P.A.U.S.E.

ASK DIFFERENTLY

Ask Diversity

INTRODUCTION TO P.A.U.S.E. WORKBOOK

Oregon Department of Human Services
Office of Equity & Multicultural Services (OEMS)
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Salem, Oregon 97301-1066

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DHS Oregon Department of Human Services | OEMS Office of Equity & Multicultural Services

P.A.U.S.E.

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PERMISSIONS: This workbook is intended for internal DHS agency use only. Organizations or agencies interested in using the P.A.U.S.E. tool may contact Jason Mak in the Office of Equity and Multicultural Services (OEMS) at 503.945.6646 or by email at jason.d.mak@state.or.us.

P.A.U.S.E.

Group Agreements

LEARNING THE R.O.P.E.S.

R	• **RESPECT.** Be flexible to different styles of communication and remember to discuss the issue not the person. • **RISK.** Oftentimes the best learning comes from mistakes.
O	• **OWN IT.** Use "I" and "me" statements • **"OUCH"** and then educate.
P	• **PARTICIPATION.** *"Move up, move back"*- contribute but share airtime. • Be **PRESENT** and engaged. *"No prisoners allowed."*
E	• **EDUCATION** comes from all, but learning is your responsibility. • **ESCUCHAR** *(Spanish "to listen")* Actively listen and stay curious.
S	• **SENSITIVITY.** Acknowledge other people's realities or opinions, even if you do not agree with them. • **SAFETY.** Personal stories should not leave this room without permission.

COURSE OBJECTIVES

1. **Understand** the five principles of P.A.U.S.E.
2. **Apply** the P.A.U.S.E. principles in our everyday work.

P.A.U.S.E. Central Question

BRAINSTORM ACTIVITY:

What do you think might be some reasons that cause well-intentioned people or organizations discriminate unintentionally?

1. _____

2. _____

3. _____

4. _____

5. _____

What is the intent vs. impact?

P.A.U.S.E.

BEFORE EVERY KEY DECISION REMEMBER TO 'P.A.U.S.E.'

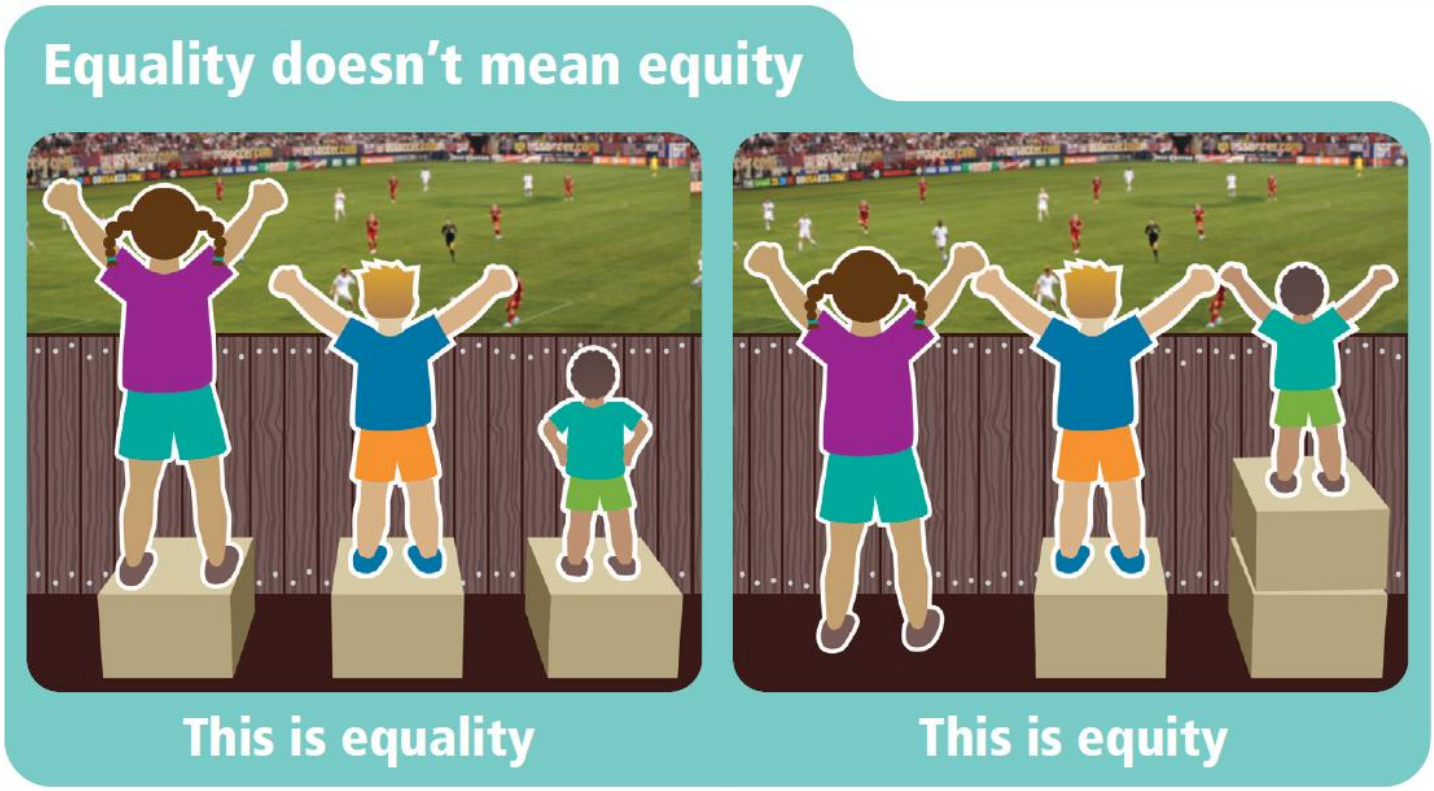
Whether it is in your morning team huddles, staff meetings, confers, performance feedback, budgeting decisions, eligibility determinations, marketing, human resource decisions, IT decisions, and everything else that we do…P.A.U.S.E. can be a valuable tool to help you and your team make more inclusive and equitable decisions.

Just like we ask about budget or resource implications of a decision, we seek to make diversity and equity a key consideration when making decisions.

BRIEF HISTORY OF P.A.U.S.E.

Respect and Service Equity are important Core Values in DHS. The P.A.U.S.E. Model was developed by Jason D. Mak and Gloria M. Anderson in the DHS Office of Equity and Multicultural Services (OEMS) as a tool to help infuse diversity and equity into everything that we do. It is a research-based model that brings together a variety of innovative practices. The idea was to visually remind staff to 'P.A.U.S.E.' to consider their impact on others. The goal is to normalize an 'equity lens' in the culture of our agency. The P.A.U.S.E. model was adopted by DHS Executive Team at the fall 2011 retreat and has become a required course for all employees.

EQUALITY vs. EQUITY



In your group please answer the following:

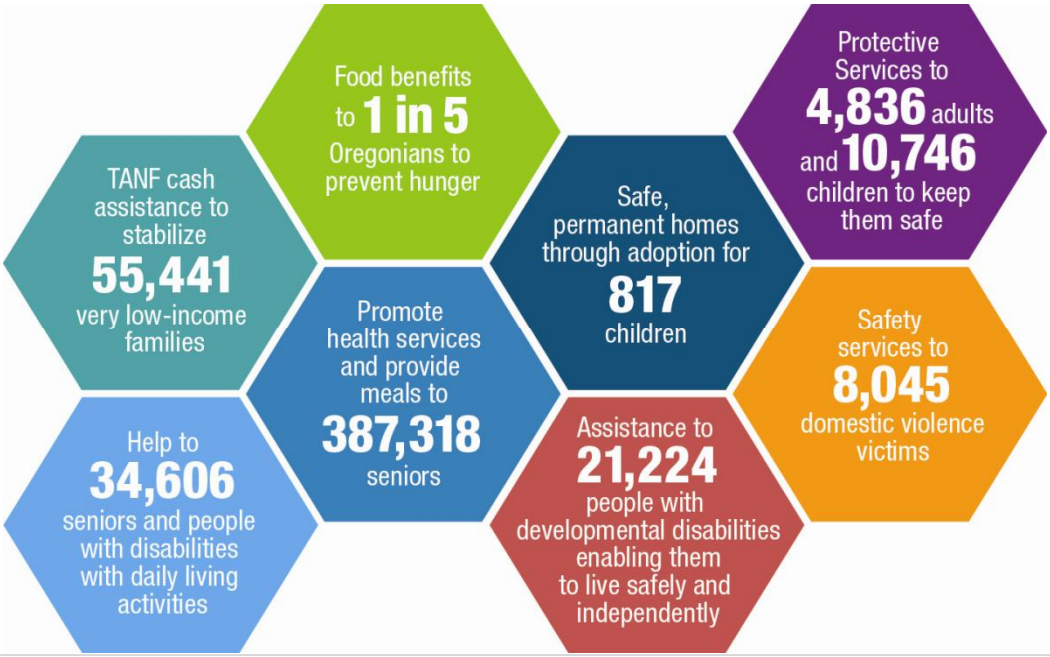
1. Discuss the illustration above. What do the boxes represent? The fence? The soccer field? The soccer players? The fans in the grandstands? The children?

2. So how do the concepts of equality and equity differ? Can you think of a real world example of each?

3. Why do you think Service Equity is important to the work we do as an agency?

DHS Mission & Values

DHS serves over a MILLION Oregonians every year



P.A.U.S.E. for Diversity

WHY SHOULD I USE THIS TOOL?

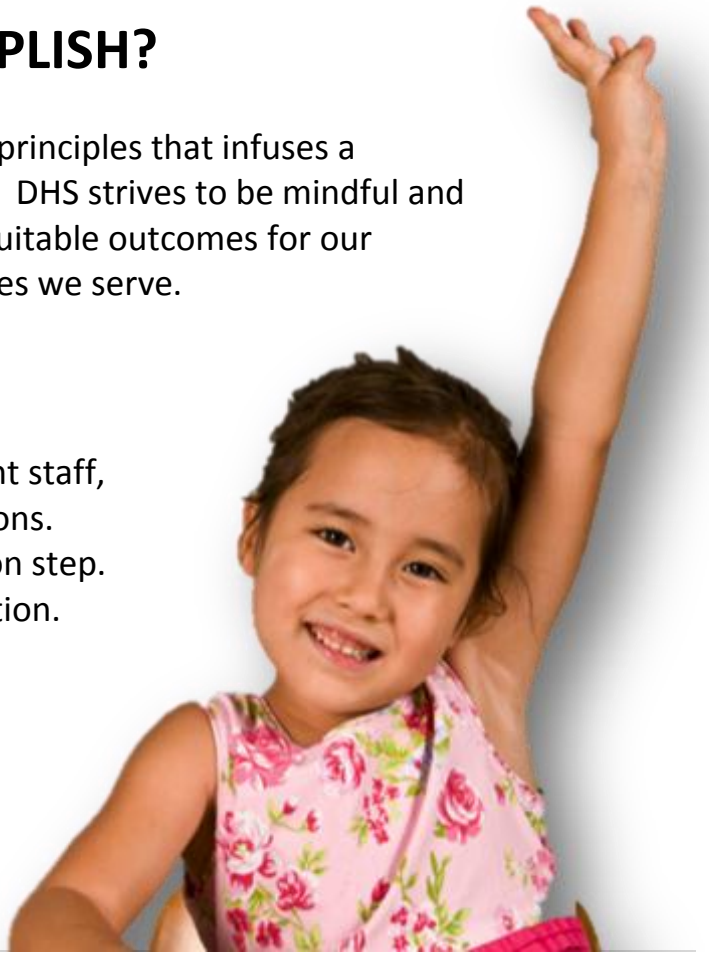
- Disparities and inequities exist in virtually every key measure of child, family, and community well-being in human services.
- Many negative impacts are produced inadvertently or unconsciously. They are unintended consequences of choices and decisions where well-meaning people just did not have the resources, time, training, or experience to consider diversity or equity.
- Our public relies on us to fully assess the possible outcomes likely produced by decisions we make, especially for vulnerable populations.
- In a workplace, being mindful about diversity can lead to improved relationships, communication, morale, and productivity.
- Poor decisions that affect people tend to be remembered for a very long time.

WHAT WILL THE TOOL ACCOMPLISH?

- P.A.U.S.E. is a set of guiding questions and principles that infuses a "diversity lens" into everything that we do. DHS strives to be mindful and intentional about creating inclusive and equitable outcomes for our employees, our clients, and the communities we serve.

HOW SHOULD I USE IT?

- Include broad participation from all relevant staff, stakeholders, communities, and organizations.
- Ask these questions at every critical decision step.
- Discuss to determine the best course of action.



DHS
Oregon Department of Human Services

For more information please contact Jason D. Mak, DHS Diversity and Inclusion Manager at jason.d.mak@state.or.us or 503.945.6646

P.A.U.S.E. for Diversity

'Lead diversity & equity from every chair'

P — **PEOPLE** INVOLVED REFLECT THE DIVERSITY OF OUR COMMUNITIES

What types of diversity are either included or excluded?

A — **ASK DIVERSITY** IN EVERYTHING WE DO

How can I help build capacity, be an ally, and support true cultural shifts?

U — **UNDERSTAND** OURSELVES AND THE COMMUNITIES WE SERVE

Have we explored our own biases using cultural humility and used evidence-based practices?

S — **SOLUTIONS** ARE CUSTOMIZED, STRENGTH-BASED & RESOURCED EQUITABLY

Which solutions are customized, empower people, and ensure equitable outcomes?

E — **ENGAGE** PEOPLE WHEN, WHERE, AND HOW THEY PREFER TO MEET

How do we respectfully integrate community and client voice into every part of our process?

DHS Oregon Department of Human Services | OEMS Office of Equity & Multicultural Services

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P.A.U.S.E. *In-Depth*

PEOPLE INVOLVED REFLECT THE DIVERSITY OF OUR COMMUNITIES

What types of diversity are either included or excluded?

- ☑ ***Diverse in Composition and Viewpoints***
  How have we ensured that there is a talented, skilled, and diverse mix of contributors? Is it *at least* diverse in terms of the *primary dimensions* such as race, gender, ability, age, and sexual orientation? What about other dimensions? Who gets a seat at the table? Who is not at the table? If you are making a decision on your own, how have you sought out alternate viewpoints?
- ☑ ***Inclusion***
  How will we honor multiple ways of speaking, thinking, discussion, and making decisions? Are we fully capitalizing on the talents of this diverse mix to make better decisions? Is diversity used as window-dressing or actually adding value?

ASK DIVERSITY IN EVERYTHING WE DO

How can I help build capacity, be an ally, and support true cultural shifts?

- ☑ ***Individual***
  How will you be an ally by questioning '-isms', barriers and injustice whenever and wherever you see them?
- ☑ ***Institutional***
  How does our agency create systems of checks and balances to prevent negative impacts on people?
- ☑ ***Societal***
  How can we impact larger societal inequalities through strategic partnerships and public policy?

UNDERSTAND OURSELVES AND THE COMMUNITIES WE SERVE

Have we explored our own biases using cultural humility and used evidence-based practices?

- ☑ ***Cultural Humility***
  How do we engage in our own life-long journey of critical self-reflection? How do we recognize and challenge power imbalances for respectful partnerships? How do we ensure Institutional Accountability?
- ☑ ***Self-Awareness***
  How do your own personal biases and assumptions affect how you see and react to this issue? What historic and current institutional and societal factors play a part in barriers for affected groups?
- ☑ ***Evidence-Based***
  How do we separate what is fact from an opinion or a "feeling"? How have we assessed the situation using observable evidence or data? Do differences in outcomes exist for certain groups? What are the root causes? Is this information and analysis shared to the satisfaction of affected groups?

SOLUTIONS ARE CUSTOMIZED, STRENGTH-BASED & RESOURCED EQUITABLY

How can solutions be customized, empower people, and ensure equitable outcomes?

- ☑ ***Customized***
  How are strategies easily customized to work for a diversity of users, even within specific populations?
- ☑ ***Strength-Based***
  Do proposed solutions empower and build upon strengths? Are cultural strengths considered, such as resilience in the face of societal racism? How do we change our perception of weaknesses into cultural strengths? Do proposed solutions focus on more of what is wanted, rather than on what is not wanted?
- ☑ ***Self-Determination***
  After laying out all possible options, how do we support the life choices made by our fellow staff or clients, regardless of our personal opinions or views about what is best for them? *(where appropriate)*
- ☑ ***Empowerment***
  How are we giving staff/clients all available information, confidence, tools, resources, opportunities, motivation, and authority to take initiative to act to solve their own problems to meet their own goals?
- ☑ ***Unintended Consequences***
  Have all possible *unintended consequences* been considered, especially for the most vulnerable?
- ☑ ***Alignment***
  Are solutions legal, accessible, culturally/linguistically appropriate, and in line with DHS core values?
- ☑ ***Resource Equity***
  How do we prioritize distribution of limited resources to serve the greatest needs first to ensure quality outcomes for all?

ENGAGE PEOPLE WHEN, WHERE, AND HOW THEY PREFER TO MEET

How do we respectfully integrate community and client voice into every part of our process?

- ☑ ***Stakeholder Voice***
  Do the people that are most affected or concerned by this issue have a say in what happens to them?
- ☑ ***Trust***
  How have we built long-term relationships and trust with stakeholders?
- ☑ ***Cultural Partnerships***
  When, where, and how do they prefer to meet? Do we go where they are instead of asking them to come to us? How will we partner with stakeholders to implement the solution(s)?
- ☑ ***Measures & Metrics***
  Are our results and data presented in a way that is agreeable to the community? Did our efforts effectively serve the populations or groups that needed it the most?
- ☑ ***Accountability & Continuous Improvement***
  How will we communicate results and incorporate feedback from stakeholders to continuously improve?
- ☑ ***Follow-through & Celebration***
  How will we show our appreciation to those that have assisted us? How will we celebrate success?

KEY DEFINITIONS

Diversity = The mix of people

The mosaic of people who bring a variety of backgrounds, styles, perspectives, values, and beliefs as *assets* to the groups and organizations which they interact. It is the overall similarities and differences within the demographics of a group that goes beyond just race and gender.

Inclusion = Leveraging diversity to create value

Refers to how diversity is leveraged to create a fair, equitable, healthy, and high-performing organization where all individuals are respected, valued, honored, feel engaged and motivated, and their contributions toward meeting organizational and societal goals are valued.

Equality = Everyone treated the same, regardless of need

Equality can be described as breaking down barriers, eliminating discrimination and ensuring equal opportunity and access for all groups both in employment, and to goods and services; the basis of which is supported and protected by legislation. Typically, it is the idea of "equal" in the eyes of the law. Note that this may or may not lead in practice to equal access or outcomes.

Equity = Resourcing based on need to ensure outcome levels that are similar for every group

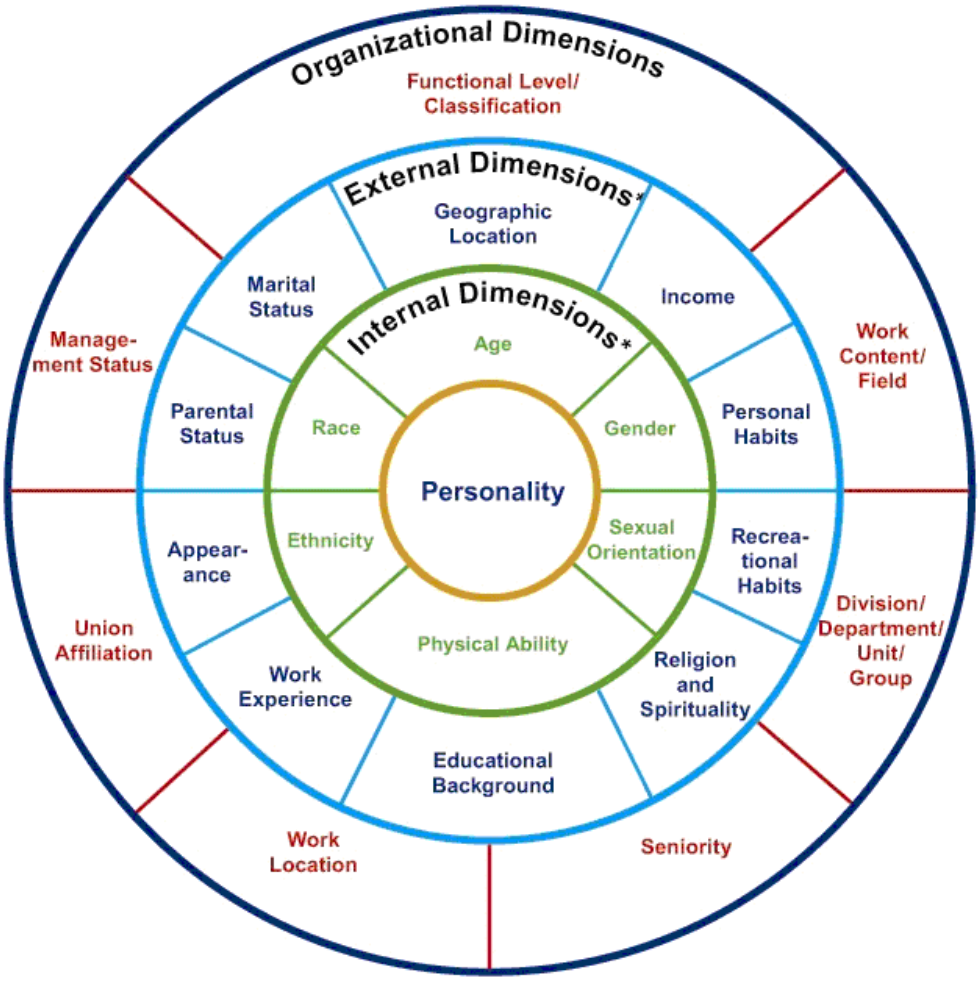
Equity is about creating similar opportunities and outcomes for an underserved population at a rate the same as the most "successful" or societally dominant group. It is a measure of results, not effort as many historically disadvantaged populations require greater resources in order to create parity in outcomes.

Cultural Competency = Ability to culturally flex and integrate into practice

DHS defines cultural competency as the process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, abilities, religions, genders, sexual orientations and other diverse backgrounds in a manner that recognizes, affirms and values the worth of individuals, families and communities, while protecting and preserving the dignity of each. Operationally defined, it is the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices and attitudes that create cultural settings in which quality of services produce better outcomes.

THE DIVERSITY WHEEL

Major Dimensions of Diversity



Adapted from Gardenswartz and Rowe 2003.

***NOTE:** *Not all differences are created equal due to historical and social factors. Diversity dimensions tend to become more difficult to discuss as you move from the outside of the wheel to the inside.*

Dimensions of diversity can be based on:

- Cultural, Social, & Historical Characteristics *(Cox, 1993; Larkey, 1996)*
- Physical Characteristics *(Strangor et al., 1992)*
- Inherent and Immutable Characteristics *(Maznevski, 1994)*
- Role-Related Characteristics *(Maznevski, 1994; Pelled, 1996)*

DIVERSITY DRIVES PERFORMANCE

Well led diverse & inclusive teams:

- Expand creativity & innovation
- Increase likelihood of high-quality solutions & outcomes
- Increased ability to cope with change
- Be more responsive to needs of changing demographics
- Challenge each other and are more likely to see pitfalls of strategies
- Avoid missing something important
- Protect against bias & discrimination
- Organizations with the most diverse workforces on the Forbes 100 outperform those organizations that are not as diverse.

ASK DIVERSITY

WHAT IS AN ALLY?

An ally is a member of the advantaged social group who takes a stand against social injustice directed at targeted groups (Whites who speak out against racism, men who are anti-sexist). An ally works to be an agent of social change rather than an agent of oppression. When a form of oppression has multiple targeted groups, as do racism, ableism, and heterosexism, targeted group members can be allies to other targeted social groups they are not part of. (Lesbians can be allies to bisexual people. African American people can be allies to Native Americans. Blind people can be allies to people who use wheelchairs.) *P.A.U.S.E. is an excellent method of being an ally in everyday situations. You can create space to raise concerns, interrupt behavior, or question conventional practice that reinforces inequities or injustices.*

Characteristics of an Ally

1. Feels good about own social group membership; is comfortable and proud of own identity
2. Takes responsibility for learning about own and targeted group heritage, culture, and experience, and how oppression works in everyday life
3. Listens to and respects the perspectives and experiences of targeted group members
4. Acknowledges unearned privileges received as a result of advantaged status and works to eliminate or change privileges into rights that targeted group members also enjoy
5. Recognizes that unlearning oppressive beliefs and actions is a lifelong process, not a single event, and welcomes each learning opportunity
6. Is willing to take risks, try new behaviors, act in spite of own fear and resistance from other members of advantaged groups
7. Takes care of self to avoid burn-out
8. Creates images of how they wish to relate and work for social justice
9. Acts against social injustice out of a belief that it is in her/his own self-interest to do so
10. Is willing to make mistakes, learn from them, and try again
11. Is willing to be confronted about own behavior and attitudes and consider change
12. Is committed to taking action against social injustice in own sphere of influence
13. Understands own growth and response patterns and when she/he is on a learning edge
14. Understands the connections among all forms of social injustice
15. Believes she/he can make a difference by acting and speaking out against social injustice
16. Knows how to cultivate support from other allies

Adapted from "*Teaching for Diversity and Social Justice*," Second Edition, Routledge, 2007

HELPFUL PHRASES FOR ALLIES

No need to be rude, just be direct with respect:

Interrupting Phrases

- ☑ "Because I care…"
- ☑ "Ouch"…(then educate)
- ☑ "Some people may take offense to that since…"
- ☑ "Please stop. That's really not ok with me."
- ☑ "That's not *[funny/helpful/appropriate/nice/respectful]* at all."
- ☑ "I am feeling very uncomfortable about…"
- ☑ "I used to *do/believe* that too until…"
- ☑ "You may not realize that what you just *[said/did]* was hurtful, but…"
- ☑ "I would respectfully disagree with that since…"

Interrupting Questions

- ☑ "I would really like to understand why you believe that was an *[appropriate/professional/acceptable]* thing to *[say/do]?"*
- ☑ "I'd like to help you. However could you please restate what you said in a more respectful manner?"
- ☑ "Could we please use another word?"

Check-in Questions/Emotional First Aid

- ☑ "Is something bothering you? Is there anything I can do to help?
- ☑ "Would you like to discuss what just happened?"

Questions for Prevention

- ☑ **Platinum Rule:** "Have we asked what they *[the targeted group]* want?"
- ☑ "Are we sure that is what the *[evidence/data]* suggests? Are we allowing our own biases to get in the way?"
- ☑ "What is the elephant in the room that we are dancing around here?"
- ☑ "Have we thought through all the potential impacts on various diverse populations? What are we missing?"
- ☑ "Are we mistaking a one-time personal story from a single person as evidence about an entire community?"
- ☑ "Why do we keep doing it this way if it doesn't work for all populations?"
- ☑ "Is this culturally or linguistically appropriate?"
- ☑ "Is this universally accessible? Can anyone use it?"
- ☑ "Have we considered the unintended consequences?"
- ☑ "How does this help the people who need it most?"
- ☑ "I noticed _____. Do you believe that this is *[equitable /just/ fair/ respectful/inclusive]*?"
- ☑ "How do we ensure this doesn't happen again?"

UNDERSTAND OURSELVES AND THE COMMUNITIES WE SERVE

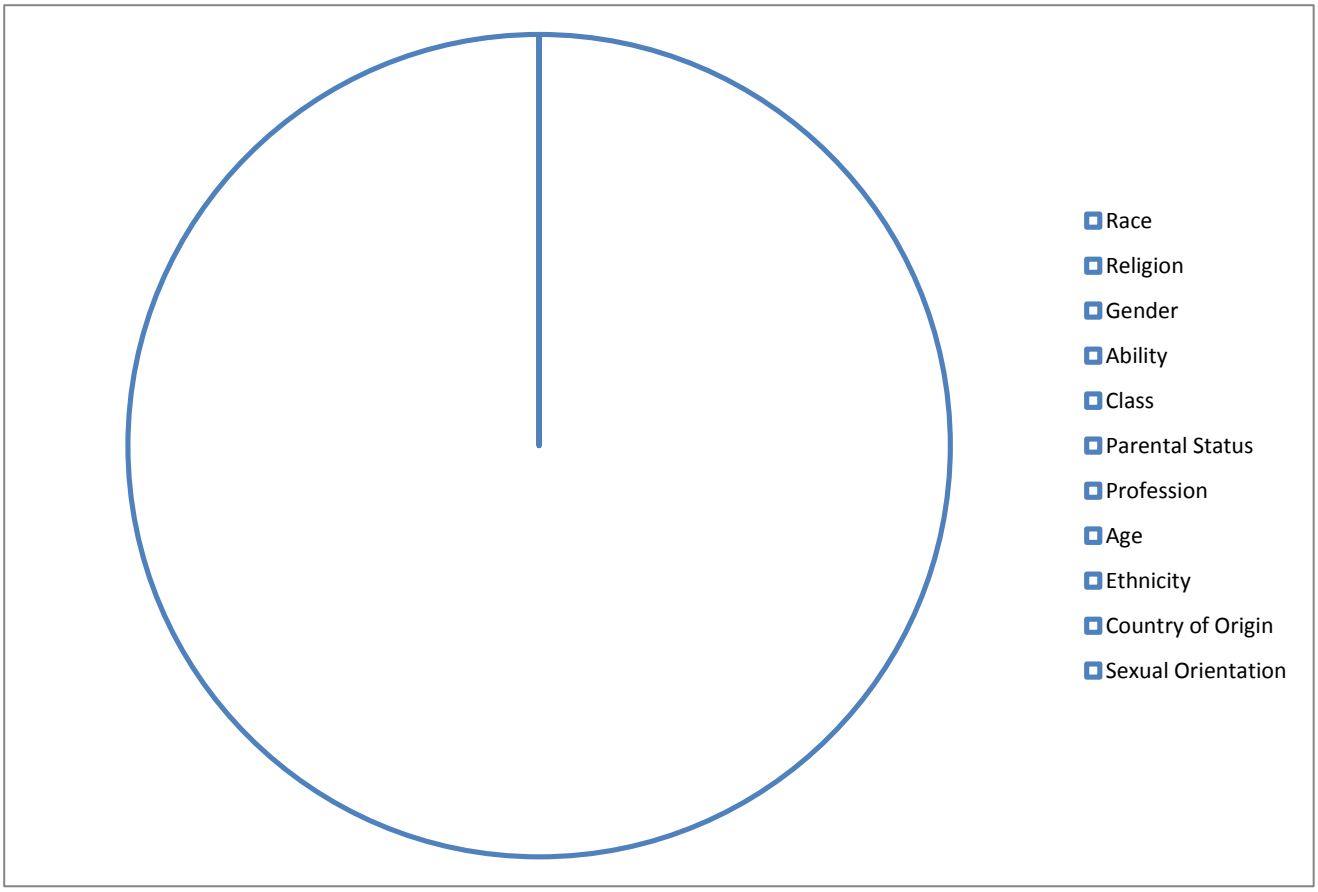
A Culturally Humble Practitioner...

- Has an ability to engage oneself in deep self-awareness and personal change
- Takes ownership of personal biases and stereotypes
- Demonstrates willingness to see the world from the perspective of others
- Has ability to see the world as bigger than oneself
- Has ability to accept the complexity and contradictions of culture
- An ability to promote dialogue to address tensions and negotiate differences that unjustly privilege or disadvantage cultural differences *(do not lead with power and privilege)*
- Availability & accessibility, curiosity & receptiveness to new ideas
- Holds safe space for others
- Asks questions and stays curious

Adapted from the National Child Welfare Workforce Institute www.ncwwi.org

Pie Exercise

Divide up your pie into slices that correspond to the "pieces" of your most salient identities.



FOR DISCUSSION

1. Compare your identity pie with your group.
2. Discuss the most important part of the pie for you. Why?
3. What was least important? Why?
4. Of the identities you belong to, which would be considered "normal" or "mainstream"? How often do you think about these identities?
5. How can you be more aware of your "invisible" mainstream identities when interacting with others who do not share your 'normal' identity? Why might this be important?
6. What might this have to do with power and privilege?

Crucial Conversations *(Vital Smarts)*

As human beings, we typically invent parts of the story that we don't know and act on them as if it were fact. It is kind of like playing 'Madlibs'. In situations where we feel 'triggered' or emotions are running high, we typically are using a "villains or victims" story to describe the other party. How might this affect our actions in those fight or flight moments?

When those feelings are associated with a diversity dimension that we have certain beliefs or assumptions about, this is where we might act in a manner that may be inconsistent with our self-image. List below some of the triggers or 'hot buttons' that you may have around various diversity dimensions such as race, sex, (dis)ability, sexual orientation, gender identity, etc.

It really bothers me when someone:	**Because:**	**Diversity Dimension:**
e.g. Starts talking to me in Mandarin Chinese because they assume that I speak fluent Chinese to show off how culturally competent they are.	*I don't speak Mandarin*	*Race (Asian American)*
1.		
2.		
3.		

Skills for Bridging Perspectives

- **ACTIVE LISTENING:** focusing attention on what is being said and responding in culturally appropriate ways to indicate you are listening.
- **REFLECTING:** Using the person's words to say back to them what you heard. (the mirror)
- **RESERVING JUDGMENT:** Rather than "mind-guard" remain open to what is being said through remaining silent and letting their words sink in.
- **ENTER THEIR WORLD:** Sometimes referred to as "joining" consider yourself in the context of the person's world. Be open to experience discomfort with the unfamiliar.

Consider the following questions:

- To what extent do I understand what the client is going through?
- What would be the priorities they would like to work on?
- How does the person see or define the issue or problem?
- Have you worked with individuals in similar situations? How did you respond? What would you do differently? How am I not automatically assuming that this situation is the same as others I've dealt with?
- What steps can be taken to address the concerns and needs of all parties involved?
- What are some of the personal or professional challenges you might face in helping this individual?

Say it with Humility

Embrace these three magical phrases:

- "I don't know"
- "Help me understand"
- "You're right!"

Admit your mistakes

- Sincere apologies demonstrate strength of character, respect for others, and a desire to learn

Solicit feedback

It takes real humility and a healthy dose of self-confidence to ask:

- "How am I doing?"
- "How can I help?"

The Deficit Model

SOCIETY & "EXPERTS" DETERMINE…

You are the problem *(or a helpless person that needs to be saved)*

What's wrong with you? *Need to find cure for their impairment*

It's your own fault you are a failure *(not due to external factors)*

You are not "normal" since you are missing; do not have; or deficient in something

You are the Problem

You are just unable to change, learn or adapt

We are the experts and know what is best and what you need

Strength Based Model

SOCIETY & HELPERS SUPPORT…

Yes we can! Let's rehearse your future. Visualize new goals, habits, and attitude you want.

Tell me your story as well as your culture, passions, interests, and strengths. Let's build on those.

Bridge the gap with a village of support. What other support resources or people in the community can you tap into?

You are talented, courageous, resilient and in control of your destiny

We are the solution

You have the will and you have the means to change, learn and adapt to achieve your goals

You know what is best for you and we are here to support your decisions

Some Basic Tips for Community Engagement

- Work through **existing community-based organizations** and leaders that serve and organize in diverse cultural communities.'

- **Assess** the issues and concerns from their lens or viewpoint before even thinking about offering solutions. How do they define the issue or problem?

- **Ask for permission to attend** community meetings and cultural events. Enter with a sense of humility and awareness of potential power dynamics.

- **Actively listen** to what issues communities are discussing and how they talk about them. Do not get defensive about criticism of past history or practices.

- Develop **awareness** of the racial and economic disparities in your city or region and why those disparities exist *(informed by research and community stories)*

- **Build relationships and trust** instead of just planning events. Think about how to authentically engage in the communication style the community is most comfortable with. Be prepared to talk about your own identity and demonstrate that you are an ally.

- Meet using the **language(s)** most comfortable for the community. **Translate** materials and provide interpretation at community meetings

- Work with local leaders to identify **trusted facilitators and cultural insiders** with experience working in the community.

- Engage **faith-based organizations** within the community.

- Engage at times and locations where communities **feel most comfortable**. This may mean non-traditional work hours or travel.

- Provide **child care and refreshments** depending on the length of the session to allow for full participation.

- **Follow-up** and follow-through with any information or promises.

- **Celebrate** success!

NASW Standards for

Cultural Competence

in Social Work Practice

Standards

for Cultural Competence in Social Work Practice

Standard 1. Ethics and Values
Social workers shall function in accordance with the values, ethics, and standards of the profession, recognizing how personal and professional values may conflict with or accommodate the needs of diverse clients.

Standard 2. Self-Awareness
Social workers shall seek to develop an understanding of their own personal, cultural values and beliefs as one way of appreciating the importance of multicultural identities in the lives of people.

Standard 3. Cross-Cultural Knowledge
Social workers shall have and continue to develop specialized knowledge and understanding about the history, traditions, values, family systems, and artistic expressions of major client groups that they serve.

Standard 4. Cross-Cultural Skills
Social workers shall use appropriate methodological approaches, skills, and techniques that reflect the workers' understanding of the role of culture in the helping process.

Standard 5. Service Delivery
Social workers shall be knowledgeable about and skillful in the use of services available in the community and broader society and be able to make appropriate referrals for their diverse clients.

Standard 6. Empowerment and Advocacy
Social workers shall be aware of the effect of social policies and programs on diverse client populations, advocating for and with clients whenever appropriate.

Standard 7. Diverse Workforce
Social workers shall support and advocate for recruitment, admissions and hiring, and retention efforts in social work programs and agencies that ensure diversity within the profession.

Standard 8. Professional Education
Social workers shall advocate for and participate in educational and training programs that help advance cultural competence within the profession.

Standard 9. Language Diversity
Social workers shall seek to provide or advocate for the provision of information, referrals, and services in the language appropriate to the client, which may include use of interpreters.

Standard 10. Cross-Cultural Leadership
Social workers shall be able to communicate information about diverse client groups to other professionals.

Prepared by the
NASW National Committee
on Racial and Ethnic Diversity

Adopted by the NASW Board of Directors
June 23, 2001

National Association for Social Work, 2001

P.A.U.S.E.

Part of Our Everyday Work

DHS is committed to infusing a diversity and inclusion lens into our everyday work. Let's think about how we can make this real and meaningful.

A. Write down three (3) key decisions, responsibilities, or committees in your regular work that either has an *impact on your work environment* or *our clients*:

   1. _____
   2. _____
   3. _____

B. For each key decision or responsibility above, what is one thing you will do or change to improve the outcome in terms of diversity, inclusion, or equity? How will you know if you are successful?

   1. _____

      I am successful if: _____

   2. _____

      I am successful if: _____

   3. _____

      I am successful if: _____

C. Consider emailing a final version of your action items and metrics to your direct supervisor for inclusion into your Employee Development Plan (EDP).

Introduction to P.A.U.S.E.: Course Evaluation

COURSE TITLE	*Ask Diversity: An Introduction to P.A.U.S.E.*	***DATE***
Instructor	Jason D. Mak	**Your Name (Optional)**

Thank you for taking the time to complete this evaluation.
Your feedback is encouraged and appreciated. It will be used to make improvements to our courses.

Rating scale: 1 = Poor 3 = Average 5 = Excellent

		Rating *(please circle one)*				
1.	How would you rate your knowledge of this subject **prior** to the training?	1	2	3	4	5
2.	How would you rate your knowledge of this subject **after** the training?	1	2	3	4	5
3.	How would you rate your **skill** (ability to take action) after this the training?	1	2	3	4	5
4.	How would you rate the value of the information to your job?	1	2	3	4	5
5.	How would you rate the speaker's knowledge and understanding of the topic?	1	2	3	4	5
6.	How well did this course meet the objectives?	1	2	3	4	5
7.	How would you rate the overall presentation?	1	2	3	4	5
8.	What is your level of interest & commitment to **apply** the information and tools from this course?	1	2	3	4	5
9.	What is your level of interest & commitment to **learn** more about this topic?	1	2	3	4	5
10.	Would you recommend this course to others?	Yes____ No____				

11. What are three things you learned that are important to you or your work?

12: What are three skills and/or tools that you can apply now on the job?

13. What suggestions do you have to improve the content and/or process of this learning experience?

14. Do you have additional training needs in this topic area?