

VII. DIVERSITY OF LEADERSHIP



*No leaders surveying the world scene today
can doubt that the achievement
of wholeness incorporating diversity is one
of the transcendent goals of our time,
a task for our generation worldwide.*

John W. Gardner

UNIT VII: DIVERSITY OF LEADERSHIP

Questions for Discussion

Gender Issues:

- Do women lead differently than men?
- Can a man exhibit female leadership characteristics and vice versa?
- Do you think a female could be president of the United States? If so, what obstacles might she face?

Multicultural Leadership:

- How do variations in culture and world view affect the way people from different cultures interact in leader/ follower relationships?

Leadership for the Twenty-First Century:

- Do you think leaders from different cultures will become more alike or more different in the future?

Objectives:

- To appreciate the importance of diversity issues in leadership.
 - To examine cross-cultural leadership.
 - To understand leadership studies in a variety of contexts.
 - To prepare youth for leadership in the twenty-first century.
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The leaders of today come in all shapes and sizes. Gone is the image of a middle-aged white male behind a desk, directing his followers in an authoritarian manner. We have come to realize that leaders are distinct in regards to age, gender, race, ethnic origin, physical abilities, religious belief, sexual orientation, and other perceived differences.

Diversity means understanding and valuing the differences in each other. Leadership for the 21st Century requires us to appreciate all aspects of diversity since we are truly becoming a global community. To achieve diversity one must have increased awareness, education, and the ability to evaluate old and new information. Increased awareness is to remember that bias and assumptions are normal. Education is the process of learning about people who are different; learn with an open mind. We evaluate old and new information and decide which views to let go, and which ones to keep.

In the year 2000, 50% of the workforce will be between the ages of 35 and 54, with a median age of 40. In 1998, it was 38%.

White males in the workforce will drop to 39% by the year 2000. In 1986 they comprised 44% of the workforce.

In the year 2050, over half the U.S. population will be nonwhite. In 1990, 75% of the population was white.

Hispanics will make up the largest minority group in the United States by 2025.

Over 85% of new workforce entrants are immigrants, minorities, and women.

GENDER ISSUES IN LEADERSHIP

The Promotable Woman (the new leader of the 90s) acts out her own convictions rather than merely reacting to people and situations. She focuses on living up to her own expectations, not other people's expectations for her. She doesn't need to acquiesce passively to others' demands nor automatically rebel against them. She is her own person.

Norma Carr-Ruffino

Do women lead differently than men? This question is often presented among leadership scholars. The answer is no... and yes. Both women and men are capable of inspiring others, making decisions, resolving conflicts, and accomplishing assorted tasks. However, the manner in which they do so is different. Women and men exemplify distinct leadership styles because of their gender differences.

In the first chapter we talked about task oriented and relation oriented leaders. Numerous studies have proven that men are more likely to emerge as leaders of task groups whereas women are more likely to become leaders of interpersonal groups. This was determined by personality characteristics of males and females. Men usually display characteristics such as self-reliance, independence, assertiveness and aggressiveness. These are skills that are required in a task group, or any type of group which the main focus is the accomplishment of the task, or goal. On the other hand, women exemplify characteristics such as enthusiasm, loyalty, sensitivity and tenderness. Traits such as these are essential in leaders of interpersonal groups. Therefore, more women than men are relation oriented leaders.



Leadership Styles: Women vs. Men

Women

- Concerned with interpersonal relationships (oriented toward cooperation, teamwork)
- Concerned with task accomplishment
- More democratic or participative style
- Think more holistically
- Tendency to share
- Reflect on decisions; weigh outcomes and options before moving to action

Men

- Less concerned with interpersonal relationships
- More concerned with task accomplishment
- More autocratic or directive style
- Think more analytically
- More individualistic
- Emphasize action instead of reflection



Women derive satisfaction and success from building relationships with followers, having control of their own destiny, and doing something they consider worthwhile.

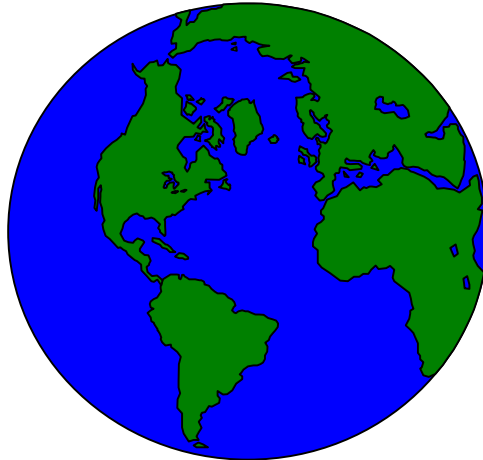


Men describe success in terms of gaining self-satisfaction for a job well done and achieving desired goals.

CULTURAL DIVERSITY

Every one of us has culture. Culture is what distinguishes you from your neighbor. Culture gives us identity. Culture can be determined by your ethnicity, your race, your community, and your peers. Therefore, we are all culturally diverse people. According to Nancy Adler, *Our ways of thinking, feeling, and behaving as human beings are neither random nor haphazard but rather are profoundly influenced by our cultural heritage. Until we leave our community, we often remain oblivious to the dynamics of our shared culture. As we come into contact with people from other cultures, we become aware of our uniqueness and begin to appreciate our differences.*

As a leader you must be aware of your own culture as well the cultures of your followers. By keeping an open mind and exposing yourself to different cultures you will attain a heightened level of multi-cultural awareness.



Globalization and multiculturalism are becoming important influences on the practice of leadership. By exploring global perspectives and human diversity, leaders can become more effective in reaching their followers in today's increasingly diverse world. By exposing themselves to different cultures and beliefs, today's leaders can better understand the origins of one's viewpoints and become more sensitive to the cultural needs of that individual. As they become more knowledgeable about the different cultures of the world, they gain the skills necessary to build stronger relationships with their followers. With an increasingly diverse society, leaders must learn to communicate more efficiently in order to reach a goal, share a vision, or form a cohesive group. This section is simply an introduction to various cultural societies found in the US. We encourage you to continue learning about different cultures not only within the US, but throughout the world as well.

Contexts of Diversity

Diversity: means differences. The term is used more broadly, to describe the process of organizational change designed to create a supportive environment in which everyone can perform to his/her full potential. In this sense, "valuing diversity" means actively valuing different backgrounds and perspectives; fostering teamwork and cooperation, both within the organization and between it and external entities and individuals with shared missions or project objectives; and recognizing and fully using the skills and talents of everyone associated with the organization. Diversity means working toward an organization or a society in which no one is advantaged or disadvantaged due to cultural heritage or certain unchangeable characteristics.

Culture: the values, customs, norms, and beliefs shared by a group within a particular society. Cultures can be described in a variety of ways, including race diversity, gender diversity, ethnic diversity, and family structure. However, these descriptions alone do not provide the basis on which thoughts, attitudes, and/or behaviors are formed. Rather, they are part of an ongoing process when connected to observation and interaction.

Multiculturalism: the belief that a variety of cultures need to be in existence for individuals of one society to learn about another society. Everyone can be recognized as having a uniqueness that is valuable to a given community. Becoming a multicultural community means accepting and valuing cultural diversity.

Multicultural Competence: going beyond being aware of cultural differences and being sensitive to them, respecting and valuing diversity. It requires translating this knowledge into action. Cultural competence means demonstrating the capacity - the knowledge, understanding, and skills - to interact effectively with culturally diverse people, recognizing and integrating aspects of their culture into your interactions with them. A culturally competent person interacts with others in ways that are comfortable and appropriate for them, rather than always expecting others to adjust their behavior.

Within any given culture, various settings (homes, schools, businesses, etc.) tend to be similar. However, between cultures, those same settings are distinctively different. As we move to an increasingly global society, it is important to understand and respect those differences in order to foster a cooperative and multicultural atmosphere. The first step is to gain an understanding of the leadership styles of other cultures.

Studying Different Cultures

It is always better to understand a new environment's culture and values before entering it. A new environment can be:

- ◆ Going to a new school or college
- ◆ Meeting a new friend
- ◆ Starting a new job
- ◆ Moving from New York to California
- ◆ Traveling or conducting business in a foreign country

The following is a sampling of the types of cultures and leadership styles that you might come across in North America:

HISPANIC SOCIETY

Personal and Societal Values

- ◆ Family or group takes precedence over the needs of the individual
- ◆ Cooperative environment
- ◆ When working in groups, not all members are expected to do their equal share
- ◆ The good of the whole is often more important than the individual's needs
- ◆ Present time is valued more than the future; short-term goals rather than long-term goals are emphasized; not time dependent
- ◆ Formal communication styles
- ◆ Respect valued
- ◆ Affectionate
- ◆ Polite
- ◆ Importance of family, interpersonal relationships
- ◆ Conformity
- ◆ Social status valued

Famous Latinos

- ◆ Dr. Antonia Coella Novello, native of Puerto Rico and 1st Hispanic and 1st female US Surgeon General
- ◆ Carlos Romero-Barceló, 1st former governor of Puerto Rico to serve in Congress
- ◆ Antonia Pantoja
- ◆ Aida Alvarez
- ◆ Henry Cisneros

ASIAN SOCIETY

Personal Values

- ◆ Hard work
- ◆ Respect for learning
- ◆ Honesty
- ◆ Self-discipline
- ◆ Self-reliance

Societal Values

- ◆ Orderly society
- ◆ Harmony; maintenance of good interpersonal relations
- ◆ Openness to new ideas
- ◆ Respect for authority
- ◆ Business based on relationships between individuals
- ◆ Group participation and integration of knowledge
- ◆ High level of productivity
- ◆ Less concern for individual
- ◆ Centralized decision-making

"Do not seek to follow in the footsteps of the men of old, seek what they sought."

- Basho

AFRICAN AMERICAN SOCIETY

Leadership qualities and values

- ◆ Effectiveness - offering clear and creative solutions
- ◆ Persistence - continuing to improve situations
- ◆ Courage - challenging existing solutions
- ◆ Focus - identify and remain fixed on goals and ideals
- ◆ Faith - keep moving forward, even when faced with certain defeat
- ◆ Religion based goals

NATIVE AMERICAN SOCIETY

Traditional American Indian values and culture have been handed down through the generations and continue to influence American Indian Leadership today.

Main Features of American Indian Leadership:

- ◆ Strong leaders are those with a strong spiritual core
- ◆ Leaders are servants to the community; they do not seek nor are elected to leadership positions. Those with strong traditional values and who contributed to society emerged as leaders.
- ◆ Community looks for knowledge, wisdom, skills and experience in leaders
- ◆ No one person is always a leader; many were leaders at different times and leadership is distributed among capable and respected individuals
- ◆ Leaders lead by example rather than authority or command
- ◆ Respect of all tribe members is highly valued
- ◆ Leaders are patient, take time in making decisions – they carefully consider the welfare of the tribe and future generations and do not make decisions lightly
- ◆ Different perspectives welcomed and respected in decision making process; decisions considered consensus of tribe, no debate

"When our leaders don't lead, we walk away from them. When they lead well, we stay with them... A leader is a leader as long as the people believe in him and as long as he is the best person to lead us. You can only lead as long as people will follow."

- Dan, Ojibwe Indian

AMERICAN SOCIETY

Personal Values

- ◆ Self-reliance
- ◆ Hard work
- ◆ Personal achievement
- ◆ Helping others
- ◆ Problem solving and progress
- ◆ Promptness
- ◆ Direct attitudes

Societal Values

- ◆ Freedom of expression
- ◆ Independence
- ◆ Individuality
- ◆ Action
- ◆ Thinking for oneself
- ◆ Accountability
- ◆ Time dependent

- ◆ Competitive nature
- ◆ Leaders generally seek or are elected to a position

To understand our own leadership style, it helps to compare it to other leadership styles. Using the above lists, can you think of any other values or cultural characteristics that can be added to each culture? Compare each culture and determine how they complement and/or contrast each other.

PREJUDICE AND STEREOTYPING

PREJUDICE involves negative views or beliefs about a group of people which reflect the formation of an opinion without taking time to judge fairly. Prejudices are often the result of stereotypes. (Prejudice involves beliefs.)


STEREOTYPE is a standardized and usually (but not necessarily) negative mental picture of a group of people, representing an oversimplified opinion, attitude or judgement. Stereotypes are the result of limited contact with those we perceive to be different, and are an expression of our even more limited knowledge and understanding of what they are like. Stereotypes involve generalizations.

LEADERSHIP FOR THE 21ST CENTURY

I think the ideal leader for the 21st Century will be one who creates an environment that encourages everyone in the organization to stretch their capabilities and achieve a shared vision, who gives people the confidence to run farther and faster than they ever have before, and who establishes the conditions for people to be more productive, more innovative, more creative and feel more in charge of their own lives than they ever dreamed possible.

Robert Crandall, Chairman and President of American Airlines

Commonalities of 21st Century Leaders

- 
- Broad Education
 - Unlimited Curiosity
 - Boundless Enthusiasm
 - Belief in People and Teamwork
 - Willingness to Take Risks
 - Commitment to Excellence
 - Readiness
 - Virtue
 - Vision

Global Nineties Leaders

The Traits Needed for Success

- ◆ Critical thinking, strategic planning, and adaptation to change
- ◆ The choice not to rely or depend on either the government or the corporation to “take care of them”
- ◆ Geographic mobility
- ◆ The achievement of balance among career/family/personal interests
- ◆ Reliance on better education, higher skills, mental acuity
- ◆ Affinity for non-traditional management style

"The significant problems we face cannot be solved at the same level of thinking we were at when we created them."

Albert Einstein

Leaders of today's corporations must cope with a unique set of challenges. Technological, social, and economic forces compel leaders to address these issues in order to stay ahead of the competition.

Some of these challenges include:

- Globalization of business leading to
 - cross cultural competency requirements
 - greater demands of travel
- Geographic shifts in economic power
- Growth of strategic alliances
- An accelerating avalanche of information and democratization of access to information
- Daily innovations in technology
- Changing demographics and a changing workforce
- Changing expectations of a more educated workforce
- Flattening of organizations, increased workloads and expanding skill requirements

- Hagberg Consulting Group

CLASS 22: GENDER ISSUES IN LEADERSHIP

Objectives:

- To determine the differences, if any, between the leadership styles of men and women
- To understand phrases such as “glass ceiling”, etc.
- To examine different cases of women in power

Materials Needed:

- Video, “Evita: The Woman Behind the Myth” (available from <http://www.amazon.com>)

Be Prepared to Discuss:

- “Ways Women Lead” by Judy B. Rosener
- “Would Women Lead Differently” by Virginia Schein
- “Women and Leadership” by Dayle M. Smith
- “Gender Differences in Leadership”

Activities:

- Debate on “Men are More Effective Leaders Than Women”
- Watch and discuss video on Eva Perón, “Evita: The Woman Behind the Myth” (1996)

For Next Time:

- Using the newspaper, magazines, or Internet, find information on a young leader (either from the past or present) who has made a significant contribution to society. Be prepared to present a brief biography for the next class.
- Read “Young Leaders: No Heroes Need Apply” by Heather R. McLeod

CLASS 23: YOUNG LEADERS

Objectives:

- To recognize the power of youth involved in social movements
- To examine the life of Che Guevara as a leader

Materials Needed:

- Video "El Che: Investigating a Legend" (1998)

Be Prepared to Discuss:

- Article by Heather R. McLeod, "Young Leaders: No Heroes Need Apply"
- Young Leader biographies

Activities:

- Watch the video on Che Guevara and analyze him as a leader

Web Resources:

- *Complete Biographical Information on Che Guevara* - <http://www.geocities.com/Pentagon/9744/index.htm>
- *Death of Che Declassified* - <http://www.seas.gwu.edu/nsarchive/NSAEBB/NSAEBB5>
- *Congressional Youth Leadership Council* - <http://www.cylc.org>

For Next Time:

- Read "Hispanic Representation in the U.S. Congress"
- Read "Hispanic Women Breaking New Ground Through Leadership" by Gloria Bonilla-Santiago
- Read "Ethnicity and Politics: Evidence From the Latino National Political Survey" by F.C. Garcia
- Profile of Local Latino Leaders

CLASS 24: LATINO LEADERSHIP

Objectives:

- To determine the unique styles of Latino leadership in the United States.
- To recognize key characteristics of Latino leaders
- To acknowledge the challenges faced by many Latino leaders.

Materials Needed:

- None, unless requested by students for presentations

Be Prepared to Discuss:

- Article, "Hispanic Representation in the U.S. Congress"
- Article, "Hispanic Women Breaking New Ground Through Leadership"
- Article, "Ethnicity and Politics: Evidence From the Latino National Political Survey"

Activities:

- Presentations of students' *Profile of local Latino/Hispanic leaders*.

For Next Time:

- Read "Challenging the Barriers to Opportunity" by Ann M. Morrison
- Read excerpts from Voices of Diversity: Real People Talk About Problems and Solutions in a Workplace Where Everyone is Not Alike by Renee Blank and Sandra Slipp

Web Resources:

- <http://www.ma.iup.edu/Pueblo/EIPuebloNet.html>
El Pueblo Net - This is a Pennsylvania based site dedicated to examining issues affecting the Commonwealth's Latino population in the areas of education and youth leadership. Overall, it is a great online source for Latino students.

PROFILE OF LOCAL LATINO LEADERS

Objective:

- To become familiar with Latino leaders from all sectors in your immediate community.

Directions:

1. Identify a leader in your community (from business, politics, education, community organizations, etc.)
2. Arrange a brief interview with this person and with some of his/her followers so that you have a clear idea of what type of leader he/she is.
3. Write a 1-2 page report in your journal describing why this person is a leader. Be sure to include:
 - ✓ Biographical information
 - ✓ Characteristics and traits
 - ✓ Type of leadership/ leadership style most frequently used
 - ✓ His/ Her strategy for leading others
 - ✓ His/ Her personal vision
 - ✓ His/ Her personal definition of leadership
 - ✓ Obstacles he/she had to overcome in order to attain position of leadership
4. Find out if your leader and/or his/her organization has a web page that you can check out for additional information. Be sure to include that in your report.
5. Present this information to the class using visual aids such as overheads, posters, pictures, or PowerPoint. Each presentation should last approximately 3-5 minutes.

CLASS 25: ETHNIC DIVERSITY AND LEADERSHIP

Objectives:

- To become aware of how ethnic diversity affects the leadership process.
- To explore leadership within different cultures.
- To distinguish between culture and diversity

Materials Needed:

- Paper
- Copies of Student Instructions

Be Prepared to Discuss:

- "Challenging the Barriers to Opportunity" by Ann M. Morrison
- Excerpts from Voices of Diversity: Real People Talk About Problems and Solutions in a Workplace Where Everyone is Not Alike by Renee Blank and Sandra Slipp

Activities:

- Culture as a Filter for Experience

For Next Time:

- Read "Race Matters" by Cornel West

CULTURE AS A FILTER FOR EXPERIENCE

Time Limit:

- 2 hours

Objectives:

- To explain the concept of stereotyping.
- To define and give examples related to terms used in talking about diversity.
- To understand how our reactions and behavior are conditioned by our own culture, our past experiences, cultural stereotypes, and the interactions between different cultural groups.

Directions:

Have students work in small groups. If the members are racially/ethnically diverse, make the groups diverse.

Step 1 - Diversity History

Have each person in the group think about and write down three experiences that have affected his/her attitudes about diversity or people from other groups or cultures. Then have them share. Allow 5 minutes for individual work and 15 minutes to share.

As a full group, discuss how experiences affect our values and behavior, and identify areas of diversity we need to learn more about. Ask how many people have a close personal relationship with someone who is different from them. What is the basis of this difference? How has the relationship affected their attitudes about people from the same group? Discuss the importance of personal contacts and interaction. Ask the students individually to define and differentiate the following terms: **stereotyping**, **prejudice**, **discrimination**. Discuss these definitions. Note that most people, regardless of cultural background, use stereotypes, and that we need to be aware of this tendency and its implications.

Step 2 - Situations

Assign half the groups Situation #1 and half Situation #2 in the *Student Instructions*. **Give each group only its situation to read.** Ask each student to read the assigned situation and address the questions individually. After 5 minutes, ask the groups to discuss the questions stated. Allow 20 minutes for discussion.

Now ask one group that dealt with Situation #1 to read that situation and present its discussion summary. Then ask other groups to indicate similarities and differences in their reactions and discussion.

Now ask one group that dealt with Situation #2 to read it aloud and summarize its discussion. Ask other groups to indicate the similarities and differences in their reactions and discussion. Ask for some discussion about the differences in perspective between the two groups.

Provide the following additional points if they do not come out in the discussion:

- Our reactions to other people are processed through the filter of experience.
- Fear affects our reactions.
- Even if we want to work together, cultural differences can lead to misunderstandings and miscommunication. It is very important for us to find ways to talk about these situations and work them out positively.

Definitions

Prejudice involves prejudging people without adequate information, forming negative views or beliefs about a group of people without taking the time to obtain information and judge fairly. (Prejudice involves beliefs.)

Stereotyping is sometimes considered a subset of prejudice. A stereotype is a standardized mental image that is oversimplified or based on limited experience, and then generalized to a whole group. Stereotypes are often the result of limited contact with and knowledge about those we perceive to be different, and are an expression of our even more limited understanding of what they are like. Stereotypes are often but not always negative; the concept of generalizing about a group from limited experience can be insulting regardless of the content of the stereotype.

Discrimination is behavior in which people are treated negatively because of specific cultural or diversity characteristics. (Discrimination involves behavior.)

CULTURE AS A FILTER FOR EXPERIENCE

STUDENT INSTRUCTIONS

Assignment:

- To examine how lack of contact, negative experiences, and stereotypes affect our behavior and our attitudes towards other groups.

Directions:

Once in groups, decide on roles for group members (facilitator, recorder, etc.)

Step 1 - Diversity History

- Work in groups of three. Each person should think about and write down three experiences that have affected your attitudes about diversity or people from other groups or cultures. Take 5 minutes to do this.
- Now share your experience with the other two people in your group. Spend 15 minutes sharing and discussing why these experiences were important to you. Also, think about the dimensions of diversity which seem most likely to lead to prejudice and stereotyping.

Step 2 - Situations

- Working in your groups, discuss the situation assigned to you. You have 20 minutes.

Situation #1:

You are a white woman walking alone after dark in a neighborhood you don't know very well. On the corner, leaning against the wall of a building, you see a group of four young men looking in your direction and talking quietly. They are African American.

- What would be your initial reaction?
- Would the reactions be different if they were white? If they were women? If you lived in the neighborhood?
- What if you were an African American woman? A Latina?

As you try to decide whether to walk by these young men or cross the street to avoid getting too close to them, you see a white police officer come around the corner. He looks very tall and strong.

- What would be your initial reaction?
- Would the reaction be different if the police officer were African American or Hispanic? If the officer were a woman?

Now talk more broadly about the situation and how race/ethnicity, gender, experience, and attitudes affect people's reactions to the situation. Be prepared to summarize your discussion to the full group.

Situation #2:

You are one of a group of four young African American men who have just come out of a movie. You are waiting at a corner for another friend who has promised to pick you up. He is late. You are watching for him and talking about the movie, when you notice a middle-aged white woman coming down the street. You see her look at you and stop walking.

- What would be your initial reaction?
- Would the reactions be different if you were white? If she were African American or Latino?

As you stand there, a police officer comes around the corner and comes towards you. He is big and tall and he is white.

- What would be your initial reaction?
- Would the reaction be different if the police officer were African American? Hispanic? Female?

Now talk more broadly about the situation and how race/ethnicity, gender, experience, and attitudes affect people's reactions to the situation. Be prepared to summarize your discussion to the full group.

CLASS 26: PREJUDICE AND STEREOTYPING

Objectives:

- To forge an awareness of prejudice and stereotyping in society.
- To be able to define and recognize prejudice and stereotyping.

Materials Needed:

- Copies of activity
- Paper

Be Prepared to Discuss:

- Article by Cornel West, "Race Matters"

Activities:

- Dimensions of Diversity

For Next Time:

- Read "Trends and Forecasts for the New Millennium" by Graham T.T. Molitor
- Read "Redefining Leadership for the Next Century" by Lynne Joy McFarland, Larry E. Senn, and John R. Childress

DIMENSIONS OF DIVERSITY

Time Limit:

- 1 hour

Objectives:

- To define and explain the concept of diversity.
- To identify at least ten dimensions of diversity—the characteristics by which individual and group similarities and differences are typically identified.
- To differentiate primary dimensions of diversity, which cannot be changed, from secondary dimensions, which are changeable.

Directions:

First ask students to work alone to choose and write down at least 5 nouns which best describe who they are.

Example: The facilitator should provide 5 nouns which describe him/her - for example:

Woman
Hispanic
Catholic
Teacher
Activist

They should share their lists with the group, then they should categorize the nouns, identifying the different “dimensions” represented by the kinds of nouns they picked - descriptions of race, religion, ethnicity, sex, occupation, nationality, interests, values, etc.

Now ask the groups to try to identify any other categories or dimensions they feel are important in describing and understanding the similarities and differences among people. Then they should consider the following question:

Which of these categories are **primary** or very difficult to change, and which are **secondary** or possible to change?

Ask the group to draw two concentric circles, a small one inside a larger one – and put into the small circle the primary dimensions and into the large circle the secondary dimensions. Put farthest from the center those dimensions that can most easily be changed. (For example, you can't change your race so that goes into the small circle, but you can change your occupation so that goes into the large circle.)

Have the groups report: present their pictures and discuss them. Try to generate one master list of primary and secondary dimensions.

Pass out the *Dimensions of Diversity* chart, which provides a set of primary and secondary dimensions of diversity, and discuss whether that chart includes any dimensions that weren't discussed – and whether your work identified any dimensions that aren't on the chart.

DIMENSIONS OF DIVERSITY

STUDENT INSTRUCTIONS

Assignment:

- To identify “dimensions” of diversity – the categories through which we identify others and ourselves and determine similarities and differences among individuals and groups.

Directions:

Organize into groups. Sitting in those groups, but working alone, choose and write down at least 5 nouns or phrases which you feel describe who you are and how you are similar to or different from other people or groups. Take about 5 minutes to do this.

Now share your list with your group. Go around the group listening to nouns, with one member writing the list down. Keep going around until all nouns have been reported. As a group, look at all the words used and see which ones involve similar characteristics. Categorize these nouns into the various “dimensions” represented – such as race, religion, ethnicity, sex, occupation, interests, values, etc.

Look at this list and try to identify any other categories or dimensions you feel are important in describing and understanding the similarities and differences among people and groups.

Now consider the following:

- Which of these categories are **primary** or very difficult to change, and which are **secondary** or possible to change?

Visually differentiate the primary and secondary dimensions of diversity. Draw two concentric circles, a small one inside a larger one – and put the primary dimensions into the small circle and the secondary dimensions into the large circle. Put farthest from the center those dimensions that can most easily be changed. (For example, you can't change your race so that goes into the small circle, but you can change your occupation so that goes into the large circle.) Use multiple colors or other artistic approaches as you choose.

Be prepared to share your dimensions of diversity drawing with the full group.

CLASS 27: LEADERSHIP FOR THE TWENTY-FIRST CENTURY

Objectives:

- To prepare youth for leadership positions in the twenty-first century.
- To analyze what types of leaders are needed for the “changing” global environment.
- To learn how to lead beyond borders in a multicultural setting.

Materials Needed:

- None

Be Prepared to Discuss:

- “Trends and Forecasts for the New Millenium” by Graham T.T. Molitor
- “Redefining Leadership for the Next Century” by Lynne Joy McFarland, Larry E. Senn, and John R. Childress

Activities:

- Cross Cultural Communication

CROSS CULTURAL COMMUNICATION

Objectives:

- To stress the importance of non-verbal communication
- To encourage creativity

Directions:

Have the class assemble into groups of five. They should receive a sheet of paper illustrating this scenario:

It is Monday afternoon and you have to attend a mandatory business meeting for your company. Since you work for a large international organization, there will be representatives from four other countries present. All of you are highly intelligent individuals and share a common understanding that there is a dire need to create a marketing strategy for the newest flavor of soda. Slogans, symbols and other advertising methods should be developed. However, one thing stands in your way- the language barrier. Everyone at the meeting speaks a different language and nobody is bilingual. As the meeting begins, all five of you are present, but the translators the company hired just went on strike and will not be attending the meeting. Since this meeting must go on, you must figure out a way to communicate with each other using an alternative method. A decision has to be made today regarding the marketing strategy. How would you be able to complete this task without being able to understand each other?

Instruct the class that they cannot speak during this exercise. That would defeat the purpose. They can use pens or markers and paper, or hand motions, or can even act out a slogan. Encourage them to be as creative as possible.

Skills Development:

- Non-Verbal Communication
- Conflict Resolution

WHAT DO I DO IF THEY DO NOT SPEAK MY LANGUAGE?

Verbal Behavior

- Clear, slow speech. Enunciate each word. Do not use colloquial expressions.
- Repetition. Repeat each important idea using different words to explain the same concept.
- Simple sentence. Avoid compound, long sentences.
- Active verbs. Avoid passive verbs.

Nonverbal Behavior

- Visual restatements. Use as many visual restatements as possible, such as pictures, graphs, tables, and slides.
- Gestures. Use more facial and appropriate hand gestures to emphasize the meaning of words.
- Demonstration. Act out as many themes as possible.
- Pauses. Pause more frequently.
- Summaries. Hand out written summaries of your verbal presentation.

Accurate Interpretation

- Silence. When there is a silence, wait. Do not jump in to fill the silence. The other person is probably just thinking more slowly in the nonnative language or translating.
- Intelligence. Do not equate poor grammar and mispronunciation with lack of intelligence; it is usually a sign of nonnative language use.
- Differences. If unsure, assume difference, not similarity.

Comprehension

- Understanding. Do not just assume that they understand; assume that they do not understand.
- Checking comprehension. Have colleagues repeat their understanding of the material back to you. Do not simply ask if they understand or not. Let them explain what they understand to you.

Motivation

- Encouragement. Verbally and non-verbally encourage and reinforce speaking by nonnative language participants.
- Drawing out. Explicitly draw out marginal and passive participants.
- Reinforcement. Do not embarrass novice speakers.

Adler Book