➤ **Facilitation Tip:** Points in this section have been made by the DVD but are worth re-emphasizing. If you want to cut the time of the program back to an hour, skip this section and let participants know that it's in their handouts as a reminder.

Go to PowerPoint Slide #8: Microinequities: A Diversity Challenge Review slide and

State: *Brigid Moynahan, program author, says we all experience microinequities but that they can be especially damaging and prevalent for people who are perceived as different—(Site the example of the Pakistani man who talks about how he goes to and from work experiencing microinequities and describes how it “piles on.”)*

State: *Rejecting differences is a human reaction—one that we see all over the world in different contexts. Researchers have found recently that this reaction may even be hard wired into our brains. It's a bias that's even built into the English language. It's no accident that the word “like” means both to have affection for something and to be similar. We like the similar, and reject the different. When we do this in the workplace, it's usually through a host of small acts of exclusion and devaluation like those you see and hear in the video.*

When Mary Rowe of MIT first coined the term microinequities in the 70's, she used it to describe the experiences of women and people of color at MIT who were experiencing these behaviors. She called them a “scaffolding of segregation,” separating people from one another, creating what are called “glass walls,” invisible barriers between people, and “glass ceilings,” invisible obstacles to moving up in organizations. More recently, firms like The Next Level, Inc. have broadened the application of this idea, arguing that microinequities happen to people because of all kinds of differences—cultural, organizational, global, even a difference in points of view. As organizations become more and more complex, the challenge is to integrate more and more differences and overcome the microinequity barrier.

PowerPoint #9:
People Use
Microinequities to
Exclude All Kinds of
Differences

Review PowerPoint slide #9: People Use Microinequities to Exclude All Kinds of Differences.

Ask participants to take a look at the pie chart and emphasize that these are just some of the many differences that can get excluded in organizations. Invite them to mention a few that they think may be present in their own work experience.

Note: Avoid discussing every example on the pie chart or you'll get bogged down. The point is that there are endless examples of difference. Highlight a few key areas that represent the breadth of possibilities from diversity issues to organization dynamics.

6. Screen DVD Chapter 3 (5 minutes)

Transition- State: *Another reason people tend to ignore microinequities is that they don't know what to do or say. We're going to end this session with a summary of the strategies you can use to stop microinequities and promote inclusion. First, we'll show you some Do's and Don'ts on the DVD, and then some questions you can ask to promote inclusion. As you listen, think about what commitments you want to make as you leave here, to countering microinequities and promoting inclusion.*

Point them to page 11 of the handout so they can think about the commitments they want to make during this final review.

Show closing segment of DVD on Do's and Don'ts.

Note: these screens correspond to the (Note: these screens correspond to the Avoiding Microinequities Do's and Don'ts and Weaving a Web of Inclusion card. Make sure each participant has a copy before showing them the DVD. Have them take note of any points they want to remember.

DVD Screening:
Chapter 3
Distribute the
Avoiding
Microinequities /
Weaving a Web of
Inclusion Card

PowerPoint #10 & #11: Promoting an Inclusive Climate

7. Group Activity: Reflection, Discussion, and Commitments (15 minutes)

State: *We've shown you do's and don'ts to avoid committing microinequities with others. We want to close by giving you questions you can ask yourself and others to dig deeper into this topic.*

Show PowerPoint slide #10: Promoting an Inclusive Climate.

State: *On the opposite side of your Do's and Dont's card are some powerful questions you can ask yourself as you work on being more inclusive. Say each question aloud as written.*

Show PowerPoint slide #11: Promoting an Inclusive Climate.

State: *Here are some powerful questions you can ask others to get their feedback on what will make them feel more included. Say each question aloud as written.*

Show PowerPoint slide #12: Taking it Home: Personal Commitments.

Ask participants to work individually and then in pairs to come up with the following commitments:

- One Microinequity Do or Don't
- One Question I'll Ask Myself
- One Question I'll Ask Others

If time permits have them work with partners on this for 5 minutes to come up with these. If you are short on time, have them work alone. In either case, then go around the room asking people to share at least one commitment they are making out loud.

Note: For groups of over 24 people, just ask for volunteers.

PowerPoint #12: Taking It Home: Personal Commitments

8. Close and Course Evaluation (5 minutes)

Have participants fill out the course evaluation in the back of their handouts and return it to you, reminding them it is completely anonymous and very valuable to the development of the program and your organization.

State: *Thank you for coming and participating in this important program. We know you'll be able to use the strategies we've identified and discussed today to make your workplace a more inclusive one. Thanks to your commitments, we look forward to the positive changes we'll experience as a result of our work together today.*

Preview Only



LEADER'S NOTES / PARTICIPANT MATERIALS

Notes

The Leader's Guide is intended to be just that, a guide. Adapt these materials to your own style, organization, and objectives. In addition to following the agendas we provide you can divide up the video portions of the program for

- Leading more focused discussions geared to teams and leaders;
- Offering a motivational ice breaker that underscores the dangers of microinequities and the power of valuing behavior; or
- Incorporating Little Things Mean A Lot™ into your existing training programs for supervisors and managers. Understanding the concepts of microinequities and micro-affirmations is rapidly becoming a core competency for successful supervision.

Contact us if you are looking for additional guidance on how to customize this program to your organization's needs. We are available to train your trainers, deliver additional training for diversity and inclusion skills, and launch diversity initiatives with keynote speeches. We have a demonstrated track record of delivering top-rated programs that galvanize audiences, build skills and create communities of achievement. Visit us at our website to see Brigid Moynahan in action and learn more about our program offerings. www.the-next-level.com

Working With In-Tact Groups, Leadership Boards, and Executive Teams

The Little Things Mean A Lot™ DVD program can be a powerful team-building intervention with in-tact groups (groups who meet together regularly) and leadership teams. In these contexts, we strongly recommend using independent facilitators who meet the criteria outlined below. This will help avoid some of the pitfalls inexperienced facilitators fall into with teams, and ensure powerful results.

We consider these criteria essential:

- independence, neutrality, and credibility
- experience working with group dynamics and diversity issues
- training in team facilitation
- track record of success with executive teams and boards



In-tact groups need to feel they have an influence on the process. Customize the program so team concerns are addressed. What follows are general recommendations for customizing sessions along with *essentials* to consider when working with leadership boards or executive groups.

For In-Tact Groups:

Based on our many years of experience with these audiences, here's our approach:

- Interview each team member individually, either in person or by phone. This way, we get to know the group, customize to their needs, identify goals, and ensure each team member feels ownership over their success. *This is especially critical when working with leaders who need to know that you've listened and are acting on their concerns.*
- Open with an activity that breaks the ice and builds trust (The Next Level, Inc. has signature approaches that link trust building to essential messages from Little Things Mean A Lot™).
- Present a customized business case linking the program to the goals identified by the group. (Questions we ask in the interviews to elicit this pertain to innovation, collaboration across functions, team membership, discussion traps, embracing differences including organizational changes, challenge of virtual relationships, etc...) Our facilitators are excellent Actors. We often customize a skit along with PowerPoint slides for this purpose.
- Move immediately after this into an experiential activity that allows each person in the room to realize the negative impact of microinequities and the powerful positive impact of micro-affirmations.

With these modifications, we present a combination of the components listed in the Leader's Guides that are included on page 13. When time is short, *and it usually is*, we skip Chapter 1 of the DVD and focus entirely on the team dynamics and solutions outlined in Chapters 2 and 3. Debriefing questions are adapted to ensure they address key concerns of members. In place of general recommendations we speak to the team's experience. For example, after they coach the characters in Section 10 in the 3-hour leader's guide, we ask them to identify what the team needs to **start, stop and/or continue** doing in order to be more productive with one another.

Note on work with Leadership Boards and Executive Groups:

The most powerful way to make culture change is to begin at the top. As demonstrated in our DVD, good or bad, leaders model behavior for their organizations. A change in leadership behavior can yield extraordinary results.



Likewise, a program lacking leadership support will have trouble being sustained for very long.

Conventional wisdom among professional facilitators is that “leaders often have a difficult time being led.” For this reason, it’s essential that you use a facilitator with credibility in the field and who models inclusive leadership by honoring each member’s background and experience. Connecting well in the preliminary interviews is critical in these cases.

Again, with leader sessions we usually skip Chapter 1 and focus on Chapter 2 of the DVD. Instead of focusing on what all characters can do differently, we modify the segment “Coaching the Characters” to focus exclusively on Charlie’s leadership, asking questions like:

What is Charlie doing to mold the dynamics of the team?

Charlie is actually treating some team members well. What is he doing to encourage them? What is the impact of this?

What skills or qualities is this team losing out on because Charlie fails to value the excluded team members? Among these are:

For Margaret: Strategic Thinking

For Andre: Innovation

For Scott: Experience

What should Charlie be doing differently?

After screening the second team meeting we talk about all the things Charlie does right and how his behaviors are picked up by team members.

To encourage participants to be more inclusive leaders, we include research we’ve collected on the impact of inclusive leadership. A good source for this is Daniel Goleman’s book, Social Intelligence and any of the books published on this topic by the Gallup organization. We also include research on how inclusion affects engagement, innovation and productivity. For the final action planning component we ask leaders to commit not only to personal changes but changes they can make in their organizations.



One warning: we've included this special section on working with teams and leaders because the DVD is a very powerful tool for these audiences. When I recently showed the team meeting DVD to a board member and head of HR for a Fortune 50 company, she told me that the problem dynamics it illustrates are almost a mirror-image of the interactions that occur at meetings from the board on down. Use caution to place this instrument in the right hands. For referrals on trained facilitators, call us!

Good Luck, and Good Training,

Brigid Moynahan

President & CEO

The Next Level, Inc.

973-783-7675

www.the-next-level.com

Definitions

- 1. Micro-messages:** Subtle, simple actions and behaviors that have an impact on individual's feelings of value in the workplace, home, and community.
- 2. Microinequities:** Small, subtle behaviors that devalue other people. According to Mary Rowe, who first defined them in 1972: *"If a behavior or collection of behaviors has the effect of causing the other person to be excluded, disadvantaged, or undermined—then it can be categorized as a microinequity."*
- 3. Micro-affirmations:** Simple, daily actions that support, value, and include others. Things we do that allow others to feel appreciated, understood, and respected.
- 4. Engagement:** An engaged employee is fully involved in, and enthusiastic about, his or her work and committed to acting in ways that further the performance of the organization. He or she feels an emotional bond to the organization that employs them.



Research on Benefits of Employee Engagement

A major reason to eliminate microinequities is their detrimental impact on employee engagement. The Next Level has found that when employees feel devalued, they become disengaged.

The Gallup Organization

Gallup has examined the impact of employee engagement on an organization's productivity, innovation, and employee retention and found that only 29% of employees are actively engaged in their jobs. These employees work with passion and feel a profound connection to their company. 84% of highly engaged employees believe they can positively impact the quality of their organization's products, compared with only 31% of the disengaged. 72% of highly engaged employees believe they can positively affect customer service, versus 27% of the disengaged. 68% of highly engaged employees believe they can positively impact costs in their job or unit, compared with just 19% of the disengaged.

About $\frac{2}{3}$ of the business units scoring above the median on employee engagement also scored above the median on performance. Moreover, 54% of all employees are not engaged meaning that they go through each workday putting time but no passion into their work. Only about $\frac{1}{3}$ of companies below the median on employee engagement scored above the median on performance.

Engaged employees feel a strong emotional bond to the organization that employs them. This is associated with people demonstrating a willingness to recommend the organization to others and commit time and effort to help the organization succeed. It suggests that people are motivated by intrinsic factors (e.g. personal growth, working to a common purpose, being part of a larger process) rather than simply focusing on extrinsic factors (e.g., pay/reward).

It has been routinely found that employee engagement scores account for as much as half of the variance in customer satisfaction scores. This translates into millions of dollars for companies if they can improve their scores. Studies have statistically demonstrated that engaged employees are more productive, profitable, customer-focused, safer, and less likely to leave their organization.

Employees with the highest level of commitment perform 20% better and are 87% less likely to leave the organization, which indicates that engagement is linked to organizational performance.

Watson Wyatt

Watson Wyatt surveyed organizations and found that high-commitment organizations (ones with loyal and dedicated employees) out-performed those with low commitment by 47% in the 2000 study and by 200% in the 2002 study.



The Hay Group and Productivity

In a study of professional service firms, the Hay Group found that offices with engaged employees were up to 43% more productive. The most striking finding is the almost 52% gap in operating incomes between companies with highly engaged employees and companies whose employees have low-engagement scores. High-engagement companies improved 19.2% while low-engagement companies declined 32.7% in operating income.

New Century Financial Corporation

A U.S. specialty mortgage banking company, found, for example, in their wholesale division those account executives who were actively disengaged produced 28% less revenue than their colleagues who were engaged. Furthermore, those not engaged generated 23% less revenue than their engaged counterparts. Engaged employees also outperformed the not engaged and actively disengaged employees in other divisions.

Preview Only



Course Evaluation

This page is also included in the Participant Handout on the Support Materials CD.

Little Things Mean a Lot™: From Microinequities to Micro-affirmations

Session Date: _____ Location: _____

Session Facilitator(s) _____

1. Please rate this program overall with 1 being lowest rating and five being highest.

1 2 3 4 5

Please comment on your rating:

2. Assess your knowledge of microinequities and their effect **before** you attended the program:

Poor Average Good Very Good Excellent

3. Assess your knowledge of microinequities and their effect **after** taking the program.

Poor Average Good Very Good Excellent

Comments

1. What did you appreciate most about the program?

2. What additional training do you recommend to promote inclusion here?

3. What is a personal commitment you will make as a result of the Little Things Mean a Lot™ program?

Flipcharts – 3-hour Workshop

<p>#1</p> <p>Welcome to Little Things Mean A Lot™</p> <p>Date: Facilitator Name: Start Time: End Time:</p>	<p>#2</p> <p>Note: Leave space here</p> <p>We feel valued at work when ...</p>
<p>#3</p> <p>Added Guidelines</p>	<p>#4</p> <p>Microinequities We Experience</p>
<p>#5</p> <p>Coaching the Team</p>	<p>#6</p> <p>Changes that moved the team forward</p>
<p>#7</p> <p>Promoting Inclusion Start</p>	<p>#8</p> <p>Promoting Inclusion Stop</p>

PowerPoint Slides – 3-hour Workshop

Little Things Mean A Lot™

From Microinequities to Micro-affirmations

This program was developed by Brigid Moyzhan, President and CEO of The Next Level, Inc.

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Why Little Things Do Mean A Lot

This program addresses the daily messages we send one another at work that cause us to feel

- included or excluded
- engaged, or discouraged
- valued or overlooked

It's a Wake Up Call

- Because these messages are so often subtle, they've been largely overlooked by corporate organizations. Yet their impact is enormous.

It's An Opportunity

- The insights you get will improve your relationships both at work, at home, and in the community. It will also show you how to make significant breakthroughs in your organization - by learning to engage and value people.

2

Workshop Objectives

- Recognize that the way we treat each other at work—the little things we do—has a **big impact**.
- Start talking about this issue: define micro-messages, microinequities, and micro-affirmations
- Learn to respond effectively to negative messages (microinequities) that can undermine our success.
- To Equip you with simple tools and strategies you can use to encourage others and make the workplace more inclusive.

3

Training Agenda

Introduction

- Overview
- DVD opening: Little Things Mean A Lot
- Course Objectives
- Preview Training Activities
- Participant Introductions
- Discussion Guidelines

Why Sweat the Small Stuff: Business Case

- DVD screening: Chapter 1: Little Things Mean A Lot™
- Employees Discuss Examples and Impact of Microinequities
- Sharing in pairs: Microinequities Experiences/Reactions
- Lecture/Discussion
- Microinequities: A Diversity Challenge

From Microinequities to Micro-affirmations

- DVD Chapter 2: Part 1
- Dramatization: Microinequities Undermine Team Performance
- Exercise: Coaching the Characters

4

Training Agenda

From Microinequities to Micro-affirmations (continued)

- DVD Screening- Chapter 2: Part 1
- Impact of Microinequities on Teamwork and Engagement
- Solutions: Dramatization: The Team Get's Back on Track
- De-briefing: What did characters do right this time?

Take home strategies

- DVD screening: Do's and Don'ts
- Action Planning
- Commitments

Program Evaluation

5

Introductions

Briefly interview a partner

Name

Where's the person from (job, location)

One small thing that makes your partner feel valued at work is

6

How We'll Treat One Another Here

Confidentiality:

- "What goes on in here, stays in here"
- During the program
 - feel free to share your own experiences with one another
 - if you draw upon other people's examples, do not use names
- After the program
 - feel free to share what you learn; but not the personal stories you heard.

Respect:

- Turn off cell phones
- Return from breaks on time
- Other ground rules?

7

Defining the "Small Stuff"

Micro-messages: Signals we send to one another through our behavior. They are called "micro" because the behaviors are small, although their impact can be enormous.

Microinequities: Micro-messages we send other people that cause them to feel devalued, slighted, discouraged or excluded.

Micro-affirmations: Micro-messages that cause people to feel valued, included, encouraged or included.

8

Discussion in Pairs

1. Share an example of a microinequity you've experienced that bothered you. (It may or may not have been mentioned on the DVD.)
2. What did you do in response to the microinequity? (i.e., Did you speak about it directly to the person, stay silent, complain to others...?)
3. Next, take turns discussing an example from the DVD that surprised you or gave you new insight.

9

What Are Microinequities?

- Subtle messages that build up and have a big impact. Microinequities break connection
 - Tiny, pervasive, cumulative, discouraging
 - Often semi-conscious
 - Lurking just below the surface
 - Built into the organization's culture
 - Lead to damaged self-esteem, withdrawal
 - Discourage creativity and risk taking

10

Microinequities: A Diversity Challenge

A Diversity Challenge

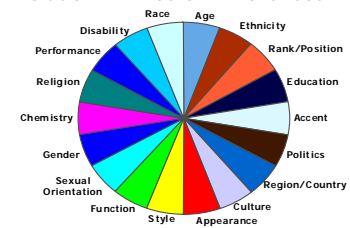
We tend to value what is similar and reject what is different.

- This is a pervasive, human tendency
- Recent research finds that it's "hard wired"
- It's even reflected in the English language: "like" means appreciate but also means "similar"

As we create policies, procedures, and initiatives to encourage diversity and inclusion, people continue to use daily microinequities to wall out differences.

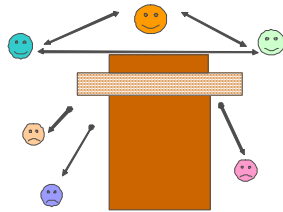
11

People Use Microinequities to Exclude All Kinds of Differences



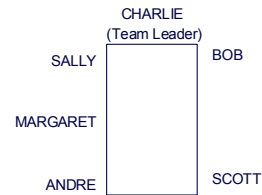
12

Microinequities: Bricks in the Wall



13

Team Meeting Characters



14

A Team Meeting

- Observe the microinequities
- Notice impact on performance
- Prepare to Coach the characters

15

Coaching the Characters: Small Group Exercise

- I. What could each of these characters do before, during, or after this meeting to avoid microinequities or better manage them when they occur?

Suggestions for Margaret:

Suggestions for Scott:

Suggestions for Andre:

16

Coaching the Characters: Small Group Exercise

- II. What changes can Charlie undertake to be a more inclusive and engaging leader of the team?
 - Charlie can stop...
 - Charlie can start...

17

Action Planning

What is something we can **stop doing** that causes people to feel excluded or overlooked in our organization?

What is something we can **start doing** to make people feel respected and valued in our organization?

18

Promoting An Inclusive Climate

- Notice your reactions...
 - When am I listening and when am I shutting people out?
 - Who am I including and excluding?
 - Who am I encouraging and praising?
 - Whose contributions am I taking for granted?
 - Who do I consistently overlook?

19

Promoting An Inclusive Climate

- Ask your colleagues, customers...
 - Do you feel...included...respected...valued?
 - What behaviors wall people out?
 - What behaviors encourage contribution?
 - What can I do differently?
 - What can the team do differently?

20

Taking It Home: Personal Commitments

Please review the CARD "Avoiding Microinequities."

Identify

- One thing you will start
- One thing you will stop

Next, review the "Promoting Inclusion" SLIDES and select one question you will ask yourself and one thing you will ask others.

21

PowerPoint Slides – 60-75-minute Awareness Session

**Little Things
Mean A Lot™**

**From Microinequities
to Micro-affirmations**

1-Hour Awareness Session

This program was developed by *Brigid
Moyrahan, President and CEO of The
Next Level, Inc.*

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Why Little Things Do Mean A Lot

This program addresses the daily messages we send one another at work that cause us to feel

- included or excluded
- engaged, or discouraged
- valued or overlooked

It's a Wake Up Call

- Because these messages are so often subtle, they've been largely overlooked by corporate organizations. Yet their impact is enormous.

It's An Opportunity

- The insights you get will improve your relationships both at work, at home, and in the community. It will also show you how to make significant breakthroughs in your organization - by learning to engage and value people.

2

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Discussion in Pairs

Briefly share with a partner

Name

Where you're from (job, location)

One thing that was familiar or "hit home" for you from the DVD

One thing that makes you feel valued or devalued at work

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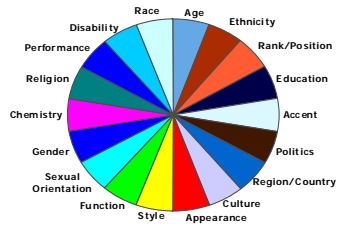
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Preview Only

ABOUT THE AUTHOR



Brigid Moynahan, founder of The Next Level, Inc., has designed and delivered more than 800 corporate programs in the US and internationally. She continues to pioneer awareness of inclusion and microinequities issues and her work has been profiled in Working Woman Magazine, Chief Learning Officer, Diversity, Inc., the Wall Street Journal, the Catalyst Awards and the Conference Board. Ms. Moynahan draws upon her talents as an actor and story teller to deliver powerful keynote presentations and workshops designed to communicate the inherent value of a diverse and inclusive environment in driving productivity, innovation and leadership.

Her Senior Leadership Program for Professional Women, widely praised in the business world, is now part of a powerful corporate glass-ceiling initiative spearheaded by the Rutgers Institute for Women's Leadership. In addition to her video training programs, Brigid has authored numerous articles on gender issues, women's leadership and a new book, entitled "Success Circles®: A Guide to Peer Mentoring."

A Master Practitioner of Neuro-Linguistic Programming, Ms. Moynahan has advanced degrees and training from Hunter College, the Graduate Center, National Training Laboratories, the Tavistock Institute, the MIT Dialogue Project, the New York Psychoanalytic Institute and Systems Centered Training (Yvonne Agazarian). She has taught communications at The New School for Social Research, City College, and the New York Institute of Technology. Before founding her consulting practice, she served as an executive with Burson-Marsteller and the American Management Association in New York City.

Bibliography

Suggested readings:

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Preview Only