



## **FACILITATOR'S GUIDE**

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## INTRODUCTION

**Diversity: Face to Face** is a comprehensive training program created to show the diverse workplaces we face today, and some of the issues and benefits of our diversity. A large cast explores issues at a workplace ranging from the ugliness of stereotypes to the benefits and rewards of diversity that we may not be aware of. The program also gives us tools to help understand stereotypes, help understand ourselves through similarities, and to come together by utilizing unifying tools in the workplace. **Diversity: Face to Face** is a bold and lively way to capitalize on the diversity of our workplaces today.

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**DIVERSITY: FACE TO FACE CONTENTS**

- 1. Core Video**
- 2. Facilitator's Guide**
- 3. Reproducible Materials**
- 4. PowerPoint Presentation**
- 5. Pocket Cards**

## DIVERSITY: Face to Face Training Program Overview

**Diversity: Face to Face** is a very straightforward program designed to naturally and easily introduce four main issues about diversity—stereotypes, similarities, unity, and benefits and rewards—and explain how and why they are important to a diverse workplace. In this guidebook, we've broken the program down into its four main components: Stereotypes, Similarities, Unity, and Benefits and Rewards.

This guide further separates each component into easily trainable sections:

- **DEFINITIONS:** This section will begin discussion of the current topic, and define any terms and actions discussed in the video program. This gives the leader a chance to further explain key points made in the video and to clarify any issues especially pertinent to a specific organization.
- **DISCUSSION POINTS:** Here the trainer has access to several choice questions to bring about discussion that may both help understanding of the current topic and bring up questions that may further more advanced discussions.
- **SECTION QUIZ:** Each section will have its own short **Quiz** for participants (found in the **Reproducible Materials** section for reproduction before training). This short quiz asks questions pertinent to each section. The trainer has the option of addressing individual questions and answers with the participants, discussing the entire **Quiz**, or collecting them all at the end of the Training Session for further perusal. The answers to the **Quiz** may give the Trainer a better idea of how individuals understand each section of the program.

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## ABOUT REPRODUCIBLE MATERIALS

**Reproducible materials included with this program:**

### **1. Pre-Assessment Evaluation**

The Pre-Assessment Evaluation is designed to see how the participants understand and think about diversity in the workplace before training. This can be a valuable tool for both the trainer and the participant, as answers may be quite different after the training session. Any questions still answered unsatisfactorily after the training session may indicate that an individual may need further explanation or training on a particular topic.

### **2. Section Quizzes**

Each section of **Diversity: Face to Face** has an accompanying **Quiz** that is tailored to that section. Each **Quiz** has a short set of questions that relate to the section in the video. The **Answer Master Key** to each **Quiz** is included in this **Facilitator's Guide**.

### **3. Role-Playing Scenarios**

For each section in the program, a series of **Role-Playing Scenarios** is included that gives participants the opportunity to see how they would react in a hypothetical scenario that illustrates issues introduced in the individual sections.

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## TRAINING SETUP

The **Diversity: Face to Face** program is designed to be about 2 to 2.5 hours of training. However, it is up to you how you would like to use the program. You may simply watch the program and discuss the issues brought up, watch the program and use some of the included materials, or follow our guidelines for training using **Diversity: Face to Face**.

What follows are some simple suggestions to help make sure your training experience is successful, organized, and comfortable!

1. Secure a comfortable, well-lit room for your training session. Make sure outside noises are minimal and that the room is large enough for the amount of people you will be training.
2. Send a notice to all participants that includes the type of training, the time and place, and any pertinent information. Ask participants to arrive early. Give them contact information for you in case they have questions or comments.
3. Make sure you have seating. Small tables that seat groups of three or four are good, but any type of seating as long as there is ample space is fine.
4. Place pens, pencils, and notepads on tables.
5. Have pre-printed copies of any or all **Reproducible Materials** (quizzes, assessments, etc.) on hand. Don't forget to print more than you need. It's better to have more than to run out!
6. If you are using the PowerPoint presentation, make sure you have the proper equipment ready and tested beforehand.
7. Before training begins, please make sure your and everyone else's cell phones and beepers are off!



## This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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## **SUGGESTED TRAINING SCHEDULE I (2 to 2.5 hours)**

Training with **Diversity: Face to Face** couldn't be easier! The program uses four sections—**stereotypes**, **similarities**, **unity**, and **benefits**—to train diversity. Here's a suggested 2 to 2.5 hour training schedule:

First, introduce yourself and the nature of the training session.

1. Administer the **Pre-Assessment Evaluation**.
2. Watch the video.
3. Each section comes with a **Quiz** and **Discussion Points**. After you've watched the program, simply have participants take the **Quiz**, "grade" the quiz by giving the answers, then discuss the **Discussion Points**. Repeat for each section.
4. When you complete that, revisit the **Pre-Assessment Evaluation** and discuss how answers changed after watching the program and discussing the issues.
5. Then gather into groups or participate individually using the **Role-Playing Scenarios**. Have individuals act them out, or ask the entire group to write down their answers!

That's it, you're done! Congratulations on a fulfilling and educational training session!

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## SUGGESTED TRAINING SCHEDULE II (3 to 4 hours)

For more adventurous trainers, you may use the following schedule, which is more of a “stop and start” training schedule. The following will usually result in a longer training session, around 3 to 4 hours.

(Please note that this schedule is just one way to train using **Diversity: Face to Face**, and that many trainers will feel comfortable using the program and its components in many different ways! Remember, too, that the times assigned to each training section are approximate and will depend on how much discussion is generated or allowed at the time.)

1. Begin the PowerPoint Presentation and let it remain on slide **1**, the title of the video. Introduce yourself, the title of the training session, and what the participants should expect to learn during the course of the training *Diversity: Face to Face*. 5 minutes.
2. Administer the **Pre-Assessment Evaluation** (Reproducible pages **4–7**) and collect after 15 minutes.
3. Move PowerPoint Presentation to slide **2**. Begin to watch the video program, *Diversity: Face to Face: Stereotypes*.
4. After **Stereotypes: The Person, Not the Group** ends.
  - a. Move PowerPoint Presentation to slide **3**. Begin discussion of **Definitions** (page **13** of this guide). 10 minutes.
  - b. Move PowerPoint Presentation to slides **4** and **5**. Begin **Discussion points** (pages **14** and **15** of this guide). 20 minutes.
  - c. Administer **Stereotype Quiz** (Reproducible page **8**). 10 minutes.
5. Move PowerPoint Presentation to slide **6**. Begin to watch the video program, *Diversity: Face to Face: Similarities*.

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- a. Move PowerPoint Presentation to slide **7**. Begin discussion of **Definitions** (page **16** of this guide). 10 minutes.
  - b. Move PowerPoint Presentation to slides **8** and **9**. Begin **Discussion points** (pages **17** and **18** of this guide). 20 minutes.
  - c. Administer **Similarities Quiz** (Reproducible page **9**). 10 minutes.
6. Move PowerPoint Presentation to slide **10**. Begin to watch the video program, *Diversity: Face to Face: Unity*.
  - a. Move PowerPoint Presentation to slide **11**. Begin discussion of **Definitions** (page **19** of this guide). 10 minutes.
  - b. Move PowerPoint Presentation to slides **12** and **13**. Begin **Discussion points** (pages **20** and **21** of this guide). 20 minutes.
  - c. Administer **Unity Quiz** (Reproducible page **10**). 10 minutes.
7. Move PowerPoint Presentation to slide **14**. Begin to watch the video program, *Diversity: Face to Face: Benefits*.
  - a. Move PowerPoint Presentation to slide **15**. Begin discussion of **Definitions** (page **22** of this guide). 15 minutes.
  - b. Move PowerPoint Presentation to slides **16** and **17**, as you finish each page. Begin **Discussion points** (page **23** and **24** of this guide). 15 minutes.
  - c. Administer **Benefits Quiz** (Reproducible page **11**). 10 minutes.
8. Move PowerPoint Presentation to slide 18 for the duration of training.
9. Revisit the **Pre-Assessment Evaluation**. Take time to discuss the answers participants gave originally on this assessment. Go over the answers and let participants observe why they chose the answers they did, and what they would change now after going through training. 15 minutes.

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10. Use **Role-Playing Scenarios** to further discuss each scenario point from the video (Reproducible pages **12** to **19**). Have participants form teams of two and play the roles of the characters in the scenarios. Listen in and actively participate in how the roles are played. Alternately, the trainer may have selected or voluntary participants play the roles in select scenarios. 20 minutes.

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## **STEREOTYPE: THE PERSON, NOT THE GROUP**

### **DEFINITION: STEREOTYPES**

So what is a stereotype? *The American Heritage New Dictionary of Cultural Literacy* defines it as such:

**A too-simple and therefore distorted image of a group, such as “Football players are stupid” or “The English are cold and unfriendly people.”**

and this:

**A generalization, usually exaggerated or oversimplified and often offensive, that is used to describe or distinguish a group.**

*Those definitions make sense. A stereotype is usually a negative idea or assumption that one applies to an entire group, and therefore, to any individual that may belong to that group, often relating to gender, age, ethnicity, physical appearance, regionalism, or characteristic that can be grouped together. They can be negative such as “women can’t drive” or they can sound positive, as in “Asians are good at math.” Either way, they are offensive.*

**STEREOTYPE: THE PERSON, NOT THE GROUP**

**DISCUSSION POINTS**

- 1. What are some examples of stereotypes that people encounter every day?**

At this point, lead discussion by asking trainees to participate. Without making anyone uncomfortable, try to bring up stereotypes that may apply to the group. Also bring up lesser known or less thought of stereotypes, such as regionalism, political identities, appearances, or perceived income level (income/class discrepancies).

- 2. Why do stereotypes exist? Where did they come from and why are they so persistent, even when we know they cannot possibly be true?**

This is a good place to point out that even if certain people act in a way that may be stereotypical, they statistically cannot represent the group to which they belong. For example, if an individual says something like “Every single \_\_\_\_\_ I’ve met was (or acted a certain way) \_\_\_\_\_, which proves that the stereotype is true,” you can point out that even if he or she personally knew hundreds of people of that group, there would probably be millions more that the individual had never met.

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### **3. From personal experience, how does it feel to be judged by a group stereotype rather than as an individual?**

At this point, many stereotypes should have been discussed. If participants wish, they may share how it feels to be judged by the group stereotype rather than as themselves. Take this opportunity to discuss how marginalized and unfair it is to judge someone like this. Try to actively engage the participants.

Ask participants if they remember any repercussions of the use of stereotyping to make someone feel different or left out. Discuss how being judged by a stereotype can affect the quality of work, life, and happiness.

### **4. Are stereotypes ever “true”? Is there any case where describing someone using a stereotype is acceptable?**

Again, this is a great time to bring up such sayings as “He’s just your average Joe” or “She’s a soccer mom.” This opens up great discussion about stereotypes that seem positive, such as “men are so great at fixing things” and “Asian people are such a model minority.” Even positive stereotypes are bad because they never automatically apply to an individual. They are a generality about a *group*.

Another aspect of stereotyping is perception. Ask participants about their perceptions of others who are different from them. Do participants automatically judge others when they first meet them? Do they judge strangers out of anger or frustration, as with a slow driver who happens to be a woman or perhaps Middle Eastern?



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## **SIMILARITIES: WHAT WE HAVE IN COMMON**

### **DEFINITION: SIMILARITIES**

So what do we mean when we use the term similarities, in the context of a diverse workplace? *The Merriam-Webster Dictionary* defines it as such:

**Having characteristics in common or alike in substance or essentials**

and *The Random House Dictionary* describes it as this:

**An aspect, trait, or feature like or resembling another or another's**

Sounds pretty wide open, doesn't it? It should! Anything, and we mean anything, can be a similarity, something we have in common that could help us to get to know one another, or at the very least, show that we are not completely different. It could be the things we collect, the music we enjoy, the values or beliefs we share, or it could be shared experiences such as coming from the same region or state, growing up with one parent, in the city versus the country. The list goes on forever. And, when it seems like some people really do have nothing in common, there you go: they have *nothing* in common. That's something they have in common right there!

**SIMILARITIES: WHAT WE HAVE IN COMMON**

**DISCUSSION POINTS**

**1. Name some similarities perhaps everyone in the room shares.**

This is a good time to introduce the basics of similarities and allow the participants to start to see what they, as a group of individuals, have in common with each other. Start with the basics. Perhaps remind them that a) they're all humans, b) they are men or women, and c) they all belong to a certain generation!

You may want to go around the group and ask individuals to say something about themselves that "sets them apart" from the group, and then see if anyone else shares that. If not, keep note of that person and see if he or she has had a shared experience with someone else, and be sure to point it out.

**2. And why are differences also important?**

This is a fine point, because we expect and want differences in a diverse workplace. The point here is that differences can be shared to help us grow. They let us learn! Also, differences are important because if everyone thought the same, there would be no place for new ideas, creating "groupthink."

### **3. In what ways can differences create exclusion in the workplace?**

Bluntly, some people who are different may be excluded in some ways. This can happen for many reasons. It could be anything, from sexual orientation, ethnicity, age, or any other thing that may set that person apart from another. Stress that in the workplace, personal biases must be left at the door. There is no room for prejudice in a work environment because it is counterproductive as opposed to productive! It can also lead to such things as lower employee retention and company morale.

### **4. How does one find similarities with others in a workplace?**

This is important because we all tend to judge others based on what we first see and hear, or what we hear about that person from others. You may never get to know someone if your first impression is negative. When you introduce people at work, find out as much about them as you can, and with permission, mention their likes and interests, such as “Hello, this is John, our new employee. He’s a pretty well-rounded guy who enjoys reading, volunteer work, cooking Italian food, what else John?” That helps oil the wheels to find more similarities.

You may also make the effort to approach coworkers whom you don’t know well, or perhaps have judged harshly, and begin a discussion about similarities, like “Hi, Marcia, we haven’t spoken much, but I’d love to have lunch and get to know you better. I heard you have a garden!” And then take it from there.

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## UNITY: COMING TOGETHER

### DEFINITION: UNITY

Unity. So what does that really mean? *The Merriam-Webster Dictionary* has this to say:

**A totality of related parts or an entity that is a complex or systematic whole**

and this from *Encarta* explains it well:

**Something whole: something whole or complete formed by combining or joining separate things or entities**

and

**A harmony of opinion, interest, or feeling**

*Unity is not a point where everyone thinks and feels the same way, but a harmony of separate parts that work together, well, harmoniously!* Notice that the last definition says a “harmony of opinion, interest, or feeling.” A unified workplace is one where coworkers respect each other, and treat each other with dignity. Even if there are ethical disagreements or just plain negative biases, with unity, we do not act on them. That’s what unity means!

## UNITY: COMING TOGETHER

### DISCUSSION POINTS

1. **In what ways can we as individuals help make our workplaces more unified?**

Try to lead the discussion toward workable ways in which to unify a workplace. Examples include: company events that are all inclusive (for example, making sure everyone has access and would feel comfortable), monthly or weekly office-wide meetings that include everyone, from every level in the company, for updates and suggestions. There are many opportunities, so let participants come up with their own unique ways they feel they could unify their workplace!

2. **How does unity affect individual relations?**

Some people may believe that unity is something that may need to be worked on by upper management. But every single relationship is a crucial part of overall unity. The relationship between each and every individual plays a part in unity; if one person is left out, then there is still work to be done. If there are rival groups, or staff members who are disrespectful then unity is only partial. We must be sure to treat each other with respect and dignity at all times! Remember, unity is a goal we are always trying to maintain!

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### **3. How have you ever helped unify a team? Conversely, have you ever been excluded from a team or workplace?**

At this point, you may wish to open the discussion to the floor and let participants tell their own stories. Remind them of parties, company events, anything where they or someone they know were left out.

Ask about specific occasions when they as individuals helped unify the workplace. Perhaps they helped a new employee feel more welcomed? Maybe someone found interests they had in common with another person and helped him or her to do a better job?

### **4. How have recognizing stereotypes and stopping them helped unify your team? How have similarities you have found with others helped unify your team?**

Now's the time to go back and reintroduce stereotypes and similarities, and reiterate their importance to a unified workplace. We've all either been the victim of stereotyping or victimized others, sometimes without even knowing it. At this point, participants' memories have probably been jogged enough so that they remember situations where stopping stereotypes (or at least experiencing them) affected a unified team.

Discuss how finding similarities with others helped unify the team or the workplace. Try to draw on similarities with the video portion of the program to help participants remember their own situations!

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## **BENEFITS: THE GOOD THAT WILL COME**

### **DEFINITION: BENEFITS**

We all know what benefits are. *The Free Dictionary* has this to say:

#### **Something that promotes or enhances well-being; an advantage**

*Who wouldn't want something that promotes or enhances well-being? The benefits of our diverse workplaces are many, and by being able to recognize stereotypes, point them out, and either stop them or remove yourself from the behavior is a great first step. As far as advantages go, they, too, are plentiful, from worker retention to a happier more productive workplace. A harmonious workplace where people treat each other with dignity and respect is a huge benefit in itself!*

**BENEFITS: THE GOOD THAT WILL COME**

**DISCUSSION POINTS**

- 1. What are some of the benefits a diverse workplace can have as a whole?**

Here discussion should be directed toward overall benefits, as illustrated in the program, such as worker retention, happier workplaces, more respect and diversity, global competition, and better relations among coworkers. Try to show that respect and dignity are fundamentals in a workplace, and are especially important in diverse workplaces.

- 2. How could your contribution to the team be considered a benefit?**

Point out that one unhappy employee can ultimately affect many more people in the organization. The point of this question is to have participants understand that individually they play a very large part in the emotional health of the workplace, and it is their responsibility to try to promote equality and respect in order for the organization to achieve the most benefits from its diversity.

Ask individuals to discuss their role in the company, if they like, and share specifically what they do to make the work experience better!



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### **3. What benefits do you personally get from a diverse workplace?**

As individuals, we receive benefits of a diverse workplace every day!

Invite discussion about how diversity has helped their work, their attitudes, productivity, anything related positively to diversity. Have they learned things about interesting new cultures? Have they become more culturally aware and sensitive to others? Have they received new ideas or new ways at looking at problems or issues because of diversity? Let the participants lead the discussion if possible!

### **4. What can you do in the future to promote a more respectful and dignified workplace?**

At this point, you'll want to wrap up the discussion based on the section questions. Here is where you'll let the participants show you what they've learned from the previous training they've received! Quickly go through an overview of the entire program's titles—stereotypes, similarities, unity, and benefits—and let the participants individually or as a group tell you how they would create a more respectful and positive diverse workplace!

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## STEREOTYPE QUIZ

1. What stereotype is implied when the two women take their purses with them when they leave the office?

*That African Americans are thieves and will steal from you.*

2. Is the way you grew up and were taught a valid excuse for stereotyping someone?

*No. That is not a valid reason for treating someone differently based on biases.*

3. What should you do if you stereotype someone to help the situation?

*You should always apologize and try to rectify the situation. Learn why you made the mistake you did.*

4. What stereotype is implied against the young woman who loses an account? What is an example of a positive stereotype?

*That women aren't as capable as men. And that the gay man is immoral and/or ethically unacceptable. Positive stereotypes include Asians are good at math or that African Americans are good at sports.*

5. If someone behaves stereotypically, is that the whole person?

*No. People are way too complicated to be defined by single incidents or behaviors.*

6. What should you do if you encounter someone stereotyping another person?

*Point out the stereotype and why it is wrong. Stop the behavior if you can. Leave if the behavior won't stop.*

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## SIMILARITIES QUIZ

1. Initially, what did the two men in the elevator have in common?

*Nothing. They had nothing in common. They taught each other many things. So even if we have nothing in common, we at least have that.*

2. As human beings, what do we all have in common?

*Our emotions, pain, hunger, happiness, thirst, sadness. We also have the ability to apologize and to mean it.*

3. Although the woman and the gay man have differences, what is their workplace relationship built upon now?

*Their relationship is based on treating each other with mutual respect and dignity.*

4. Are we capable of changing our attitudes and opinions? Are there times when we should?

*Absolutely, yes. And as we grow through our lives, we may find our ideas and attitudes challenged to the point where we change for the better.*

5. Was the woman who was trying to help the physically disabled woman doing something wrong?

*No and yes. She was using a positive stereotype in a negative way. But her intentions were good.*

6. What should we seek out with other people?

*Positive similarities instead of negative differences.*

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## UNITY QUIZ

1. Why was the mandatory picnic at the water park such a bad idea?

*It did not take other people into consideration, especially the diverse nature of the workers.*

2. Why did the company begin having different types of holiday parties?

*It realized some coworkers celebrated different types of holidays, so it accommodated them during the holiday season too.*

3. Why was the man not invited to the party offended and hurt?

*Because he felt that his manager considered his job too menial for him to be part of the team.*

4. Can people be included all the time? Should you try to be inclusive all the time?

*No they can't, but you should include others whenever possible.*

5. By what criteria should you never exclude others?

*By using biases or prejudices. That is wrong. People at work should always be treated with respect and dignity.*

6. Is it important to help people feel wanted or needed at work?

*Absolutely. It is very important for us all to feel wanted on the team.*

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## BENEFITS QUIZ

1. Why was the young woman cut from the team, and how did that affect the older woman and sales?

*Because the older woman worried her “urban/Southern” accent would affect sales. She was proven wrong when sales went down after she lost her.*

2. Are we all, as individuals, part of diversity?

*Yes, each of us, no matter our age, ethnicity, or anything, are a part of diversity.*

3. What is “groupthink,” and what role does diversity play in it?

*“Groupthink” is a mindset wherein all participants think the same way. Diversity breaks it up by offering new and fresh perspectives and ideas.*

4. What about ourselves can be our “strengths”?

*Our differences! Our differences can often be our strengths.*

5. What are the benefits of a diverse workplace?

*Too many to list, but some are: a happier work environment, better productivity, more diverse ideas, preparedness for a global economy, and much more.*

6. How should we treat all coworkers, and expect to be treated ourselves?

*With respect and dignity, always.*

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