Appendix A: Reading and Assignments

Chapter Two: Diversity and Communication

NOTE: Some of the formatting was lost in the transfer of this document from Adobe Pro X to Microsoft Word. See the Sample of Student Work for a more accurate depiction of how each chapter in L180 is actually formatted.
L180 Participant
Leadership Development
Spring 2012

Enter your name below (last name, first name, middle initial):

Select your Course Liaison:

Personal Leadership Plan:
Diversity and Communication

Center for Student Leadership Development

School of Health, Physical Education and Recreation
1025 E. 7th Street
HPER 394
Bloomington, IN 47405
The information you submit within this document will be compiled with other student work and evaluated in an effort to continuously improve the student experience. All information gathered will be maintained utilizing standard confidentiality procedures, and will only be shared if compiled in such a way as to not reveal individual identity.
Leadership Knowledge I Gained This Semester

Throughout this course you will have an opportunity to read, listen, and interact with a variety of content related to seven leadership topics. These topics are distributed throughout three workbooks as follows:

Leadership and Followership
Goal Setting
Time Management
**Diversity and Communication**
Teamwork
Integrity
Achieving Balance
Imagine driving down a new street and then realize that it is a one-way street. You are going the wrong way! Generally, this means you have entered that street, and missed some of the standard cues that might identify a problem. It could be as basic as not seeing a one-way street sign. Or, realizing that there isn’t enough room for two lanes, and noticing that all the street signs are facing the opposite direction.  

Regardless, it is not a good feeling.

When we communicate without considering unknown information about an individual, it can resemble going down that one-way street without knowing you’re going the wrong way. You can guess certain traits about the individual by inferring things about them, but you may miss the subtle nuances that are important for understanding.

Every time we interact with one another we get the opportunity to gather important information about others...

- Likes and dislikes
- Personality traits
- Personal priorities
- Professional priorities
- Communication styles

*The information is limitless, and if we choose to pay attention to this information, it can provide a number of hints for you when you interact with those around you.
Definitions

Communication and Diversity in their broadest senses can encompass an entire lifetime of study. This unit serves as an introduction to both topics. Each of these areas is important, and you are encouraged to take the time to investigate them further. The better you understand the people and the cultures in which you interact, the better your ability to be both a leader and a follower as you work to accomplish your goals and the goals of your organizations.

Communication

Generally speaking, communication is the process of transmitting messages to and from (two ways) individuals or groups. Successful communication requires efforts from both the sender and the receiver of a message. Communication can be defined as actions whereby 'actors' impart information to one another. (http://education.newarchaeology.com/definition_communication.php)

As our world becomes more and more connected – it is important to recognize the evolving role that electronic communications play in your ability to be successful in reaching your goals. Both the degree of formality and the method you use to communicate with your peers may be very different than how you communicate with your instructors, your employers or others. Knowing whether one prefers to receive a text message, an email, a phone call/voicemail message or a posting on Facebook can make all the difference in how your message is received. Successful communicators take into consideration what the person on the receiving end of the communication is expecting.

http://www.101emailetiquettetips.com/

http://collegecandy.com/2012/01/11/tips-for-texting-etiquette/

http://www.nytimes.com/2012/01/09/opinion/texting-while-walking.html?_r=2

Undeniably, communication in our world is extremely important. It is also important to understand and recognize how technology impacts communication and how technology impacts both leaders and followers.
Assignment 1 – Communication

Writing in complete sentence and paragraph form, explain the difference in the method(s) and degree of formality of communication you use with your peers and a potential employer.

Diversity

Diversity as a term means many things to many people. For some it is seen as a phrase for talking solely about race, gender, or religion. In reality, it is a term which refers to much more than differences that are visually apparent, and it can provide you with information about the people you interact with in ways that you may not have considered before. The study of diversity incorporates learning about all of the differences and similarities among people. A general understanding of many cultures can become quite helpful when communicating. Understanding the impact that diversity plays on your ability to relate to your interviewers – helping to set you apart from your peers.

According to the American Association of Colleges and Universities, 53% of business leaders want colleges and universities to place more emphasis on the cultural values/traditions of the U.S. and the world. This means they want students to have a strong understanding of their own values and traditions, as well as the traditions and values of others in the U.S. and the world.

Diversity is defined in many different ways by organizations. Click on at least one of the links below to review the definitions to view how these organizations define diversity.

The US Department of Transportation

Duke University Health System

University of Oregon Diversity Initiatives

Diversity in the Workplace: Benefits, Challenges, and the Required Managerial Tools

University of Maryland Definition of Diversity
Assignment 2 – Your Definition of Diversity

Writing in complete paragraph and sentence form, summarize your definition of diversity and provide an example from your own experience of when you had to be aware of diversity:

A few key things to keep in mind when learning about diversity:

• Understanding diversity is about understanding people. All people deserve to be treated respectfully, regardless of whether or not you agree with them. The more you understand about any person, the more you can respect who they are.
• When thinking about your efforts to “sparkle” as a job applicant, your experience with diversity is important to employers.
• Students driven to succeed need to take the initiative to seek out opportunities to learn about their own diversity and the diversity of others.
• Professionals realize understanding diversity and its impact are crucial to their overall success.

Much like leadership, concepts that involve diversity are broad, yet crucial for personal and professional development. Strong leaders understand the important role diversity plays in being successful. Additionally, there are many ethical and financial rationales for promoting diversity and many corporations understand this.

The American Association of Colleges and Universities, through their website Diversity Web, defines diversity in education for colleges and universities as:
...not simply a matter of the changing demographics in students or faculty. Attending to it has also altered the very knowledge base upon which the intellectual integrity of the academy rests. Institutions across the country are taking advantage of the explosion of new scholarship about the diversity of cultural traditions and histories in America and around the world. Diversity has also provided additional interpretive lenses through which to analyze ideas and society. Diversity Web, 2012

In an Indiana Daily Student article, Slaby (Indiana Daily Student, IU Celebrates Differences with Diversity Day Events, March 25, 2009, Slaby, page 6.) captures some thoughts on diversity from Edwin Marshall Vice President for Diversity, Equity, and Multicultural Affairs at IU. Marshall spoke at the kickoff event for the campus' first Diversity Day:

“Diversity needs to be a core value embedded in the fabric of our day to day lives,” . . . He encourages students to step outside their boxes and learn to interact with people who are different from them. He added that learning to interact in a diverse society leads students to make better informed decisions. He asked the crowd to imagine going into a classroom where everyone looked, acted, and thought the same way. He noted that this would decrease the opportunity to explore diversity; one of the reasons students are at IU. “Being different has its values,” Marshall said. “Operating out of ignorance tends to lead us down the wrong path.” Marshall said that each person is a puzzle piece that makes up the mosaic of society. “As pieces of a mosaic, if any of you are missing, then we have a problem.”

Learn More –

As a student learning about leadership, it is crucial you understand the role bias plays in diversity awareness. Think (no need to write) for a moment about your perspectives on the following individuals. After you read the list, take the time to picture in your mind as many details as you can about each of the individuals and contemplate each of the roles that are listed below:

A doctor
A person who is homeless
A millionaire
An athlete
An educator
A scientist
A person who is obese
A person who is a homosexual

As you thought about each of these individuals
Did you think some were men, and some women, or were they all one gender? Were some neater than others?
Were some smarter than others?
Did some smell differently than others?
Did you see some as being from a particular race?
Did you picture some dressed differently than others?

As you thought about each of these individuals, do you think your mental picture is the same as the mental picture of other students?

The answer most likely is, “no”.

We all have different ways of seeing each of these individuals.

Why? The answer generally lies in that you each have had different experiences that have brought you to your conclusions. The experiences you have had in your lifetime have led you to categorize different groups in distinct ways. Personal impressions of people who are doctors, homeless, millionaires, athletes, etc. are based on experiences and observations acquired during an individual’s upbringing and exposure to the people around them. Because we have unique experiences and are around distinct people, we see each other differently.

The question is: How distinct are our observations?

Some common personal qualities that impact our beliefs are represented in the following list. Each of the following groupings might indicate potential differences among and between individuals:

- Hometown
  - Parent(s)
- Socio-economic status
- Daycare opportunities
  - Religion
  - Race
  - Gender
- Family size
- Parent(s) occupation
  - Hobbies
- Travel
- Vacation opportunities
- Political affiliation
- Friends
- Family country of origin
- Sports participation
- Body size
- Language/accent
- Smoker/non-smoker

Assignment 3 – The Importance of Diversity

Review two of the following websites, and respond to the questions in the table below.

1. [Fairleigh Dickenson University](#) – a private international university.
2. [Wells Fargo Financial Services](#) – a financial services company.
3. [Pepsi Co](#) – a leading bottler and distributor of soft drinks and snack foods.
4. [Diversity in the Workplace](#) – an article written for entrepreneurs.
5. [Tanenbaum Center for Interreligious Understanding](#) – why care about religion in the workplace?
7. [Ezine Articles](#) – Diversity in the Workplace: Benefits, Challenges and Solutions.
9. [Verizon](#) – Working Mother Magazine Again Names Verizon one of the Best Companies for Multicultural Women.
10. [L.L. Bean](#) – Actions that support a respectful culture.
11. [Columbia Sportswear Company](#) – Corporate Governance Guidelines.
12. [IBM](#) – Understanding their diversity history

<table>
<thead>
<tr>
<th>Name of Company or Institution</th>
<th>What does this company/institution identify as the reason why diversity is important?</th>
<th>How or why is this information important to you as a person who is building their skills?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Optional:** Find a company or institution on your own that is not in the list above that you believe values diversity and provide a link to their values statement:

---

**BE A LEADER**

Center for Student Leadership Development
Many organizations have found ways to incorporate diversity education into their regular training to encourage their employees to recognize that there is a true business case for diversity – an understanding that if their business recognizes and acknowledges the role of diversity then there are measurable positive financial aspects to understanding and incorporating culturally informed decisions into their standard way of doing business.

http://www.chubb.com/diversity/chubb4450.html
http://www.industryweek.com/articles/the_business_case_for_diversity_17033.aspx
http://www.texasdiversitymagazine.org/the-business-case-for-diversity/

Assignment 4 - My Diversity Education Plan

The IU Campus and the Bloomington Community have many opportunities for you to learn about diversity and interact with other people from diverse settings.

As you develop as a leader and move closer to graduation, it is important to be able to identify areas where you can gather more information about diversity:

1. Column One: Using the resource list below, identify two groups or offices on campus you would like to learn more about.
2. Column Two: Identify how knowing more about these groups or offices will benefit you personally.

<table>
<thead>
<tr>
<th>A diverse group I would like to learn more about:</th>
<th>How this will benefit me personally in my job search:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
</tbody>
</table>
Click on the following links to identify a sample of opportunities available to you on the IUB campus and in the city of Bloomington. This list provides only a sample of the many organizations that exist; you may certainly utilize other resources.

**Diversity Resources at IUB:**

Adapted from: [http://www.iub.edu/~dema/resources_alpha.shtml](http://www.iub.edu/~dema/resources_alpha.shtml)

**A-C**
- Academic Support Centers
- Admissions, Office of
- Affirmative Action, Office of
- African American Arts Institute
- African American and African Diaspora Studies
- AGEP (Alliance for Graduate Education and the Professoriate) Program
- Archives of African American Music and Culture
- Asian Alumni Association
- Asian American Graduate Association (AGPSO)
- Asian Culture Center
- Black Film Center/Archive
- Black Graduate Student Association (BGSA)
- Bloomington-World Wide Friendship, Inc.
- Campus Diversity Offices
- Career Development Center
- Center for Latin American and Caribbean Studies (CLACS)
- Center for the Study of Global Change
- Commission on Multicultural Understanding (COMU)
- Communication and Culture, Department of
- Community Education Program
- Community and Schools Partnerships

**D-K**
- Diversity Education Program
- Disabled Student Services
- Education, School of, Diversity Web Site
- Ethnic, Cultural, and International Student Organizations List
- First Nations Educational & Cultural Center
- Gay Lesbian Bisexual Transgender Student Support Services
- Gender Studies
- Groups Student Support Services
- Helene G. Simon Hillel Center
- HBCU-STEM Initiative
- Hudson Holland Scholars Program
- Hutton Honors College
• International Center, Leo R. Dowling
• Islamic Center of Bloomington

L-Q
• La Casa Latino Cultural Center
• Latino Alumni Club
• Latino Graduate Student Association (LGSA)
• Latino/a Studies Program
• Multicultural Initiatives, Office of
• Muslim Students Association
• Neal-Marshall Alumni Club
• Neal-Marshall Black Culture Center
• Neal-Marshall Black Culture Center Library
• Office of Multicultural Initiatives (OMI)
• Overseas Study, Office of

R-Z
• Racial Incidents Team
• Residential Programs and Services
• Rootwords
• Student Activities Office (listing of all registered IU Bloomington student organizations)
• Student Academic Center
• Student Advocates
• Student Ethics & Anti-Harassment Programs
• Twenty-First Century Scholars Program
• Veterans Services
• Women's Affairs, Office for

Diversity Contacts at IUB: http://www.indiana.edu/~dema/div_contact_iub.shtml

Information about student organizations at IUB can be found at:
https://myinvolvement.indiana.edu/Community?action=getMyHome
PART TWO

Creating Opportunities for Your Future

Throughout the L180 experience you have been working through a number of key topics that support your personal leadership development.

In this section you will learn about an additional way to develop your leadership skills by allowing you to:

• Increase your self-confidence
• Gain independence and maturity
• Grow your global network of friends
• Gain better appreciation of other cultures as well as your own
• Be prepared to face challenges in the future
• Learn to creatively solve problems
• Better understand your personal strengths and weaknesses
• Learning from students from different cultural, ethnic and national backgrounds
• Honing cross-cultural communication skills
• Mastering a foreign language
• Exposure to new ideas and philosophies
• Prepared to adapt to unfamiliar environments
• Able to learn from different teaching styles
• Effective communication among diverse groups
• Willingness to challenge yourself and your comfort zones
• Knowledge of a foreign language

Learning about diversity and communication on campus is a wonderful first step, but it is only the beginning. One way that many students have learned about other cultures is to take a trip abroad as part of their IU experience.

*Please keep an open mind as you progress through this part of the assignment.

**If you have already studied overseas, some of the information provided will be somewhat of a review. However, if you are still interested in doing it again, you still have the opportunity to do so. For those unsure about not being able to afford studying overseas, there are ways to gain funding and support for your trip.

In this section you will be:
• Reviewing the perspectives of another IU student who has gone overseas as part of their IU experience.
• Identifying the steps required to travel overseas.
• Creating a virtual overseas trip that can be part of your own personal and professional development.
If you have already travelled overseas in connection with an IU course please skip to Assignment 6.1 and respond to the questions using the past tense.

OVERSEAS STUDY: Learning more about the opportunities

Assignment 5 – What can you expect? Learning about others’ experiences

Learn from other students:
1. Go to the IUB Overseas Study Student Profile webpage
2. Select one of the student Profiles read it over and answer the following questions:
   • How would you personally benefit from an overseas study experience?

   • How do you believe an overseas experience would add to your ability to be more marketable in your chosen field of study?

Assignment 6 – Gathering Information: Explore your Options

There are a number of options if you choose to go overseas. Your trip can range from a few weeks to a whole year. It can be tied to academic credit, or it can be something you do independently. It can involve work or volunteer experiences. With all of these options it is important to gather information and start developing a plan.

The best way to learn more about Overseas Study is to attend a workshop.

   Join the Office of Overseas Study for a Workshop: STUDY ABROAD 101
   ANY Wednesday at 4:00 pm in Franklin 303

Learn about the basics and ask questions of students who have travelled overseas.
(Attendance can be counted to fulfill the requirement for one of your L180 Speaker/Workshop assignments).

If you cannot attend Study Abroad 101 then Click on the following link and read over the Office of Overseas Study PowerPoint presentation.

- Review the different types of overseas travel available by visiting the Alternative Overseas Experience page on the Office of Overseas Study website
- Identify how you can receive possible financial support for your overseas experience by visiting the Financial Aid page on the Office of Overseas Study webpage
- Getting your family to support http://www.indiana.edu/~overseas/parents/index.shtml
- Living Abroad – identify a question and answer
- Then navigate through the IU Overseas Study (or any other pages that will assist you --- don’t be afraid to Google countries or universities that are intriguing to you) to answer the following questions:

6.1 Describe your ideal overseas experience. Include the following information:

- Name of a country and city you would like to visit

- The top five reasons you chose this country (city)

  1. 
  2. 
  3. 
  4. 
  5.
• Period of time you would like to stay

• The type of experience you would like to have: Work Abroad, Volunteer, Independent Travel, Non-IU program and why you chose that option

• Two things you would like to accomplish while you are there.

  1. 
  2. 

• Do you think you would seek IU credit for your experience? Why or Why not?

• How will you pay for your trip?

• Identify questions you still have or barriers that would prevent you from Overseas Travel.
Assignment 7 – Now that you have begun to think about an overseas travel experience answer the following question that may appear in a job interview.

Imagine you are in an interview for your dream job. Identify that job and then describe the tangible skills and abilities that you expect that you would gain as a result of overseas experience? (Hint – you can look at the beginning of this section to initiate your answer – be sure to customize your response to your job and use specific examples.)