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Basic Skills for Managing Diversity and Inclusiveness in a Multicultural Workforce

Know Where You Are: Awareness Basket

- 1. Acknowledge existing wisdom.
- 2. Surface what is hidden.
- 3. Appreciate multiplicity of identities and meaning.
- 4. Practice grounded flexibility.

Meet the Other: Dialogue Basket

- 5. Expand beyond your comfort zone.
- 6. Suspend judgment.
- 7. Engage with curiosity.
- 8. Go treasure hunting.

See What You Can Do Together: Action Basket

- 9. Create new territory.
- 10. Reflect on learning together.
- 11. Make individual and collective commitments.
- 12. Follow through.

Skill Sheet 1: Acknowledge Existing Wisdom

Awareness Basket: Know Where You Are

Individually and collectively, we already have extensive experience and wisdom about issues of diversity. When we acknowledge and appreciate what we already know, we empower ourselves as the experts we really are.

The skills associated with acknowledging existing wisdom include:

- Paying attention to your successful experiences with diversity.
- Talking about your successes with others.
- Letting your current expertise provide a base of confidence and excitement for future success.

Skill Sheet 2: Surface What is Hidden

Awareness Basket: Know Where You Are

Our outer appearance and visible behaviors are the main things we notice about each other. Yet behind what we do and say and how we look, there is so much more about us much that is normally hidden from view (sometimes even from ourselves). When we raise up what is invisible and make it part of the conversation, we make it easier for people to know us as we truly are. This helps reduce unconscious biases, distorted perceptions, and misinformation, and promotes understanding, empathy, and respect. It allows us to value each other and ourselves more fully.

The skills associated with surfacing what is hidden include:

- Paying attention to the assumptions, feelings, beliefs, values and experiences that are driving your behavior.
- Making conscious choices about sharing these aspects of yourself with others.
- Encouraging and inviting others to share the same with you.

Skill Sheet 3: Appreciate the Multiplicity of Identities and Meaning

The Awareness Basket: Know Where You Are

Who are we? There is no simple answer to that basic question. We are many people in one. We identify ourselves in a variety of ways. Some of these have to do with things we cannot change: our gender, our age, our race and ethnicity. Some of these we can and might change, over the course of our lives: our religion, our marital status, our class, our language, our profession. But none of these categories have a fixed meaning. Not every woman has the same experience of being a woman. Not every Protestant experiences their religious identity in the same way. Not every African-American gives the same meaning to that element of their being.

To appreciate the multiplicity of our identities means to see each other and ourselves in the true complexity of who we really are. To appreciate the meaning we give to the many elements of our identity is to honor each other and ourselves as full and rich and unique human beings. When we honor the infinite variation and uniqueness in one another, and ourselves we are also connecting with the basic core of our shared humanity. We are magnificently different, and yet somehow, we are also the same.

The skill of appreciating our multiplicity of identities and meaning includes:

- Paying attention to the different ways you identify yourself, and the meaning that you give to those aspects of who you are.
- Sharing this information with others, inviting the same from them.
- Approaching this information in yourself and others with wonder and awe: see and touch and feel the incredible beauty of our infinite variation.

Skill Sheet 4: Practice Grounded Flexibility

The Awareness Basket: Know Where You Are

When we know about ourselves the elements of our identity and the meanings they have for us, as well as our beliefs, values and experience we are grounded in our own integrity. When we feel our integrity literally, how we fit all our pieces together we can face the world with confidence and dignity. We are less afraid of that which is different, because we know that others have the same integrity and dignity. This allows us to be less rigid and more flexible in meeting other people and situations that may not be just like us. Our flexibility is like the reed bending in the wind. We are rooted in our own integrity, yet at the same time we can move easily with everything around us.

The skill of practicing grounded flexibility includes:

- Feeling and honoring how the many pieces of who you are fit together in the unique whole human being that you are. This is your integrity; this is home.
- Knowing what home feels like, so that when you go away from home, you can find your way back.
- Taking the ease and relaxation of home into any situation, so you can bend and flow with, adapt to and welcome whoever or whatever you meet.

Skill Sheet 5: Expand Beyond Your Comfort Zone

Dialogue Basket: Meet the Other

Your comfort zone is the emotional and mental space within which you feel safe. However, feeling safe is usually not compatible with the process of change and learning. Change requires us to take a risk, to try something new, which is often quite uncomfortable at first.

We rarely learn meaningful lessons about life from inside the comfort zone. When we are stretched into new territory, our temporary disorientation breaks all the familiar patterns, and creates a moment of openness when something new can come in.

Skills that help you expand beyond your comfort zone include:

- Knowing what your comfort zone feels like and how its boundaries change in different settings.
- Practicing stepping to the edge of the zone, then taking one or more steps beyond.
- Noticing how your comfort zone changes over time what previously seemed impossible is now quite natural to you. Celebrate your growth!

Skill Sheet 6: Suspend Judgment

Dialogue Basket: Meet the Other

Nothing stops good communication faster than judgment. When we judge others as good or bad, right or wrong, this or that, they naturally get defensive and pull or fight back. Even if we do not communicate our judgments, we still stop the flow of communication, because we stop listening fully; stop being present to the whole person.

To suspend our judgment is to clear the space for receiving. It is like coming to someone with a glass in your hand and wanting to receive some of the water in his or her glass. If your glass is already full, there is no room to receive anything from them. You need to empty your glass to make space for welcoming something new.

Skills that help us suspend judgment include:

- Noticing when you are labeling, categorizing, making negative judgments about or otherwise putting others in some box. How does this limit the dialogue?
- No need to judge yourself harshly for making judgments; it is a natural process. Simply watch, and when a judgment arises, notice it as a product of your own mind and let it go, like a feather in the wind.
- If letting judgments go is difficult, try putting them to the side. Tell yourself you can always come back to them later, but for now, you are wanting to really meet the other and need to move these thoughts out of the way. Think of the judgment as a package that you are literally picking up and moving somewhere away from you.

Skill Sheet 7: Engage with Curiosity

Dialogue Basket: Meet the Other

When we come to the other without the clutter of our judgments and our preconceived notions and perceptions, we come with an open mind. In the space of that openness, curiosity naturally arises. Nature abhors a vacuum we want to fill that space, with new wisdom and insight.

Curiosity is an expression of innocence, a simplicity of heart that seeks to connect. When we approach another with honest curiosity, we are available to meet as we truly are as genuine human beings, rich and full of many gifts and wonders. We are able to meet heart to heart.

Skills that help us engage with curiosity include:

- Being like a child, full of wonder and curiosity. Be genuinely interested in wanting to know more about the other.
- Bringing that curiosity into the dialogue. Seek to learn more, to discover something wonderful and new in your interaction with the other. Approach the other in that spirit of discovery.
- Asking questions that are meant to learn how others make sense to themselves. Whether you agree with them is unimportant, and can only get in the way; how deeply you can understand them is the true task.

## Skill Sheet 8: Go Treasure Hunting

### Dialogue Basket: Meet the Other

When we step out of our own way releasing our perceptions, expectations and judgments we can see the other as offering us something valuable. By the very fact of their being different from us, they have something that we don't. They can enrich us, complement us, and broaden us, with however it is they are that we are not.

To think of what the other has to offer us as a treasure is to recognize the value of the gift that they bring to the relationship. When we see their qualities and their resources as a gift, we honor both them and us.

Skills that help us hunt for treasure include:

- Thinking of the other as a storehouse of untapped treasure, and of yourself as the treasure seeker.
- Delving into this storehouse with delight and enthusiasm. Do whatever you can to bring the treasure out, into the light of day.
- Finding the treasure, you have received a great gift. Admire it. Be grateful.

## SKILL SHEET 9: Create New Territory

### Action Basket: See What You Do Together

when people with different ways of being and doing are together in the workplace, we then face the challenge of how to use those differences for a better collective product. If we choose the `either-or' (it's either your way or my way-or the highway) approach, people will withdraw their resources. We have to find `both-and' methods (our way) to bring the differences together and make something new out of the mix. This requires creatively working together, a process called co-creativity.

Co-creativity is a high-level skill that will succeed best when the other skills in the Awareness and Dialogue baskets are active. Co-creativity is more than cooperation; it is cooperation taken to the next level. That next level is the realm of creativity, where possibilities are limited only by our imaginations. We cooperate by joining each other in the realm of creativity, and discover, together, a whole new territory that represents the best of what all of us have to offer.

Skills that help us create new territory include:

- Finding common ground. Discovering the places where people agree, or have shared interests, and build on them.
- Integrating or synthesize differing views. Finding ways to take some elements of what each person offers and blend them together into a unique mix suitable to the situation.
- Using metaphor and symbols as a way of accessing new ways of understanding the situation, and generating creative possibilities.
- Staying in inquiry mode to allow for synergy. The question contains the answer. Let the magic of the dialogue spark its own unique and unexpected blend. Solutions, options, directions emerge naturally from the creative mix of sharing and exploring. The situation shows the people what it needs, rather than the other way around.

Skill Sheet 10: Reflect on Learning Together

Action Basket: See What You Can Do Together

To translate action into organizational change requires ongoing attention to the learning process. When we bring the richness of our diversity to what and how we are learning together, we open opportunities for change we never knew were possible. This requires that we take the time to draw the learnings out of our experience, capture them, and find ways to share them with others. In this way, a critical mass of people in the organization will come to share the same basic assumptions, skills, and practices, and the norms of the culture will change.

Skills that help us reflect on our learning together include:

- Staying in a spirit of inquiry and experimentation. Keep raising questions (especially unanswerable ones); keep framing hypotheses and testing them. Don't rush to action, but stay in reflection and dialogue to get more information and generate more possibilities.
- Ensuring periodic sessions for reflection. At whatever level of the organization (work group, unit, program, division, country office, etc.), set aside special time for people to think together about their diversity work. What have you noticed? What are you learning? What are you trying that's new? What are your successes? Your failures? What are your questions for continuing inquiry?
- Using deep dialogue to surface new wisdom and mirror back to you the system's intelligence.
- Capturing the learning, and sharing it widely. Allow each new dimension of learning to become the ground for the next level.

Skill Sheet 11: Make Individual and Collective Commitments

Action Basket: See What You Can Do Together

Change happens when people take responsibility. As long as it is up to someone else (not me), I can complain about what's not happening; I don't have to risk action.

Many people stop themselves from taking responsibility by thinking that they have no power in the organization; that it's only the people 'up there' in the higher levels of the system who can make this happen. It's true that there are different levels of power, and that certain changes can only be done with executive agreement. What's important to remember is that each person, each unit, no matter who or where they are in the organizational chart, can take the action step that's right for them.

Skills for making individual and collective commitments include:

- Asking yourself, "What can I do, now, to move this initiative one step further?" Now ask, "What am I willing to do?" Now ask, "Is what I am willing to do indeed feasible?" And finally, "What am I willing to publicly commit to doing, and be held accountable for?"
- Going through the same process at the group level (work group, unit, program, division, etc.)
- Working actively to help each other fulfill your commitments. Ask for support, and give it generously. Think of yourselves as some form of cooperative, in which all members feel shared responsibility for the accomplishments of each one. Be cheerleaders for one another.



Skill Sheet 12: Follow Through

Action Basket: See What You Can Do Together

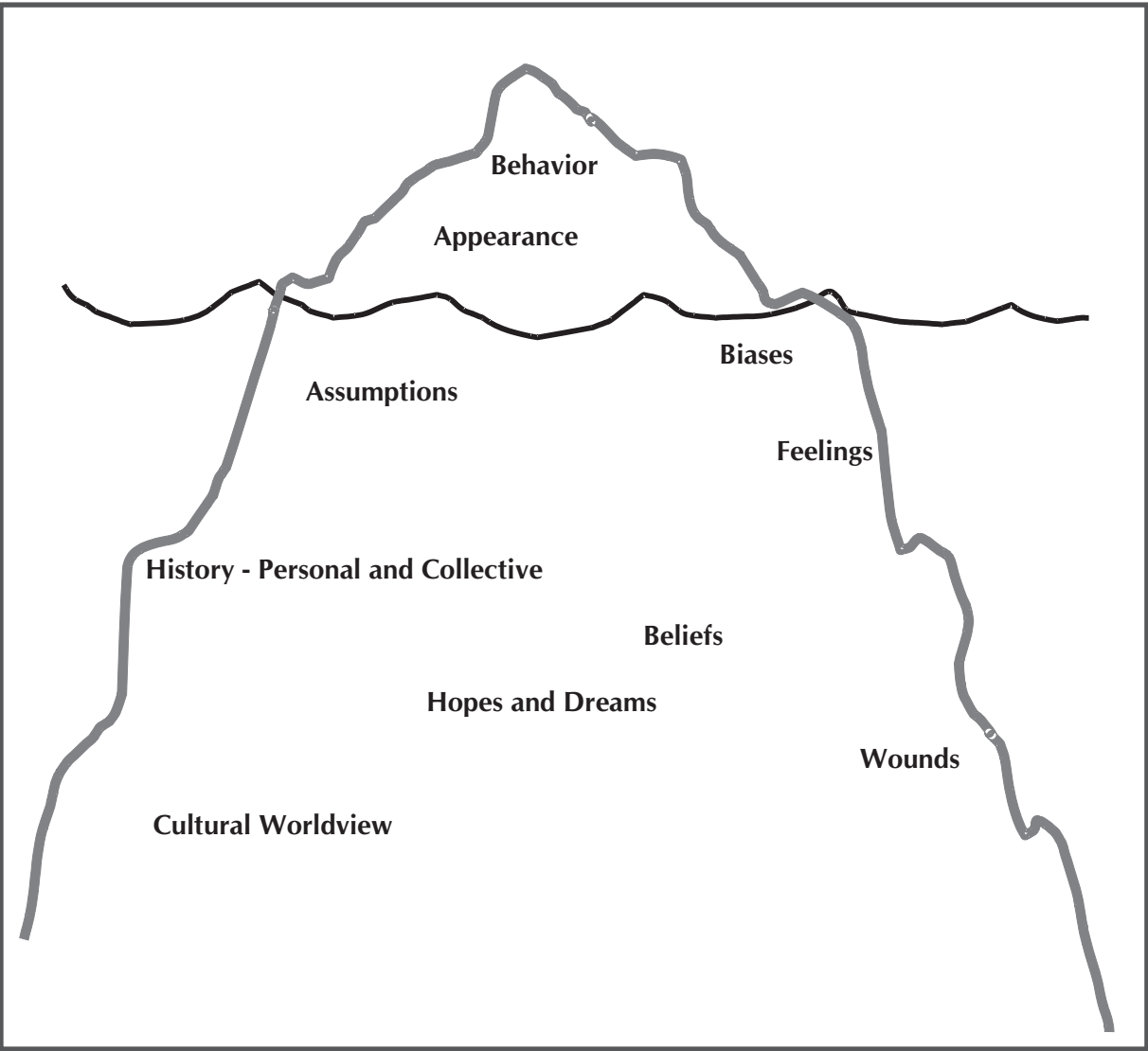
A commitment to action requires follow through. Think of sports: baseball, golf, tennis, bowlingthe ball will not go where it is intended without follow through. Intention is necessary but not sufficient; completion is also required. Whether the action is successful or not is not the issue; the issue is whether you fulfill your commitment.

Follow through also means accountability. You need to know what you can expect from each other. You need to be able to trust that what you say is what you do. This is true at the individual and at the organizational level. If you collect money for a project, donors want to know that you did what you said you would do to complete the project.

Skills that help us follow through are:

- Developing trust by being trustworthy; expect the same from others.
- Making agreements about accountability. How will you hold each other to your commitments? Let these agreements be not just another 'have-to,' and certainly not punitive in any way, but some gentle and exciting way to stay engaged in the initiative together.
- Speaking up about accountability. Applaud and appreciate follow through when it does happen. Do not collude with the lack of follow through by remaining silent. Use “I” statements to express both your disappointments and your appreciations. Emphasize the appreciation.

The Iceberg





**ICE ON THE WIRES: A CASE STUDY FOR PROBLEM-SOLVING**

A communications company has a problem with their service in Alaska. Their telephone poles run across many miles of uninhabited tundra in order to reach the various isolated towns and villages scattered in the northern areas. The problem is that in the winter, ice forms on the wires and disrupts service. It is extremely difficult to get access into the area to get the ice off the wires because it is so remote and there is so much snow and cold.

The people really depend on their phones for connection to the outer world during the long, bitter winters, especially now that more and more people have Internet service. When the service goes down for long periods of time, they get depressed and angry.

Underground cables will not work in this setting because of the permafrost, and satellite wireless service is too expensive. Somehow, they need to figure out how to deal with the icing up on the wires. Imagine you are sitting in on a meeting in this company where this problem is being addressed. How could you solve the problem?

**REPRODUCTIVE HEALTH PROJECT:  
A CASE STUDY FOR PROBLEM-SOLVING**

A Reproductive Health project manager returns from a field visit feeling proud and troubled by what he has seen. The project has worked hard to be gender-sensitive and at the village health fair he saw there were some good activities to help men and women achieve better RH and to be more comfortable exploring their sexual and health practices.

However, for the third time this month, he saw a young mother with a baby girl that was clearly going to die of malnutrition. He then felt like the project just wasn't dealing with some very deep prejudices in the society against women, but he didn't know if he could work within his mandate to take this issue on.

Back at the office, he called a meeting of his unit to discuss this. What, if anything, can we do in our programming to address the deep devaluing of women and girls in this particular country?

Working Style Characteristics

<p><b><u>AMIABLE</u></b></p> <ul style="list-style-type: none"><li>• Works cooperatively</li><li>• Likes people and fairness</li><li>• Focuses on process</li><li>• Seeks informality</li><li>• Greases the wheels</li><li>• Gets people to work together</li><li>• Focuses on relationships</li><li>• Not so aggressive</li><li>• Lets criticism eat at them</li></ul>	<p><b><u>DRIVER</u></b></p> <ul style="list-style-type: none"><li>• Gets the job done</li><li>• Likes results</li><li>• Focuses on results</li><li>• Seeks most efficient way</li><li>• Has a chip on the shoulder</li><li>• Leaders</li><li>• Need others, don't like to admit it</li><li>• Analytics pull you back</li></ul>
<p><b><u>EXPRESSIVE</u></b></p> <ul style="list-style-type: none"><li>• Works enthusiastically</li><li>• Has vision</li><li>• Focuses on hunches</li><li>• Seeks stimulation</li><li>• Not universally liked, but needed</li><li>• Questions later on should we be doing this?</li><li>• Big picture/visionaries</li><li>• Bright</li><li>• Easily bored, wants to move on</li></ul>	<p><b><u>ANALYTICAL</u></b></p> <ul style="list-style-type: none"><li>• Does job correctly</li><li>• Likes facts and figures</li><li>• Focuses on steps and objectives</li><li>• Seeks logical explanations</li><li>• Wants to be right</li><li>• Does what it takes to be right</li><li>• Not overtly aggressive</li><li>• I told you so!</li></ul>

A B  
C D

Your Working Style Questionnaire

The purpose of this quiz is to get some idea of your dominant working style. There are no right or wrong answers in the quiz, and several of the choices may appeal to you because your style is a combination of styles. For the purposes of this quiz, please read each statement and order your responses "1", "2", "3", "4", with "1" being the response that best describes you and "4" being the response that least describes you.

1. When performing a job, it is most important to me to:
  - a. \_\_\_\_ Do it correctly, regardless of the time involved.
  - b. \_\_\_\_ Set deadlines and get it done.
  - c. \_\_\_\_ Work in a team, cooperatively with others.
  - d. \_\_\_\_ Demonstrate my talents and enthusiasm.
2. The most enjoyable part of working on a job is:
  - a. \_\_\_\_ The information you need to do it.
  - b. \_\_\_\_ The results you achieve when it's done.
  - c. \_\_\_\_ The people you meet or work with.
  - d. \_\_\_\_ Seeing how the job contributes to future progress.
3. When I have several ways to get a job done, I usually:
  - a. \_\_\_\_ Review the pros and cons of each way and choose.
  - b. \_\_\_\_ Choose a way that I can begin to work on immediately.
  - c. \_\_\_\_ Discuss ways with others and choose the one most favored.
  - d. \_\_\_\_ Review the ways and follow my "gut" sense about what will work best.
4. In working on a long term job, it is most important to me to:
  - a. \_\_\_\_ Understand and complete each step before going to the next.
  - b. \_\_\_\_ Seek a fast, efficient way of completing it.
  - c. \_\_\_\_ Work with others in a team on it.
  - d. \_\_\_\_ Keep the job stimulating and exciting.
5. I am willing to take a risky action if:
  - a. \_\_\_\_ There are facts to support my action.
  - b. \_\_\_\_ It gets the job done.
  - c. \_\_\_\_ It will not hurt others feelings.
  - d. \_\_\_\_ It feels right for the situation.

Your Working Styles Score Sheet

Transfer the answers from the working style questionnaire on to the scoring grid below by entering the number for each letter. Next, add up the columns and record the answer in the space provided.

1.	a. ____	b. ____	c. ____	d. ____
2.	a. ____	b. ____	c. ____	d. ____
3.	a. ____	b. ____	c. ____	d. ____
4.	a. ____	b. ____	c. ____	d. ____
5.	a. ____	b. ____	c. ____	d. ____
Total	a. ____	b. ____	c. ____	d. ____

Your lowest score is your dominant style. In case of a tied score, you should pick the working style that you think is most like you.

My dominant style is: \_\_\_\_\_

Making the Most of Your Working Style

Your Style→ Other style↓	ANALYTICAL	DRIVER	AMIABLE	EXPRESSIVE
ANALYTICAL	A deadly combination, run for your nearest driver! Establish priority of tasks to be done. Establish firm time frames for your work and stick to them.	Take a deep breath, relax and slow down. You need to show that you have considered all options or outcomes before moving ahead with analyticals,	Cut short the social hour, and get right down to the specifics. The more information you have to support you, the better.	Translate your vision into specific tasks or goals. Involve analyticals in research and developing the details of the plan of action.
DRIVER	Organize your work around major themes; prepare "executive summaries" with headings or bullets that state the conclusions first and supporting data and analysis second.	Get a car with a good set of brakes, cause you will need them! Before revving up and driving over a cliff, remind each other of your similarities and your need to adopt the qualities of the other styles.	Put on your thick skin; don't take anything personally. Getting results is what counts with drivers, be dynamic and decisive. Emphasize the bottom line.	Take time to think about what your vision really is, translate it into action steps with objectives and timelines.
AMIABLE	Start off on a personal note, gravitate to project specifics and expectations; emphasize the greater good of the project.	Spend time up front gaining trust and confidence; be charming and inclusive. Be sure to be specific about deadlines, even when it seems obvious.	Laugh with them about how important being warm and fuzzy is. Then focus on what we really need to accomplish here.	Tell them how important the team concept is to making your vision a reality. Give the amiable the job of building the team to make the dream come true.
EXPRESSIVE	Jazz up your presentation, try to think of the BIG picture. Involve the expressive in developing the "vision" or marketing of the plan.	Be patient and try to work with a flip chart to harness creative spirits. Emphasize time lines and due dates. Build in flexibility to all the free reign of creativity.	Charm the expressive with your appreciation of their vision and creativity. Harness this energy to deal with the pesky, but important details only they can address.	Now that you discovered the solution to world hunger, find someone to actually make it happen!

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Dominant and Subordinate Group Membership

In intergroup relations, power dynamics usually revolve around those with power and those without power. In other words, people belonging to the group with more power by virtue of their identity have Dominant Group Membership. Those belonging to the group with less power by virtue of their identity have Subordinate Group Membership<sup>1</sup>.

Some factors to consider in group dynamics:

- ⌘ Because everyone has multiple and changing group memberships, many people experience both Dominant and Subordinate Group Membership sometime in their lives.
- ⌘ Dominant Groups do not necessarily constitute the majority groups [13% of world's population is white].
- ⌘ Subordinate Group Membership does not suggest 'submissive' attributes of its members.
- ⌘ Dominant and Subordinate group dynamics exist everywhere in the world.

DOMINANT GROUPS	SUBORDINATE GROUPS
See themselves as individuals	Are aware of their 'groupness'
See their behavior as normal	Often experience themselves as outsiders or different from the dominant group
Benefit from an environment structured according to their norms, leading them to see subordinated groups as substandard	Must assimilate to dominant group in order to advance. Often internalize dominant groups' beliefs of their lack of worth
See subordinate members as a part of a group or carry negative judgments about them [Projection].	Know more about dominant groups than dominant groups know about them
Have the power to limit access to resources and/or behavioral options to non-group members	Have curtailed access to resources
Have advantages they did not earn by deeds, but merely by virtue of some identity attribute	Work extra hard for the same status or advantages enjoyed by the dominant group
Are unconscious of their privilege and how it is embedded within the norms and structures of society	Are often painfully conscious of their lack of privilege and the unfriendly norms to which they have to conform
Encourages subordinate members to develop behaviors pleasing to dominant members	Develop characteristics intended to please dominant group members
Focus on one's intent rather than the outcome	Focus on the impact/outcome of behaviors
Do not understand subordinate group realities	Often adopt the norms and realities of the dominant group in order to advance and/or survive
See own group as superior or see a few 'good ones' as exceptions to the subordinate group's norm	Sometimes imitate dominant members and/or act destructively toward other subordinate group members for survival

See incidents of discrimination as individual actions of other people that have nothing to do with them.	Identify patterns of behavior quickly because of repeated treatment [Collective impact]
Subtly require other dominant members not to get too close to subordinate members	Do not always react directly and honestly to negative treatment but rather indirectly and covertly
Often encourage dissention between and among subordinate groups	Often distance themselves from one another in order to fit in or advance in the system
Do not think of themselves as oppressors	Have solidarity with one another due to shared struggle

1.This piece builds upon the work of Elsie Cross Associates, Louise Diamond, Toni Butler, and Pat Battle.

Dominant and Subordinated Group Membership Dynamics

Dominant +

- Define reality, 'truth'
- Sets rules, standards
- Seen as normal

- Follows rules
- Expected to fit in
- Seen as less than

Subordinated -

- Not always about numbers
- Visible/invisible
- Chosen/innate

Impact of Different Experiences

Dominant/Insider (In/Right)	Subordinated/Outsider (Out/Wrong)
Unawareness	Vivid awareness
Unconsciousness	Consciousness
Unearned privilege	Disadvantage

Mindsets

Dominated/Insider (In/Right)	Subordinated/Outsider (Out/Wrong)
Intent	Outcome
Individual acts	Patterns
Victim	System
Takes time	Now

*MODULE ONE PARTICIPANT WORKBOOK*

EVALUATION FORM

Managing Diversity and Inclusiveness in a Multicultural Workforce

1. Overall quality of the training:  
Poor.....Excellent  
Scale: 1 2 3 4 5

- a. What were helpful elements of the program?
- b. Not helpful elements of the program? How can they be improved?
- c. Other topics or training to use in future sessions?

2. Rate the trainer(s) on the following characteristics:  
Poor.....Excellent  
Scale: 1 2 3 4 5

Responses:

a. clarity of presentations:	1	2	3	4	5
b. knowledge of subject:	1	2	3	4	5
c. team work:	1	2	3	4	5
d. flexibility:	1	2	3	4	5
e. ability to facilitate useful learning experience:	1	2	3	4	5

3. Additional Feedback for trainer(s)?

4. Two things you learned or re-learned today? Share highlights.