



**LLMC DISCUSSION GUIDE**  
**DIVERSITY, EQUITY AND**  
**INCLUSION**





# Agenda

## Diversity, Equity, and Inclusion - A Non-Performative Approach

“As we focus on combating racism, it is not sufficient to simply equip ourselves with knowledge and tools. We must take action in ways we know will be meaningful in addressing all barriers and disadvantages”

**Ian Shugart, clerk of the Privy Council and secretary to the Cabinet**

“Our ability to reach unity in diversity will be the beauty and the test of our civilization.”

**Mahatma Gandhi, Indian lawyer, politician, social activist and writer**

### 1. Check-In: Warm up and get going (17 minutes)

#### 1.1 Welcome (~1 minute)

Welcome everyone to our fourth circle which focuses on a non-performative approach to diversity, equity and inclusion (DEI). Why is a non-performative approach to DEI important?

A performative approach to diversity is when an organisation makes superficial efforts to create the appearance of diversity and inclusivity without actually addressing the underlying issues of systemic bias and inequality. True change requires a non-performative approach.

Most people, if given the option, want to do the right thing. But knowing what actions to take is not always obvious. Although most of us have completed awareness training at work, there is no one right answer to the myriad of circumstances that might arise in our workplaces. It is important that we take action to cultivate diverse and inclusive





workplaces. This requires all of us to go beyond just ticking boxes and professing support for marginalised groups.

To be authentic allies, we have to make genuine attempts to foster inclusive workplaces. Our goal should be self-education, to promote DEI through our actions, to recognize and address our hidden biases, to offer assistance to those requiring it, and to embrace the intricacies and discomfort of DEI work.



## 1.2 Your Health Comes First

(~ 1 minute)

Before we begin today's Circle, let's do a check-in. The intent of these sessions is to have safe conversations about important subjects that will help transform the Federal Public Service by creating diverse and inclusive psychologically safer workplaces.

The subjects may be difficult for some people to discuss. If at any point during this session you feel that you need to step away, you may leave the session in order to protect your mental health. Your health comes first.

If you need to talk to someone, whether before, during, or after a circle, there is support available to you 24/7. Please see the support section at the end of this guide for contact information.

## 1.3 Overview

(~ 1 minute)

As astutely declared within the 2023 Clerk's Call to Action, "the time to act is now." Whether you are new to the topic of DEI or already very aware, this week we will focus on self-reflection, privilege, and shifting mindsets in the workplace. Today, we take action by confronting and challenging systemic biases through a series of learning activities. Your learning and (un)learning journey continues here!



## 1.4 Icebreaker - Rose, Thorn, and Bud (10 minutes)

**Instructions:** Each member reflects on a Rose, Thorn, and Bud that they have experienced with respect to DEI. Each member shares their Rose, Thorn, and Bud.

(1 minute per member)



- Rose = A highlight, success, small win, or something positive that happened
- Thorn = A challenge you experienced or something that you could use more support with
- Bud = New ideas or initiatives that have emerged (something you are looking forward to knowing more about or experiencing)

## 1.5 One Action from the last meeting (5 minutes)

**Instructions:** Go around your Circle and have each member share their One Action update from week #3, Mastering the Art of Negotiation. Your “One Action” is a concrete commitment you made during your previous Circle session.

(1 minute or less per member)



## 2. Educational activity: Lean in, get inspired, and add to your toolkit

(24 minutes) 

### 2.1 Group activity: Dr. Peggy McIntosh on White Privilege and Forming Stereotypes (4 minutes)



**Instructions:** Please read aloud together as a group. Circle members can take turns reading the paragraphs below aloud. A suggestion for allowing the activity to flow more smoothly would be to pre-determine who would like to read parts of the text and in what order.



Privilege is defined as “an invisible package of unearned assets”. There are many sources of privilege, depending on social context. Let’s discuss together.

We We will begin with the groundbreaking article by Peggy McIntosh, Ph.D., titled "White Privilege: Unpacking the Invisible Knapsack," which was first published in Peace and Freedom Magazine in 1989. This seminal work continues to be widely cited around the world on the subject of privilege.

McIntosh introduces the concept of privilege as "an invisible weightless knapsack of special provisions, maps, passports, codebooks, visas, clothes, tools, and blank checks."

While discussions about privilege often revolve around factors like gender or race/ethnicity, she emphasises that privilege can stem from a variety of social contexts.

Privilege is not just associated with identities that are the focus of many organisations' diversity and inclusion efforts, such as gender, race/ethnicity, age, sexual orientation, disability status, and religion. Privilege can also be linked to factors like national origin, dominant language or accents.

Let’s look at an example together.

In 1968, Jane Elliott, a Grade 3 elementary school teacher, conducted an experiment with children to explore social and psychological dynamics affecting one's sense of "belongingness." The lessons learned from this study remain relevant today as we explore inclusion.

Jane Elliott showed that privilege could quite easily be assigned to individuals based on an arbitrary characteristic – eye colour – and still take on significant social meaning.

Dividing her students into two groups based on their eye colour, she initially declared that those with blue eyes were superior, smarter, and nicer than those with brown eyes. The privileged blue-eyed students also received praise, preferred treatment, and enjoyed extended recess breaks.

On the following day, she reversed the roles, making the brown-eyed students the dominant group. Remarkably, the children who were designated as inferior on a particular day not only faced criticism and treatment as inferior but also exhibited decreased confidence and performed worse on tests.

The Brown Eyes, Blue Eyes experiment conducted by Jane Elliott revealed the profound impact of attaching social value or significance to arbitrary characteristics like eye colour. Initially, the children had no inherent social divisions based on their eye colour, and it didn't matter to them whether they had brown or blue eyes.

However, as soon as the teacher attributed social value to each eye colour, the children started to group themselves into higher and lower status categories. They began seeing each other as representatives of these categories, reinforcing stereotypes established by the teacher.

Research indicates that stereotypes form early in life, even in children as young as two to four years old. Gender stereotypes, for instance, show that children already have clear ideas of how boys and girls should behave. These stereotypes become cognitive structures in the brain, getting strengthened with each association of a trait or characteristic to a particular label.

This top-down information processing leads people to categorise others based on labels, and once categorised, individuals tend to apply all the associated traits to that person, regardless of how well they fit the label. This process is linked to a basic human need to categorise others as friend or foe, which is almost automatic in the brain.



Overall, the Brown eyes, Blue Eyes experiment underscores the power of social values and stereotypes in shaping how individuals interact with one another and highlights the early formation of such cognitive structures in human development.

McIntosh's article continues to serve as a vital resource for understanding and addressing privilege in various spheres of life. By recognizing the inherent privileges we possess, we can strive for a more equitable and inclusive society that challenges the invisible advantages some individuals enjoy while advocating for fairness and justice for all. Inclusion means everyone, always, and we all have a responsibility to take action.



## 2.2 Group discussion: The Brown Eyes, Blue Eyes Experiment (20 minutes)

**Instructions:** Consider your workplace and this week's discussion for this activity. Your response can address one or both of the questions below. Each circle member has 2 minutes to speak and share.



### Discussion Questions:

- 1- In what ways can privilege be both visible and invisible in our society and workplace?
- 2- How can recognizing and understanding our own privileges help us become more empathetic and supportive allies to deserving equity groups?

### Did You Know?

Dr. McIntosh is the founder of the National SEED Project, a program of the Wellesley Centers for Women at Wellesley College, which is one of the largest gender-focused research-and-action organisations in the world. Visit Dr. McIntosh's papers, including "White Privilege: Unpacking the Invisible Knapsack," and other related papers, at the SEED Project website. (Find it by searching using the terms "SEED project" or "Peggy McIntosh" or "invisible knapsack").





### 3. Group activity: TOOL - Check Your Privilege (15 minutes)

Are there privileges that you enjoy within the workplace, perhaps without being aware of them? Review each of the statements provided and indicate whether you can count on this privilege at work. What does this tell you about the privileges that attach to different categories of people?

**Adapted from course materials by Cornell University, School of Industrial and Labor Relations**



**Instructions:** Please answer all the following statements and be ready to discuss one with the group. You are encouraged to share your answer and whether or not you feel the statement is a reflection of privilege. We will take 5 minutes for members to review and answer questions, and then we will have 10 minutes for discussion. (1 minute per member)

**1- I can count on looking at the top level of management in most organisations in the Government of Canada and seeing people (i.e., more than just a “token” individual) who belong to my identity group.**

Yes. If so, which of your identities affords you that privilege?

No. If so, what types of people do enjoy that privilege?

**2- I can count on my coworkers wanting to include me in their conversations.**

Yes. If so, which of your identities affords you that privilege?

No. If so, what types of people do enjoy that privilege?

**3- I can display photographs of my family or my personal life without worrying that it will invite negative perceptions.**

Yes. If so, which of your identities affords you that privilege?

No. If so, what types of people do enjoy that privilege?



**4- I can count on my coworkers assuming that we will have things in common that unite us.**

Yes. If so, which of your identities affords you that privilege?

No. If so, what types of people do enjoy that privilege?

**5- I can speak up within my work group and not worry that others will attribute something about what I said to my identity category; instead, they will focus on the idea itself.**

Yes. If so, which of your identities affords you that privilege?

No. If so, what types of people do enjoy that privilege?

**6- I can trust that my behaviour will be viewed as only my own and not representative of a wider group.**

Yes. If so, which of your identities affords you that privilege?

No. If so, what types of people do enjoy that privilege?

**7- I can trust that I won't be talked over in a meeting.**

Yes. If so, which of your identities affords you that privilege?

No. If so, what types of people do enjoy that privilege?

**8- I can talk about what I did over the weekend without worrying about what it will reveal about me.**

Yes. If so, which of your identities affords you that privilege?

No. If so, what types of people do enjoy that privilege?

**9- I can trust that my peers and colleagues assume I have earned my position through my abilities.**

Yes. If so, which of your identities affords you that privilege?

No. If so, what types of people do enjoy that privilege?





**10- I can mention my family responsibilities without being perceived as a less valuable contributor.**

Yes. If so, which of your identities affords you that privilege?

No. If so, what types of people do enjoy that privilege?



**11- I can trust that I will get credit for my ideas and contributions.**

Yes. If so, which of your identities affords you that privilege?

No. If so, what types of people do enjoy that privilege?

**12- I feel comfortable asking questions or asking for help because my coworkers assume I am competent.**

Yes. If so, which of your identities affords you that privilege?

No. If so, what types of people do enjoy that privilege?

**13- If I opt not to take on volunteer tasks (like organising team social functions, workspace clean-up efforts, or taking the time to orient newcomers), or decline requests to do so, I don't usually worry about appearing selfish or feeling guilty.**

Yes. If so, which of your identities affords you that privilege?

No. If so, what types of people do enjoy that privilege?

**14- I can speak up without being interrupted.**

Yes. If so, which of your identities affords you that privilege?

No. If so, what types of people do enjoy that privilege?

**15- I can feel comfortable being my preferred self, showing my true personality, at work without worrying that people will judge me negatively for it.**

Yes. If so, which of your identities affords you that privilege?

No. If so, what types of people do enjoy that privilege?



**16- I am confident that people will attribute my success to my ability rather than to luck or to the goodwill of others.**

Yes. If so, which of your identities affords you that privilege?

No. If so, what types of people do enjoy that privilege?



**17- When I am asked to serve on committees or task forces, I assume it's because people value what I have to offer, not because they need a representative from my identity group.**

Yes. If so, which of your identities affords you that privilege?

No. If so, what types of people do enjoy that privilege?

**18- I am never asked to speak for all the people of my identity group (e.g., "What do XX-type of people think about this issue?").**

Yes. If so, which of your identities affords you that privilege?

No. If so, what types of people do enjoy that privilege?

**19- If I feel I've been mistreated in some way by a coworker, I usually do not wonder whether it's because of my membership in a particular identity group.**

Yes. If so, which of your identities affords you that privilege?

No. If so, what types of people do enjoy that privilege?



## 4. One Action: Apply yourself, pledge to grow, and inspire others (10 minutes)



### Group Discussion: Apply what you have learned

Your “One Action” is a concrete commitment you undertake related to the topics discussed during each Circle. The goal of a One Action is to step outside your comfort zone, practise a new skill, or try something new. Examples of one actions for this Circle can be found in the table that follows:

**Instructions:** Each member declares their One Action commitment for this week. (1 minute per member)

Diversity, Equity, and Inclusion		One Action
1	I will take action to effect culture change within my organisation by encouraging participation in DEI training and activities.	Use the Circle activities, the Continue on Your Path to Learning blog post (see page 9), and the <a href="#">Circle 4 resources</a> to prepare your One Action.
2	I will take multiple measures to ensure that diverse perspectives, cultures and identities are represented at decision-making tables.	
3	I will actively promote an atmosphere of inclusivity within the team. I will cultivate a safe and respectful space that values diverse perspectives, cultures and identities, demonstrating a genuine interest in each team member’s unique background and experiences.	
4		<b>Write down your One Action commitment in the table cell to the left and get ready to report about it at Circle #5.</b>



## 5. Wrap-up: What's next and a few final words (5 minutes)

Thank you everyone for your active participation in this week's topic - Diversity, Equity, and Inclusion - A Non-Performative Approach. We hope that today's Circle has broadened our views on privilege and provided us with a better understanding of how privilege affects us all.



**Recap:** To recap today's Circle, please review this discussion guide to help you reflect on this Circle session and implement your One Action for diversity, equity and inclusion.

**Masterclass:** Join us for our fourth Masterclass taking place on **Wednesday, October 4, 2023**, at 1:00 pm Eastern Time. This 90-minute Masterclass is a hands-on coaching class on sponsorship and career building. Invitations to all 5 Masterclasses have been sent to you prior to the start of this LLMC cohort. Please see your calendar for details.

**Next Circle:** The next Circle session will be focused on Navigating Your Career Through Change. We will learn how to see change as an opportunity instead of an obstacle or barrier. Please review the Discussion Guide prior to the Circle #5 session.

**Circle Leader and Assistant Circle Leader Selection:** Do we have our circle leader and assistant circle leader for next week? If leaders for the next Circle were not chosen, ask for volunteers for both positions.

**LLMC Written Component:** Please share your comments by completing the weekly written component forms. A link to the form can be found in your calendar. Completion of these forms is one of the commitments you made when you applied. The LLMC Program team relies upon your feedback to continue to grow the program.



**Office Hours:** This 60-minute session offered by Materiel Group's Diversity and Inclusion Office (DIO) each Friday is an opportunity for you to ask questions related to the program and other DIO initiatives. We also plan to use 15 minutes of the session for a senior leader to drop in and share with us on the theme explored that week. This is a chance to learn about our leaders and their vision for more diverse and inclusive workplaces:



[https://teams.microsoft.com/l/meetup-join/19%3ameeting\\_MDc0Yml4OTgtMDZiMS00OGUzLTg5ZjctNTcwYWFmZDk2MwVh%40thread.v2/O?context=%7b%22Tid%22%3a%22325b4494-1587-40d5-bb31-8b660b7f1038%22%2c%22Oid%22%3a%22c2d093df-2beb-4796-b59e-3fe19605c039%22%7d](https://teams.microsoft.com/l/meetup-join/19%3ameeting_MDc0Yml4OTgtMDZiMS00OGUzLTg5ZjctNTcwYWFmZDk2MwVh%40thread.v2/O?context=%7b%22Tid%22%3a%22325b4494-1587-40d5-bb31-8b660b7f1038%22%2c%22Oid%22%3a%22c2d093df-2beb-4796-b59e-3fe19605c039%22%7d)

### **Continue on Your Path to Learning**

- Check Your Assumptions
  - Learn to question your ideas.
  - Consider looking at workplace situations from the perspective of those who risk exclusion (deserving equity groups).
  - Be curious and STAY curious.
  - Complete the [Harvard Implicit Bias Test](#) and learn more about yourself.

**Thank you everyone! Be well, take care and see you at our next Circle.**



## List of Circle Members

#	Name	Department/Position	I remember this member because of... (list 3 characteristics)
1	<b>Circle Leader</b>		
2	<b>Assistant Circle Leader</b>		
3			
4			
5			
6			
7			
8			
9			
10			





## Reflection Question

**Instructions:** Write down 3 insights/key takeaways learned from the session

1	
2	
3	



## Support

### Employee Assistance Program (EAP)

EAP provides free short-term counselling for personal or work-related problems as well as crisis counselling.

Toll-free: 1-800-268-7708

TTY (for people with hearing impairments): 1-800-567-5803

<https://www.canada.ca/en/government/publicservice/wellness-inclusion-diversity-public-service/employee-assistance-program.html#E>



### Hope for Wellness Helpline

24/7 access to Indigenous Counsellors

Available in French and English and, upon request, Ojibway, Cree and Inuktituk.

1-800 #1-855-242-3310

Chat line via: <https://www.hopeforwellness.ca/>

### Member and Family Assistance services (Canadian Armed Forces)

The Member and Family Assistance services is a 24 hour, 7 days a week bilingual telephone and face to face counselling service that is voluntary, confidential, and available to Canadian Armed Forces (CAF) members and their families who have personal concerns that affect their well-being and/or work performance.

<https://www.canada.ca/en/department-national-defence/services/benefits-military/health-support/member-family-assistance-services.html>

### Sexual Misconduct Support and Resource Centre (National Defence)

The Sexual Misconduct Support and Resource Centre (SMSRC) was created by the Department of National Defence but is independent from the CAF chain of command and is not required to report incidents of sexual misconduct to the CAF. Support services for CAF members, National Defence public service employees, Cadets and Junior Canadian Rangers affected by sexual misconduct and their families, aged 16 and older. Guidance and support for leaders and management on addressing sexual misconduct.

<https://www.canada.ca/en/department-national-defence/services/benefits-military/health-support/sexual-misconduct-response.html>



## Support

### **The Canada Suicide Prevention Service**

Talk Suicide Canada provides nationwide, 24-hour, bilingual support to anyone who is facing suicide.

Toll-free: 1-833-456-4566.

<https://www.crisisservicescanada.ca/en/>



### **Wellness Together Canada**

Mental Health and Substance Abuse Support.

Toll free 1-866-585-0445

<https://wellnesstogether.ca>

**The Lifting as you Lead Mentoring Circles Discussion Guide was created by the Diversity and Inclusion Office, Materiel Group, National Defence.**



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[https://wiki.gccollab.ca/Diversity\\_and\\_Inclusion\\_Office](https://wiki.gccollab.ca/Diversity_and_Inclusion_Office)