



Teaching Business Students About Diversity: An Experiential, Multimedia Approach

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ABSTRACT

To prepare business students for an increasingly diverse workforce, business schools are beginning to include diversity training in their curriculum. The content and evaluation of a diversity course for business students are described along with the objectives of the course and the factors that contributed to successfully meeting these objectives.

Introduction

Businesses have embraced diversity training as a way of improving their track record for hiring and promoting women, racial and ethnic minorities, people with disabilities, and other diverse populations (Kennedy, 1995). Diversity training has become an emerging trend as organizations seek to gain and maintain a competitive edge in the new, increasingly global economy (Law, 1998). Effective diversity management can result in better utilization of talent, increased marketplace understanding, and enhanced creativity (Gilbert & Ivancevich, 2000). Skills that employees develop through diversity training may make them more productive overall (Goff, 1998). States one diversity consultant: "Lower absenteeism, lower employee turnover, increased productivity. Employees spend a lot of energy assimilating to a corporate culture that's not sensitive to diversity. That's energy that could be better spent creating new opportunities for the company or just doing their jobs" (Goff, p. 27). The changing workplace, economic conditions, increased competition, changing customer bases, labor shortages, and relocation of employees to other communities and countries are all reasons an increasing number of organizations are offering diversity training to employees (Brown, 1998). A recent study indicates that diversity training is a high priority for 93% of Fortune 500 companies (PR Newswire, 1998).

To prepare business students for an increasingly diverse workforce, business schools need to include diversity training in their curriculum. Employers are looking for job candidates capable of communicating in a culturally diverse workplace (Job Choices, 2000). In addition, schools like Smith College are using diversity training as part of an initiative directed toward becoming an anti-racist institution (Basham, Donner, Killough, & Rozas, 1997, p. 564). Despite good intentions many diversity training programs appear to be backfiring and intensifying hostility and bad feelings among groups rather than improving them (Beaver, 1995; Flynn, 1998). Critics of diversity training argue that the cure may be worse than the disease (Kennedy). When asked to create a diversity management course as part of the business curriculum at my college, I first conducted a review of the literature on diversity training in order to identify the factors that seem to contribute to diversity training success and those that contribute to its failure. I also spoke at length with a manager in charge of a successful diversity training program. This paper discusses the pitfalls of diversity training as well as the keys to diversity training success. The diversity course I developed, taught, and evaluated is described



in detail along with the objectives of the course and the factors that contributed to successfully meeting these objectives. The results of an assessment of the course are also discussed.

Factors Contributing to Diversity Training Success and Failure

Criticisms of diversity training fall into four major categories:

1. The “blame and shame” nature of some programs appears to be spawning a white male backlash (Beaver; Christensen & Nemetz, 1996) where white males feel targeted (Flynn), stereotyped and blamed (Hemphill & Haines, 1998).
2. Diversity training may accentuate group differences and perpetuate stereotypes instead of promoting harmony (Beaver, Kennedy).
3. The interests of all employees may not be taken into account with programs recognizing some diverse groups and not others (Kennedy). Training may focus primarily on gender and race issues (Hemphill & Haines, Brown).

Successful diversity training initiatives appear to have several things in common. The training goes beyond valuing diversity to valuing individuals and seeks to create an atmosphere of inclusion among all groups at all levels (Flynn, 1998). The training program makes a distinction between affirmative action and valuing differences with diversity defined in a manner that recognizes a wide range of characteristics including race, religion, age, personality attributes, working style, and many other factors (Overmyer Day; Rynes & Rosen, 1995). Successful initiatives show the link between diversity and business goals; providing a context for diversity training to help everyone understand why diversity is important (Overmyer Day; Gilbert & Ivancevich). The training focuses on behavior and discussions of whether behavior is appropriate. The focus is on targeting behavior and not blaming individuals or groups (Flynn; Hemphill & Haines). Finally, the training uses a multi-media, experiential approach with role-playing, simulations, videos, and discussions. Participants are allowed and encouraged to express themselves with the experiential approach accommodating a wide variety of learning styles (Morris, Romero, & Tan, 1996).

Pedagogy

The design of the course revolved around the following goals:

1. Create an inclusive atmosphere within the class where the characteristics and contributions of all students are valued.
2. Demonstrate the link between valuing diversity and business goals. Stress the importance of diversity education to students’ career goals.
3. Focus on behaviors that are appropriate and identify those that are inappropriate. Educate students about the habit patterns leading to inappropriate behavior.
4. Include a variety of exercises, role-playing simulations, videos, and discussions in order to stimulate student enthusiasm and interest in the material.



5. Allow students to participate and express themselves in a variety of ways – through journal entries, class discussions, role-playing, presentations, and experiential exercises.

The course was taught over the January inter-session in fifteen, three-hour sessions. Table 1 (see Appendix A) is an outline of the course including session topics, textbook assignments, handouts and articles, exercises, and journal entries. A bibliography of assigned articles, a description of experiential exercises, and a list of journal entry questions can be found in Appendix B.

The first part of the course (sessions 1-4) dealt with creating a broad, inclusive definition of diversity. Students were encouraged to explore their own diversity through exercises, classroom discussion, and journal entries. The differences between affirmative action and valuing diversity were identified. The film “Working Girl” was viewed and discussed. The discussion focused on gender and social class issues that can become barriers to opportunity.

During session five, the link between valuing diversity and achieving business goals was explored. Students were presented with the costs of ignoring diversity and the benefits of valuing diversity in the video “A Peacock in a Land of Penguins”. The article “Valley of Denial” emphasized costs of ignoring diversity in Silicon Valley. Sessions 6 through 8 focused on the origins of thought patterns leading to inappropriate behavior in organizations. The origins of stereotyping, prejudice, and discrimination were discussed. A clip from “Twilight Zone: The Movie” dealt with prejudice and discrimination. Students also viewed “A Class Divided”, a film depicting Jane Elliott’s classic 1968 experiment with Iowa first graders. The film highlights the origins of prejudice and discrimination in a compelling way that generated much discussion among students in the class. Excerpts from the book *Black Like Me* were discussed so that students could begin to develop an appreciation for barriers created by racial prejudice and discrimination.

Sessions 9 and 10 examined the development of empathy for diverse groups and individuals. The movie “Soul Man” and “American History X” both dealt with learning what it is like to walk in someone else’s shoes. Strategies for coping with discrimination were examined in sessions 11, 12, and 13. The movies “Ruby Bridges” and “Soul Food” explored the power of tradition, family, and faith in overcoming adversity. Students were encouraged to discuss and explore the cultural traditions within their own families that help them to deal with challenges in their own lives. Equal employment law and harassment in the workplace were explored in session 14. An emphasis was placed on identifying appropriate and inappropriate workplace behaviors. The movies “Disclosure” and “Nine to Five” generated a lively discussion of the relationship between sexual harassment and power. “Disclosure” was particularly effective in illustrating the breadth of sexual harassment legislation in that the movie depicts a white male who accuses his female boss of sexual harassment. Students also read articles describing how companies like Ford, Mitsubishi, and Texaco have paid a high cost for harassment and are now developing initiatives geared to generating appropriate workplace behaviors.

Managing diverse work teams and effective practices for managing diversity were discussed during the last session of the class. Students explored the diversity within their class



groups through a team building exercise and looked at the value of team diversity in the movie “Sneakers”. Students worked in groups throughout the semester and were responsible for researching media depiction of a dimension of diversity and the impact of the media on the treatment of individuals in organizations. Each group presented their findings during the last class session (see Appendix B for a description of the presentation assignment).

Course Evaluation

On the last day of class, students were asked to assess and comment on the effectiveness of the course (see Appendix C for course evaluation questions and a table of the results). All nineteen students registered for the course completed the course evaluation which asked students to respond to twenty-four statements using a five point scale (1=agree, 2=somewhat agree, 3=undecided, no opinion, 4=somewhat disagree, 5=disagree). Students were also asked to rate course videos and exercises using a five point scale (1=poor, 2=fair, 3=good, 4=very good, 5=excellent), and to respond to eleven qualitative questions pertaining to the course.

Results

Eighty-five percent of the students surveyed felt that by understanding their own diversity, they could better appreciate and value diversity in others. Ninety-five percent of the students felt they had a better understanding of actions companies can take to effectively manage diversity. Most of the students (95%) felt that viewing films, keeping a journal, and participating in class exercises were effective ways of learning about diversity. Ninety-five percent of the students felt the course had changed the way they would think about diversity in the future. When asked if they would recommend the course to a friend, 94% responded affirmatively. Ninety-five percent of the students felt the course should be a required course for all business majors.

Students felt the strongest aspects of the course were the videos, journal entries, class discussion, and the group presentations. The journal entries “made you think about what happened in class” and the videos “were all relevant to the topics we were studying and helped us to get a better understanding of the course content.” One student commented that keeping a journal “helped me explore feelings I didn’t know I had.” Another student stated: “I enjoyed the journal. It’s nice to see your own thoughts in words. It helps to make it easier to evaluate them.” Several students recommended that the course require more journal entries.

Class exercises and videos were rated good to excellent by the students. Stated one student: “It is almost a guarantee that students learn more with exercises that they enjoy.” The major criticism of the course was of the short time period in which it was taught. Students felt it was difficult to absorb material and complete assignments during the condensed inter-session. Course content could easily be adapted to a full semester format allowing students more time to absorb and process material.



Discussion

Course evaluation results suggest the goals of the course were met. The course appears to have accomplished the following objectives:

1. Demonstrated the link between valuing diversity and business and academic goals
2. Educated students about both appropriate and inappropriate behaviors concerning diversity
3. Included a wide variety of teaching methods that stimulated student interest
4. Allowed students to participate and express themselves in a variety of ways in an inclusive environment

While the evaluation indicates students responded favorably to the course, these results should be viewed with caution. Results are based on a sample size of only nineteen students. Also, the course evaluation method relies on student perceptions and self-reports. Self-reports may not be the best method of evaluating whether students' attitudes toward diversity changed significantly as a result of taking the course.

A more reliable means of ascertaining student attitude change might be to administer an instrument on the first day of class designed to determine students' initial attitudes toward diversity. The instrument could again be administered at the end of the semester and pretest/posttest results compared to determine whether a significant change in attitude had occurred. The author has future plans to measure student attitude change using this method the next time the course is taught.

Conclusion

Diversity education can result in more effective organizational communication, better utilization of talent, increased understanding of a diverse customer base, and enhanced creativity. In order for students to perform effectively in today's business environment, they need to develop the ability to communicate in an increasingly diverse work environment. Including diversity education as part of the business curriculum can help students to develop these skills. All too often, however, diversity training is conducted in a way that intensifies hostility between groups, increasing bad feelings rather than improving them. The course described in this paper attempted to avoid the pitfalls of unsuccessful diversity initiatives by creating an inclusive classroom environment, demonstrating the link between valuing diversity and business goals, focusing on appropriate workplace behaviors, and encouraging open student participation and expression of opinions. The multi-media, experiential approach increased student interest in the material, accommodated diverse learning styles, and gave the students a variety of ways to express themselves while learning about diversity.



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Appendix A

Table 1 – Course Outline

Session	Topic	Text	Video	Handout	Exercise	Journal entry
1 What is diversity ?	Our changing world Exploring individual diversity	Chapter 1 Diversity: An Overview		Diversity glossary	Who am I?	Don't Box Me In Do you see yourself as belonging to a single race?
2	What is diversity? Primary and secondary dimensions of diversity	Chapter 1		"The 50 best Companies Asians, Blacks, and Hispanics"	Diversity Creations	Thinking through my cultural diversity What's in a name
3 and 4 Individual cultural diversity	Barriers to opportunity Glass ceilings	Chapter 2 Diversity skills and success at work and school	"Working Girl"			Social class and success Working Girl reaction piece Glass ceiling - have you or your family ever encountered barriers to success?
5 Diversity benefits	Costs of inadequate diversity skills Benefits of diversity	Chapter 2	"A Peacock in a Land of Penguins" CRM films 1-800-421-	"Valley of Denial"	Defining Success	How has your cultural background affected who you are?



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6 Barriers to diversity	Attitudes toward diversity	Chapter 2		"For the Disabled Interviewing for Jobs Takes Straight Talk"	Brainstorming exercise: School Accommodations for disabled students	Internet hate group assignment. How much discrimination do you think exists today?
7 Barriers to diversity	Perception, stereotyping, discrimination	Chapter 3 Personal and social barriers	"Twilight Zone: The Movie"	"The Seven Dwarfs and I"	Dwarf Stereotyping exercise	Putting a price tag on discrimination
Session	Topic	Text	Video	Handout	Exercise	Journal entry
8 Diversity Consciousness	Developing diversity consciousness	Chapter 4 Developing Diversity consciousness	"A Class Divided" (PBS Frontline Video)	Excerpts from Black Like Me	The Name Game	Brown eyes / Blue eyes questions - reactions to "A Class Divided"
9 and 10 Empathy	Developing empathy	Chapter 4	"Soul Man" "American History X"			Learn what it is like to walk in someone else's shoes
11 and 12 Coping with Discrimination	Strategies for coping with discrimination	Chapter 4	"Ruby Bridges" "Soul Food"			Exploring your cultural traditions
13 Communications	Inclusive communications Active listening	Chapter 5 Communicating in a diverse world		Excerpts from <i>You Don't Understand</i> :	Hot Button Role Plays	Analyzing your active listening skills - active listening self-



				<i>Men and Women in Conversation</i>		assessment
14 Retaining and promoting a diverse work force	EEO law Harassment in the Workplace	Chapter 5	"Disclosure" "Nine to Five"	"Ford: the High Cost of Harassment" "Mitsubishi Takes Steps To Reshape Workplace" "Sexual Harassment What You're Liable For Now"		Is it as believable when a man accuses a woman of sexual harassment? What is the relationship between sexual harassment and power?



Table 1 – Course Outline (cont.)

Session	Topic	Text	Video	Handout	Exercise	Journal entry
15 Teamwork	Managing diverse teams Best practices for managing diversity Conclusion/course wrap-up	Chapter 6 Teamwork Chapter 7 Conclusion	"Sneakers"	"What about Native Americans?" "The Diversity Elite" "Family Friendly CEOs are Changing Cultures at More Workplaces"	Team building puzzle exercise Group presentations	Analyze the diversity within your assigned group - has it helped or hindered the group's performance?

Note: Text used in course is R.D. Bucher, *Diversity Consciousness* (Upper Saddle River, N.J.: Prentice-Hall, 2000). See Appendix A for a reference list of assigned articles, and a description of exercises and journal entries. Unless otherwise noted, videos are popular movies available at most video outlets.



Appendix B

Diversity Articles

- Bryant, A. (1997, November 2). How much has Texaco changed? A mixed report card on anti-bias efforts. *New York Times*, pp. 3-2, 3-16, 3-17.
- Colvin, G. (1999, July 19). The 50 best companies for Asians, Blacks, and Hispanics: Companies that pursue diversity outperform the S&P 500. Coincidence? *Fortune*, 53-57.
- Dreyfuss, J. (1999, July 19). Valley of denial: It's time for Silicon Valley to pull its head out of the microchips on the issue of diversity. *Fortune*, 60-61.
- Egan, C.M. (1991, September 1). The seven dwarfs and I. *Newsweek*.
- Griffin, J.H. (1960). *Black like me*. New York: Signet.
- Grimsley, K.D. (1996, July 17). Mitsubishi takes steps to reshape workplace; Employees to be trained to halt harassment. *The Washington Post*, p. D01.
- Laabs, J. (1998, October). Sexual harassment: What you're liable for now". *Workforce*, 10, 34-42.
- Lancaster, H. (1998, September 15). Managing your career: For the disabled, interviewing for jobs takes straight talk. *The Wall Street Journal*.
- Muller, J. (1999, November 15). Ford: The high cost of harassment". *Business Week*.
- Robinson, E. (1999, July 19). What about Native Americans? The nation's original ethnic group speaks out. *Fortune*, 56.
- Robinson, E. & Hickman, J. (1999, July 19). The diversity elite. *Fortune*, 62-70.
- Shellenbarger, S. (1999, September 15). Work and family: Family-friendly CEOs are changing cultures at more workplaces. *The Wall Street Journal*.
- Tannen, D. (1990). *You just don't understand: Men and women in conversation*. New York: William Morrow.
- Workforce. (1997, November). The answers to your questions about sexual harassment. *Business and management practices: Workforce tools supplement to Workforce*, 7-9.



Exercises

1. Who am I? Students are asked to write down five things that describe them. The descriptions are written on the blackboard and discussed by the class. A more complete description of this exercise can be found in *Diversity Consciousness*, p. 14.
2. Diversity creations. Students are given 1 square foot of aluminum foil, 4 toothpicks, 2 paper clips, a foam cup, and a marker; and asked to create something from these materials that represents their diversity. A complete description of this exercise can be found in *Diversity Consciousness*, p. 23.
3. Defining success. Students (working in small groups) are asked to come up with a list of successful people. Instructor leads a class discussion of the following issues: why individuals were included on the lists and what traits or talents distinguish the people on the lists. A complete description of this exercise can be found in *Diversity Consciousness*, p. 53.
4. Brainstorming exercise: school accommodations for disabled students. Students (working in small groups) brainstorm ideas for eliminating barriers to disabled students on their campus. A complete description of this exercise can be found in *Diversity Consciousness*, p. 90.
5. Dwarf stereotyping exercise. Students are asked to individually write down 5 words that they feel would describe a dwarf. Instructor writes the words on the board. Students then read the article “The Seven Dwarfs and I” and discuss the origins of their stereotype for dwarfs (Marcic & Seltzer, 1995).
6. The Name Game. Students (working in small groups) are asked to list names of well-known people who are upper class, lower class, Gay and Lesbian, Asian-American, Native American, female, male, disabled. Class discussion follows. A complete description of this exercise can be found in *Diversity Consciousness*, p. 123.
7. Following a discussion of active listening, students are given scenarios to role play. The topics covered by the role plays include sexual harassment, discriminatory attitudes toward the mentally handicapped, and racial prejudice. A complete description of this exercise can be found in *Diversity Consciousness*, p. 154.
8. Team building puzzle exercise. Students (working in small groups) are asked to put together puzzles. Class discussion follows of the diversity within each group and whether diversity hindered or aided group performance. A complete description of this exercise can be found in *Diversity Consciousness*, p. 188.



Journal Entries

1. Don't Box Me In – students are asked to write about whether they see themselves as belonging to a single race or ethnic group?*
2. Thinking through my cultural diversity – students are asked to write about their cultural diversity and how their social heritage has impacted their lives.*
3. What's in a name – students are asked to write about the origin and meaning of their name.*
4. Students are asked to write about their reaction to the movie “Working Girl”, what impact social class and gender had on Tess's advancement and opportunities, and whether or not individuals should adapt themselves to the prevailing cultural group. How does Tess's diversity contribute to her success? Students are also asked to comment on whether they or their family have ever encountered barriers to success.
5. How has your cultural background affected who you are and your approach to life?
6. Internet hate group assignment – students are asked to locate a web site for a hate group, print out the home page, and comment on the attitudes, prejudices, and stereotypes perpetuated by the group.*
7. How much discrimination do you think exists today?
8. Putting a price tag on discrimination – students are asked how much money they would need to change their race, gender, sexual orientation, ethnicity, and/or religion.*
9. Brown eyes / Blue eyes – students are asked to write about their reaction to the video “A Class Divided”. What does the film say about the origins of prejudice and discrimination?
10. Learn what it is like to walk in someone else's shoes – students are asked to comment on the following question: can an individual ever fully appreciate what it is like to belong to another racial, ethnic, or gender group?
11. Exploring your cultural traditions – students are asked to comment on the cultural traditions they were brought up with. In what way do their cultural traditions give them the strength to deal with barriers to their success and the trials and tribulations of daily life?
12. Students are given an active listening self-assessment and asked to comment on how they might go about improving their communication skills.
13. After viewing the movies “Disclosure” and “Nine to Five”, students are asked to comment on the following questions. Is it as believable when a man accuses a woman of sexual harassment? What is the relationship between sexual harassment and power?



* Idea for journal entry adapted from material in *Diversity Consciousness*.

Group Presentation Assignment

Objective: To explore how a dimension of diversity is depicted by the media in order to gain a better understanding of stereotypes and discrimination in our society.

Description: Each group should choose a dimension of diversity to study. Each group is to research how members of that group are depicted by the media. Examples from the following should be included: film, print ads, television ads, television shows, and literature. Examples from today and from ten, twenty, thirty, forty, and fifty years ago should be included. On the last day of class, each group will bring media examples to class, present these examples to the class, and answer the following questions:

- How has media depiction of the group changed over the past fifty years?
- Do you feel the media realistically depicts the group? If not, what stereotypes have been perpetuated by the media?
- How has depiction of the group by the media affected the treatment of individuals in organizations and in society in general?

Creativity is encouraged. You can even encourage audience participation. You will be graded on the following:

- Content of the presentation. Did the group show a wide variety of media and answer the above questions?
- Creativity. Was the presentation interesting to watch? Did the group engage the audience in the presentation?
- Quality. Was the presentation well organized? Did the group transition well from one topic to another? Did group members maintain eye contact and enthusiastically communicate their topic to the audience?
- Participation. Did all group members participate in the presentation?



Appendix C

Course Evaluation/Results

Scale: 1=Agree, 2=Somewhat agree, 3=Undecided or no opinion, 4=Somewhat disagree, 5=Disagree
Percent responding (N=19)

Questions	1	2	3	4	5
Q1 - The course helped me to understand what is meant by the term diversity.	100	0	0	0	0
Q2 - The course helped me to understand the importance of valuing diversity.	95	5	0	0	0
Q3 - The course helped me to understand the costs of ignoring diversity.	68	32	0	0	0
Q4 - The course helped me to understand the causes of stereotyping, prejudice, and discrimination.	74	21	5	0	0
Q5 - The course helped me to understand and evaluate my own stereotypes and/or prejudices.	58	42	0	0	0
Q6 - The course helped me to examine and appreciate my own diversity as an individual.	68	26	6	0	0
Q7 - By understanding my own diversity, I can better appreciate and value the diversity of others.	85	10	5	0	0
Q8 - The course helped me to better understand what is meant by the term sexual harassment.	85	10	5	0	0
Q9 - I now have a better understanding of sexual harassment legislation.	79	11	0	5	5
Q10 - I now have a better understanding of Equal Employment Opportunity laws and how these laws apply to the workplace.	79	16	0	5	0
Q11 - I now have a better understanding of the actions companies can take to better manage diversity.	84	11	0	5	0
Q12 - This course has changed the way I will think about diversity in the future.	58	37	0	5	0
Q13 - Viewing movies was a useful way to better understand diversity.	90	5	0	5	0
Q14 - The exercises we did in class helped me to better understand diversity.	74	16	5	0	5
Q15 - I found the textbook interesting to read.	32	42	5	1	1
Q16 - The material in the text was relevant and thought-provoking.					
Q17 - The course handouts helped my understanding of course concepts and content.	68	17	10	0	5



Q18 - Keeping a journal was a useful way to reflect on my understanding of and thoughts about diversity.	63	26	5	0	5
Q19 - Keeping a journal was a useful experience.	58	42	0	0	0
Q20 - The variety of assignments helped make the course more interesting.	58	42	0	0	0
Q21 - I would recommend this course to a friend.	84	10	6	0	0
Q22 - I think this course should be a required course for college business majors.	95	5	0	0	0
Q23 - I found the work in this course too easy.	32	32	16	1	5
Q24 - I found the work in this course challenging.	32	32	16	1	1

Mean Ratings of Videos Used in the Course
(1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent)

Working Girl - 4.42
A Peacock in a Land of Penguins - 3.89
Twilight Zone - 4.10
A Class Divided - 4.68
Soul Man - 4.21
American History X - 4.61
Nine to Five - 4.16
Disclosure - 4.68
Soul Food - 4.10
Ruby Bridges - 4.16
Sneakers - 4.10

Mean Ratings of Exercises Used in the Course
(1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent)

Who Am I? - 4.68
Diversity Creations - 4.42
Defining Success - 3.75
Brainstorming Exercise - 3.89
Dwarf Stereotyping Exercise - 3.89
The Name Game - 3.25
Active Listening Role Plays - 4.42
Team Building Puzzle Exercise - 3.75

Qualitative Questions:

1. What areas if any does the course need to devote less time to?
2. What areas if any does the course need to devote more time to?



3. What were the three strongest aspects of the course? Why?
4. What were the three weakest aspects of the course? Why?
5. What did you like about the course project/presentation? What did you dislike? Explain.
6. What did you like and/or dislike about the text *Diversity Consciousness*? Explain.
7. How did you feel about keeping a journal? Did it help or aid your understanding and/or reflection on course material?
8. Did you enjoy the videos we saw during the course? Were the movies relevant to the content of the course? Explain.
9. Which videos did you like best? Explain.
10. Which videos did you enjoy least? Explain.
11. Do you have any recommendations for improving the course?