**Chapter 13: Diversity**

**Class Activities**

**Activity 1: Types of Diversity**

Objective: To help students realize the different forms of diversity.

Activity: As a class, classify everyone in types of diversity classified in Table 13.1 in Levi 5e. Organizational characteristics may be adapted to those that apply to students (e.g., year in school, major, etc.)

**Activity 2: Diversity in Organizations**

Objective: To help students realize the importance of diversity in contemporary organizations.

Activity: Before diversity is covered, have students search the internet to identify various organizations whose values include diversity.

Discussion: Ask students to discuss why diversity is important in the contemporary organization. Include your university as part of this discussion.

**Activity 3: Attitude toward Diversity**

Objective: To explore how others feel about diversity.

Activity: Before diversity is covered, have students ask a few friends and/or family members about their attitude toward diversity, using the survey in the Levi 5e textbook

Discussion: In small groups, discuss characteristics of various interviewees and how this may be related to their attitudes. If time permits, data may be collected and basic analyses conducted. If this is not done, remind students their assumptions could be incorrect, and perceived relationships could be spurious.

**Activity 4. Similarity Attraction and Social Categorization**

Objective: To explore how attraction to similar others affects team preferences .

Activity: In the first part of this activity, you sit in a circle with ten to twelve students. Try to get into a group with people you don’t know and who seem somewhat different form you. Have each person make a nameplate for his/her desk by folding a piece of paper into a three-dimensional triangle that will stand up on the desk. Go around the circle and have each member respond briefly to the items listed below. Go through the items one at a time; that is, all members first say their ages, then they go around again and all say their majors, and so on.

1. What is your age?
2. What is your major?
3. Do you work for pay? What is your job?
4. What is your career goal?
5. Where were you raised?
6. What is your ethnic heritage?
7. What skills do you possess?
8. What do you like to for fun?
9. What is your favorite food?
10. What kind of music do you listen to?

When all group members have answered all questions, members individually write down answers to the following questions:

1. Which members do you think you would have the easiest time working with on a group task? Why?

2. Which members do you think it would be challenging to work with on a group task? Why?

3. The similarity attraction paradigm suggests your answers to questions 1 and 2 would be influenced by how similar the individual is to you. Does this seem true?

4. Which students most surprised you – that is, they were not quite what you expected?

5. Looking at the students whom you had thought would be challenging to work with – how might working with these students be an advantage?