

# Cultural Mindedness, Dialogue, and Action Planning Model

## Module Five: Action Planning for Inclusion of Diversity



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## Introduction:

Module five applies the conceptual tools of the previous four modules into a problem solving activity called **action planning**. The process begins with writing a case example of a real life incident that the participants have witnessed or heard about on campus, in a workplace or a community in the last year or other specified time period. Through small group dialogue, an incident involving a diversity issue is created and then analyzed in relation to the three conceptual tools that promote **culture mindedness** – **Aspects of Culture**, **levels of culture**, and the **six barriers**. This hands-on learning experience enables the participants/students to explicitly identify cultural dynamics embedded in the interactions in the case.

Participants then dialogue which of the competency behaviors could prevent or diffuse the conflict in the case example as well as specific organization strategies that could be applied to the case. Discussing organization-wide strategies fosters awareness and understanding of how cultural dynamics permeate all contexts in which we live and work including the cultural meanings and customs that are embedded in organization hierarchies, policies, programs and processes that affect inclusive social relations within the whole organization.



# 1. Learning Activity: Writing a Case Example for Use in the Action Plan

## Purpose

Practice identifying and describing the specific elements that arise in real-life cultural diversity incidents, called case examples.

## Instructions

Form groups of four or five people. Discuss a diversity issue or conflict occurring in a work setting within the last year or two. It can be an incident you personally experienced or something you heard about.

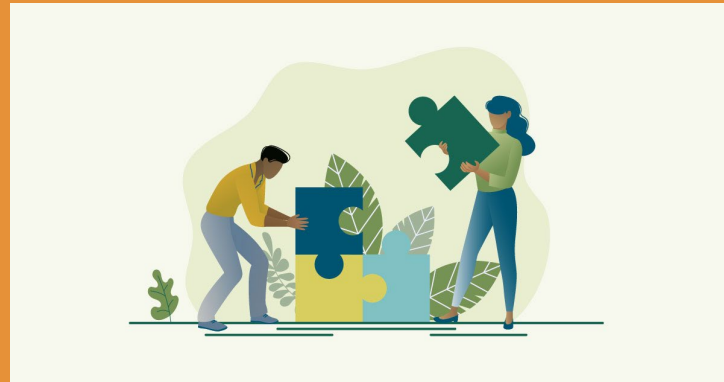
It may have such elements of diversity as gender, ethnicity, race, age, ableness, religion, sexual orientation, sexual identity, physical appearance, social economic status, verbal communication, or nonverbal communication. It can be in relation to such roles as supervisor, teacher/student, salesperson/customer, health provider/ patient, or coworker/coworker, and other.

- ★ **Write Case Example (You may refer to the sample of a student response on pages 5-6.)**

## 1.2 Learning Activity: Action Planning

**Purpose:** To demonstrate a holistic and inclusive problem solving process related to diversity issues and conflicts.

**Instructions:** Form into small groups. Dialogue the answers to the following four questions in relation to your case example. For each question, someone in the group needs to serve as recorder to write the ideas discussed by the group. Another person needs to serve as spokesperson for your group later in the whole group dialogue of each group's action plan.





## 1.3 Steps in the Action Plan Process:

1. Identify the diversity issue (s) in the case example, such as, age, gender, sexuality, perceived race, ethnicity, social economic status, physical ability, or other reason for treating a person as “other.”
2. What Levels and Aspects of Culture can be identified in this case? (See Modules One and Two for listing of Levels and Aspects of Culture)
3. What Barriers do you see in the case? (See Module Three for listing of Six Barriers)
4. What Competency Behaviors would improve the interactions in the case? Specify who in the case needs to practice the competencies (see listing of competency behaviors in Module Four)
5. Select organization strategies that would promote and support the inclusion of diversity throughout the organization (organization strategies are listed next before the debrief section).
6. What measures would indicate the strategies are improving the situation in the organization?

★ 3.2 You may refer to the sample of student responses on pages 6-7.

## 2. Organization Strategies

Organization researchers have identified the following organization strategies as being supportive of cultural awareness and understanding throughout the organization. The following organization strategies are organized into two types. The first list of strategies help improve relations **within the organization**, among coworkers, managers, supervisors, administrators and all employees. The second set of strategies help improve relations **external to the organization**, with clients, students, customers, patients and in community outreach and change projects. (For a complete description of tactics useful for each strategy listed below, see Hogan, 2013: 90-95).



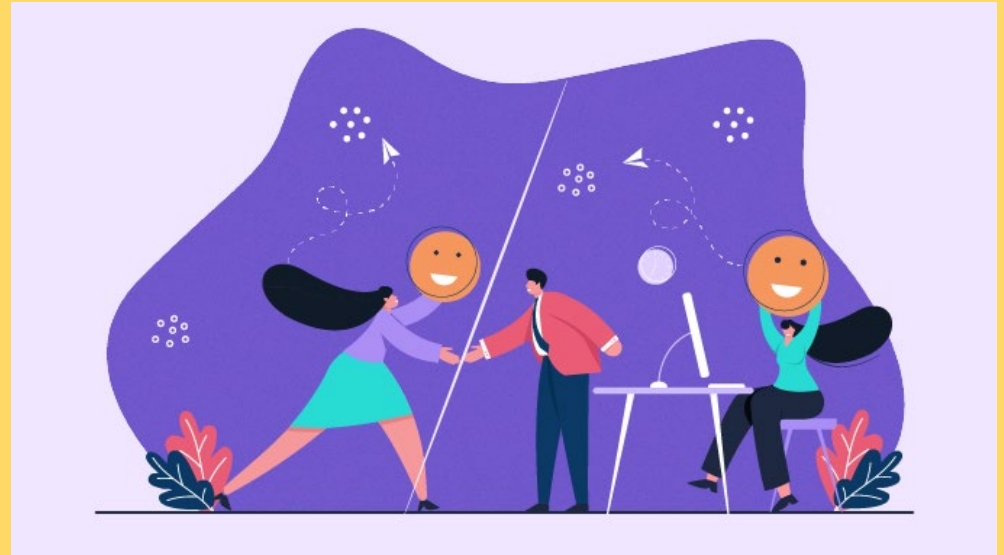
## 2.1 Internal Organization Strategies

1. Maintain Cultural Awareness and Support at all Levels of the Organization
2. Recruit Culturally Diverse Employees
3. Provide Career Development Opportunities to all Employees
4. Create Flexible Benefit and Service Plans That Meet the Needs of Diverse Employees
5. Monitor the Change Process



## 2.2 External Organization Strategies

1. Establish Effective Relationships with Client Communities/Organizations
2. Review the Ethics and Social Responsibility of the Organization
3. Strive for Customer and Client Satisfaction in a Culturally Appropriate Way
4. Develop Techniques for Working with Culturally Diverse Clientele







## 2.3 Debriefing Questions for Action Planning Process

Write your answers to the debriefing questions 2 to 6.

1. Let the spokesperson for each group present their case analysis and action plan to the whole group (if this applies to your learning context otherwise write the answers to the following debrief questions.).
2. Describe your personal reaction (feelings, thoughts) to the exercise. Did a dialogue in connection with the case example and action planning occur in your group? If so, describe the process.
3. Can you list any personal competencies that you found useful in carrying out this exercise?
4. What did you learn about yourself in the course of this exercise?
5. What did you learn about others in the course of this exercise?
6. Name two ways you can use what you have learned in daily life—at home, work, school, or other setting.

★ 3.3 You may refer to the sample of student responses on pages 7-9.

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