



State of California – Military Department
California Cadet Corps

CURRICULUM ON CITIZENSHIP

Strand C4: Diversity and Inclusion

Level 11

This Strand is composed of the following components:

- A. Understanding Diversity**
- B. Acting for Inclusion
- C. Case Studies



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A. Understanding Diversity

Standard #2: Students learn duty, service, and responsibility as a citizen of their school, their community, the State of California, and the United States.

OBJECTIVES

DESIRED OUTCOME (Self-Mastery)

Cadets understand and support diversity within their Cadet Corps unit, school, and friendships.

Plan of Action:

1. Define 'diversity' and discuss the difference between Identity Diversity, Value Diversity, Cognitive Diversity, and Behavioral Diversity.
2. Discuss an aspect of gender diversity that might affect you or your fellow cadets in the California Cadet Corps
3. List the categories of sexual diversity covered in this lesson, and give a brief definition of each.
4. List four ways Gen Z are different from Millennials
5. Contrast the culture you fall into with another culture that is present in your school.
6. Select a religion or political belief, and contrast it with another religion or political belief. List or discuss some differences and similarities.
7. Discover which personality group in True Colors you best fit, and describe your color type (per Lowry) and how you fit in the general population.

A1. Types of Diversity

What do we mean by diversity? Merriam-Webster gives the definition of diversity as the condition of having or being composed of differing elements: variety; especially the inclusion of different types of people (such as people of different races or cultures) in a group or organization. (Webster, 2019). So when we speak of diversity, we're referring generally to differences between people, and usually what people make of those differences.

A common misconception is that the term "diversity" defines meeting certain quotas in race or gender categories. In fact, "diversity" as it relates to human resources is a way of thinking and operating that encourages an entirely new and positive outlook among members of a group. Diversity in the work environment promotes acceptance, respect and teamwork. Organizations that overcome certain diversity issues often achieve greater productivity, profit and morale.

Depending on whom you read or talk to, there are different ways to categorize types of diversity. Consider these four loosely defined, different types of diversity (Harquail, 2010):

"Identity" / Social Category/ Demographic Diversity: related to a person's social-physical categories, like race, gender, ethnicity, sexual orientation, physical ability. Refers to who we are, in our bodies.

"Value" Diversity: related to belief systems, value preferences, assumptions about what is better or right, beliefs about how the world is organized. Refers to what we believe. Includes religion & politics.

"Cognitive" / Informational Diversity: related to what you know and how you know it, including work experience, learning styles, intelligence, differences in mental processes of perception, judgment, categorization, and so on. Refers to what we know.

"Behavioral" Diversity: related to personality styles, action orientation, how we interact with others, working style. Refers to how we act.

These four types of diversity are related, in that a person's social category will influence his or her life experience, and thus influence his or her values, cognitive preferences, and behavioral preferences. These types are not independent, and at the same time the relationships between them are not hard-wired.

When it comes down to it, every person is different, whether by demographics or values or learning styles or personality. It's important to understand that we are members of many categories at the same time, and have to deal with the negative aspects brought on by hate for our differences as part of our total package. For example, women of color may have to face racism and sexism issues and the way those issues can compound each other. Men of color share potential racism without the sexism, and their experience is different.

"Diversity and Inclusion", as a contemporary issue, focuses mostly on oppressed groups – race, sex, ethnicity, gender identity, etc. – what their experience has been, and how to remedy that so all peoples' experience is equitable.

A common (though not universal) theme is to embrace diversity in a group, organization, etc. because it is inclusive – everybody may be different, but they're a member of the team, so they're all ONE. The different opinions, experiences, talents, and skills that are present in a team or organization all contribute to the group's ability to accomplish the mission. Different ways of looking at problems produce different solutions. If everyone thinks the same way, the group might overlook brilliant solutions, and not be able to solve the problem. Diversity of background, thought, experience, etc. is a strength to any organization.

There are those who don't believe diversity is a positive characteristic for a group. If everyone in the group is alike, they believe the group is more unique, and better able to focus on their needs. You'll have to make that decision for yourself, but we encourage you to consider the pros and cons of diversity!

Oppression Olympics is a term used within social justice circles referring to arguments in which inequalities faced by a group are dismissed for being considered less important than those faced by another group. This was first noted in feminist circles, when some people pushed race-related grievances, asserting that their situation was worse than that for white women. They were accused of seeking approval or praise for being more disadvantaged than others. (Tomberly, 2014)

One of our three core values in the California Cadet Corps is **respect**. This is important to us because it is what each of us, as equal human beings, deserve from each other. Respect is key to the concept of diversity and inclusion being important. When there is a lack of acceptance of the diverse culture and beliefs among cadets, students, soldiers, employees – name your group - conflicts may arise. Sometimes, this conflict turns to animosity and may even cause violence. If we can respect each other, we can work together to accomplish our common goals. The organization is more successful, and its members are more satisfied that they're in a good place.

When people accept the differences between each other, it results in a sharing of ideas and effective collaboration. Acceptance fosters mutual respect and prevents conflicts from arising. Education about diversity, in the form of learning about our differences and learning about how others view the world, helps you understand, accept, and respect each other's differences.

In this strand, we will dig into a few of the major categories considered in the diversity/inclusion movement.

A2. Gender & Sexual Diversity

Gender diversity is based on the ratio, in a given organization or setting, of male to female (and occasionally adding the category of non-binary genders). The issue of gender diversity usually refers to situations where there isn't equality between the sexes, whether in overall numbers, within leadership of the organization, representation on boards or committees that take action or make decisions, etc. The California Cadet Corps' gender diversity is slightly skewed toward males – about 55% of our cadets are male, and about 45% are female (we don't yet track non-binary genders). How does this affect us as an organization? Among commandants, the ratio is even more skewed, at about 70% male.

- Does the absence of many female commandants, or units that are mostly male, drive off potential female cadets? They might not at 60/40%, but they might if the cadet unit was 90/10%, which some are.

- How does the lack of gender diversity affect the unit?
- Are female cadets promoted at the same rate as male cadets? If so, why?
- Because military service is traditionally (though less so now) a male environment, does that drive away girls? Our focus – leadership – is universal to all genders.
- Girls tend to mature earlier than boys; does that give them an advantage over their male peers in gaining rank and leadership positions? Is that an unfair advantage? Or does the fact that advancement is based on personal accomplishment make the process fair?

Any organization can and should ask these questions and many more about itself. The first step is to gather and track the information, but it doesn't stop there. Once you know your demographics, you need to seriously and in an unbiased way assess what those statistics mean to your organization and its members. Identify where there are problems that contribute to a lack of equity, set goals for where you want to be, and come up with solutions to get there.

PRACTICAL EXERCISE

1. Collect some information about your Cadet Corps unit:
 - # male cadets, # female cadets
 - Break out cadets by rank (RCT, CDT, CFC, etc.), male and female
 - Count the appointed cadet leaders, Squad Leader to Battalion Commander, male & female
 - Consider other ways you can look at your gender diversity. Maybe gather the statistics about your competitive drill platoon or color guard.
2. Determine the percentages of these statistics.
3. Assess the diversity of your unit. Provide a summary.
4. Are you happy with your unit diversity? Are there ways you want to work on to make the gender situation in your unit match your school's statistics (i.e. it may be ideal to have a unit that's 50/50% male/female, but if your school is 70% female, your Cadet Corps unit should reflect that and have a higher ratio of females as well)? If so, set goals for where you want to be, and develop ways you can reach those goals. Do you need to reach out to female students in different ways, ways that will get their attention, or show them different facts about Cadet Corps?

Again, the statistics, or demographics, are only the beginning of a look at diversity. If you research this topic, you'll find a lot of discussion about:

- Unequal pay
- Glass ceilings – equal opportunity
- Positional bias (i.e. hiring women as secretaries, nurses, not construction workers)
- Terminations
- School sports teams (even after Title IX)

Gender bias is sometimes more subtle, but can have a big effect on the culture (or command climate) of the unit or workplace. Some examples of gender bias:

- Interview questions
- Expectations of who will clean bathrooms or break rooms or bring in food
- Dress codes
- Office temperature settings
- Cheer squads

Studies have shown that companies with greater gender diversity tend to be more successful than companies dominated by one gender. This shows in production, financial responsibility, worker satisfaction, reputation, revenues, and profits. Similar studies show similar success for gender-mixed schools, military units, and clubs – though some people argue that the benefits of keeping a school or club one gender outweigh the benefits from diversity.

Some studies have found that women are considered to bring empathy and intuition to leadership, since they are more aware of the motivations and concerns of other people. Women contribute differently in the boardroom than their male colleagues. A similar proportion saw women as more empathetic, with a better insight into how decisions play out in the wider organization. They also tend to be less competitive, and work better in teams than men. They tend to be better at communications and effective collaboration. Gender-diverse organizations also enjoy heightened levels of creativity, innovation and problem-solving.

In our organization, we often find girls in leadership positions. Do female cadets do better because they tend to mature earlier than males? Does a female tendency for empathy and intuition make them better leaders and team players? What leadership qualities do you admire in other cadets? Is there any difference in the traits you look for from your leaders – in other words, are you looking for traits more commonly found among males or females? There are many reasons we can be successful in Cadet Corps or in life. Perhaps it's enough that we have an equal opportunity to do the work that will gain us that success.

Sexual diversity refers to all the diversities of sex characteristics, sexual orientation, and gender identities. This has gained importance in the 21st Century, and will likely continue to do so as ideas that were once only whispered about become accepted mainstream concepts. The following terms are taken from the website ManyVoices.com (Cook, 2010)

Physical sex is traditionally based on the genitals we have, but can be complicated by medical conditions where people differ in some way from what we consider standard. Some babies are born with what are called ambiguous genitals, which could be normalized by surgery, or left as is. Sometimes physical sex doesn't match a person's genes, and genetic tests can bring to light a difference.

Assigned sex is what people declare a baby to be at birth. Assignment is the answer to the question, "Is it a girl or a boy?" Most of us don't realize that sex was assigned to us, and we take for granted that we are the male or female that we were originally said to be.

Gender identity is a person's internal understanding of their own true gender. Most people never question or contradict their assigned sex. They were declared to be a boy or girl at birth, and that suits them completely. Some children, however, know from a very young age that their assigned gender and apparent physical sex are wrong for them, that they are really the other gender. For some people, neither male *nor* female fits their understanding of themselves.

Gender role is what society says is appropriate for males and females, including dress, behavior, and other activities such as using a particular restroom. When children encounter gender role restrictions that don't make sense to them, they often conclude that they have a problem and begin monitoring themselves to make sure they don't step outside the gender role considered appropriate for their assigned sex.

Gender presentation is the way people *express* their gender or gender role outwardly—including

- Clothing and jewelry they choose,
- Their mannerisms,
- The way they walk and use their hands,
- Their hairstyle,
- The interests they express, and
- Their speech.

Perceived gender is how someone appears to others. Think about how you “know” whether someone is male or female. We usually see people clothes, so we perceive gender based on *gender presentation* and how they fit society’s *gender roles*.

We may think that we can always tell whether someone is male or female, but what we perceive can be inaccurate. For example, at first glance, many people see someone with short hair wearing a military style uniform as male. This may have happened to cadets you know.

What does all this mean? Take a moment to consider the distinctions we’ve just made between physical sex, assigned sex, gender identity, gender role, gender presentation, and perceived gender. You probably can’t remember how you learned about your own gender, your physical sex, or the sex you were assigned. We learn these things before we learn to talk. Most of us take them for granted and assume that everyone else does too.

Then again, you may be able to recall some of the ways you learned about what was considered appropriate for boys and girls. You probably learned these things as a very young child by watching your family and friends. You may remember instances when you unknowingly crossed a gender line and were corrected, ridiculed, or punished.

Of course, if you objected to the rules, they were probably rigidly enforced. For example, if you were a girl who didn’t want to wear dresses, or a boy who did, you were probably not given a choice, but made to conform.

Notice that we haven’t mentioned sexual orientation. Many people confuse gender and sexual orientation, and although they’re related, they’re quite separate issues. (Cook, 2010)

A3. Age Diversity

Age is a fascinating diversity issue to study. By 2025, millennials will make up 75% of the workforce, and they are changing the work culture. Employees from other generations may have difficulties adapting to changes in the workplace and the work culture that the younger generation are bringing about.

In larger corporations, there are more diversified age groups, from teenagers to senior citizens. As a result, cliques and social circles based loosely on age may be formed, and some workers may be isolated from the team. There may also be times that workers from different generations may disagree with how things should be done. To maintain teamwork and collaboration, create an open communication culture within your organization to help bridge the gap between generations. It can be a problem if you and your boss approach things from different perspectives because of generational difference. You need to do what the boss says, or do things how the boss wants them done, but you have such different ways of

thinking about things, you clash. It can help to talk through the issues, and to explain why you think the way you do, but the generational clash may not go away. You have to make a special effort to continue to communicate despite your differences.

Generational, or age, diversity deserves a large amount of consideration because of the effects of mingling the different thought patterns, problem-solving strategies and cultural influences. Multicultural Advantage writer Jamie Notter notes that differences sometimes arise due to work ethic and communication, but that these conflicts can be ironed out with patient intervention and compassionate action. Generational trends feel pronounced in certain arenas, especially between the Post-World War II baby boomer generation and the Gen Xers who followed. Boomers often see Gen Xers as inattentive to long-term benefits such as retirement funds and pensions, while Gen Xers seek more short-term benefits befitting the layoffs and economic uncertainty of their formative years. While each difference might seem stressful, each clash brings an opportunity for mutual learning and useful complexity. (Starr, 2019)

In the workplace, it seems that there are advantages to having a diverse workforce – a mix of the different generations present in our society today. Like diversity in other areas, bringing in different generations gives the organization multiple ways of looking at issues, problem solving, creativity, and social awareness. Just having the differences in the workplace helps train employees to think more openly, to be aware of other options than the obvious, and to be more flexible. If you can successfully integrate into a team, the company benefits.

There are disadvantages too – the tension that come from those different ways of looking at the world, or seeing the situation they're in. There can be resistance against new ideas, or even against the people that are 'different.' This can lead to cliques, and away from smoothly functioning teams.

What is a generation? "It's a group of people born around the same time and raised around the same place. People in this "birth cohort" exhibit similar characteristics, preferences, and values over their lifetimes." (Center for Generational Kinetics, 2016) When we talk of different generations, we usually refer to groupings of people who have been defined in the US over the past hundred years. They're broken out below.

Generations exhibit similar characteristics—such as communication, shopping, and motivation preferences—because they experienced similar trends at approximately the same life stage and through similar channels (e.g., online, TV, mobile, etc.). Generation-shaping trends are most influential as people come of age, which means that members of a particular generation will develop and share similar values, beliefs, and expectations. It is important to remember that at an individual level, everyone is different. But looking at people through a generational lens offers useful predictability for those trying to reach, inform, or persuade a large cross-section of a population. (Center for Generational Kinetics, 2016)

Generation	Birth Dates
Traditionalists or Silent Generation	Born 1945 and before
Baby Boomers	Born 1946-1964
Generation X	Born 1965-1976
Millennials or Generation Y	Born 1977-1995
Generation Z, (also known as iGen, or Centennials)	Born 1996-(2010-2015)

You'll likely not work with many people from generations prior to the Baby Boomers, but may have some in your life as grandparents, neighbors, or friends. Even Baby Boomers are moving out of the active workforce, but are still a large, influencive group that will continue to influence American society as they exert political and social leverage.

The end of the Millennial generation and the start of Gen Z in the United States are closely tied to September 11, 2001. That day marks the number-one generation-defining moment for Millennials. Members of Gen Z—born in 1996 and after—cannot process the significance of 9/11 and it's always been a part of history for them. (Center for Generational Kinetics, 2016)

Millennials have become the largest generation in the U.S. workforce. Millennials are also the fastest-growing generation of customers in the marketplace, bringing the greatest lifetime value. In addition, Millennials exhibit different attitudes toward employment, sales, and marketing, which are challenging many conventional strategies and approaches. No wonder everyone's talking about Millennials—but are they *really* different? How and why are they different? What can employers, marketers, politicians, educators, and parents do? (Center for Generational Kinetics, 2016)

Now Millennials have something to look out for, too: the next generation. Known as Gen Z, Generation Z, iGen, or Centennials, this new group of people is making big waves in all the ways a generation possibly could—including parenting, education, employment, entrepreneurship, sales, marketing, politics, religion, and more. (Center for Generational Kinetics, 2016)

Gen Z is your generation. You're the first generation who have never known life without the Internet.

There are many reports characterizing Gen Z and their behavioral traits. Here's how Visual Capitalist differentiates Gen Z from the millennials: (Ramchandani, 2019)

Millennials	Generation Z
Raised by Baby Boomers	Raised by Gen Xers
Grew up during an economic boom	Grew up during a recession
Tend to be idealistic	Tend to be pragmatic
Focused on having experiences	Focused on saving money
Mobile pioneers	Mobile natives
Prefer brands that share their values	Prefer brands that feel authentic
Prefer Facebook and Instagram	Prefer Snapchat and Instagram

Meet ‘True Gen’ – Francis & Hoefel call Gen Z the True Generation (or True Gen). (Francis, 2019) Generations are shaped by the context in which they emerged. Baby boomers, born from 1940 to 1959, were immersed in the post–World War II context and are best represented by consumption as an expression of ideology. Gen Xers (born 1960–79) consumed status, while millennials (born 1980–94) consumed experiences. For Generation Z, the main spur to consumption is the search for truth, in both a personal and a communal form. This generation feels comfortable not having only one way to be itself. Its search for authenticity generates greater freedom of expression and greater openness to understanding different kinds of people.

True Gen members don’t define themselves in only one way – the key point is not to define themselves through only one stereotype but rather for individuals to experiment with different ways of being themselves and to shape their individual identities over time. They believe in radical inclusiveness and connecting through different truths. They don’t distinguish between friends they meet online and friends in the physical world. They continually flow between communities that promote their causes by using technology they’re completely comfortable with. They have fewer confrontations and more dialogue, and want to understand different truths. They accept differences of opinion with the institutions in which they participate and with their own families. They can interact with institutions that reject their personal values (for example, a religion) without abandoning those values. And they live life pragmatically, unveiling the truth behind all things. Gen Zers, with vast amounts of information at their disposal, are more pragmatic and analytical about their decisions than members of previous generations were. They particularly value knowing what is going on around them and being in control. This generation of self-learners is also more comfortable absorbing knowledge online than in traditional institutions of learning. (Francis, 2019)

True Gen embraces diversity and inclusion, and use technology to connect themselves to their world. Your way of looking at the world will open your dealings with others to accept the differences of those you interact with.

A4. Race, Ethnicity, Culture, & Language Diversity

We're going to combine some categories here because they're related.

Race refers to physical characteristics, while ethnicity refers to cultural characteristics. In the US Census, the races are listed as:

- White
- Black or African American
- American Indian or Alaska Native
- Asian Indian
- Chinese
- Filipino
- Other Asian — (i.e. Hmong, Laotian, Thai, Pakistani, Cambodian, etc.)
- Japanese
- Korean
- Vietnamese
- Native Hawaiian
- Guamanian or Chamorro
- Samoan
- Other Pacific Islander — (i.e. Fijian, Tongan, etc.)

These are further gathered into five races, plus an “other” category. The percentages from the 2010 Census are shown:

RACE	PERCENTAGE IN US (2010 Census)
White	79.96%
Black or African American	12.85%
American Indian/Alaska Native	0.97%
Asian	4.43%
Hawaiian Native & Pacific Islander	0.18%

Hispanic or Latino is considered an **ethnicity**, not a race. Ethnicity is defined as belonging to a group that has a common language, culture, and body of traditions. (Webster, 2019). Hispanic/Latino is the only ethnicity tracked by the US Census.

Race or ethnicity can be a huge issue in your life. People may judge you based on your race or ethnicity. They may stereotype you without even knowing you. You may do this to others too. We all have biases and stereotypes – it's a human condition. But if you educate yourself on the truth about people of various races and ethnicities, you should be able to define them in a way that beats the stereotypes and understand them better. Being a racist is easy – it's harder to accept someone's differences and respect them for who they are.

Culture is the way people live at a particular time and place. (Webster, 2019) Culture is defined by customs, art, social institutions, beliefs and way of life. The California Department of Education has narrowed the study of culture in the common core standards in social studies to the cultures from four parts of the world: Asian, African, Hispanic/Latino, and Middle Eastern. Your social studies education will give you input on these cultures. Understanding different cultures gives you an appreciation for who

they are, where they come from, and how they have developed. If you know enough about a culture to respect its characteristics, it helps you hate less, understand more, appreciate what they offer (foods, traditions, clothes, architecture, etc.), and acknowledge that they have valid input in the issues you share.

Language is considered in this context because of the impact it has in a diverse workplace or school setting, and the ways we include or exclude people speaking languages other than English. If you went to a foreign country with family or a group of friends, would you speak English (assuming it's your native language) as you walk with your friends down the sidewalk, or as you ride the bus or Metro? Of course you would – it's how you communicate with them. Don't make judgements about people who speak their native language among themselves – it's a natural thing to do! But understand that it can separate you from those around you. For this reason, people controlling a workplace may encourage everyone to speak English at work. They want their employees to work together as a team, not to separate into different groups based on language, age, or race.

Another aspect of language diversity is how it affects communication within an organization or workplace. We see that in schools with ESL (English as a Second Language) programs. Should we separate students who don't speak English so that we can teach them in ways they will understand better? Or include them in the classroom with English speaking students so they will learn English more quickly? In the workplace, we sometimes have employees who don't speak English well. It's up to the company to find ways to communicate to them so they can do the best possible job they can for the company. That may include the hiring of bilingual supervisors or even providing language training.

Race, ethnicity, culture, and language are important diversity subjects because for the most part, they are aspects of you as an individual that are obvious to those around you. They establish, to some extent, your 'identity' and social category. They offer an opportunity to blend different strengths into the best possible solution, but they also offer an opportunity to form cliques that break up our teamwork, and even bring instances of discrimination.

A5. Diversity in Philosophy and Politics

Diversity in cultural, spiritual, and political beliefs can sometimes pose a challenge in a diverse organization. Members need to be reminded that they shouldn't impose their beliefs on others. They also need to make sure to keep their ethnic and personal beliefs independent of their organizational responsibilities and duties. (Hood, 2019) Don't make assumptions that the people you work with (at your job, in the Cadet Corps, or at your school) believe in the same things that you do. You may be a progressive Democrat, but it may turn out that your coworker or fellow cadet is a conservative Republican. You may be a staunch Catholic (or any other religion), and you work with people of other religions or no religion. These beliefs are part of who we are, and we all have the right to our beliefs. But don't bring them into the school or workplace. It's a good rule to never talk religion or politics with people you don't know well. You and your friends may enjoy good-natured bantering or debating about your different beliefs, but casual acquaintances and coworkers don't want to be challenged in their beliefs.

By the same token, it's great to be exposed to people who have beliefs or experiences that are different from yours – you can learn from each other, and coming to understand where they're coming from helps bridge the gap between you. Many schools and workplaces take the opportunity to celebrate

different cultures, heritages, and (sometimes) beliefs on holidays or days/weeks/months dedicated to various groups. Take the opportunity to attend programs offered to learn more about people or beliefs different from yours!

A6. Diversity in Personality (True Colors)

As discussed, one aspect of diversity is having differences in how we look at and approach things. This allows an organization to consider different ideas, different ways of doing things, and different ways of solving problems. It allows an organization to better serve its diverse membership. True Colors is a personality profiling system similar to the Myers-Briggs Type Indicator that is discussed in Strand L4, Leadership Traits & Theories. It is sold as a model for understanding yourself and others based on your personality temperament (biologically based aspect of personality). (Lowry, 2017) It uses four colors to categorize personality types into temperaments. It was developed by Don Lowry in 1978.

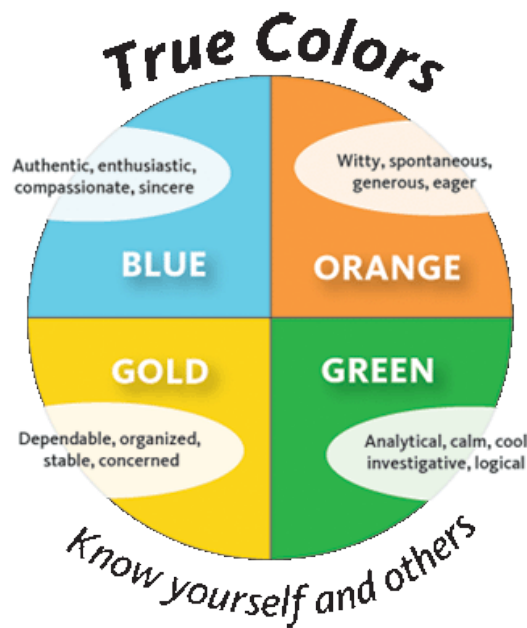
Lowry's system divides personality types into four colors:

Green: Independent Thinkers

Gold: Pragmatic Planners

Orange: Action-oriented

Blue: People-oriented



<https://www.pinterest.fr/pin/191895634095803987/>

In the True Colors process, you prioritize pictures and descriptions of characteristics based on what you know about yourself, how you react to different situations, and how you approach others. A free version of this test is on the next page. Take the test by prioritizing the concepts represented in each line, then add up the boxes representing each color as listed at the bottom.

Instructions: Compare all 4 boxes in each row. Do not analyze each word; just get a sense of each box. **Score each of the four boxes in each row from most to least as it describes you:** 4 = most, 3 = a lot, 2 = somewhat, 1 = least.

Row 1	A Active Variety Sports Opportunities Spontaneous Flexible	B Organized Planned Neat Parental Traditional Responsible	C Warm Helpful Friends Authentic Harmonious Compassionate	D Learning Science Quiet Versatile Inventive Competent
	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>
Row 2	E Curious Ideas Questions Conceptual Knowledge Problem Solver	F Caring People Oriented Feelings Unique Empathetic Communicative	G Orderly On-time Honest Stable Sensible Dependable	H Action Challenges Competitive Impetuous Impactful
	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>
Row 3	I Helpful Trustworthy Dependable Loyal Conservative Organized	J Kind Understanding Giving Devoted Warm Poetic	K Playful Quick Adventurous Confrontive Open Minded Independent	L Independent Exploring Competent Theoretical Why Questions Ingenious
	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>
Row 4	M Follow Rules Useful Save Money Concerned Procedural Cooperative	N Active Free Winning Daring Impulsive Risk Taker	O Sharing Getting Along Feelings Tender Inspirational Dramatic	P Thinking Solving Problems Perfectionistic Determined Complex Composed
	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>
Row 5	Q Puzzles Seeking Info Making Sense Philosophical Principled Rational	R Social Causes Easy Going Happy Endings Approachable Affectionate Sympathetic	S Exciting Lively Hands On Courageous Skillful On Stage	T Pride Tradition Do Things Right Orderly Conventional Careful
	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>

Total Orange Score A, H, K, N, S <input type="text"/>	Total Green Score D, E, L, P, Q <input type="text"/>	Total Blue Score C, F, J, O, R <input type="text"/>	Total Gold Score B, G, I, M, T <input type="text"/>
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If any of the scores in the colored boxes are less than 5 or greater than 20 you have made an error. Please go back and read the instructions.

The following is taken from Pupil Services: True Colors Testing, an article by Glen Dawursk, Jr dated Apr 8, 2007, found at <http://www.yuthguy.com/classroom/super/pupilservicetruecolors.htm> (Dawursk Jr, 2007) It is his work based off his study of True Colors theory. Mr. Dawursk focuses his process on students, since he's a middle school vice-principal, but you can easily adapt it to a leader-follower perspective.

The job description for the assistant principal for most schools today is to be the primary disciplinarian for the school. Unfortunately for most administrators, discipline does not rank as the most favorite of responsibilities. It is draining, at times emotional, and most often tedious as the same students seem to file through the office on a reoccurring basis. For most administrators, it is simply a rough, uncomfortable stepping stone on the path toward being a "real principal." This was my opinion and role for most of the past year. As the assistant principal or Dean of Students of a grade 6 through 12, 300+ Milwaukee Public charter school, I have found that my dealing with students has included all of those feelings. It is not easy to be the administrator of absolute truth and the enforcer of rules and consequences – but never-the-less, I have found a certain amount of contentment in my position. Why? Simply stated, my desire changed. At first, I was frustrated with students shuffling through my office over and over again. I felt like a police officer ticketing students for their multiple offenses. However after several weeks, I realized that my role was to provide "assistance" and enhance a student's education in the same capacity that other pupil services provide assistance and enhancement to a student. As the disciplinarian, my service is not simply to offer "consequence" for rules broken, but rather to encourage and mentor children toward positive behavioral modification.

As any teacher or parent knows, the most effective means to modify behavior or to make a dramatic impact upon a child is to make a connection with them first. This connection might be through a common interest which develops into a mentorship relationship; but most often, it is through an understanding and honest appreciation of the student's personality and a willingness to speak to them within their personality traits. We have seen the effectiveness of testing students for their learning modality and then teaching within that modality. In the same way, knowing the personality and temperament traits of a student can also help a teacher or administrator deal more effectively with a student. A method I have used effectively over the past few years in my classroom is a personality/temperament testing called "True Colors." According to a recent research study on a variation of True Colors, it was found to show "considerable merit in precisely assessing and defining psychological types and temperament theory." (Whichard) It has also been linked to other personality testings (MBTI and DISC) and has been shown to be as effective with a minimal amount of testing.

True Colors is a personality/temperament test that I modified for my classroom and recently started using with the students whom I now discipline. I first learned about this assessment tool at a teacher's conference about 10 years ago and I have been intrigued with it ever since. Centuries ago Hippocrates identified that people were at stages within four different personalities. When we consider that our students are at different stages within different personalities, it is no wonder that there are regular "roadblocks" when educating and disciplining our students. "These four different types are different in fundamental ways. They want different things. They have different motives, needs, and drives. They analyze, conceptualize, understand, and learn differently. These differences create natural barriers to interpersonal communication, making understanding between people of different types difficult." (Keirsey) If we could better understand each others' unique personality, we could better mentor our students toward positive behavioral changes. In addition, there is significant research which also

shows a connection that these personality patterns are also keys to an individual's self-esteem.

The True Colors testing was initially developed by Don Lowry. His purpose was to simplify the personality/temperament theory work of Dr. David Keirsey, author of *Please Understand Me* and the family team of Katherine and Isabel Briggs-Myers, originators of the *MBTI - Myers-Briggs Type Indicator* testing. Historically we find that the Briggs-Myers test was based upon the 1921 work of Carl Jung in his book *Psychological Type*. Jung was one of the first modern psychologist to explain the personalities Hippocrates had identified. In his book, Jung explained and compared the significant characteristics of these individual personalities. Because of this connection, True Colors and Briggs-Myers are often referred to as Jungian Type Theory.

True Colors has been modified and tweaked for many different professions. I have created my own variation of the testing based upon subsequent workshops I attended. Unfortunately, I do not have the names of workshop leaders or presenters with whom I can credit my adaptations. I have presented this assessment variation at a number of youth conferences and workshops.

The basic concept of True Colors is the identification of common personality traits and behaviors and the application of how to use them in a particular setting. Generally I give a copy of four different personality descriptions first. These descriptions are a simplified description for the ones Hippocrates may have described centuries earlier. While Myers-Briggs identified and characterized 16 different personalities, Lowry divided the personalities into just four personalities which he labeled as colors: Gold, Orange, Green and Blue. For my use, I have adapted the following phrases to describe each personality color:

Gold:

I am conventional. I am the pillar of strength and have high respect for authority. I like to establish and maintain policies, procedures, and schedules. I have a strong sense of right and wrong. I am naturally parental and dutiful. I do things that require organization, dependability, management, and detail. I need to be useful and to belong. I am the sensible, stable backbone of any group. I believe that work comes before play. I value home, family, status, security, and tradition. I seek relationships that help me ensure a predictable life. I am caring, concerned, and loyal. I show concern through the practical things I do.

Orange:

I am courageous. I act on a moment's notice. I see life as a roll of the dice, a game of chance. I need stimulation, freedom, and excitement. I am a natural leader, troubleshooter, and performer. I like to do things that require variety, results, and participation. I often enjoy using tools. I am competitive and bounce back quickly from defeat. I value action, resourcefulness, and courage. I am generous, charming, and impulsive. I show affection through physical contact.

Blue:

I am compassionate. I am always encouraging and supporting. I am a peacemaker, sensitive to the needs of others. I am a natural romantic. I like to do things that require caring, counseling, nurturing, and harmonizing. I have a strong desire to contribute and to help others lead more significant lives. I am poetic and often enjoy the arts. I value integrity and unity in relationships. I am enthusiastic, idealistic, communicative, and sympathetic. I express my feelings easily.

Green:

I am conceptual. I have an investigative mind, intrigued by questions like, "Which came first, the chicken or the egg?" I am an independent thinker, a natural nonconformist, and live life by my own standards. I like to do things that require vision, problem solving, strategy, ingenuity, design, and change. Once I have perfected an idea, I refer to move on to a new challenge. I value knowledge, intelligence, insight, and justice. I enjoy relationships with shared interests. I prefer to let my head rule my heart. I am cool, calm, and collected. I do not express my emotions easily.

Once a person has chosen whose personality they feel they most represent, then I test them with a simple word category test. They simply evaluate the list of words in each row, and then put them in the order of "Most like me to Least" using numbers 4 for most, 3 for next closest, 2 for next and 1 for the list least. They continue through each row numbering them accordingly. When they have finished all the rows, they simply add the columns at the bottom. I then tell them what category goes with which color or personality. I have included a copy of the actual worksheet I adapted for my use. I also have attached a copy of my power point presentation.

If I test a person individually, then I stop here; however, if I am testing a classroom or other large group, I separate the groups into their primary color. Next, I give each group a large piece of cardboard, pencils, a box of markers and some pieces of masking tape. Their assignment is: "As a group, design an amusement park in 15-20 minutes, tape it on the wall and be ready to explain it to the group." It becomes apparent how differently the groups think, process information, and design it on paper. Generally the Gold's are very detail orientated including parking lots. The Greens usually only use a pencil and use mostly text. The Oranges like to draw and use lots of color and are the most unrealistic of the groups. The Blues always remember comfort details like bathrooms, first aid, handicap parking and diaper changing areas.

In a number of workshops I attended during the past 5 years, I have taken the following notes about each of the personalities:

BLUE:

This personality accounts for 12-14% of the population; 70% are woman. This personality is often referred to as the "Hallmarks" as these people are most likely to send a card to someone. They write cards and also appreciate getting cards. They are flexible, love people, focus well and like to serve. They give the most "strokes" and also need to receive the most strokes. Their goal is to be with people. They are very introspective and ask questions like "Who am I – Who am I really." This group buys into the True Colors testing results the most. Blues are the "catapults" – they see potential and motivate others. They can often be misunderstood for being nosey because they always want to know how a person is doing. They ask about a person's family and they really want to know – it is not just chit-chat to them. They learn best by pleasing others. This personality lends itself to never having a lot of money because blues are always spending it on others. Blues usually need to go shopping with other blues. They want to connect.

GREEN:

This personality accounts for 12-14% of the population. They love knowledge, research, solving problems, data, philosophy, solutions and blueprints. To this personality, there never is enough time or data; they always want more information. Members of this personality usually include: scientists, mid level to top management execs, and CEO's; 80% of all professors are greens. A green professor loves when students argue or disagree with him. They love debate. They are, however, bored easily. Greens are good planners but not the best implementers; instead, greens like to develop the solutions or blue prints and allow others to complete the work; they set the vision. Greens often question everything; always asking: "why?" They desire the best answers and are not easily satisfied with a solution. They find it hard to put closure on things. They will continue to prove it is the best one. This personality can multi-task well, but a green will be the personality most likely to lose the car keys or where they parked the car at the mall. Greens are highly introverted and only take calculated risks. They do not share their feelings or emotions easily with others.

GOLD:

This personality accounts for 38% of the population. This group turns the lights on at work, makes the coffee, makes sure budget is intact – basically they get things done. Golds are the worker bees. Without golds, everything stops! They learn best by instruction and are the ones most likely to raise their hand even in college. Most church workers and community workers are golds. 80% of all elementary school teachers are also gold. However, this personality is a rotten risk taker; they like security. Golds often make lists and enjoy highlighters. They entrust schools, prefer laws (most police & judges are gold) and like structure within a family. They are the most family orientated of the four groups. Golds also make more money "totally" than any other group. Golds are the group most likely to organize their sock drawer. They like things to be neat and in order.

ORANGE:

This personality accounts for 36% of the population. Oranges do things quickly, but they usually turn out pretty well. The difference from a gold is that oranges always do it their own way. They are not known for following rules or established systems. Oranges are also very celebrative – they are the "party" group. When they set their minds to accomplish something, they really like doing it. This personality is also very hands-on physical. They like activity. They are experiential and generally prefer no restraints. Oranges are mostly in creative arts and due to the activity attribute, most physical education teachers are orange. Oranges are very competitive, spontaneous, risk takers, adventurous, happy and have a great sense of humor; they sincerely like to make people laugh. This group, like blues, are very giving, but are not looking for something in return or desiring a lasting relationship as a result of "giving" -- however, in life, they do want to see results. Oranges are especially considered an organized mess. Their desks are piles and seem senseless, yet they know where everything is.

While entertaining, True Colors testing clearly shows a child's unique personality and temperament. It also shows us how to approach, communicate, educate and even discipline a child more effectively within their natural framework. A student who is gold will respond better to guidelines than an orange. A blue will respond better to an emotional plea while a green will expect rational and reasoning. The True Colors testing is currently being done in the Green Bay and Wausau school districts in their middle schools and I have proposed testing all the students at my school next year. Any tool which will help me as a teacher and administrator to better understand the personality and temperament of a child should be considered. It is hard to mentor a child. It is even harder to mentor them when you are the main disciplinarian. I hope that by providing this testing, I will be better equipped to connect and service my students and use consequences more attuned toward positive behavioral changes.

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