



Video: Proud to Be Me 2024

Proud to Be Me: Facilitation Guide



Overview

This facilitation guide and accompanying video have been developed to assist equal opportunity (EO) and equal employment opportunity (EEO) professionals and practitioners in discussing *discrimination* based on *national origin*.

Additional information on how to conduct a facilitation can be found in *The Leader's Conversation* guide (available at deomi.mil).

This guided discussion is focused on the *Proud to Be Me* video. The videos portray several examples of discrimination based on national origin as they occurred among coworkers. The facilitator can use the video and guide to discuss the demonstrated problematic behaviors and how the unit members and leaders can prevent, mitigate, or address them. Adherence to this facilitation guide is encouraged to ensure consistency in training delivery.

However, this guide is not all-inclusive and may be expanded based on the facilitator's experience. Throughout this guide, questions are framed to stimulate the facilitator's thoughts on areas to explore and consider in this process and on the specific topic. Users should provide a controlled, safe, and non-attribitional environment where individuals will be willing to share their perspectives. EO and EEO professionals, practitioners, and leaders can use this event to review and educate their members on policy and acceptable and unacceptable behaviors.



Purpose

The objectives for this discussion:

- Define *discrimination* based on *national origin*.
- Discuss the video and the behaviors seen within it.
- Grasp how discrimination based on national origin can affect the individual and the organization.
- Understand the impacts of discrimination as it relates to national origin if the behavior is not addressed.
- Discuss strategies to mitigate discrimination based on national origin.

Preparation

This guide has been developed assuming that users have some basic facilitation skills and understand the facilitation process. Users should also review *The Leader's Conversation* guide for additional parameters, techniques, and information on facilitation (available at deomi.mil). *The Leader's Conversation* guide provides areas to consider, including the following:

- Site selection
- Ground rules the facilitation may use
- Question development
- How to conduct the discussion

Definitions

The DoDI 1350.02 defines these terms as follows:

- Prohibited Discrimination– discrimination, including disparate treatment, of an individual or group on the basis of race, color, national origin, religion, sex (including pregnancy), gender identity, or sexual orientation that is not otherwise authorized by law or regulation and detracts from military readiness.
- Race– a division of human beings identified by the possession of traits that are transmissible by descent and that are sufficient to characterize persons possessing these traits as a distinctive human genotype. Race discrimination involves treating someone unfavorably because he or she is of a certain race or because of personal characteristics associated with race (such as hair texture, skin, color, or certain facial features). Classifications of race include: White, Black or African American, America Indian or Alaska Native, Asian, and Native Hawaiian, or other Pacific Islander.
- Ethnicity– Classifications of ethnicity include: Hispanic or Latino, defined as an individual of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race; and not Hispanic or Latino.
- National Origin– An individual's or ancestor's place of origin. Also applies to an individual who has the physical, cultural, or linguistic characteristics of a national group. National origin discrimination involves treating people (applicants or employees) unfavorably because they are from a particular country or part of the world, because of ethnicity or accent, or because they appear to be of a certain ethnic background (even if they are not).
- Religion– A personal set or institutionalized system of attitudes, moral or ethical beliefs, and practices that are held with the strength of traditional religious views, characterized by ardor and faith, and generally evidenced through specific religious observances.



What is Discrimination Based on National Origin?

Discrimination based on national origin is the different or disparate treatment of individuals based on the country or region of the world they were born in. Some examples of discrimination based on national origin are:

- Mocking or making fun of traditional practices of an individual's culture
- Purposely excluding individuals whose cultural practices are different.
- Denying of work-related benefits or promotion opportunities based on cultural differences related to national origin
- Discrimination against an individual based on religious practices or participation in religious practices associated with a specific national origin.

Strategies to Prevent Discrimination Based on National Origin

Strategies for preventing discrimination based on national origin center around the promotion of a sense of value and understanding of diversity. This can be promoted through encouragement of intergroup contact between Service members of varying cultural origins, creating a positive diversity climate.

Leaders also play a vital role in creating a positive diversity climate by modeling commitment, accountability, and awareness of the importance of diversity and inclusion. Leaders can emphasize this commitment through the promotion of awareness training, support for affinity groups, and fostering employee network resources that embrace diversity and inclusion. These efforts help to create a culture and a climate that embraces both diversity and inclusion and emphasizes the value in different experiences, backgrounds, and perspectives of

Video: Proud to Be Me 2024 individuals. The promotion of these perspectives within the unit can reduce the feelings of threat that people sometimes experience based on group differences.

Notes:



Video: Proud to Be Me 2024

Process

Before the participants' arrival, determine and prepare the setting for the guided discussion. Ensure the video is prepared to view (direct from the [Center of Excellence Portal](#) or may be predownloaded).

Video Description

Proud to be Me

FOR FACILITATOR USE ONLY:

The scenario begins with a Service member of Asian descent, SSgt. Singh, going in to speak with MSgt. Reader to report a conversation he overheard that made him uncomfortable. He described a work sponsored social event where everyone who attended brought a dish. SSgt. Singh had chosen to bring traditional food from his country of origin as a way to share part of his culture. He overheard several other coworkers making unkind and negative comments about the food he brought, and further stating that that "SSgt. Singh has a lot of weird traditions." He stated that the group did not know he overheard the comments, but that it caused him to feel uncomfortable and embarrassed, and that they were offensive to him. He also expressed frustration that others do not accept people from different cultures and that he just wants to be proud to be himself and have others accept him for the person he is. The MSgt. who took his report thanked him for sharing the information with her and stated that she would address the issue immediately. The scenario closes with another coworker knocking on SSgt. Singh's door, complementing the food he brought to the event and asking if he could share the recipe because she would love to make and share it with her family. This left him with a proud smile.

Video Participants

- **Target:** Service member of Asian descent, SSgt. Singh
- **Perpetrator(s):** Three other Service members, two male and one female, all appearing to be of White and with American accents
- **Bystanders:** The female coworker who also attended the event and the Service member who took the staff sergeant's report



Directions

1. Introduce yourself.
2. Validate: explain the purpose or objective of the discussion/training.
3. Set expectations and establish ground rules.
4. Introduce the topic (using the notes you created based on the topic).
5. Explain what discrimination is as it relates to race, ethnicity, and national origin.
6. Provide the handout (if used) to the participants.
7. **Read instructions:** You are about to watch a video that is made for awareness purposes only.
8. **Read instructions:** Answer the questions in your handout individually after watching the video. Then later, we will share your answers with the group.
9. Show the video.
10. Have participants answer the handout questions (5–10 minutes). Please encourage them to use critical thinking as they view the questions.
11. Lead a discussion based on the questions used.

Facilitator Notes

Suggestions: Display the questions on a bulletin board, butcher paper, or PowerPoint, or prepare them in a handout. Explain to the participants that they will need a pen and paper (or handout) to answer the questions you will use during the guided discussion. **The anticipated responses (ARs) after each question can assist the EO professional in identifying potential discussion points.**

**Facilitator Note:* The facilitator should be prepared to discuss the questions (or similar questions) with the participants.

**Give students ample time to answer the questions.*

Reflection Questions

Think about questions you may wish to ask the participants.

Question and AR:

Question and AR:



Facilitator- Developed Questions

Below are potential questions and ARs for use in guiding the discussion. Before the session, the facilitator should review them and may develop their own. The provided handout matches the questions provided below. If you modify or add additional questions, modify the handout accordingly.

**Facilitator Note:* The facilitator should be prepared to discuss the questions (or similar questions) with the participants.

- What did you observe in the video?

AR: In the scenario, SSgt. Singh felt embarrassed and offended by negative comments made by his coworkers at a work social event regarding foods he brought that are traditional for his national origin. The comments made by the coworkers were derogatory in nature and directed at SSgt. Singh's culture and national origin, and it was evident that they did not have much understanding or appreciation of either. The Service member who took the target's report listened and treated the report with urgency and care. In the end of the video, a different female coworker complemented SSgt. Singh by saying how much she enjoyed the food he brought and asked for the recipe. This clearly made him happy and was affirming to the desire he expressed in the scenario to feel that he and his culture is appreciated and accepted.

- Based on the scenario, what are the concerning behaviors of discrimination based on national origin?

AR: The offenders in this scenario made several unkind and negative comments about the food SSgt. Singh brought to the social event. They also made offensive comments and generalizations about his religious affiliation and culture. Additionally, as indicated by their comments, it is evident that the offending group members are not demonstrating respect or appreciation for SSgt. Singh, his religion, or his culture.

- If you were a bystander in this scenario, how would you approach the situation?

AR: A bystander in the scenario could choose to intervene with the group of coworkers talking negatively about the Service member's traditional food, religion, and culture. They might inform the group that their comments are unkind and could be considered offensive to someone who overhears. They might also choose to emphasize the importance of diversity and inclusion, especially within military units.

It is possible that the female coworker at the end of the scenario video was a bystander. She may have seen the despair in the SSgt. Singh's facial expression when overhearing the offending group's comments. This might have been what prompted her to share her positive experience with the food he brought.

Another option for a bystander could be to report the conduct of the offending group to a supervisor or leader to bring it to their awareness. It is possible that this type of behavior is pervasive within the climate, and that is why the offenders thought it was okay. If that is the case, the leader should be aware.

- What are some of the risk factors related to discrimination based on national origin?

AR: One prevalent risk factor for discrimination, based on the scenario, is that there may be a lack of diversity or the understanding of the value of diversity within the group. If there is a lack of diversity, the inexperience of the majority group members with minority members may limit understanding for how to interact in an affirming and inclusive way.

Another risk factor may be that it may seem acceptable within the general climate to disparage others' culture. Additionally, if the offending group does not think that discriminatory behavior reports are taken seriously and that they are unlikely to face consequences for the offense, they are likely not to be motivated to improve their conduct. Another risk factor is that by not recognizing the effects of their discriminatory or harassing



Video: Proud to Be Me 2024

comments, the perpetrators are contributing to a climate where all members may not feel respected, valued, or wanted. This can also lead to decreasing trust between members and a negative effect on team cohesion.

- What are some of the protective factors could come into play in a similar scenario?

AR: One protective factor can come from the climate of the organization or unit. An organization where reports of discrimination are taken seriously by leaders, and offenders are held accountable, is likely to encourage others (bystanders) to uphold those standards, as well as encourage targets to report.

Another protective factor is when unit members have an understanding of the damage that discriminatory behavior can cause and an understanding of what discriminatory behavior looks like. This can be accomplished through: (1) clear and present displays of policy and climate standards around discriminatory behavior and (2) training for awareness of discriminatory behavior and bystander intervention methods.

- As a leader, how could you support the target in these scenarios?

AR: It can be noted that the Service member who took SSgt. Singh's report handled the situation with appropriate care and intention by listening to his feelings about the event and responding with a plan to take the report seriously with immediate action.

Leaders can also take preventative measures to support Service members who encounter discriminatory behavior based on their national origin. These actions can be through awareness training for the unit on discrimination based on national origin and being mindfully aware of the climate within their unit regarding this type of discrimination. Another preventative action against discrimination could be to plan enjoyable group activities with a common goal for the unit to help build camaraderie among unit members. Additionally, leaders should act as an example in promoting the value of diversity and inclusion for all unit members.

Lead the Discussion

Open the discussion by asking volunteers to share their responses with the group based on the questions used. As you do so, keep in mind:

General Considerations

- Ensure all participants have an opportunity to share their thoughts.
- Encourage open communication among participants.
- When applicable, ask clarifying questions.
- Use anticipated responses to help the group when needed.
- Avoid "why" and closed-ended questions.
- Remind participants of the ground rules when necessary.
- Remember to let participants know that you are listening.
- Take notes for your summary and conclusion.

- Paraphrase when participants are unclear with their answers/assist them in reaching the objectives.
- Let the discussion be fluid with little to no disruptions or corrections.

Examples of Other Questions That Can Be Asked

- In your own words, how would you describe discriminatory behavior?
- In your own words, how would you describe discriminatory behavior regarding national origin?
- What are some ways your organization can support individuals who report discrimination based on national origin?
- Where can a Service member go to report discrimination?
- As a leader, what behaviors can you show to create an environment where others feel open to report discrimination?



Close the Session

**Facilitator Note:* During the conclusion, paraphrase participant comments to show that they were heard. The provided conclusion is an example on how to close out the guided discussion.

Video: Proud to Be Me 2024
End your discussion by restating the objectives covered at the beginning and provide closing comments.

Summary:

Restate the initial objectives:

- Define *discrimination* and *national origin*.
- Discuss the video and the behaviors seen within it.
- Grasp how racial discrimination through overt and subtle behaviors can affect the individual and the organization.
- Understand the impacts of discrimination as it relates to national origin if the behavior is not addressed.
- Discuss strategies to mitigate discrimination based on national origin.

Potential Closing Comments

During this discussion we explored what *discrimination* based on *national origin* looks like. As seen in the scenario, when individuals who do not have a good understanding for the value of diversity and the impact of discrimination based on national origin, they can inadvertently cause harm. Equally important is that if perpetrators do not think that their actions are wrong because they are accepted within the climate, or they do not believe they will be held accountable for them, the behavior is likely to persist.

It is important for leaders to be aware of the behaviors of subordinates as well as their own to actively promote awareness and accountability for creating an environment that is tolerant and inclusive of diverse team members and hold offenders accountable. Talking about what discrimination based on national origin is brings more awareness into the workplace and encourages appropriate behavior. Everyone wants to feel like they are appreciated and valued in their organization. Being inclusive to those who are different in terms of appearance, culture, and national origin can make the involved individuals, team, and organization more successful.



Video: Proud to Be Me 2024

Handout

Video: Proud to Be Me

1. What did you observe in the video?
2. Based on the scenario, what are the concerning behaviors of discrimination based on national origin?
3. If you were a bystander in this scenario, how would you approach the situation?
4. What are some of the risk factors related to discrimination based on national origin?
5. What are some of the protective factors could come into play in a similar scenario?
6. As a leader, how could you support the target in this scenario?