SOCIAL-DIVERSITY AWARENESS LESSON 2: DISABILITIES & GENERATIONS
THIS LESSON WILL FOCUS ON TWO AREAS OF DIVERSITY: DISABILITIES & GENERATIONS

ATTRIBUTES OF SOCIAL/DIVERSITY AWARENESS

◆ Respectful of differences in others’ backgrounds and beliefs in local communities and the world at large.

◆ Uses social or cultural differences to help expand the concept of what is “normal” and uses this to generate new ideas.

ATTRIBUTES OF SOCIAL/DIVERSITY AWARENESS

◆ Values diversity in the workplace, including gender, sexual orientation, ethnicity, and age. Understands these differences can actually improve products, services, or work processes.

◆ Develops and improves relationships with people of different backgrounds and beliefs by improving self-awareness, sensitivity to others’ feelings, and professionalism.
Disability Awareness & Etiquette

Disability Awareness & Etiquette Developed By:
Darlene Avery & Derek Shields
Department of Labor, OASAM

Enhancements By:
Michelle Alford-Williams
Workforce Development Section
Department of Rehabilitation
Disability - A condition caused by an accident, trauma, genetics or disease which may limit a person’s mobility, hearing, vision, speech or mental function (ex. an individual who is paralyzed)

Handicap - A physical or attitudinal constraint that is imposed upon a person, regardless of whether that person has a disability (ex. the use of stairs for someone in a wheelchair)

* Do not refer to a person as handicapped. A person can be disabled; a situation can cause a handicap.
1 in 5 individuals in the US is a person with a disability, making this the largest minority group in the country.

Disabilities cut across all other categories including gender, ethnicity, country of origin. It is not separate, “us” vs. “them,” but rather exists in all socially defined groups.

Disability awareness and accommodating differences have been at the heart of many innovations:

1. Texting was first developed as an adaptation for those that were hard of hearing
2. Audio books were first started for the blind and visually impaired
3. Text to speech options on Smart Phones began because older phones had push buttons, when this went away, assistive technology had to adapt.
DISCLOSURE

• “Disclosure” means letting others know if you have a disability

• Many individuals don’t disclose their disabilities because they don’t want to feel labeled, feel that exposing their differences can reinforce negative stereotypes, and/or don’t know what accommodations could be available to help them

• There can be many benefits to letting your instructors and employers know what you need

For students:

Connecting with your Disabilities Services Dept. on your campus allows you to gather information, make informed decisions with the help of experts in the field, and can provide you access to assistive tech equipment and/or class accommodations like extra time on exams
For workers:

If you need accommodation during a job interview, let the hiring organization know. This could include a wide range from needing to make sure there are ramps to access a building, requiring a sign language interpreter, needing more time to process and answer questions, etc.

If you ask ahead of time, the advantage is at the end of the interview you can point out the accommodation required during the interview would be required on the job too.

This can make the process of “disclosure” feel much less stressful than a formal statement of your disability.
PRACTICE ACTIVITY

Pair off and then share out with the group. Discuss:

◆ Can you think of examples of accommodations for different styles in the workplace?
ONCE YOU ARE WORKING

◆ You may not have felt you needed any assistance or accommodation coming into a job, but you may find you need it once you start working.

◆ For example, you may realize you have auditory memory issues and when a supervisor gives you instructions you can’t remember them to follow through on your tasks.

◆ You could bring a note pad or laptop with you to take notes and then ask your supervisor to review the notes to make sure you understood everything correctly.

◆ Asking for what you need to perform well at your job benefits you and your employer, and can be part of a professional development discussion. You can use the Suggested Professional Evaluation Questions guide from New World of Work.
WHEN INTERACTING WITH INDIVIDUALS WHO HAVE DISABILITIES

Ask before you help
• People desire to be independent and treated with respect

Be sensitive about physical contact
• Consider any assistive equipment as part of someone’s personal space

Think before you speak
• Speak directly to the person

Don’t make assumptions
• People are the best judge of what they can or cannot do

Respond graciously to requests
• An accommodation is not a complaint
People with Dexterity/Mobility Issues:

- Place yourself at eye level when communicating
- Do not lean on their wheelchair or assistive device or ask them to hold additional items
- Don’t push or touch their wheelchair unless asked to assist (personal space)
- Keep ramps and wheelchair accessible doors unlocked and unblocked
People Who are Blind/ Low Vision:

• Identify yourself before making physical contact (entering and leaving a room)
• Provide a tour of a new facility (new employee or new student)
• Describe setting, environment, obstacles when en route
• Don’t touch their arm to guide them, offer your arm or shoulder if they need guidance
• Don’t pet their guide dog without asking them first
• Do offer to read information
People Who are Deaf or Hard of Hearing:

- Utilize a sign language interpreter or write things down
- Look directly at the person not the interpreter
- Do not obstruct view of mouth when speaking
- Speak clearly and at a normal pace
- Recognize the use of assistive listening devices
- Do not shout or exaggerate speech
People with Speech Disabilities:

- Give person full attention
- Don’t interrupt or finish sentences
- Ask for clarification if person is misunderstood
- Repeat back to them for verification
- Ask them to write it down
- Move to a quieter environment
People with Learning (Cognitive) Disabilities

- Offer to be in a quiet or private location
- Give verbal explanations
- Speak clearly
- Allow adequate time for actions (reading, writing, speaking)
- Ask if they need clarification or have questions
- Provide alternative ways of communicating the message (demonstrations, in writing)
- Be patient, flexible and supportive
Remember

- People with disabilities are not a detriment but are an asset to work environments. A great example of this is the Dancing Starbucks Barista: https://www.youtube.com/watch?v=KaRqqVDAaQo&app=desktop
Generational Awareness

Reference Book:
Unlocking Generational CODES
Anna Liotta
Aviva Publishing, New York
DUE TO LONGER AVERAGE LIFE SPANS, DEVELOPMENTAL DEFINITIONS ARE CHANGING

0-20 is considered Child Life Stage
21-41 is considered Young Adult Life Stage
42-62 is Mid-Life
63-83 is Elderhood
84+ is Bonus Elderhood
What factors are taken into account when establishing different generations? What defines a generation?

Can you name the current generations in the US Workforce?
GENERATIONS THAT EXIST IN THE US WORKFORCE

Veterans/ Traditionalists: 1927-1945, around 7%, sunsetting % of workforce
(Those who are working are often in part-time/consulting positions)

Baby Boomers: 1946-1963, around 27% of workforce, many retiring
(A split between those who've put off retirement and those who will be retiring soon)

Generation Xers: 1964-1979, around 33% of workforce, major % of the workforce
(Age range from 37-52 yrs old, so represent both leaders and prime age workers)

Generation Y/ Millennials: 1980-1999, around 32% of workforce, rising % of workforce
(Age range from 17-36 yrs. old, the rising majority in the workforce along with Gen X)

The generation from 2000- Present is still under research for workforce impact. Many names: Nexters, Founders, End Millennials, Gen Z

Activity: What are the historical & pop culture/trends of your generation?
TRENDS IN GENERATIONS

- **Traditionalists** were shaped by a time of crisis (Great Depression & WWII) so aware of scarcity, money conservation, and sacrifice for the greater good.

- **Baby Boomers** were born in a time of rebuilding and then social change, so a large and diverse group that both shaped our current institutions and questioned them.

- **Xers** were influenced by growing access to higher education, and represent a desire for both career goals and personal goals rather than sacrificing one for the other.

- **Millennials** are part of technology and social media growth, so their focus has been more global and they have contributed to a youth based focus in marketing.
They have this self-awareness that systems have been broken, but they can’t be the generation that says we’ll break it even more.
Many had parents who lost jobs/income in the Great Recession

This has made them less risk adverse, more entrepreneurial

They are more creative as a workforce

They see opportunities outside of traditional structures:

- News comes from Google, Facebook
- Movies are YouTube
- Airbnb and Lyft instead of hotels and taxis
AFTER REVIEWING A FEW CORE TRAITS OF GEN Z

• How can Gen Z’s creative, entrepreneurial qualities benefit workplaces?

- Millennials value speed and 24/7 access to digital connections, knowing where and how to access what you need is key.

- Millennials want to share ideas and be part of collaboration, don’t see length of time/experience as necessary to provide equal input.

- Millennials see work ethic as applying the strategies to get the best results in the quickest time, more flexibility.

- Many are digital natives, actively use social media for professional purposes.
WORKING IN A MULTI-GENERATIONAL SETTING:

**MILLENNIALS**

- Millennials don’t just work for a paycheck — they want a purpose.
- Millennials are not pursuing job satisfaction — they are pursuing development.
- Millennials don’t want bosses — they want coaches.
- Millennials don’t want annual reviews — want ongoing conversations.
- Millennials don’t want to focus on their weaknesses — they want to develop their strengths.
- It is not just a job — it’s a part of their lives.

AFTER REVIEWING THE CORE TRAITS OF MILLENIALS

• What do you see are the greatest strengths of this group in the workforce?

• In what ways can they uniquely contribute to projects and achieve outcomes based on their core traits?
PEW RESEARCH
GENERATIONAL QUIZ:
How Millennial Are You?

Take our 14 item quiz and we’ll tell you how "Millennial" you are, on a scale from 0 to 100, by comparing your answers with those of respondents to a scientific nationwide survey. You can also find out how you stack up against others your age.

http://www.pewresearch.org/quiz/how-millennial-are-you/
WORKING IN A MULTI-GENERATIONAL SETTING:

**XERS (1964-1979)**

- Xers want core messaging to be clear and concise, value easy and open access to information.

- Xers (and Millennials) want to get to important information quickly. Like a facts first approach.

- Xers believe in quality, focused work done in specific time frames to allow for more freedom, project based rather than 9-5.

- Make up the current majority of the workforce with rising numbers of Millennials.
NEW MICRO-GENERATION: XENNIALS

Xennials

- Born between 1977-1983

- Spent their childhoods without internet, but in their teens and 20’s adapted to wider use of computers and the World Wide Web

- Generally tend to be more tech savvy than older Xers, but not as tech literate as younger Millenials

- You can take the Xennials quiz to see how much you relate to this micro-generation:

  - [https://www.theguardian.com/culture/2017/jun/27/are-you-a-xennial-take-the-quiz](https://www.theguardian.com/culture/2017/jun/27/are-you-a-xennial-take-the-quiz)
AFTER REVIEWING THE CORE TRAITS OF GEN X

• What do you see are the greatest strengths of this group in the workforce?

• In what ways can they uniquely contribute to projects and achieve outcomes based on their core traits?
WORKING IN A MULTI-GENERATIONAL SETTING: BOOMERS

- Boomers value individuality & recognition based on verified accomplishments

- Boomers see face-to-face time and longer hours as the way to career success

- Many Boomers are delaying retirement for financial reasons and/or due to longer life spans

- With a lifetime of work, often in same job or industry, many Boomers are in positions that inexperienced workers couldn’t go directly into
AFTER REVIEWING THE CORE TRAITS OF BOOMERS

• What do you see are the greatest strengths of this group in the workforce?

• In what ways can they uniquely contribute to projects and achieve outcomes based on their core traits?
WORKING IN A MULTI-GENERATIONAL SETTING: TRADITIONALISTS

- For Traditionalists, face-to-face contact is considered the norm, technology is often seen as disrupting how things used to be done.

- Work ethic for Traditionalists is the more time/loyalty you put in the more you should get back.

- Traditionalists (and Boomers) tend to communicate at a slower, more dignified pace.

- If working, they are often in part time positions, consulting, or act as board members.
AFTER REVIEWING THE CORE TRAITS OF TRADITIONALISTS

• What do you see are the greatest strengths of this group in the workforce?

• In what ways can they uniquely contribute to projects and achieve outcomes based on their core traits?
A Board of Directors is made up of Traditionalists and Boomers, while the CEO and staff are a mix of Millennials and Gen Z interns.

The staff feels the Board doesn’t know enough about the latest trends and technology. The Board feels the staff doesn’t take their advice into consideration.

How can each group see the strengths and contributions of the other?
HOW CAN YOU ACCOMMODATE AND ENCOURAGE ALL THESE DIFFERENT STYLES IN ONE WORKPLACE?

PAIR-SHARE ACTIVITY: SCENARIO

- A Gen X director likes to give detailed instructions on the tasks for the week. Her Millennial administrative assistant prefers communication to be short and to the point.
- The Gen X director is feeling frustrated. She thinks she isn’t being listened to and worries tasks won’t be completed properly.
- Her administrative assistant thinks her boss doesn’t trust her and wonders why she repeats herself so much.
- How can each person adjust her approach to find common ground?

HOW CAN YOU ACCOMMODATE AND ENCOURAGE ALL THESE DIFFERENT STYLES IN ONE WORKPLACE?
SOCIAL-DIVERSITY AWARENESS
ASSESSMENT: GETTING THE MOST
OUT OF MULTI-GENERATION
WORKPLACES
Next Steps: Practice!

LinkedIn and New World of Work have partnered to provide suggested next steps after each of the 21st Century Skills lessons.

Go to: www.linkedin.com/learning

These videos will help you continue to explore Social Diversity Awareness. You can earn certificates of completion to post on your LinkedIn profiles along with any of your digital badges and skills verifications.

Courses:
- Communicating Across Cultures
- Developing Cross-Cultural Intelligence
- Conflict Resolution

Videos:
- Understand your value
- Communication and cultural differences