

HOW TO FACILITATE DIVERSITY IN SCOUTING

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Advisor Approval

This thesis has been reviewed for spelling and grammatical errors,
Content and conformity to the Northeast Georgia Area Council
College of Commissioner Science Guidelines for writing a thesis.
All such errors have been corrected by the candidate before submission
of this thesis to the dean of the Ph.D. Program.

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Preface

This thesis is written to enhance the Scouts or Scouters understanding of how to deliver a diversity program in Scouting. It will offer insight into who the target audience is and how to get their full participation. The participating Scout or Scouter, being the target audience, will also be examining what their own view of diversity is. What they will be learning about themselves and others will help the Scout or Scouter throughout the remainder of their life. Each Scout and Scouter will realize that when they interact with others anywhere, they are actually practicing diversity (inclusiveness). This thesis will give all Scouts and Scouters a chance to learn how to facilitate a diversity program. The program should be delivered in a workshop or roundtable environment.

The Scouts and Scouters are the target groups for this thesis. The Scout or Scouter will have the benefit of learning what they can do, or should not do when facilitating a diversity program (course). The research and development of this program will enable the Scout or Scouter to facilitate a good diversity program. The Scout or Scouter has the advantage having a program, which has been tested. The Scout and or Scouter will also have in the appendix many diversity exercises, which have been used in the past by the author, and many of his colleagues. The Scout or Scouter can alter the program(s) to fit the situation or their target audience within Scouting.

This thesis does not cover the volumes of materials that are in print about diversity. Each area of this thesis was carefully selected and researched to give the Scout or Scouter the optimal amount of course insights, ideas and materials. This thesis will enable the Scout or Scouter to have a better understanding into the background of diversity. The Scout or Scouter can do more research on their own and develop even

more programs from this thesis. This thesis will give each reader the ability to look into their own personal insight of diversity, and how it may affect the way they facilitate a diversity program. This thesis is the basis for a diversity program, which can be expanded on, and be more useful to all those involved in Scouting.

Table of Contents

1.	Overview of Diversity.....	1
2.	Defining Diversity and its Influence on Scouting.....	2
3.	Setting Parameters for Facilitation of the Course.....	3
4.	Setting the Climate for Learning.....	4
5.	Personal Awareness of Diversity.....	5
6.	Verbal and Non-Verbal Communication.....	7
7.	Getting to Know Each Other in the Course.....	10
8.	Setting the Climate to Learn from Others.....	12
9.	Personal Awareness and How it Affects our Perceptions.....	14
10.	Differences in Values.....	16
11.	Assumptions and Stereotypes.....	18
12.	Diversity Conclusion.....	23
13.	Bibliography.....	25
14.	Appendix A.....	26
15.	Appendix B.....	27
16.	Appendix C.....	28
17.	Appendix D.....	29
18.	Appendix E.....	30

Overview of Diversity

This thesis will enhance everyone's understanding of how to deliver a diversity program, and how it relates to Scouting. The main thrust of this thesis will point out that the Scout or Scouter participants have a large part in how diversity is working in Scouting at that moment in time. The idea is to build on the existing diversity of the participants and recognize that it is in constant change. Recognizing that diversity is not stagnant, but ever changing, we then explore how to best learn about the subject. This thesis will show the many different ways to lead (facilitate), not teach, a diversity program in Scouting. This has to be accomplished working with the participants and, without alienating them. One must also work within the allotted time constraints. The best way to present/deliver, diversity is in a workshop or roundtable environment.

This type of environment will enable the Scout or Scouter to explore new ideas and learn about diversity in brief, interesting and captivating ways. Learning about diversity is valuable to all kinds of organizations from education and government to businesses and not-for-profits like Scouting. In fact, this learning is essential to building, developing, and enabling diversity to grow and blossom in any top rate organization.

Defining Diversity and its Influence on Scouting

Before moving on one must have an idea of what diversity really is. Diversity in Scouting is simply **Inclusiveness**. That is, inclusiveness describes the Scouting organization as it attracts, develops, retains, utilizes, and promotes talented Scouts and Scouters. Scouting has and continues to create a climate that values diversity by seeking and retaining these capable people. These individuals from different backgrounds, and with varying life experiences are usually more than willing to share their experiences. Scouting values are what the Scout or Scouter will bring to the program(s) ensuring that all are included in the Scouting programs. The bottom line is, diversity in Scouting creates an environment where all Scouts and Scouters are valued members and appreciated for their collection of similarities, dissimilarities, differences of values, thought processes, and opinions.

Setting Parameters for Facilitation of the Course

The delivery of diversity can be done in individual segments lasting a minimum of an hour. The preferred way to obtain full participation and involvement is to have the participants involved for a typical half-day (four hour) session. With all the modern conveniences at our disposal to make learning easier than in times past, there is an old saying that is very true even in today's society. "The mind can only stand as much as the participant's rear end can stand sitting". The author has tried a six-hour course and has been told by the participants they had an information overload. Therefore, the maximum participation/retention rate for any successful course that the author has facilitated, has been four hours in duration. Because each individual is different, the programs you present must include the Scout or Scouter for maximum participant involvement. No two programs will be the same and the results (success rate) will vary, depending on your participants. You may need to adjust your program to help facilitate full participation. The challenged Scout or Scouter may need wheelchair access, or larger print or Braille for the visually impaired, or perhaps someone who can sign. Asking about needed accommodations prior to presenting the program is essential to the success of a diversity program. This is accomplished by asking about any necessary accommodations in the sign-up form for the program. However, having a backup plan-b prepared prior to the delivery of the diversity course will help ensure the success of the program.

Setting the Climate for Learning

Diversity must include brief and interesting activities that increase the Scout and/or Scouters' awareness of diversity in a non-threatening way . This will enhance the program and time spent by helping the Scout or Scouter take home positive points of how diversity is working in Scouting. The ultimate goal is for the Scout or Scouter to leave the course with new insights into themselves and others. This will enable the participants to understand and retain what was discussed. Many of the Scouts and Scouters will have learned how to assimilate or at least discuss, new concepts and ideas. These sessions will help Scouts or Scouters learn how to work with others more effectively when they return to their unit, school, home and/or business.

It seems very simple to just say, "I will teach the student what I have learned and they will understand." When teaching diversity we will teach what others, and/or we have learned, researched, and retained. This by no means is the most advantageous way for the Scout or Scouter to learn and retain information, which may be vital to them and the Scouting experience. There is a simpler way in which we can use our knowledge to help the Scout or Scouter learn. The most successful way is called being a facilitator of information. Facilitation is a teaching method designed to stimulate questions that lead to self-discovery. Here the Scouts and Scouters are not getting just a lecture type course, but, are full participants and experiencing diversity firsthand.

Personal Awareness of Diversity

Each person comes to a training session, workshop, etc. with their own expectations of what will be presented and what is useful for them. Because of this, the facilitator must be aware that not everyone will be ready to participate or ready to learn. It is the facilitators' responsibility to ensure that all participants receive the maximum benefit of the program. The Scout or Scouter will come to the program with different levels and kinds of experiences in diversity, which will be based on their cultural norms. Their concepts of diversity will at times be difficult for others to understand based on their own socio-economic experiences, traditions, values, and perceptions. To ensure that each Scout or Scouter gets the full value of the diversity program, the facilitator will use the participant's diversity to make the program a success.

The SECRET is to make their experience(s) part of your program, and their full participant participation your way of going from a presenter to a facilitator. If we want to apply intellectual knowledge to change behavior and decisions, the program will not succeed. When the Scout or Scouter is learning about diversity, the facilitator must not only engage their mind, their hearts also must be engaged.

The best way to engage the Scout or Scouters heart is to create opportunities for interaction and dialogue about a subject matter, which is important to the Scouting participants. The course facilitator can set or designate the parameters of the course. This will be accomplished by keeping everyone on task and not getting off into too many different subjects. The facilitator guides the Scout(s) or Scouter(s) through their time of learning and growth. The facilitator will set up activities, and ask questions, but at a critical point will step back and let the Scout(s) or Scouter(s) find their own way to the

desired knowledge and insights. The facilitator by helping the Scout(s) or Scouter(s) discover many things about themselves and the other participants. The Scout and Scouter will see that the sharing of information is not only rewarding for the participants, but also for the facilitator. As the Scout(s) or Scouter(s) more fully understand their own uniqueness and the diversity of others, they will discover how incorrect assumptions and unconscious stereotypes may have been shaping their decisions and behaviors. The program is to help the Scout and Scouter see beyond their personal outlooks and examine how their own values may play out for others. “They will also learn how their decisions, actions, inactions, and behaviors affect others in ways they may have not even imagined.” (SHRM-White Paper-Williams and Osinski-Nov 2002)

Verbal and Non-Verbal Communication

During the course all participants will have been communicating verbally and non-verbally. These types of communications are then examined and discussed in respect with to how they affected the development of the conversations. The authors' former wife used her hands and arms as a form of non-verbal communication. Many people thought she was Italian using a general stereotypical cliché(s) such as, Italians always talk with their hands. Actually, she was from Mexico. Therefore, the various types of verbal and non-verbal communication used should be discussed. This way each Scout or Scouter and/or group will have a better understanding how people may present his/her or their thoughts.

There are many unconscious forms of communication going on and it is not as simple as it seems to identify it. With the large variety of communication means at Scout or Scouters disposal it is a wonder how they communicate with one another effectively. Their forms of communication could run the gambit of inflections in a voice, different body movements, to wild gestures.

The facilitator is always encouraging participation and rewarding the communications between the individuals and groups with positive reinforcement. The facilitator will enhance the program by doing his or her best to not use any facial expressions or body language, which may be perceived as judgmental, or disapproving. The facilitator's actions, words, and body language send powerful messages which could negatively influence the program. Difficult as this may seem to be, it is essential that the facilitator not influence the program negatively. The facilitator will help unleash the potential knowledge and self-awareness of inclusion, which is essential to Scouting and each

participant. Remember the facilitator should not be the ultimate subject matter expert. He/She is helping each Scout or Scouter to look deep inside themselves and examine what each of them have brought to the course. The facilitator is managing the process of discovery rather than developing and focusing on content.

The best way for a facilitator to get full Scout or Scouter participation is to let them know “what’s in it for me” or **WIIFME (pronounced Whiff me)**. A facilitator challenges the Scout or Scouter to examine diversity through his or her own personal experiences. The facilitator must explain that the diversity program is designed to help them recognize, understand, and challenge their own values, but **NOT** to change them. A good diversity program will not only help in Scouting but in each individual’s daily life. Therefore this self-examination will start at the present session and should continue on throughout the Scout or Scouters life experiences. However, in the authors’ personal experience, it has been shown that the true value can, or may, only be realized at another point in time, when the program can be fully appreciated.

The course must be interactive so all participants can learn and develop into a better Scout or Scouter. Remind the Scout or Scouter that it is okay to disagree, however, the facilitator must stress the importance of using sensitivity and respect when doing so. Every participant comes out a winner and no one is to be left out of the exploration of diversity in this setting.

The facilitator must involve the Scouts and Scouters from the start. The facilitator will use language of “**YOU**” not I. An example the author uses in the program as a facilitator is “**You** are going to learn so much from each other and I will be learning from **you** also. When **you** leave today, **you** will have new resources **you** can tap into.” The facilitator

must remember that some participants may not have talked about themselves or a topic before coming to the course. Others however, may have had many conversations about different topics through their church, community, friends, family or work. However, the diversity program will probably be the first time that this group of people has had the opportunity to talk and learn from each other. Using an icebreaker is the fastest and easiest way to begin to know others in the Scouting program. A very simple icebreaker is have each participant stand up where they are and state their name and unit. This simple short statement gets the proverbial ball rolling.

Getting to Know Each Other in the Course.

Getting to know the Scout or Scouter is how we discover what makes them unique as individuals. Recognizing that uniqueness, or their diversity, helps us draw on everyone's talents, strengths, and enthusiasms to produce the best possible Scouting program. Scouts and Scouters have different thought patterns, work ethics, business philosophies, beliefs, personal histories, cultural traditions, and values that actively shape behavior and priorities at home, school, work, and in Scouting. Therefore, tapping into the sometimes hidden or not obvious diverse backgrounds that the Scout or Scouter has brought to Scouting, enriches the Scouting program immensely.

The icebreaker helps people get to know each other while exploring some aspect of similarities and differences. This approach has three major benefits. First, the participants have to practice having conversations that demonstrate they value diversity. Second, participants will practice naming aspects of diversity in ways that are respectful and sometimes even playful and fun. Third, the activity builds an interpersonal connection among the participants that sets the stage for interesting and lively discussions later in the program. The following section in the program, is one many have used and it works very well in all types of Scouting environments.

The primary way the facilitator begins the program is by having the Scouts or Scouters pair up with someone new, and get to know that person. This part of the program will take approximately 30 to 45 minutes. The participants will have 5 minutes to interview each other. Each will ask a series of questions given to them by the facilitator. The questions will be written on a flipchart or by using any other means, such as an overhead projector, laptop on screen or other devices. This will help the participants begin to

appreciate that there needs to be a base for understanding each other before moving on to other diversity subjects. The facilitator will provide paper and a writing instrument for the participants. The primary questions will be the persons name and why did that Scout or Scouter come to the course. What is the participants favorite food and why? What is their favorite color? What do they want to get from participating in this course? Take a grocery shopping list-5 items-from your partner. This will help each participant to see this as a non-threatening environment and it will help the Scout or Scouter understand his or her new friend. (See Appendix A)

The facilitator will conduct a brief ten or fifteen-minute debriefing list. The facilitator will write down two points from the shopping list, the color, and a short synopsis of what they hope to learn by taking the course from each pair and write it on the flip chart or what ever other means that are available.. This should be done so the same question for each pair will set up a common bond among the Scouts and Scouters. These are benign questions, yet they reveal much more about the participants than they may realize at that moment. This will also help set the stage for more in-depth involvement between all the participants. This simple start enhances the program by helping the participants to communicate with each of the team members and others in the group.

Setting the Climate to Learn from Others

Once the Scouts or Scouters have completed getting to know each other, then the facilitator begins setting the climate for learning from others. Scouts and Scouters come to diversity programs with different kinds of experiences, ethics, morals, values, and sets of expectations. Creating a climate for learning includes establishing guidelines and explaining the benefits of participation to the Scouts or Scouters. The climate for learning is accomplished by setting guidelines by clarifying the behaviors expected during the program. The Mission, Goals, and Values of the Boy Scouts of America organization should be reviewed so everyone is mindful of them. The facilitator must be ever mindful of their obligation to be as neutral as possible while facilitating the climate for learning. This will include respect for others experiences and their opinions.

A climate for learning will facilitate a basis for learning and a sense of safety for the individual(s) and the group. It is imperative that everyone understands that differing opinions or thoughts are to be respected. There are points of view which diversity may not change; however, everyone at least must respect every other persons right to have his or her point of view. An open thought process while participating in the diversity program will enhance the session. Every Scout and Scouter needs to show concern for other participants. Is what you want and need from others is to show that they are considerate of you and your needs? An answer to this question could be-I will listen, and be honest without causing harm to others. Another point to consider in the climate for learning is an appreciation of others participation, involvement, attention, questions, clarifications, and a simple “Thank you” works wonders. Actively listen to your fellow Scouts or Scouters and don’t interrupt them. Empathy-Active listening will enhance the

program. Each segment (no more than one hour in total) will have a small group discussion, followed by a large group discussion. (See Appendix B for setting the climate to learn classroom preparation.)

Personal Awareness and How it Affects our Perceptions

Once the format (foundation) has been laid and accomplished, then the facilitator will give the participants time to discuss their Personal Awareness and how it affects their perceptions of others. This part of the program will be made up of questionnaires and will take about an hour to complete. Personal awareness has to be defined so the Scout and Scouter will have a solid basis to work off of.

Personal awareness is our view(s) of the world, which have been shaped by many factors. The two most important ones are individual cultural experiences and our cultural heritage. Increasing the Scouts or Scouters' awareness about both the cultural experiences and heritage aspects of the other Scouts or Scouters' personal experiences provides the group with valuable information that will help them discover and understand how each one personally sees the world (See Appendix C).

The term culture has many definitions and each Scout or Scouter will have their own definition. Therefore each will be given this definition from the *Concise Columbia Encyclopedia*, (Columbia University Press, 1994) "Culture is the way of life of a given society, passed down from generation to the next through learning and experience. It also includes language, values, communication styles, patterns of thinking, and norms of behavior." This will help the Scout and Scouter have a better idea of what at least one very good, yet simple definition of culture is.

Each Scout or Scouter has their own cultural identity and heritage. No one will be identically the same as seen in the make up of the United States for example. Each Scout or Scouter sees the world and their fellow participants through their own lenses of the world. By realizing that each of us can very possibly be unconsciously ethnocentric

which means the individual or groups attitude is that their culture or group is better than or superior to others. When the Scout or Scouter reflects on their personal awareness of ethnocentrism they then can look more objectively at all cultures. Once the Scouts or Scouters awareness has been raised, they then can again take a look at their world and make a more informed decision about their own views of others. Without personal awareness, the best the Scout or Scouter can do is to tolerate people. The personal awareness part of diversity helps the Scout or Scouter be able to expand their ability to value diversity and build inclusiveness in their daily lives. People who feel tolerated do not feel included. Non-inclusion will likely make Scouts or Scouters leave the Scouting organization. Scouts or Scouters leaving the program will lower morale. Once personal awareness has been discussed in a small group(s), then everyone in the session will participate in a large group discussion.

Difference in Values

Once the awareness and perceptions segment is finished the facilitator can go on to the next subject of Differences in Values within the group. Differences in Values are shaped by many factors, including background, and/or personality style. Values are defined as the principals (personal life guidelines or ground rules) that are believed in and are held in high esteem. Our values help us select the sources of information we think credible and the kind of information we think we need to know.

A good example of this is watching the television. Consider that if we sit in front of a television set for a minimum of one-half hour a day. The usual television viewing time in the United States is much longer than this. Our television set receives a minimum of one hundred channels. We cannot watch all the channels at once. As we flip through the options with the remote control, our values help us decide which programs we will pass by and which programs we will watch. In a similar way, as we go through life, our values help us decide what information we will collect and remember.

As the Scout or Scouter goes through life, these values will help them decide what information they will collect and remember. Their values will help create the filters that keep some information out of their awareness. Another good example of this is telling a child to do their homework while their favorite program is on. The message is received but filtered out many times. These values affect our decisions about the information we take in and the actions we will take at home, work, and school or in Scouting. The resulting actions based on the Scouts or Scouters values affect their entire social environment. It can enhance or reduce inclusiveness in various Scouting settings. When this section on differences in diversity is presented, it is best to have small groups work

on the task for fifteen to twenty minutes(See Appendix D). Then the group as a whole will have to write down on the flip chart their responses. Remind the group, that there are not any wrong or incorrect answers. The answers that are given show that differences in values within the group can be inclusive. This will give the Scout or Scouter a chance to know and understand each other better. The values discussed and presented to the Scout and Scouter will help them realize the importance of at least trying to understand how values plays a large part in their daily lives. The Scout and Scouter must have the knowledge before they can exercise their cognitive reasoning to change or at last understand others values, if that is their wish. At the minimum they will be able to recognize that other Scouts or Scouters values can have power over their group(s) thought process(s). Preferences, and personal experiences differ very much in every person involved, yet the Scout or Scouter can exercise good judgment and include some of the new learned values if they wish.

Assumptions and Stereotypes

When differences in values part of the program has been completed, the group will move on to Assumptions and Stereotypes. Assumptions and Stereotypes is the mental map the Scout or Scouter has of the world. These mental maps are the pictures, thoughts, and assumptions that each Scout or Scouter carry in their minds about themselves, each other, and their world. This mental map is what leads the Scouts or Scouters to their basic assumptions and stereotypes which may not be correct.

Scouts and Scouters need ways to define and describe our world as they see it, and the people and events in it. Many times the mental maps are not accurate and do not help the Scout or Scouter realize the existence of more pertinent information. The Scout or Scouter many times are not aware of the mental map they have, which may exist just below their conscious awareness. If they are not aware of the existence of their mental map, then they do not challenge their stereotypes and assumptions (See Appendix E).

When we look at assumptions we know these mental maps are conjecture, a guess, hunch, etc. that an idea, statement, or conclusion is true without verification.

Assumptions in many situations can cause harm to the Scout or Scouter when they do not have enough information or lacks all the facts. An example of this could be a belief. A belief is/are idea(s) held as fact and thought to be true without any knowledge or proof. Once these assumptions and beliefs are internalized it can lead to discrimination.

Discrimination is the act of denying opportunities, resources, or access to a person or group because of their membership. Discrimination can take many forms including racism, sexism, ageism, heterosexism, Scoutism, and so forth. Scoutism? What type of discrimination is that? An example is that public schools that charter Scouting were

being threatened with a lawsuit by the American Civil Liberties Union because of Scoutings basic values. The assumption by the ACLU is that because the Scouts say the pledge of allegiance to God and country, the schools are sponsoring religious discrimination and violating the separation of church and state.(March 2005 WorldNetDaily). Therefore a Scout or Scouter can discriminate against someone without thinking because of their assumptions and stereotypes. A good diversity course will help the Scout or Scouter examine their assumptions and stereotypes without offending the Scout or Scouter or others sensibilities.

An experiment was conducted in two parts on two consecutive days in a company called XYZ . The experiment was a two-part course in Diversity for the employees of this company in December of 2005. The participants were not aware that they were part of an on going diversity experiment. The first part was to have a government expert to come in and help the participants be more aware of what they faced at retirement. This was to either validate or dispel their assumptions and stereotypes of what social security really was going to provide for them at retirement. These were adults who were at or near retirement age and trying to decide what would be the difference-if any-of where, when, and the correct timing of their retirement. This was discussed in detail by the lead public affairs person of Social Security from the Gainesville, Georgia office.

She had agreed to come and give a talk about the changes in Social Security. She talked about the changes in Social Security and some of the proposed changes. The Director talked for over three hours about what social security would pay per person and the cost per person for medical-medicare. She told the participants that in order to receive/draw social security a person has to be 65 years old, (Plus additional months according to the

year they were born,). The director went on to also tell the participants how much money they had to plan to use out of their budget while paying for their Medicare insurance and prescriptions. Everyone took notes and these notes were reviewed after the meeting to see if there was any discrepancy in the information heard by all participants. The notes taken agreed that the average person according to the latest information was a retiree at age 65 will have a life expectancy of 82 for a male and 88 for a female because of the advances in medicine. A participant brought in an internet article which talked about the estimated dollars retirees would spend on medical. With the advances in medicine the retiree will have to pay over a twenty year period, if they live that long after retiring, more than \$230,000-estimated-out of pocket for medical services and medicines not paid by the government. The assumption by the participants, because the article was off the internet, was that it was probably true. This author was not able to verify this or find the exact article. The internet information, and what the director had to say had an impact on the assumptions of all attendee's. It also impacted their families and their friends assumptions and stereotypes of Social Security.

Then we held a second meeting to help the employees get a better grip on the realities of retirement. The author gave out the following information from an article to a group of twenty individuals from the original meeting. The article is titled "Diversity Demographics". "One of human resource management's most profound challenges over the past 50 years is due simply to the fact that the human resources being managed have changed dramatically. Today's U.S. workforce is more diverse than ever. In 2005, 59 percent of the workforce is made up of women, compared with 27 percent in 1955. As retirement nears for 76 million baby boomers, employers nationwide are bracing for

difficulties staffing highly skilled and senior jobs, and are looking for ways to retain older workers. By 2010, the percentage of U.S. workers between the ages of 45 and 64 will increase 29 percent. Many workers will want or need to work well past 65 and will be able to thanks to medical advances helping baby boomers live longer and healthier lives than previous generations. But with the advantages of diversity also comes challenges, including fostering nondiscrimination, equity, communication, teamwork, and shared values among people of all ages, races, sexes, and religions.”¹

Prior to discussion we went over a list of definitions which was to make sure all participants stayed on track within the timeframe allotted. Definitions of Assumptions, Generalizations, Perceptions, Prejudice, and Stereotypes were given to all participants. After the members of the group had read the article and definitions it was time to discuss the presentation and the readings to see if there were any changes in the participants’ assumptions and stereotypes. It took over an hour and a half for the groups to discuss their assumptions and about their participation in the Social Security retirement program. Many wrote down the facts of their own situation. The participants proceeded with discussions of diversity assumptions and stereotypes with respect to retirement. All had assumptions which were dispelled at the Social Security meeting. The article was like topping on the cake. The participants started with some basic mental mapping of their assumptions and stereotypes of Social Security. It was agreed in a large group that:

1. There was data which was heard and seen by all participants at two meetings which affected their mental point of view of Social Security.

¹ HRMagazine, Anniversary 2005, Vol. 50, No. 13. Page 37-by Desda Moss

2. Previous assumptions about retirement dollars and the benefits provided by medicare were not as valid as we had thought after seeing the facts presented.
3. The challenge to the participants was now to work with the realities of presented authentic and realistic information.
4. Because the assumptions and stereotypes of retirement were not accurate, the participants can now make an informed decision.
5. Each participant also realized that the company valued them as an employee and had given them the information to make a well informed decision about their future. Many decided that they can continue working, be valued by an employer, keep their insurance, and be more of an asset to the employer and society. Therefore inclusion is part of the company's overall goal.

Of the twenty participants who were involved, seventeen had decided to stay and continue working while receiving their social security checks. The three who decided to retire when their time came could not believe the data presented and said they would take their chances. Diversity at this particular company is alive, well and growing.

Diversity Conclusion

Like Diversity in Scouting, everyone had to participate and brought their own set of values, personal awareness, assumptions and stereotypes. The participants used these to get to know each other better. Retention of valued members in a work environment and/or in Scouting is essential for the future growth and viability of any organization. Once the course discussions are finished, then the facilitator conducts a wrap up. In the facilitators wrap up, he or she will ask the Scouts or Scouters to briefly state what they will be taking away from or leaving behind because of the diversity program. The Scout or Scouter will usually bring up one or more of the points on diversity and how the discussions have helped them. The door is open for more diversity programs by having the Scouts or Scouters explain what has emerged from their discussions on diversity, therefore enhancing the scouting experience.. A listing of three to four major issues will be written for all participants to have an idea of “How diversity affects them in Scouting”. They usually will share some of the personal effects the sessions had them also. They can then discuss where they are, and where they may want to go the next time they have a chance to participate.

The Scout or Scouter will realize that diversity has or will have an effect on all aspects of their culture. Some of the most prevalent issues may be about religion, physical abilities, mental abilities, age, language, health, parenting, caring for parents and siblings, etc.

Therefore, understanding diversity and optimizing diversity in Scouting will be a rewarding experience for everyone involved. Learning in life is not a process of a one-time meeting for a few hours and neither is diversity. Diversity is a life long journey filled with many peaks and valleys. We all must remember that the Scout or Scouter must

look at the whole picture of their life to see how he or she perceives diversity. Each participant in the session will have made a contribution to diversity. The ability to use the information presented will help him or her to adapt to the constant changes in their life and his/her Scouting experience. What the Scout or Scouter learns about themselves and others can build a better Scouting experience. Recognizing that diversity is constantly changing our perceptions and realities of the world around us will help enhance the Scouting experience.

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Appendix A

Getting to know each other better:

Time for session is 30 to 45 minutes.

This program is designed to help the participants get to know others in the class.

1. Find out who knows who really well.
2. Count the number of students and then have them count off. This will encourage the participants to get to know their classmates.
3. Give each pair a pen/pencil and questionnaire laying face down.
4. Tell the participants that that they have five minutes to interview their partner.
5. Tell them that the questions are on the sheet of paper handed out to them, or you can read or write them down for the participants to discuss.
6. Tell them that there are no incorrect answers or predetermined answers that are being sought.
7. The questions are:
 - a.) What is your name?
 - b.) What is your favorite color?
 - c.) What is your favorite food and why?
 - d.) Why are you taking this course?
 - e.) Make me a shopping list with five items.
8. Now tell the participants after 10 minutes or sooner, depending on the group, that you are going to take some notes of their responses.
9. Let them know that the responses will be destroyed at the end of the class so no one will ever worry about anyone knowing what they had said.
10. Tell them that some of their answers will be written down on the flip chart for view and comparison. (The reason you wait to tell about the flip chart is that you do not want to influence their responses to each other.)
11. Once the tasks have been completed, you take down the first food item of each interviewee. This is a non-threatening way of having the participants communicate and have a chance to form a bond with the group.
12. Review the responses and you will have a better understanding of your participants.

Appendix B

Setting the Climate for Learning/Classroom setting:

1. Set up the course so the facilitator can walk around and see every participant.
2. Have comfortable chairs or seating arrangements.
3. Make sure you have paper and writing instruments for those who forgot theirs.
4. Set the air conditioner or Heat at 68 and leave it there. Why?? If the participant is not hot, they won't tend to get sleepy. If they are hot then they are not comfortable and will not be listening. Instead they will be thinking about getting to the thermostat.
5. Bring along lots of prizes for the participants and their participations. Sugar and sugar-free candy is a simple yet effective motivator.
6. Give plenty of breaks so everyone can get up and move around.
7. Having people count off and then move to a different table or seat will help the participant get a chance to move also.
8. Get to the classroom ahead of time and check all the equipment you are going to use. Check it before you take anything to your classroom and then when you get there. Preparation is essential to a successful course.

Appendix C

Personal Awareness:

Time for this session can be no more than 60 Minutes.

This will help the participants understand each other and how their perceptions may differ on many small things in life. There will be small group meetings to discuss the group responses to the questionnaire. Then the groups will meet in a large group to discuss their responses. The following questions are a sample.

1. What was your favorite television show when you were a child?
2. What was your favorite game as a child?
3. What did you know about children in other parts of the world as you grew up?
4. Please give your definition of culture.
5. What role does culture, according to your definition, play in your daily life?

Appendix D

Difference in Values:

This class will last a maximum of 60 minutes. It is a very charged subject for the class and sometimes tempers flare. This will begin with a small group discussion. After the participants have finished, they will then participate in a large group discussion.

1. Assume your house/home is on fire. Name five things you will take with you as you run out the door.
2. Why or how did you decide to take what you chose?
3. Is there anything or anyone you left behind, that you would exchange with one thing you took initially?
4. If you changed your mind why did you do that?

Appendix E

Assumptions and Stereotype:

This class usually will take from 30 to 45 minutes. It should not last more than 60 minutes.

This class is lots of fun and the participants quickly see how their assumptions and stereotypes play in their lives. First there will be a small group discussion and then a large group discussion. Tell the participants that they cannot share answers and no hints will be given.

1. Name a famous Indian.
2. Name four famous presidents.
3. Name two famous Black persons.
4. Name two foods that you consider “all American food”.
5. Name one thing that really gripes you that other drivers’ do.