

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.



College & Career Readiness Anchor Standards for Reading

Reading Standards for Informational Text		
Key Ideas & Details	9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
Integration of Knowledge & Ideas	9-10.7	Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
	11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

College & Career Readiness Anchor Standards for Language

Language Standards		
Conventions of Standard English	9-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	9-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	9-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
	9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
Vocabulary Acquisition & Use	9-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	9-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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College & Career Readiness Anchor Standards for Speaking and Listening

Speaking & Listening Standards		
Comprehension & Collaboration	9-10.1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	11-12.1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Presentation of Knowledge & Ideas	9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
	9-12.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
	11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

College & Career Readiness Anchor Standards for Writing

Writing Standards		
Text Types & Purposes	9-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
	9-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Production & Distribution of Writing	9-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	9-12.7	Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Research to Build & Present Knowledge	9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
	9-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Business Management & Administration Career Cluster (BM)

Cluster	Standard
	Describe laws, rules and regulations as they apply to effective business operations.
Human Resources Management Career Pathway (BM-HR)	Describe and follow laws and regulations affecting human resource operations.
	Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.
	Plan, monitor and manage day-to-day business activities to foster a healthy and safe work environment.

Human Services Career Cluster (HU)

Cluster	Standard
	Use effective communication with human services clients and their families.
	Demonstrate ethical and legal conduct in human services settings.

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Lesson Plan

Hand out or have students access the *Action Plan*. The *Action Plan* provides a list of tasks for students to perform to complete the lesson.

 **5 min.**
Class 1: Begin class by distributing the *Managing Diversity Vocabulary Handout* and the *Worksheet* for students to use as reference materials. Show the *Defining Diversity* segment. Students should complete the corresponding *Assessments*. Students should begin the *Group Diversity Activity*. Instruct students to begin the *Learning About Your Culture Project* as homework.

 **6 min.**
Class 2: Remind students to continue using the *Vocabulary Handout* as reference materials. Show the *Understanding Culture* segments. Students should complete the corresponding *Assessment*. Students should continue working on their *Activities/Projects*.

 **9 min.**
Class 3: Remind students to use the *Vocabulary Handout* and the *Worksheet* as references. Show the *Race & Ethnic Diversity* segment. Students should complete the corresponding *Assessment*. Instruct students to begin 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.

Class 4: Share the results from the *First Impression Activity* with the class. Groups should share their findings from the *Group Diversity Activity* with the class. Allow any remaining time for students to work on their *Projects*.

 **10 min.**
Class 5: Remind students to use the *Vocabulary Handout* and the *Worksheet* as references. Show the *Gender Diversity* segment. Students should complete the corresponding *Assessment*. Allow the remainder of the class for students to work on their *Projects/Activities*.

Class 6: Remind students to use the *Vocabulary Handout* and *Worksheet* as references. Show the *Age Diversity* segment. Students should complete the corresponding *Assessment*. Instruct students to begin the *What Will You Do? Activity*.

 **6 min.**
Class 7: Remind students to use the *Vocabulary Handout* and *Worksheet* as references. Show the *Ability & Diversity* segment. Students should complete the corresponding *Assessment*. Allow time for students to work on their *Activities/Projects*.

 **7 min.**
Class 8: Remind students to use the *Vocabulary Handout* and the *Worksheet* as references. Show the *Diversity in the Workplace* segment. Students should complete the corresponding *Assessment*. Distribute *Inequities Activity* and allow the remainder of class time for work. Assign the *Needs & Benefits of a Diverse Workforce Activity* for homework.

Class 9: Allow time for students to present the *Learning About Your Culture Project*.

Class 10: Distribute the *Diversity Case Study Activity* and allow the remainder of class time for work.

Class 11: Begin class by having students complete the *Word Search*. Students should complete the *Managing Diversity Final Assessment* and turn in all completed *Projects/Activities* before the end of class.



Entrepreneurship.org

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

Entrepreneur

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

Business Week—Small Business

- <http://www.businessweek.com/small-business>

Managing Diversity



BPA

- Entrepreneurship
- Small Business Management Team

FBLA

- Business Plan
- Entrepreneurship
- Future Business Leader

DECA

- Entrepreneurship Written
- Entrepreneurship Participating



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 *Activity*. Ask students to write down two or three adjectives related to each diversity group listed on the 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 *Teacher Instruction Sheet* for more information.

What Will You Do?

Directions:

Divide students into six groups and assign each 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 explanation of what happened during the case as well as the outcome of each. If a case can be used as an example for all three make sure students write it in each individual topic. Groups should attach a citation sheet listing all sources used.



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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Projects

Unfamiliar Places

Directions:

Students will 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.

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.