



INCLUSIVE BEHAVIORS INVENTORY

RESULTS FOR
Sample Report

EMAIL ID
contactus@aperianglobal.com

TEST DATE
Thursday, 04 Oct 2018

TEST FORM
Version 3.3

REPORT GENERATED
Thursday, 04 Oct 2018

This report is confidential and intended for use by the individual taking the survey.

CONTENTS

3	Introduction
4	Your Inclusive Behaviors Scores
5	Your Responses - Highest To Lowest
6	Learning about Bias
7	Building Key Skills
8	Working Across Boundaries
9	Becoming a Champion
10	Getting Results
11	Personal Action Plan
12	General Suggestions
13	About Aperian Global

INTRODUCTION

The Inclusive Behaviors Inventory (IBI) helps you understand your own strengths and areas for improvement in building a more inclusive workplace. In contrast to other assessments that measure overall organizational effectiveness in the area of inclusion, this instrument is designed to directly serve individuals in various roles and their work teams. Executives, managers, and individual contributors will all find the survey results useful in identifying possible sources of unconscious bias and becoming more inclusive in their everyday actions. Users of the inventory receive not only feedback on their current practices, but specific points of advice on steps they can take to become more inclusive.

FIVE DIMENSIONS

The five dimensions of the IBI progress from learning to action. Here is a brief description of the questions addressed by each dimension:

1. Learning about Bias

- *How aware am I of my own biases, and how do I begin to learn about others who are different?*

2. Building Key Skills

- *What critical baseline skills do I have for acting in a more inclusive way?*

3. Working Across Boundaries

- *How successful am I in working with various aspects of diversity such as gender, generational, functional, cognitive, or cultural diversity?*

4. Becoming a Champion

- *What does it mean to champion inclusion, and am I doing what it takes?*

5. Getting Results

- *How well do I link inclusion to business results?*

This report provides you with a score on each of the five dimensions, along with specific recommendations for addressing each area.

YOUR INCLUSIVE BEHAVIORS SCORES



The bar in each dimension represents your own score.

On the following pages you will find suggestions for leveraging your strengths and recommendations for addressing the areas in which you scored low.

NOTE: Low, moderate, or high scores are determined by comparing your scores to a sample group of approximately one thousand users who have taken the IBI. This "norm" group was comprised of:

- **Gender:** 53% of the norm group were women, and 47% were men.
- **Age:** 26% were in their 20's, 36% were in their 30's, 20% were in their 40's, 11% were in their 50's, and 7% were 60 or older.
- **Function:** 15% were Administrative jobs, 9% were in Finance and Accounting jobs, 9% were in IT or IT Support jobs, 8% were in Operations, 8% were in Sales & Marketing, 7% were in Customer Service, 6% were in Management, 6% were in R&D, 5% were in HR & Legal, and 27% were in Other.
- **Education:** 68% had completed a University degree (BA or BS), 24% had a Masters degree (MA, MS, MBA, etc), 6% had a Doctoral degree (PhD, JD, MD, etc), 1 % had a Post-doc degree, and 1% had done limited University coursework.

YOUR RESPONSES - HIGHEST TO LOWEST

The following shows your score on each survey item, from highest to lowest.

Note that the format of the items has been modified to be in the 3rd person, and some of the items have been reworded so they are no longer 'reversed'. Since the scoring of these items in the survey is also reversed, the scoring of the items below remains accurate.

Question	Your Responses
Frequently reaches out to learn what motivates people who are different.	5
Knowledge of diverse customer needs enables him/her to achieve objectives (internal or external).	5
Is very effective working with people of a different gender.	5
Is told by people from many diverse backgrounds that he/she provides constructive feedback to them.	5
Always makes an effort to help others contribute their ideas, regardless of who they are or what background they come from.	4
Finds it easy to inspire people who are different from him/her to perform at a higher level.	4
Makes an extra effort to help new colleagues from diverse backgrounds get up to speed as quickly as possible.	4
Takes action to address situations in a constructive manner when people make disrespectful remarks to others.	4
Is curious to learn why people act in a way that s/he does not expect.	4
Works effectively with people from different cultures.	4
Regularly volunteers to support initiatives that create more inclusiveness.	4
Colleagues from all orientations and backgrounds would say that s/he supports them.	4
Builds relationships easily with people who come from different backgrounds.	4
Always engages in conversations about sensitive topics in a non-judgmental way.	4
Does not assume that others interpret what is communicated in the way that s/he expects.	4
Seeks out mentors to help learn about aspects of diversity that are new to him/her.	4
Often creates innovative solutions by incorporating input from a broad range of sources.	3
Can readily resolve disagreements with people who are different from him/her.	3
Takes responsibility for resolving processes or systems that appear to exclude people (e.g., the way that meetings are run) so that people are included.	3
Empathizes easily with the circumstances of others who come from different backgrounds.	3
Is skillful at creating an environment in which people are willing to express their real feelings or opinions.	3
Works easily with colleagues from different organizational departments or functions (e.g., sales, product development, manufacturing, finance).	2
Does not find it challenging to work with people who are from younger or older generations than his/her own.	2
Finds it easy to listen closely to other's opinions even when they contradict his/her views.	2
Knows how to get things done through a diverse network of relationships.	2
Regularly questions the accuracy of his/her own assumptions about other people's behavior.	1
Is quite skillful at drawing out the views of others.	1
Always consults with people from different backgrounds in his/her decision-making process.	1
Does not avoid working with people who have a different way of thinking than s/he does.	1
People from different racial and/or ethnic backgrounds would say that s/he works well with them.	0

LEARNING ABOUT BIAS



Everyone has bias, which can be defined as holding inaccurate assumptions about others based on preconceived ideas. Identifying bias is the first step on the journey toward being inclusive of others. The way to mitigate inaccurate assumptions about others is to become aware of these assumptions. Identifying possible sources of bias can then lead us to seek more knowledge and to question what we currently believe.

Your Score: You had a **Moderate score on this dimension.**

To improve your score, the following recommendations may be helpful for you:

- *Check for bias within yourself and others. Are your impressions and assumptions accurate, or are you relying on out of date information or stereotypes that may not fit the facts?*
- *"Flip it and test it." Take your response to a situation and test it by mentally flipping the individual with someone else. (For example, did you hesitate to ask a man to make lunch reservations for the team? Did you hesitate to ask a woman to pick up a bulky object? If so, ask yourself whether your immediate response was suitable.)*
- *Seek feedback. Ask someone who may be from a different culture or a different background what to expect, what is respected and valued, and how to look for and respond to behavioral cues (e.g., handshake between male/female if the other person is Muslim or Orthodox Jewish).*
- *Consider a situation in which what you intended to say or do was different from the actual impact you had on the other person. Why did this gap occur? What could you have done differently?*
- *Create opportunities to ask or to observe what motivates others. Reflect on the differences between key motivators for them and for yourself and how to best address what motivates them.*
- *If a colleague asks or responds in a way that you did not expect, respectfully ask for more information about what they are thinking and why.*

BUILDING KEY SKILLS



Learning about diversity must be reinforced by practical skill-building in order for people to retain and to apply their learning. Having the skills to communicate effectively and get things done with people who have different ways of thinking and doing things is critical for success.

Your Score: You had a **Moderate score on this dimension.**

To improve your score, the following recommendations may be helpful for you:

- *Examine your current network of relationships. How inclusive is it? Are there people from other functions, ethnic groups, generations, genders, etc. that you could reach out to and include in this network?*
- *When engaging in conversations about sensitive topics, refrain from judgment at least until you fully understand the other person's point of view. What information might you be lacking? Is there a way in which the other person's perspective is justified? Use inclusive language that encourages others to think together with you rather than just to debate as adversaries.*
- *Monitor your own role in conversations and consider whether you tend to err on the side of contributing too much or too little. If you think you might be speaking too much, draw out others and ensure that they get into the conversation. If you feel you could contribute more, look for opportunities to express your own opinions so that others can benefit from the value that you bring.*
- *Observe others who appear to be skillful at resolving conflicts between people with different backgrounds. What techniques do they use? What kinds of questions do they ask? Are there ways that you could adopt some of their methods to resolve conflicts more effectively yourself?*
- *When you provide feedback to colleagues, are you even-handed to everyone, regardless of their background? Is the quality of your feedback consistently constructive? Are there individuals to whom you have hesitated to provide feedback because you don't know them well enough?*

WORKING ACROSS BOUNDARIES



Today's workplace requires the ability to work effectively with many different kinds of people. Being able to navigate across boundaries of gender, race, ethnicity, age, education, religion, sexual orientation, language, ways of thinking, job functions – and much more – does not come about automatically. It takes dedication to learning about the boundaries that exist, and practicing skills that allow you to integrate inclusive behaviors into your daily work.

Your Score: You had a **Low score on this dimension.**

To improve your score, the following recommendations may be helpful for you:

- *Redesign your physical environment to be more inclusive and less "siloeed."*
- *Establish shared communication norms that enable people from all backgrounds to contribute.*
- *Commit to being an active listener, always mindful of potential differences.*
- *Solicit formal or informal feedback from people representing different aspects of diversity to gauge the impact of inclusion practices and to request suggestions for improvement.*
- *Organize and/or attend organization-wide meetings, celebrations, seminars, workshops, or retreats that bring together people from different groups.*
- *If you are successful in working with colleagues from one type of background (e.g., from a different culture), explore ways to apply the skills you have learned to your work with other kinds of people (e.g., members of a different gender or generation).*
- *Support and participate in job switching and job shadowing to deepen your experience with various kinds of colleagues.*

BECOMING A CHAMPION



Champions of inclusive behavior do not necessarily carry a leadership title or role. Their commitment to inclusion goes beyond any compliance requirement, as being inclusive is simply “the right thing to do.” Even a junior level person who acts inclusively can be a role model to others, and their actions can be contagious.

Your Score: You had a **Moderate score on this dimension.**

To improve your score, the following recommendations may be helpful for you:

- *When you observe a situation where there is intentional or unintentional exclusion of a person who has a real contribution to make, find ways to bring that person into the discussion. This action can take different forms: quiet side conversation with the person who has excluded others, making a more direct comment on the spot, encouraging others to contribute who have been less assertive, offering to teach key skills that may be lacking, and so on.*
- *Ask colleagues from different backgrounds how you can best support them and/or whether they have actually felt your support through previous actions.*
- *Consider how you could help draw out some of the untapped skills or interests of your colleagues so they feel more fully engaged at work.*
- *Be alert for comments or decisions - either your own or those of others - that may be perceived as hurtful, disrespectful, or unjust. Find ways to constructively address these situations and ensure that the people involved are able to make amends.*
- *It is vital to create a team environment of psychological safety so that all members can contribute their best efforts. Respecting and being willing to listen to differing points of view is a crucial first step towards achieving a sense of safety.*
- *Use inclusive forms of speech. Ask someone else for their advice if you're not sure how to best convey a message before you send it, whether the communication is internal or external.*
- *Brainstorm ways to keep the topic of inclusion dynamic and alive. Be prepared to do something very different from what you have done in the past – others are likely to see this and to feel more comfortable taking action themselves.*

GETTING RESULTS



Taking a leadership role in moving your organization or community from talk to action requires dedication and steady execution. When people around you feel heard and respected, and believe they can contribute to the overall success of the larger group while being true to themselves, they are better able to perform at a high level.

Your Score: You had a **Moderate score on this dimension.**

To improve your score, the following recommendations may be helpful for you:

- *Seek to broaden your network of relationships, including people who have not been part of your "go-to" network in the past.*
- *Identify internal and external customers that you could learn more about and seek to understand their needs more deeply, perhaps tapping the insights of employees whose background is similar to that of the customers.*
- *Consider whether you have colleagues who could contribute useful ideas or information to a decision-making process, and find ways to draw out their views.*
- *Learn what motivates those who are different from you, and seek to tap those sources of motivation so that they can become fully engaged.*
- *Reach out and welcome new members of your organization, and help them learn what they need to know in order to become productive quickly.*
- *Ask colleagues from various backgrounds to contribute to the innovation process in order to develop novel solutions. Establish processes that enable them to examine challenges from various angles and to build new ideas or proposed solutions together.*
- *Question your organizational systems to see if they would benefit from greater inclusion. Check the people, the system, the strategy. What changes could bring better results?*

PERSONAL ACTION PLAN

Select at least one of the following diversity dimensions, or another aspect of diversity you think is important in your place of work or study, and write down personal action steps you are willing to take in order to expand your own approach to inclusion.

- Generation
- Gender Identity
- Race/Ethnicity
- Culture
- Job Function
- Cognitive Style
- Disability
- Sexual Orientation
- Socioeconomic Status
- Educational Background
- Religious Belief
- Political Affiliation
- Other

Keep the following questions in mind as you write down the action steps you will take below:

1. How could you reach out to meet people from the group(s) you have selected?

2. What are some things you could do to learn more about them and see things through their eyes?

3. How might you adapt your own style to be more effective engaging with them?

GENERAL SUGGESTIONS FOR IMPROVING YOUR INCLUSIVENESS

- Join or visit an Employee Resource Group. Attend ethnic celebrations. Try different foods. Be mindful of any cultural restrictions that are food related if you are hosting an event (fasting, kosher, vegetarian, etc.).
- Mentor someone from a different background, and/or ask someone to mentor you. Give special attention to colleagues from groups you would like to learn more about.
- Attend foreign films; go to cultural fairs, museums, or painting exhibitions by different artists.
- Volunteer outside of your community to help with a local issue. You most likely will meet people who may look and think differently, but share a common goal: the project (e.g., Habitat for Humanity).
- Read books and newspapers to see how things are reported and told through eyes that are different than your own.
- Travel to other places and walk other neighborhoods, whether across the globe or the street. Be mindful of local cultural practices and safety always.
- Read books written by foreign authors; read newspapers and publications outside of your regular scope.
- Watch local, national, and international news.
- Pay attention to social media on different cultures or diversity initiatives.
- Ask questions to those who are insiders and outsiders in order to get different perspectives.
- Join local community organizations or volunteer on projects that will allow you to work alongside others. Practice doing cultural mentoring.
- Attend a worship service that is not familiar to you. The experience will lead you to ask questions and seek understanding. Agreement is not the goal.
- If you're in college, study abroad for a semester.
- Use your imagination to challenge yourself to see things from multiple points of view.
- Seek out mentors, ask them questions, learn from them. Offer the same to others.
- Remain always curious about behaviors that are different from what you are used to seeing or doing.

ABOUT APERIAN GLOBAL

Aperian Global provides organizations with scalable, blended solutions that enable employees to work effectively across boundaries, whatever those boundaries may be. We help our clients accelerate the development of global leaders and increase productivity for diverse teams, employees relocating abroad, and groups involved in mergers and acquisitions.

Our consulting, training, and online learning tools build both knowledge and skills that enable employees at all levels to work in an inclusive way, engaging colleagues from any background and bringing out their best ideas.

Founded in 1990, Aperian Global has offices in Bangalore, Boston, Kolding, Oakland, Paris, Shanghai, and Singapore, and staff and consultants on the ground in over 80 locations worldwide. For more information, visit www.aperianglobal.com.

For more information about the IBI and its uses, please reach out to us at: contactus@aperianglobal.com.