

Managing Diversity

Media Type: Video
Duration: 50 minutes

Goal: To define diversity, illustrate challenges of managing diversity and provide skills to effectively communicate with a diverse population.

Description: Skills to effectively communicate with a diverse population are becoming increasingly important in today's society. This presentation provides the definition of diversity, identifies the role of culture, and presents the benefits and challenges of managing diversity. Experts from various organizations provide advice on effectively communicating with racial, ethnic, gender, age and ability diverse populations.

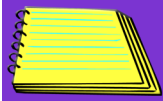
Objectives:

1. To define diversity.
2. To analyze the role of culture.
3. To investigate the benefits and challenges of managing diversity.
4. To learn the skills of effectively communicating with racial, ethnic, gender, age and ability diverse populations.

Horizontal Alignment

Core-Subject Area	Foundation Concept	Basic Understanding
Math	<i>Logical Skills</i>	reasoning; patterns; problem solving
Language Arts	<i>Application of Writing Skills</i>	informative writing; organizing logical arguments; brainstorming; enhancing grammatical mechanics; vocabulary enhancement
	<i>Analysis of Text, Literature, and Information</i>	developing listening and comprehension skills, creating visual representations
	<i>Technology Applications in Literature</i>	utilizing document and presentation processing software
Social Studies	<i>Impacts of History, Government, and Economics</i>	describe cause/effect relationships
Science	<i>Scientific Thinking and Investigating</i>	critical thinking; real-world investigations and applications; evaluating conclusions

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Lesson Plan

Class 1: Begin the class by distributing the *Managing Diversity Vocabulary Handout* and the *Worksheet* for students to use as reference materials. Show the *Defining Diversity* and *Understanding Culture* segments. Complete the *Group Diversity Activity*. Instruct students to begin the *Learning About Your Culture Project*. Students will present the project in Class 5.



11 min.

Class 2: Show the *Race & Ethnic Diversity* and *Gender Diversity* segments. Reminds students to use the *Vocabulary Handout* and the *Worksheet* as references. Instruct students to complete the *First Impression Activity*. Provide students with instructions for the *Unfamiliar Places Project* and *Diversity Laws Project*. Allow students to choose one project to work on at home. Inform students their project is due in Class 7.



19 min.

Class 3: Show the *Age Diversity* and *Ability & Diversity* segments. Reminds students to use the *Vocabulary Handout* and *Worksheet* as references. Instruct students to complete the *What Will You Do? Activity*. Allow time for students to work on their projects.



13 min.

Class 4: Show the *Diversity in the Workplace* segment. Reminds students to use the *Vocabulary Handout* and the *Worksheet* as references. Distribute *Inequities Activity* and allow the remainder of class time for work. Assign *The Needs & Benefits of a Diverse Workforce Activity* for homework.



7 min.

Class 5: Allow time for students to present the *Learning About Your Culture Project*.

Class 6: Distribute the *Diversity Case Study Activity* and allow the remainder of class time for work.

Class 7: Ask students to complete the *Word Search* and the *Assessment*. Ask



Lesson Links

Entrepreneurship.org

- <http://www.entrepreneurship.org>

Entrepreneur

- <http://www.entrepreneur.com>

Business Week—Small Business



Career & Technical Student Organizations

BPA

- Entrepreneurship
- Small Business Management Team

FBLA

- Business Plan
- Entrepreneurship
- Future Business Leader

DECA

- Entrepreneurship Written



Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50507 Stephanie Pepper, Family Services Director, Marco Island YMCA
- iCEV50519, Kandice Kelly, National Director/ Founder, Girls Self-Esteem Program
- iCEV50349 Holly Burkhalter, Vice President of Government Relations, International Justice Mission

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Lab Activities

Group Diversity

Directions:

Divide students into groups of four or five. Students will discuss the similarities and differences among group members such as gender, race, ethnicity, religion and social group. Ask students to indicate which of these personal characteristics belong to primary or secondary dimensions. Students will share the group diversity information with the class.

First Impression

Directions:

Distribute the *First Impression Student Activity Sheet*. Ask students to write down two or three adjectives related to each diversity group listed on the student activity sheet. Tell students to write down their first thoughts, positive or negative. Reveal the most commonly mentioned stereotypes of each diversity group. Encourage students to look for solutions to counteract these stereotypes. See the *First Impression Teacher Instruction Sheet* for more information.

What Will You Do?

Directions:

Divide students into groups of three or four. Using the *Teacher Instruction Sheet*, assign each group a diversity challenge. Allow time for students to discuss how to handle the assigned situation. Ask each group to write down a strategy to solve the diversity challenge and present it to the class.

Inequities

Directions:

For this *Activity*, students will explain how to address the provided situations of either real or perceived inequity in the workplace. Students should provide an explanation of how to properly prevent the inequities, come to a solution or provide an example of a better way to handle the situation.

Needs and Benefits of a Diverse Workforce

Directions:

For this *Activity*, students will research the need for and benefits of a diverse workforce. Students should provide at least three examples of needs and three examples of benefits in the space provided. Students should make sure to list who benefits and describe what a workplace would be like if the need is not met.

Diversity Case Study

Directions:

Divide the class into groups of two or three. Using the Internet, library or any other available resources, groups will research several contemporary cases addressing recruiting, downsizing and diversity. Groups should provide at least four case examples for each of the topics listed and provide an explanations of what happened during the case as well



Projects

Unfamiliar Places

Directions:

Ask students to conduct research on an unfamiliar place they find interesting, such as a senior citizen's center or a school for children with special needs. Students will write a report about the place and explain why the place was chosen, how the place is different from the environment they are used to, and how the student would feel and interact with the people there. Extra credit may be made available for students who actually visit the place.

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Projects

Diversity Laws

Directions:

Ask students to conduct research about how laws and legislations promote diversity in the United States. Students will write a report to describe important diversity laws and their achievements. Ask students to use statistics to support their findings.

Learning About Your Culture

Directions:

Divide students into groups of three or four. Ask students to further research Geert Hofstede's Cultural Onion theory. Each group member will list an example of a symbol, hero, ritual and value of his or her own culture. Ask students to prepare a Microsoft® PowerPoint® presentation to compare the similarities and differences among the cultures of each group member.