Web Exercises

# Chapter 9: Embracing Diversity and Inclusion

## The World Economic Forum

The World Economic Forum website offers valuable resources for teaching leadership: <https://www.weforum.org/about/world-economic-forum>

The WEF “was established in 1971 as a not-for-profit foundation and is headquartered in Geneva, Switzerland. It is independent, impartial and not tied to any special interests. The Forum strives in all its efforts to demonstrate entrepreneurship in the global public interest while upholding the highest standards of governance. Moral and intellectual integrity is at the heart of everything it does…We believe that progress happens by bringing together people from all walks of life who have the drive and the influence to make positive change.”

Option 1) Have students look up the work of the Forum on building international communities: <https://www.weforum.org/communities/civil-society>

The participants build community and civil society by including leaders of NGOs, labor organizations, and faith communities, in strategizing for change. Have students choose one of the categories (NGO etc.), watch the video clip, search for related information on the site, and report back on initiatives these leaders have proposed and undertaken. What questions do students have about social entrepreneurship after doing their research?

Option 2) Forum of Young Global Leaders: <https://www.weforum.org/communities/forum-young-global-leaders>

This group is selected every two years from a competitive international pool of applicants. Have students read about the three objectives of their mission, then (a) look up one of the blogs on the Forum Agenda link; (b) watch a video testimonial of one of the YGL members; or (c) follow them on Twitter. What can we learn from these individuals about how inclusion and diversity make the world a better place?

Option 3) One of the most widely used resources (and reported on in the press) is the collection of Global Economic Forum Reports <https://www.weforum.org/reports> covering topics such as global trade, the global gender gap, global competitiveness, human capital, and sustainability. The Global Gender Gap report quantifies data supplied by over 144 nations to measure the size of gender disparities across four categories: economic participation, educational attainments, health and survival, and political empowerment. The U.S. ranks 45th in the 2016 report. Assign students to read one or more sections of the report and present their findings to the class. What effects do gender gaps have on creating a flourishing society? What inclusive practices do the top-ranked countries engage in? What trends do the data show? What leadership is needed to narrow the gap? Instructors can also assign students to report on one or more countries included in the research.

## Video Project

In class show this brief spoof of the Millennial work ethic: <https://www.youtube.com/watch?v=RGvrmltfMrA&feature=youtu.be>

Discuss student reactions to this portrayal. Are any elements believable or is this mainly a stereotype? Assign students to work in groups to create their own 1 minute video of their generation’s values and potential for leadership, focusing particularly on diversity and inclusion. Their generation could be Boomers or Gen-Xers, not just Millennials. Have them use Vimeo or apps for iPhones or Android phones to create stop motion videos. These can be shown in class. Along with the video, students should turn in a brief (1-2 paragraphs) explanation of their video and the research support for its content (e.g. survey data showing Millennials are more accepting of people’s sexual orientation than are previous generations). If done well, these could be showcased for other students in the department or campus, and posted on students’ own websites.

## Best Practices

Have students do online research on best practices in diversity training for groups and organizations. While some of this material may be proprietary, there is sufficient accessible information to peruse. What are the obstacles instructors sometimes face in teaching diversity? How can these obstacles be overcome? What innovative and effective strategies and content can the students find? These can be presented orally in class, or as brief papers, and collated into a “training manual” for students’ future use.

## Backlash to Diversity

While the goal of embracing diversity and inclusion is widely promoted in U.S. society today, the effort is being resisted by certain individuals and groups. Some examples:

<https://www.tco-international.com/resistance-to-cultural-diversity-in-the-workplace/>

<http://www.multiculturaladvantage.com/recruit/diversity/diversity-in-the-workplace-benefits-challenges-solutions.asp>

<http://smallbusiness.chron.com/negative-effects-diversity-workplace-18443.html>

1. Have students research at least three websites, blog posts, or online articles that address resistance to diversity in the workplace. These should be summarized in a 1 page paper. Which type of diversity is most resisted (gender, religion, ethnicity, political, etc.?)
2. In class, compile students’ findings about resistance. What are the common explanations? Use Ferdman’s Inclusion Framework (Table 9.4) to determine which types of resistance is interpersonal, group, leadership, organizational or societal.
3. Assign students (individually or in groups) to develop a mitigation plan for responding to diversity resistance efforts at one of the levels in the framework. What can be done? Whose support is needed? What resources are needed?