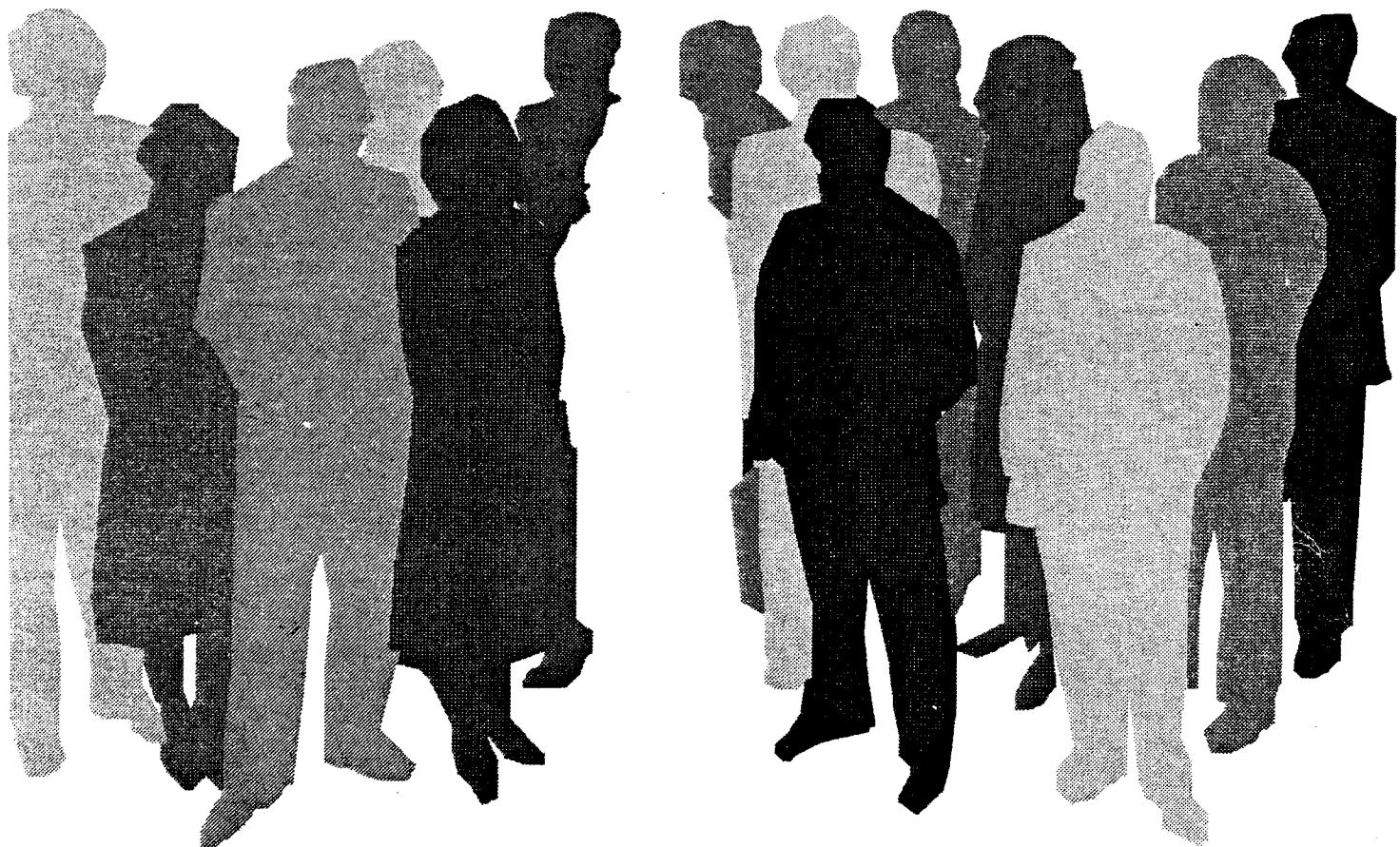


CULTURAL DIVERSITY

Training for Trainers



**Developed by the
Central & Southern
Regional Field Coordinators**

**Sponsored by the NIC Academy
1992**

NATIONAL INSTITUTE OF CORRECTIONS

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NATIONAL INSTITUTE OF CORRECTIONS ACADEMY MISSION STATEMENT

The mission of the National Institute of Corrections Academy is to serve as a catalyst through training, technical assistance, and related services to enhance the leadership, professionalism, and effectiveness of correctional personnel in operating safe, efficient, humane and constitutional systems.

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U.S. Department of Justice

National Institute of Corrections

National Academy of Corrections

September 28, 1992

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Dear Participant/Curriculum User:

It is with a great deal of pleasure that we provide you with this curriculum, **Cultural Diversity Training for Trainers**. As a result of training needs assessment data gathered by the volunteer Regional Field Coordinators (RFCs) who assist the Academy in its Regionalization initiative, this topic was identified and developed through the collaborative efforts of the RFCs from the Central and Southern Regions.

Much effort on the part of many people have culminated in the development of this curriculum and its initial delivery in June to trainers in St. Louis, Missouri and Forsyth, Georgia, respectively. Now, as a pre-conference session to the Eight Annual International Criminal Justice Training Conference in Orlando we offer **Cultural Diversity at a Glance**, as an overview to cultural diversity training.

This will be an active training experience. You will learn not only from the consultants and staff, but from fellow participants. It is our hope that the collective efforts of all involved will generate many insights into the delivery of cultural diversity training to correctional personnel.

Experience has taught us that some words of caution should be offered before you embark on any attempt to deliver the Cultural Diversity program. Clearly, delivering training designed to focus on participant's beliefs, attitudes and life experiences poses unique challenges and pitfalls. I urge you to keep in mind that in addition to full mastery of the curriculum, a significant level of trainer facilitation skills is necessary to safely open and address what can prove to be powerful feelings on the part of each participant.

I trust that this will be a stimulating training experience for you and you will find the curriculum package valuable to your needs.

Sincerely,


Dianne Carter, Ed.D.
President
NIC Academy

MISSOURI DEPARTMENT OF CORRECTIONS
CENTRAL TRAINING ACADEMY

Cultural Diversity Training For Trainers

Holiday Inn South County Center
St. Louis, Missouri

June 1-5, 1992

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C O U R S E
H A N D O U T S

**U.S. Department of Justice
National Institute of Corrections**

TECHNICAL ASSISTANCE

from

The National Academy of Corrections

During fiscal year 1992 (October 1, 1991 - September 30, 1992), the National Academy of Corrections will provide short-term technical assistance in areas related to training. Technical assistance will be provided to state and local correctional agencies to improve the design, delivery, operation, and evaluation of their training programs.

The total cost of any one technical assistance event is based on consultant fees and travel with a maximum limit and usually is accomplished within 14 days. Technical assistance is not for equipment nor payment of monies to an agency. Assistance will be provided by an NIC staff member or an experienced consultant. The staff member or consultant will work onsite with the requesting agency on one or more specific problems or needs.

Major Focus Areas

Requests for technical assistance should reflect a significant agency training problem or need. Typical areas that could be addressed include, but are not limited to the following:

- o Identification of training needs
- o Curriculum development, especially unique or cutting edge curriculum unavailable from other sources and over-site of implementation
- o Strategies for training development and delivery
- o Evaluation and planning of training programs
- o Strategies to manage a training system, including computer management systems and applications
- o Training for trainers to build agency training capacity
- o Support of regional training events with other agencies/other states
- o Implementation of a training activity or action plan begun as a result of participation in Academy training

- o Training for Trainers Capacity Building
- o Program/seminar delivery

Eligibility

State and local correctional agencies, such as departments of corrections, training academies, jails, and community corrections agencies are eligible for funds.

Application Procedures

There are no application deadlines, but agencies should apply for assistance soon after determining a need since funds are expended as meritorious proposals are received. To request assistance, the chief executive officer of the agency should submit a letter on official stationery which:

- o Identifies the problem(s) or need(s) for which assistance is requested
- o Suggests a general plan or specific action(s) to resolve the problem(s) or need(s)
- o Explains why assistance must be obtained at the federal level
- o Identifies the requesting agency contact person who has knowledge of the need and authority to represent the agency in the application process
- o Is signed by the administrator of the requesting agency

Review Process

Because NIC resources are limited, each request will be carefully evaluated to determine the best method of meeting the needs of the requesting agency. Each request will be followed by a telephone call from an Academy staff member to discuss the problem or need.

Where to Send Applications

Letters requesting technical assistance should be sent to:

**Technical Assistance Manager
NIC National Academy of Corrections
1790 30th Street Suite 430
Boulder, CO 80301
Telephone: (303) 939-8855
TDD: (202) 724-3156
FAX: (303) 442-8837**

**NATIONAL INSTITUTE OF CORRECTIONS
NATIONAL ACADEMY OF CORRECTIONS**

**Cultural Diversity: Training for Trainers
92-S1105**

Holiday Inn South County Center

June 1 - 5, 1992

AGENDA

MONDAY, JUNE 1, 1992

12:00 p.m.	Welcome	Royce Hudson
	Introductions	Bill O'Connell
	Expectations	Jesse Doyle
	Warm-up Exercise/Ice Breaker	Al Jordan
1:15 p.m.	Course Overview (4 days)	Myra Wall
	Participant Role in Course	Al Jordan
	Facilitation/Training Skills	
	Double Loop Learning	Myra Wall
	Identifying Cultural Issues	Jesse Doyle
5:00 p.m.	Feedback and Closeout	Bill O'Connell

TUESDAY, JUNE 2, 1992

8:00 a.m.	Course Orientation	Myra Wall
10:30 a.m.	Creating a Common Understanding	Al Jordan
12:00 p.m.	Lunch	
1:00 p.m.	Diversity in the Work Place	Jesse Doyle
4:30 p.m.	Feedback and Closeout	Bill O'Connell

WEDNESDAY, JUNE 3, 1992

8:00 a.m.	Communicating Across Cultures Verbal Communication - Non-Verbal Communication - Trigger Words -	Myra Wall Al Jordan Jesse Doyle
12:00 p.m.	Lunch	
1:00 p.m.	Communicating Across Cultures (cont.)	
2:00 p.m.	Development of a Cultural Competency Plan Cultural Competency at Work Levels of Awareness/Development of Cultural Identity Action Planning	Jesse Doyle
5:15 p.m.	Closure and Process	Staff

THURSDAY, JUNE 4, 1992

8:00 a.m.	Course Overview (T4T)	Myra Wall
9:00 a.m.	Prevention/Intervention: Group Dynamics	Jesse Doyle
10:00 a.m.	Lesson Preparation	Staff
12:00 p.m.	Lunch	
1:00 p.m.	Presentations of Lessons (4 Teams of 2-members in 3 groups will present)	Participants
5:00 p.m.	Feedback and Closeout	Bill O'Connell

FRIDAY, JUNE 5, 1992

8:00 a.m.	Presentations of Lessons (cont.) (Last Team of 2-members in 3 groups will present) Wrap-up of Presentations	Participants
10:00 a.m.	Feedback/Closeout	Staff
11:00 a.m.	Certificates Evaluations	Royce Hudson Bill O'Connell

Cultural Diversity Training for Trainers

SEMINAR OBJECTIVES

At the end of this seminar, participants will be able to:

- * Establish a common ground of understanding by creating a group definition of culture.
- * Given a culturally diverse situation, demonstrate communication skills that strengthen positive interaction.
- * Evaluate the impact of individual cultural perspectives and personal beliefs on their ability to effectively interact with others.
- * Identify positive and negative relationships that are impacted by cultural diversity in the work place.
- * Identify and develop personal strategies to positively impact relationships and organizational goals.
- * Adapt the Cultural Diversity curriculum to their organizational needs and deliver same to staff from their agency.

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UPDATED APRIL 23, 1992**

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**NATIONAL ACADEMY OF CORRECTIONS
REGIONALIZATION**

CULTURAL DIVERSITY: TRAINING FOR TRAINERS

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Myra Wall, Regional Field Coordinator, Western Region, Washington

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Nancy Shomaker, Correctional Program Specialist, Southern Region

Steve Swisher, Correctional Program Specialist, Southern Region

Jennie Yanez-Heinz, Correctional Program Specialist, Central Region



TO END RACISM, START SMALL.

With each new generation, there is a new opportunity to end racism and prejudice.
Because bigots aren't born, they're made.
Which means if we don't teach our children hatred,
they may never learn otherwise.

O B J E C T I V E S

- 1. Establish a common ground of understanding by defining culture.**

- 2. Evaluate the impact of cultural perspectives and personal beliefs on an individual's ability to effectively interact with others.**

- 3. Demonstrate communication skills that strengthen positive interaction in a culturally diverse situation.**

- 4. Identify three positive and three negative work situations that are impacted by cultural diversity.**

- 5. Given a learning activity, identify and develop personal strategies to positively impact relationships and organizational goals.**

OVERVIEW

Day One

CREATING A COMMON UNDERSTANDING

- 8:00 Welcome, Introductions, Housekeeping, Expectations
Course Objectives, Overview, Course Guidelines
- 9:30 Student Introductions - Cultural Heritage Exercise
- 11:00 Parameters of Culture
Managing Cultural Discomfort
Definition of Terms

WHAT IT MEANS TO BE DIFFERENT

- 1:00 What it means to be different in your organization
"Communicating Across Cultures"
- 1:30 Workforce 2000
- 2:30 Myths and Stereotypes
- 4:00 Prime Time Film - True Colors
- 4:30 Filling in the Blanks
Reading Assignments

DAY TWO

COMMUNICATING ACROSS CULTURES

- 8:00 Recap and Review of Day One
- 9:00 Reading Assignment Exercise
- 10:00 Elements of Communication Style
- 11:00 Nonverbal Communication Style
- 11:30 Film - "Tale of 'O'"
- 1:30 Trigger Words
Replacement Words

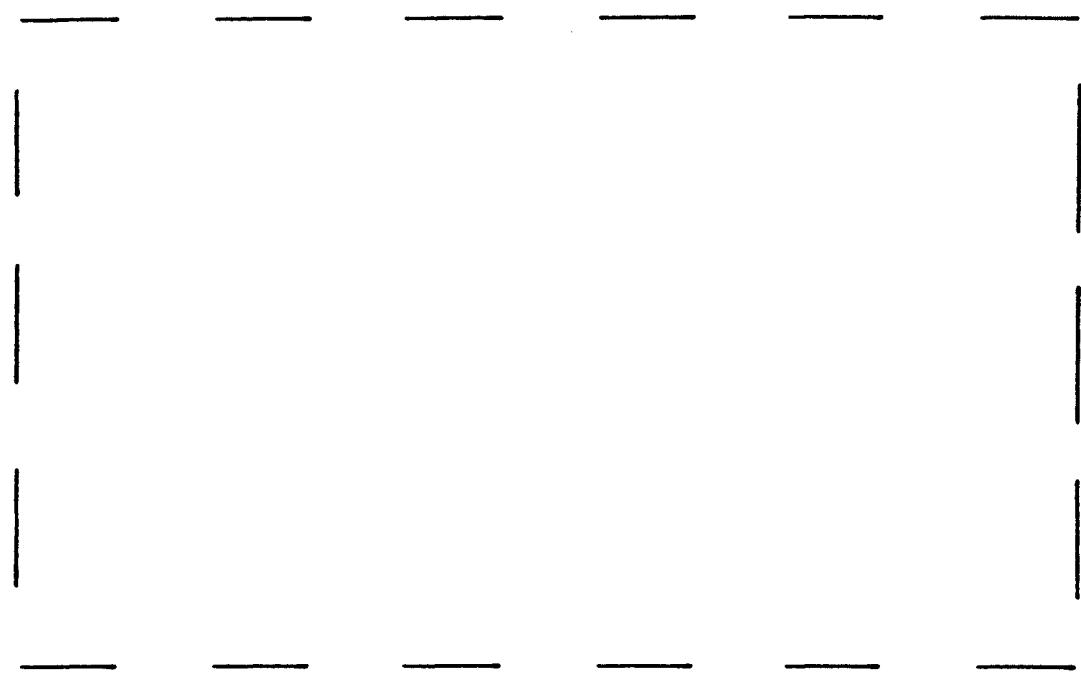
DEVELOPING CULTURAL COMPETENCY

- 3:00 Cultural Competence at Work
- 4:00 Development of Cultural Identity/Levels of Awareness
- 4:15 Action Planning
- 4:45 Evaluation/Closure

COURSE GUIDELINES

- 1. Everyone gets a chance to participate**
- 2. All opinions are accepted**
- 3. No put downs**
- 4. What is said here stays here**
- 5. Everyone owns their own opinion by making "I" statements**
- 6. Paraphrase others' comments to ensure we understand what the other person is saying before we respond**
- 7. Everyone will work together to ensure the guidelines are honored**

G E S T A L T B O X



CULTURE - The integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values, and institutions of a racial, ethnic, religious, or social group.

ETHNICITY - Sharing a strong sense of identity with a particular religious, racial, national, or cultural group.

RACE - As a biological concept, it defines groups of human beings based on a set of genetically transmitted characteristics. The concept as used by the U.S. Census Bureau reflects self-identification by respondents; it does not denote any clear-cut scientific definition of biological stock. The concept of race as a sociocultural concept is being replaced by the more appropriate concept of ethnicity.

ACKNOWLEDGING YOUR CULTURAL HERITAGE

1. What ethnic group, socioeconomic class, religion, age group, and community do you belong to?

2. What experiences have you had with people from ethnic groups, socioeconomic classes, religions, age groups, or communities different from your own?

3. When you were growing up, what did your parents and significant others say about people who were different from your family?

4. What sociocultural factors in your background might contribute to being rejected by members of other cultures?

5. What personal qualities do you have that will help you establish interpersonal relationships with persons from other cultural groups? What personal qualities may be detrimental?

PARAMETERS OF CULTURE

Presence - How we appear, how we move about, what we sound like (regardless of what we are wearing or what we are saying) may be termed presence. Poise, glance angle of chin, gait, voice quality, smile, laughter, all are highly personal matters, yet they are to a great extent affected by the culture in which we live and our position in it.

Language - Language makes culture possible. Born with the capacity for language, the infant is able to learn it only through contact with those who already know it; it soon becomes and remains an inseparable part of themselves. A person's place in their culture depends in great part upon their knowledge of and use of language.

Gesture - Bodily movements, as of the head and hands, frequently accompany and reinforce speech and often are used alone. The meaning of gestures, like that of language, is specific to the culture in which they occur.

Time Concept - Every culture has traditional ways of measuring time: these, after language, comprise one of the earliest learnings. Whether or not the individual is ahead of time or on it or behind it generally relates to the importance attached to this concept in their culture.

Space Concept - One aspect of the space concept concerns the place of our birth and childhood and the location of our established home. Cultural patterns tend to respect and encourage this tie between self and land. Another such aspect is the distance, small or great, between persons in friendly dialogue. This distance, specific to a given culture, is learned without awareness when very young.

Bonding - Ties that bind a person to their family, to their friends, to mates of many kinds; class-, team-, room-, soul-, and others, to religion, to political party, to the homeland - all these are found at the very core of culture. Bonding begins at birth and continues throughout life.

Learning - Learning may be formal or informal. Learning of both kinds enables the individual in the shortest possible time to understand, to become competent in and to take their place in their culture.

Health - Health, or soundness of mind and body, is both a personal and a public affair. Ways we treat ourselves and what is acceptable health treatment are determined by our culture.

Resilience - Personal recovery from adversity, both what it is in a culture, and how we deal with it.

Play and Leisure - Play is not only exercise for recreation or diversion. It is also a way for the young to learn their part in the intricate mazes of culture. Ways of spending leisure time, when one is free from the demands of work, are generously patterned by and are very characteristic of a given culture.

Ethics - Knowledge of what is right and wrong in human conduct is not innate, but is learned by each person in contact with the culture about them. Models for honesty, fair play, principles, moral thought and practice surround them, with which they are expected to comply.

Esthetics - The expression of beauty.

Values - Values imply alternatives, comparison and preference. Given a person's nature and their ability to symbolize, the options available to them seem to be innumerable. Values can be both positive and negative: cleanliness, freedom, education versus cruelty, crime, blasphemy. Values are manifest in ideals, in customs, and in institutions; they underlie ethics and esthetics. In no other area is the individual more sensitive to the models offered by their culture than in values.

Religion - Religion is always to be found at the base of social structure. Every child begins their encounter with the divine and the supernatural very early in life and continues to have a distinct effect upon their thoughts and actions as they grow older.

Heroes, Heroines, and Myths - Typical of any culture are its unique heroes and heroines who are known to everyone. Typical also are its myths, traditional or legendary stories about supposed beings or events, dealing with the creation of the world and people.

Sex Roles - Awareness of whether one is a girl or a boy comes early in life and deepens as the years go by. The kind of life each of us leads is largely decided by gender. Although food, books and music, for example, are virtually the same for everybody, this cannot be said of clothing or language or careers. How each individual views, understands, relates to and esteems the other sex is a matter of inner tendency as well as the cultural codes of permission, expectation and requirement.

Tabu - There are places to which one may not go, words one may not say, gestures one may not make, articles of clothing one may not wear (or fail to wear) on pain of strong disapproval or severe punishment--these are tabu.

Grooming - Clothing, hair style, shaving, cosmetics, ornaments, uniforms, and the like are personal variables that relate to age, sex, occasion, time of day, weather, occupation and social status. Culture formulates and dictates these, permitting personal preference only within limits that are clearly established.

Ownership - Ownership is framed in relation to individual, group, or community - all based on culture.

Subsistence - Food, drink, and shelter are the essentials of life. How this is accomplished is a characteristic feature of culture.

Precedence - Who leads, who follows and in what order, who has the first choice, who takes what is left, who is oldest, strongest, brightest, most important, most imposing, most beautiful, most popular, most honored - all these questions must find an answer whether at a doorway, a dinner, a beauty contest, or an election. Culture tends to establish fixed patterns for these circumstances in which the individual assumes a relative position.

Ceremony - Ceremonies have long been immensely popular with people; culture prescribes the manner in which they are to be performed. What the individual is to say, wear, and do tends to be fixed, whether at a wedding, a graduation, a funeral, a religious service, or a New Year's celebration.

Rewards and Privileges - A reward is a recompense for merit, service, or achievement. A privilege is a legal or personal advantage gained by birth, social position, effort or concession.

Rights and Duties - This concept formalizes the relationship of the individual to the group, stating what each expects of the other--the demands that each person must meet and the protection they may expect in return.

III. CLICHES

Webster's II defines the word *cliche* as "A trite or overused expression or idea." The English language abounds in cliches, many of which originated as metaphors, proverbs, or brief quotations. But historical changes in the language through the years have rendered many of these expressions meaningless. For instance, what does *fell in one fell swoop* mean? Others, such as *done's thing* and *keep a low profile*, illustrate that such expressions age very fast through relentless use, and become stale. Since most cliches express rather clear meanings, the writer will have to determine whether it is a shade of meaning that is hard to convey by fresher wording. If the process of substitution is too difficult, use of some of the phrases that follow may be advisable; writing around the formulaic expression may produce something worse than hackneyed language, such as strained, wordy, or ambiguous discourse. But few on the following list are truly indispensable, and writers of fresh, original prose will avoid most of them.

absence makes the heart grow fonder	blushing bride
add insult to injury	blush of shame
age before beauty	boggle the mind
agonizing reappraisal	bolt from the blue
agree to disagree	bone of contention
albatross around one's neck	born with a silver spoon
all in a day's work	bosom of the family
all in the same boat	brave the elements
all over but the shouting	breathe a sigh of relief
all things being equal	bright and early
all things to all men	bright as a button
all work and no play	bright eyed and bushy tailed
apple of one's eye	bright future
apple-pie order	bring home the bacon
armed to the teeth	brown as a berry
arms of Morpheus	budding genius
as luck would have it	bull in a china shop
at a loss for words (or never at a loss . . .)	burn the midnight oil
at first blush	busy as a bee
at sixes and sevens	butter wouldn't melt in one's mouth
(an) axe to grind	by leaps and bounds
bag and baggage	by the same token
bark up the wrong tree	calm before the storm
bated breath	can't see the forest for the trees
bathed in tears	carry (or have) a chip on one's shoulder
beard the lion in his den	carry coals to Newcastle
beat a dead horse	(a) case in point
beat a hasty retreat	caught on the horns of a dilemma
beat around the bust	caught red-handed
beg to disagree	chip off the old block
beggar description	clear as mud
bend (or lean) over backward	(to) coin a phrase
best foot forward	cold as ice
best-laid plans	conspicuous by one's absence
best of all possible worlds	cool as a cucumber
better late than never	cross the Rubicon
between the devil and the deep blue sea	(a) crying need
beyond the call of duty	cut a long story short
beyond the pale	cut off one's nose to spite one's face
bigger than all outdoors	cynosure of all eyes
bigger (or larger) than life	
bite off more than one can chew	
bite the bullet	
	daily repast
	dead as a doornail

defend to the death one's right to . . .
 depths of despair
 diamond in the rough
 die in harness
 die is cast
 distaff side
 do it up brown
 do one's thing
 dog in the manger
 doom is sealed
 doomed to disappointment
 down in the dumps
 down in the mouth
 down one's alley
 draw the line
 drown one's sorrows
 drunk as a lord (or skunk)
 dull thud

 early bird gets the worm
 early to bed . . . to rise
 ear to the ground
 easier said than done
 eat one's hat (or words)
 epoch-making
 eternal reward
 eyes of the world

 face the music
 (the) fair sex
 fall on deaf ears
 far be it from me
 (a) far cry
 fast and loose
 fate worse than death
 fat's in the fire
 feather in one's cap
 feel one's oats
 festive board
 few and far between
 few well-chosen words
 fiddle while Rome burns
 fight like a tiger
 fill the bill
 filthy lucre
 fine and dandy
 first and foremost
 fit as a fiddle
 flash in the pan
 flat as a flounder (or pancake)
 flesh and blood
 fly off the handle
 fond fare well
 food for thought
 fools rush in
 foot in one's mouth
 foot the bill
 other
 foregone conclusion
 forewarned is forearmed
 free as a bird (or the air)
 fresh as a daisy

 generous to a fault
 gentle as a lamb
 get down to brass tacks
 get one's back (or dander) up

(a) good time was had by all
 goose that laid the golden egg
 grain of salt
 grand and glorious
 graphic account
 green-eyed monster
 grin like a Cheshire cat
 grind to a halt

 hail fellow well met
 hale and hearty
 hand that rocks the cradle
 handsome is as handsome does
 handwriting on the wall
 hapless victim
 happy as a lark
 happy pair
 hard row to hoe
 haughty stare
 haul (or) rake over the coals
 have a foot in the door
 have a leg up
 head over heels
 heart of gold
 heave a sigh of relief
 hew to the line
 high and dry
 high as kite
 high on the hog
 hit the nail on the head
 hit hit spot
 hook, line, and sinker
 hook or crook
 hot as a firecracker (or pistol)
 hue and cry
 hungry as a bear (or lion)

 if (the) truth be told
 in full swing
 in no uncertain terms
 in on the ground floor
 in seventh heaven
 inspiring sight
 in the final (or last) analysis
 in the limelight
 in the long run
 in the nick of time
 in this day and age
 iron out a difficulty
 irons in the fire
 irony of fate
 irreparable damage (or loss)
 it goes without saying
 it is interesting to note
 it never rains but it pours
 it's an ill wind
 it's six of one and a half a dozen of the

 it stands to reason
 it takes all kinds to make a world
 it takes two to tango

 jig is up
 just deserts

 keep a low profile
 keep a stiff upper lip

knock into a cocked hat
knock on wood

labor of love
land of milk and honey
land-office business
last but not least
last straw
law unto one's self
lead to the altar
lean and hungry look
lean over backward
leave in the lurch
leave no stone unturned
left-handed compliment
lend a helping hand
let one's hair down
let the cat out of the bag
let well enough alone
lick into shape
lid of secrecy
like a house afire (or on fire)
like a newborn babe
limp as a dish rag
lock, stock, and barrel
long arm of the law
look a gift horse in the mouth
(as) luck would have it

mad as a hatter
mad as a hornet (or wet hen)
mad as a March hare
mad dash
make a clean breast of
make a virtue of necessity
make bricks without straw
make ends meet
make hay while the sun shines
make no bones about
mantle of snow
matter of life and death
meek as Moses
meet one's Waterloo
meets the eye
method in one's madness
milk of human kindness
mince words
mind one's p's and q's
miss the boat
moment of truth
monarch of all one surveys
month of Sundays
not question (or point)
more easily said than done
more sinned against than sinning
more than meets the eye
(the) more the merrier
motley crew

naked truth
name is legion
necessary evil
needle in a haystack
needs no introduction
neither fish nor fowl

never say die
nip in the bud
none the worse for wear
no sooner said than done
not to be sneezed (or sniffed) at
not wisely but too well
nothing new under the sun

of a high order
on cloud nine
on one's uppers
on the ball (stick)
on the best (or unimpeachable) authority
on the bum (or the fritz)
on the lamb
on the other hand
on the q.t.
on the wagon
once in a blue moon
one fell swoop
one's own worst enemy
open secret
opportunity knocks
other side of the coin
other things being equal
out of the frying pan into the fire
over a barrel
overcome with emotion

paint the town red
pandemonium reigned
part and parcel
pay the piper
penny for one's thoughts
penny wise, pound foolish
perfect gentleman
pet peeve
pillar of society
pillar to post
pinch pennies
play fast and loose
play it by ear
play second fiddle
play the Devil's advocate
plumb the depths
(at this) point in time
point with pride
poor but honest
(the) powers that be
pretty as a picture
pretty kettle of fish
pretty penny
psychological moment
pull the wool over one's eyes
pure as the driven snow
put on the dog

quick as lightning
quiet as a mouse

rack one's brain
rain cats and dogs
raise Cain
raise Cain
raise the roof

red letter day
reign supreme
render a decision
ring true
ripe old age
rub one the wrong way

sadder but wiser
sad to relate
save for a rainy day
seal one's fate (or doom)
second to none
seething mass
sell like hot cakes
separate the men from the boys
separate the sheep from the goats
shoot from the hip
(a) shot in the dark
shout from the rooftops
show one's hand
show the white feather
sick and tired
sight to behold
sing like a bird
skeleton in one's closet
small world
smell a rat
sour grapes
sow one's wild oats
stagger the imagination
start (or get) the ball rolling
steal one's thunder
stem to stern
stick in one's craw
stick out like a sore thumb
stick to one's guns
stick to one's knitting
stir up a hornet's nest
straight from the shoulder
straight and narrow
straw in the wind
straw that broke the camel's back
strong as an ox
stubborn as a mule
sweat of one's brow
sweet sixteen
sweet smell of success

take a dim view
take a rain check
take it easy
take the bull by the horns
take up the cudgels
talk through one's hat
tell someone who cares
that is to say
that's for sure
throw caution to the winds
throw in the towel (or sponge)
throw the book at
time hangs heavy
time immemorial
time of one's life
tip the scales
tired as a dog
tit for tat
to tell the truth
to the manner born
too funny for words
too little, too late
trip the light fantastic
true blue
turn over a new leaf

uncharted seas
up the creek without a paddle
usually reliable sources

vale of tears
view with alarm

wash one's hands of
wax poetic
wear two hats
wee (or small) hours
wet to the skin
what makes the world go round
when all is said and done
when you come (right) down to it
while ignorance is bliss
wide-open spaces
wise as an owl
without further ado
wolf in sheep's clothing
work one's fingers to the bone

HOW TO MANAGE CULTURAL DISCOMFORT

Our cultural differences show up in how we "talk" to ourselves about ourselves and about others. This is not just an intellectual problem. Much of it takes place in what Minninger and Dugan* call the "silent mind." The silent mind works below the level of our awareness and causes us to react automatically or habitually with feelings and sometimes with actions. This happens, for example, when people who are different from us appear or do something which makes their differences stand out. Look at the following examples and imagine of how you might be affected in a similar situation.

Lee Ming is embarrassed when she must talk to Lester, a subordinate who lost an arm. She does not know how to look at him or how to talk about his limitation. As a result, she rushes the meeting and avoids giving Lester bad news that she fears he might find hard to take.

Things I think, feel, or ways I react to someone who is disfigured or disabled or ill:

Hans feels afraid when negotiating with his supervisor Henry. Henry is a much larger man than Hans and is from a different ethnic background. When talking to Hans he seems to stare. Hans finds himself avoiding Henry except when absolutely necessary.

My reaction to someone of a different ethnic group.

Hector is a personnel officer. Whenever a beautiful woman walks in for an interview, he automatically puts on his "charming gentleman act." He finds later that he has not paid attention to parts of the interview and his report is inaccurate. The woman doesn't get hired, or gets hired for the wrong job.

How I respond to someone of the opposite sex:

Kalid becomes angry when several of the people he works with chatter among themselves in their native language. He suspects they are talking and laughing about him or just wasting time. He finds himself being irritable with them, avoiding them and complains about them to others.

How I react to people who speak a different language around me:

Juanita is charmed by Luc's French accent on the telephone. Even though they have never met and their dealings are strictly business, she spends much more time on Luc's reports than she does on those of the other overseas agents.

How other accents affect me:

DEFINITION OF TERMS

ACCULTURATION - the process of becoming adapted to a new or different culture.

ASSIMILATION - the process whereby a group gradually adopts the characteristics of another culture.

BIAS - An inclination of preference, especially one that interferes with impartial judgement.

BICULTURAL - A person who is bicultural has the ability to function effectively and appropriately and can select appropriate behaviors, values and attitudes within either culture.

BIGOTRY - Prejudice carried to the extreme of overt hatred, often carried to the point of violence.

BIRACIAL - Self-identification as originating from, or composed of members of two racial groups.

CULTURE - The integrated pattern of human behavior that includes thoughts, communication, actions, customs, beliefs, values, and institutions of a racial, ethnic, religious, or social group.

DISCRIMINATION - Making decisions in a prejudicial manner that may exclude or deny opportunity; making distinctions based on racial, ethnicity, or distinguishing features, such as age, religious identification, or disability.

DIVERSITY - A point or respect in which things differ.

EMPATHY - Identification with and understanding of another's feelings.

ETHNICITY - Sharing a strong sense of identity with a particular religious, racial, or national group.

ETHNOCENTRISM - The emotional attitude that one's own race, nation, or culture is superior to all others.

MELTING POT - A place where immigrants of different ethnicity or culture form an integrated and homogenous society.

MINORITY - A racial, ethnic, religious, political, national or other group thought to be different from the larger group of which it is part. This term implies a lack of economic, political, or social power relative to other groups.

MONOCULTURAL - The condition of having experience, knowledge, and competence in only one culture.

MULTICULTURAL - A person who is multicultural has the ability to function effectively and appropriately and can select appropriate behaviors, values and attitudes of other cultures.

MYTH - An ill-founded belief, usually based on limited experience, given uncritical acceptance by members of a group, especially in support of existing or traditional practices and institutions.

PERSONS OF COLOR - People of non-European ancestry. All persons self-identifying by the general categories of Black or African-American; Hispanic, Latino or Chicano; Asian or Pacific Islander; American Indian or Alaskan Native.

PLURALISM - A state of society in which members of diverse ethnic, racial, religious, or social groups maintain an autonomous participation in and development of their traditional culture or special interest within the confines of a common civilization.

POWER - The ability or official capacity to exercise control over others; a person, group, or nation having great influence or control over others.

PREJUDICE - Preconceived judgment or opinion; an opinion or learning formed without just grounds or before sufficient knowledge or experience is acquired.

RACE - As a biological concept, it defines groups of human beings based on a set of genetically transmitted characteristics, i.e., physical characteristics, including color. The concept of race as a sociocultural concept is being replaced by the more appropriate concept of ethnicity.

RACISM - An attitude, action or institutional structure which subordinates a person or group because of their color. Racism involves having the power to carry out systematic discriminatory practices.

Individual Racism - Expressed by attitudes and behaviors of individuals. It can be for economic gain, personal power and control. It can be both covert and overt.

Institutional Racism - Those established laws, customs, and practices which systematically reflect and produce racial inequalities in society . . . no matter what individual intentions are.

STEREOTYPE - A mental picture developed as a result of a myth. It is a characteristic or series of characteristics that grow out of a myth and are placed on people.

WORK FORCE DIVERSITY - Diversity is defined as the condition of being different or having differences. Applied to the workforce, it means that an increasing number of employees with a greater range of differences are and will be present in the work place. This workforce includes persons with diverse ethnic, cultural, economic and geographic backgrounds as well as persons with disabilities, older workers, veterans, women, and members of varying forms of family structures, religious preferences and sexual orientation.

FORMAL DEFINITIONS

(These are working definitions. They come from many different sources; the primary aim of including them here is to give some conceptual springboard for further refinement and discussion. Some are general "on-the-street" type of explanations of terms; others are legal and specific. *Affirmative Action legal definitions are italicized.*)

ACCOMMODATION: Any modification or adjustment to a job or the work environment that will enable a qualified applicant or employee with a disability to perform essential job functions.

AFFIRMATIVE ACTION: Any action taken or required to correct effects of past discrimination, to eliminate present discrimination, or to prevent discrimination in the future.

AFRICAN AMERICAN: *A person with origins in any of the black racial groups of Africa who is not of Hispanic origin.* A term applied to an individual who self-identifies as belonging to a group with specific ethnic cultural characteristics shaped by historical experiences and contributions of people with origins in any of the black racial groups of Africa. This is a contemporary designation that is gaining in usage.

AMERICAN INDIAN, NATIVE AMERICAN, OR ALASKAN NATIVE: *A person with origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.* A term applied to any person of Indian or Alaska Native descent who is an enrolled member of any of those tribes listed or eligible to be listed in the Federal Register pursuant to 25 CFR 83.6 or who is a descendant of an enrolled member, or who is not a member of one of the listed or eligible to be listed tribes but meets one or more of the following conditions a.) has participated in an Indian lifestyle, culture or ceremonies; b.) considers him/herself to be an Indian, regardless of whether he/she has been previously adopted; c.) has significant ties or bonds with Indian tribes or organizations; or d.) has rights and/or opportunities for services or benefits that would not be available if such person were not Indian. The identity as an Indian varies widely from region to region and with changing social, political and economic circumstances.

ANGLO: A term applied to individuals who demonstrate specific cultural characteristics shaped by historical experiences and contributions of people with origins in the British Isles. This term is used generally to identify U.S. White Americans.

ARTIFICIAL BARRIERS: Requirements, procedures or standards of employment that are not related to successful performance of the job.

ASIAN PACIFIC AMERICANS: *A person with origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands.* A term applied to individuals who self-identify as such and demonstrate specific cultural characteristics shaped by historical experiences and contributions of people with origins in Asia, Southeast Asia, South Asia, or the Pacific Islands.

BLACK AMERICAN: *A person with origins in any of the black racial groups of Africa who is not of Hispanic origin.* See African American. This term has been used for a longer period of time in self-identification of one's ethnic identity.

BLIND: Describes a condition in which a person has loss of vision for ordinary life purposes.

BONA FIDE OCCUPATIONAL QUALIFICATION: *A qualification based upon sex, national origin, or religion reasonably necessary to the normal operation of the business or organization. Washington State Law RCW 49.60.*

CAUCASIAN: See Anglo and White American.

CHICANO: A term with socio-political implications used in self-identification by individuals belonging to the larger Hispanic American ethnic group.

CLASSISM: Any attitude or institutional practice which subordinates people due to income, occupation, education and/or their economic condition.

CLEFT LIP: Describes a specific congenital disability involving lip and gum. The term hare lip is anatomically incorrect and stigmatizing.

COMPLAINT: *A notarized signed statement alleging unlawful discrimination filed by a person with the Human Rights Commission or federal enforcement agency.*

CONGENITAL DISABILITY: Describes a disability that has existed since birth but is not necessarily hereditary. The term birth defect is inappropriate.

CULTURAL COMPETENCE: The ability to function effectively in a society of cultural variation.

DEAF: Deafness refers to a profound degree of hearing loss that prevents understanding speech through the ear.

DEVELOPMENTAL DISABILITY: Any mental and/or physical disability that has an onset before age 18 and may continue indefinitely. It can limit major life activities. Term includes individuals with mental retardation, cerebral palsy, autism, epilepsy (any other seizure disorders), sensory impairments, or conditions caused by disease (polio, muscular dystrophy, etc.).

DISABILITY: *(Affirmative Action) A physical or mental impairment that substantially limits one or more major life activities (e.g., seeing, hearing, speaking, walking, breathing, performing manual tasks, learning, caring for oneself, and working. (General term) A functional limitation that interferes with a person's ability, for example, to walk, lift, hear, or learn. It may refer to a physical, sensory, or mental condition. Another term you may be hearing is "differently-abled". (Relative to the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973) -- (1) physical or mental impairment that substantially limits one or more of the major life activities; (2) a record of such an impairment; or (3) being regarded as having such an impairment. If an individual meets any one of these three tests, he or she is considered disabled under the ADA or Rehabilitation Act. Use as a descriptive noun or adjective, such as "persons who are mentally and physically disabled" or "man with a disability."*

DISABLED VETERAN: A person entitled to disability compensation under laws administered by the Veterans Administration for disability rated at 30 per centum or more, or a person whose discharge or release from active duty was for a disability incurred or aggravated in the line of duty.

DISCRIMINATION: Making decisions in a prejudicial manner that may exclude or deny opportunity; making distinctions based on racial, ethnicity, or distinguishing features, such as age, religious identification, or disability.

DOWNS SYNDROME: Describes a form of mental retardation caused by improper chromosomal division during fetal development. Mongol or Mongoloid are unacceptable.

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION: *A federal agency created by Title VII of the Civil Rights Act of 1964 (as amended 1972) to enforce that law and the Age Discrimination in Employment Act (ADEA).*

ETHNOCENTRISM: A tendency to view other cultures with disfavor, generally resulting in a resulting sense of inherent superiority.

EXECUTIVE ORDER: Presidential or gubernatorial order setting forth as policy and/or directing how a policy shall be implemented.

GAY/LESBIAN: Persons whose sexual orientation is for the same gender.

GENDER: Being male or female.

GLASS CEILING: Barriers, either real or perceived, that affect the promotion or hiring of protected group members.

GOAL: As used in Affirmative Action, this means a proportional share of resources or opportunities assigned to a group or to each member of a group; more generally usually a minimal attainment to be reached. This term has been confused with QUOTA which is a court-ordered measure of redress after legally-proven discrimination.

HARD OF HEARING: Refers to a mild to moderate hearing loss that may or may not be corrected with amplification.

HANDICAP: Not a synonym for disability. Describes a condition or barrier imposed by society, the environment, or by one's own self. Handicap can be used when citing laws and situations but should NOT be used to describe a disability. Say "the stairs are a handicap for her." (See DISABILITY and IMPAIRMENT)

HARASSMENT (ETHNIC AND RACIAL): Words or conduct communicated with malice and with the intent to intimidate or harass another person in a way that is associated with that person's race, ethnicity, color, religion, ancestry, or national origin.

HARASSMENT (MALICIOUS): *Intentional intimidation associated with a person's race, color, religion, ancestry, national origin, or mental, physical, or sensory handicap that causes physical injury to another person; or by words or conduct places another person in reasonable fear of harm.*

HARASSMENT (SEXUAL): See Sexual Harassment.

HEAD INJURY: Describes a condition where there is temporary or long-term interruption in brain functioning.

HEARING IMPAIRED: The generic term preferred by some individuals to indicate any degree of hearing loss--from mild to profound. It includes both hard of hearing and deaf.

HISPANIC AMERICAN: *A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin regardless of race.* A person who so self-identifies and claims their cultural origin or ancestry from Mexico, Puerto Rico, Cuba, Argentina, Columbia, Costa Rico, Dominican Republic, Ecuador, Guatemala, Honduras, Nicaragua, Peru, El Salvador, other Spanish-speaking countries of the Caribbean or Central or South America.

IMPAIRMENT: Refers to loss or abnormality of an organ or body mechanism, which may result in disability. (see DISABILITY and IMPAIRMENT)

LATINO: Refers to Puerto Ricans, Chicanos, and Spanish speaking peoples from Central America, South America and the Caribbean who are living in the United States. A person self-identifying with one or more of the cultures found in Latin America (Central and South America). Female members of these groups are called Latinas.

LEARNING DISABILITY: Describes a permanent condition that affects the way individuals with average or above-average intelligence take in, retain, and express information. Some groups prefer specific learning disability because it emphasizes that only certain learning processes are affected. Do not say slow learner, retarded, etc.

MENTAL DISABILITY: The Federal Rehabilitation Act (Section 504) lists four categories under mental disability: psychiatric disability, retardation, learning disability and (physical) head trauma. Use these four terms for specific instances; otherwise, mental disability or cognitive impairment is acceptable.

MENTAL HEALTH: The ability for people to be successful and satisfied in the learning, living, and working environment of their choice.

MENTAL ILLNESS: The inability for people to be successful and satisfied in the learning, living, and working environment of their choice. Words such as crazy, maniacs, lunatic, demented, and psycho are offensive and should not be applied to people with mental health problems. Specific terms such as psychotic, schizophrenic, neurotic, etc., should be used in proper context and checked carefully for medical and legal accuracy. More acceptable terms are people with emotional disorders, psychiatric illness, mental problems, or mental disabilities.

MINORITY: A racial, ethnic, religious, political, national or other group thought to be different from the larger group of which it is part. This term implies a lack of economic, political, or social power relative to other groups.

PERSONS OF DISABILITY: *Persons who have a physical or mental impairment that substantially limits one or more major life activities (e.g., seeing, hearing, speaking, walking, breathing, performing manual tasks, learning, caring for oneself, and working).*

PROTECTED GROUP: A term used to define individuals who are members of groups defined by federal and state laws who have been historically discriminated against in the employment arena. *Protected groups for affirmative action purposes are: persons with disabilities; Vietnam Era veterans, disabled veterans, women, Asians and Pacific Islanders, Blacks, Hispanics, and Native Americans and Alaska Natives.*

QUOTA: A court-ordered measure of redress after legally-proven discrimination. Not to be confused or used interchangeably with GOAL.

REASONABLE ACCOMMODATION: *Adjustments in the work environment or job structure to permit an otherwise-qualified person of disability to perform the essential functions of the job.*

SEIZURE: Describes an involuntary muscular contraction, a brief impairment or loss of consciousness, etc., resulting from a neurological condition, such as epilepsy. The term convulsion should only be used for seizures involving contraction of the entire body.

SEXISM: A system of beliefs or attitudes which relegates women to limited roles and/or options because of their sex.

SEXUAL HARASSMENT: Unwelcome sexual advances, request for sexual favors (quid pro quo) and other verbal or physical conduct of a sexual nature when: 1) submission to such conduct is made either implicitly a term, or condition of employment; 2) submission to or rejection of such conduct by an individual is used as a basis for employment decisions affecting such individual; or 3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile working environment. (This definition is according to EEOC guidelines.)

SMALL/SHORT STATURE: Preferred term for people under 4'10" in stature. These people should not be referred to as dwarfs or midgets. Dwarfism is an accepted medical term, but it should not be used as general terminology.

UNDERUTILIZATION: *The condition of having fewer protected group members in a particular job classification than would be reasonably expected by their availability in the labor force.*

VIETNAM ERA VETERAN: *A person who served on active duty for a period of more than 180 days, any part of which occurred between August 5, 1964 and May 7, 1975 and was discharged or released therefrom with other than a dishonorable discharge; or who was discharged or released from active duty for a service-connected disability if any part of such active duty was performed between August 5, 1964, and May 7, 1975; and who was so discharged or released within 48 months preceding an alleged violation of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the affirmative action clause, or the regulations issued pursuant to the Act.*

VISUALLY IMPAIRED: The generic term preferred by some individuals to refer to all degrees of vision loss. Significant visual loss, but not severe enough to meet the definition of legally blind.

WHITE AMERICAN: A term widely used by individuals who self-identify as having origins in and cultural characteristics of any of the original peoples of Europe, North Africa, or the Middle East.

WOMEN OF COLOR: Refers to Black, Latina, Asian/Pacific, and Native American Indian females. The term includes women of different racial and ethnic groups who are culturally and racially distinct, but who have a shared history of racial oppression. The term is often used to convey unity and enhance self-esteem. It is much preferred over "non-white women."

AFFIRMATIVE ACTION PROTECTED GROUPS FEDERAL AND STATE LAWS

PROTECTED GROUP: A term used to define individuals who are members of groups defined by federal and state laws who have been historically discriminated against in the employment arena. Protected groups for affirmative action purposes are: persons with disabilities; Vietnam Era veterans, disabled veterans, women, Asians and Pacific Islanders, Blacks, Hispanics, and Native Americans and Alaska Natives.

AMERICAN INDIAN OR ALASKAN NATIVE: A person with origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

ASIAN OR PACIFIC ISLANDERS: A person with origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands.

BLACK (NOT OF HISPANIC ORIGIN): A person with origins in any of the black racial groups of Africa who is not of Hispanic origin.

DISABLED VETERAN: A person entitled to disability compensation under laws administered by the Veterans Administration for disability rated at 30 per cent or more, or a person whose discharge or release from active duty was for a disability incurred or aggravated in the line of duty.

HISPANIC: A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin regardless of race.

PERSONS OF DISABILITY: Persons who have a physical or mental impairment that substantially limits one or more major life activities (e.g., seeing, hearing, speaking, walking, breathing, performing manual tasks, learning, caring for oneself, and working).

VIETNAM ERA VETERAN: A person who served on active duty for a period of more than 180 days, any part of which occurred between August 5, 1964 and May 7, 1975 and was discharged or released therefrom with other than a dishonorable discharge; or who was discharged or released from active duty for a service-connected disability if any part of such active duty was performed between August 5, 1964, and May 7, 1975; and who was so discharged or released within 48 months preceding an alleged violation of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the affirmative action clause, or the regulations issued pursuant to the Act.

WOMEN: Adult female persons.

THE TALE OF O: CONCLUSIONS

1. What seems logical, sensible, important and reasonable to a person in one culture may seem irrational, stupid and unimportant to an outsider.
2. Feelings of apprehension, loneliness, lack of confidence are common when visiting another culture.
3. When people talk about other cultures, they tend to describe the differences, not the similarities.
4. Differences between cultures are generally seen as threatening and described in negative terms.
5. Personal observations and reports of other cultures should be regarded with a great deal of skepticism.
6. One should make up one's own mind about another culture and not rely on the reports and experience of others.
7. It requires experience as well as study to understand the many subtleties of another culture.
8. Understanding another culture is a continuous and not a discrete process.
9. Stereotyping is probably inevitable in the absence of frequent contact or study.
10. The feelings which people have for their own language are often not evident until they encounter another language.
11. People often feel their own language is far superior to other languages.
12. It is probably necessary to know the language of a foreign culture to understand the culture in any depth.
13. Perhaps a person can accept a culture only after he or she has been very critical of it.

WORKFORCE 2000

1. The number of workers will fall. Between now and the year 2000, the number of young workers aged 16 to 24 will drop by almost two million, or eight percent (Workforce 2000).
2. The average age of workers will rise. Between now and the year 2000 the number of workers between the ages of 35 and 54 will increase by more than 25 million. The mandatory retirement age will rise to 70 by 2000.
3. More women will be on the job. By the year 2000 about 47 percent of the work force will be women, and 61 percent of all American women will be employed.
4. One-third of new workers will be people of color. Over the next several years, almost a third of all new entrants into the labor force will be people of color--twice their current share.
5. There will be more immigrants than any time since WW1. Between 1970 and 1980, the foreign-born population of the United States increased by about 4.5 million, and approximately 450,000 more immigrants are expected to enter the United States yearly through the end of the century. Immigration at this rate would add about 9.5 million people to the U.S. population and four million people to the labor force.
6. Most new jobs will be in services and information. An increasing volume of work will be done at home. People will change careers on average every ten years.
7. The new jobs will require higher skills. Whatever the occupation, technological innovation has already made it necessary for workers to constantly update and adapt their skills. Even lower-skilled occupations will require workers who can read and understand written instructions, add and subtract, and express themselves clearly. About half of the service workers will be involved in collecting, analyzing, synthesizing, structuring, storing or retrieving information as a basis of knowledge by the year 2000. Half of these people will be working at home.
8. The challenge for business will be immense. Not only will employers need to find ways to keep well-qualified people on their payroll, they also face the challenge of helping others to become more qualified to perform well. Unless educational and cultural gaps can be closed, many of the new workers will be ill-equipped to meet the advancing skill requirements of the new economy. Twenty-three million adults over the age of eighteen are functionally illiterate and an additional 46 million are considered to be marginally illiterate.

▼ Personnel in Adult Criminal Juvenile & Correctional

(as of June 30, 1990)

ADULT SYSTEM

State	Employee Total	White		Black		Hispanic		All Others		Employees Total	White		Black		Hispanic		All Others Male Fem	
		Male	Fem	Male	Fem	Male	Fem	Male	Fem		Male	Fem	Male	Fem	Male	Fem		
AL	3,289	1,333	393	1,020	628	16	1	117	60	284	102	84	202	83	1	1		
AK	1,257	670	302	68	10	17	0	100	12	151	12	6	3	2	7	13		
AZ	6,263	2,716	1,161	1,82	107	753	235	77	32	860	224	57	38	95	41	11	3	
AR	1,945	920	259	633	130	1	2	1,150	542	4,135	74	128	68	549	238	143	1	
CA	27,661	11,533	6,008	2,761	1,775	3,405	1,487	1,150	542	1,351	752	642	367	549	238	143	93	
CO	2,355	1,415	489	80	14	212	79	55	11	579	237	163	58	27	58	25	9	
CT	4,263	2,194	784	722	237	270	49	19	8	297	149	70	40	21	10	4	3	
DE	1,458	714	267	324	124	10	3	12	4	170	38	39	54	39	1	1	1	
FL	19,152	9,625	4,683	2,044	1,801	460	257	129	63	3,189	17	2,105	473	476	625	515	11	5
GA	9,630	4,498	2,094	1,969	952	48	15	37	17	2,105	277	1	1	1	1	1	1	
HI	1,487	208	78	62	13	137	45	67	277	190	117	67	1	1	2	1	1	
ID	699	419	153	6	5	15	2	5	5	1	1	1	1	1	1	1	1	
IL	11,483	7,064	2,380	1,240	651	140	40	60	18	1	1	1	1	1	1	1	1	
IN	5,829	3,965	850	675	302	28	6	3	1	1	1	1	1	1	1	1	1	
IA	1,774	1,208	378	87	28	38	12	21	6	227	154	67	2	4	17	4*	4*	
KS	2,314	1,463	584	131	61	48	7	14	6	627	388	555	158	56	24	24	24	
KY	2,855	1,794	817	145	89	2	7	1	1	1	1	1	1	1	1	1	1	
LA	5,703	2,459	1,049	1,459	727	6	3	7	1	783	1	1	1	1	1	1	1	
ME	1,285	1,020	285	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
MD	5,110	2,245	513	1,401	917	18	3	11	2	1,465	407	276	344	422	10	6		
MA	4,937	3,238	1,098	270	141	88	17	22	5	592	284	146	78	24	35	3	2	
MI	13,886	8,011	2,987	1,258	1,117	140	55	241	77	1,054	—	—	—	—	—	—	—	
MN	2,220	1,419	652	61	14	20	8	37	19	1	1	1	1	1	1	1	1	
MS	2,814	687	393	961	757	5	1	5	5	406	76	113	105	112	226	76	56	
MO	5,841	3,659	1,800	186	147	15	4	22	8	628	183	104	34	2	2	2	2	
MT	546	433	111	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
NE	1,393	847	421	67	30	21	6	9	2	10	159	103	43	1	6	1	5	
NV	1,465	921	316	86	32	49	18	33	10	190	120	67	3	1	1	1	1	
NH	643	529	107	2	1	4	1	50	1	581	100	106	13	8	190	13	4	
NJ	10,337	4,838	1,502	2,355	971	404	117	102	50	36	19	1	1	1	1	1	1	
NM	1,953	490	188	42	9	914	257	1	1	1	1	1	1	1	1	1	1	

XII

HC-3

▼ Concentrated In Adult And Juvenile Corrections
(as of June 30, 1990)

ADULT SYSTEM

State	ADULT SYSTEM						JUVENILE SYSTEM					
	Total	White	Black	Hispanic	Male	Fem	Total	White	Black	Hispanic	Male	Fem
NY	34,650	23,341	6,036	2,483	1,278	936	305	198	70	3,453	1,142	799
NC	10,446	6,726	1,616	2,326	1	20	4	111	31	1	420	442
ND	340	218	116	1								
OH	8,378	6,027	1,801	890	645	42	25	34	24	1,762	490	443
OK	4,001	2,236	1,084	221	212	23	11	160	74	1,872	463	1,002
OR	1,969	1,205	547	43	28	44	22	64	28	636	332	160
PA	6,260	4,692	887	443	183	43	3	7	2	843	408	155
RI	1,258	953	191	56	18	26	4	7	3	239	115	71
SC	6,814	1,868	1,024	1,871	978			48	25	895	179	265
SD	675	386	173	1	1			12	2	119	77	279
TN	5,180	2,903	1,172	636	434	21	10	10	2	935	358	319
TX	17,960	8,594	4,149	2,326	1,266	1,235	276	88	34	1,808	563	434
UT	1,267	803	374	18	7	25	16	15	8	466	236	168
VT	711									377	112	284
VA*	6,259	3,646	1,644	1,982	1,026	31	10	13	7	—	—	—
WA	4,532	2,844	1,371	227	62	104	42	102	80	837	768	1
WV	737	623	206	7	2							
WI	4,002	2,472	1,260	60	81	49	13	56	21	1		
WY	375	221	98	1								
Total	277,860	149,977	66,978	33,847	16,401	9,923	3,473	4,328	1,681	34,691	10,857	7,408
FBI	16,264	10,138	3,138	2,270	1,125	1,030	247	272	76			
DC	3,076											
NYC	12,863	3,026	301	4,187	3,207	1,737	423	2,702	1,174	580	28	16
PHL	1,750	442	105	703	375	36	6	104	16	702	24	24
GU	197	13	5							22	61	
VI*	224									130	40	
CSC*	11,016	7,568	3,447									
AB	2,005											
MB*	886											
NF	303	233	70									
ON	3,638											
PEI	207	151	65									
PQ	2,431	2,110	321									
SK	999	691	308									
YU*	48	36	10									

Note:

! Combined adult and juvenile departments

* Combined male/female total

- Data not available at time of publication

1. Data as of 6/30/89

2. Hispanics are included in other categories

3. Data as of 6/2/90

4. Counted in white/black columns; shown here for sex breakdown

5. Race unknown

6. Data as of 7/31/90

7. Includes 486 males, 344 females

8. Data as of 3/31/90



GENDER AND ETHNIC COMPOSITION OF INMATE POPULATIONS AS OF JANUARY 1, 1991 (in percentages)

	MALE	FEMALE	BLACK	WHITE	HISPANIC	ORIENTAL	NAT. AM	OTHER
Alabama	83.9	6.1	63.1	36.8	0.0	0.0	0.0	0.2
Alaska	95.4	4.6	11.0	2.1	2.4	0.1	30.2	2.4
Arizona	94.4	5.6	16.7	51.3	27.7	0.1	3.2	1.0
Arkansas	94.6	5.4	53.0	46.4	0.8	0.0	0.0	0.0
California ¹	93.3	6.7	35.5	29.8	30.0	0.0	0.0	4.7
Colorado	93.8	6.2	23.8	46.8	25.5	0.3	9	2.7
Connecticut	94.0	6.0	49.0	26.2	24.5	0.2	.1	0.0
Delaware	83.5	6.5	64.9	33.2	3.8	0.2	0.0	1.6
Dist. of Col.	92.8	7.4	97.8	1.7	0.1	0.0	0.0	1.1
Florida	94.0	6.0	57.2	41.0	1.5	0.0	0.0	0.2
Georgia ²	94.6	5.4	68.5	33.5	0.0	0.0	0.0	0.0
Hawaii	91.6	8.4	5.8	23.4	2.4	53.6	1.5	13.5
Idaho	93.9	6.1	1.6	81.4	11.6	0.7	4.6	0.1
Illinois ³	85.6	4.4	61.6	28.9	8.9	0.1	0.1	0.4
Indiana	94.7	5.3	38.0	60.0	1.8	0.0	0.1	0.0
Iowa	94.7	5.3	21.0	76.6	2.0	0.2	1.3	0.8
Kansas	85.1	4.9	34.6	58.4	5.3	0.4	1.4	0.0
Kentucky	94.7	5.3	30.3	69.7	0.0	0.0	0.0	0.0
Louisiana ⁴	98.3	3.7	72.0	28.0	0.0	0.0	0.0	0.0
Maine	87.2	2.8	1.8	97.3	0.2	0.0	0.6	0.0
Maryland ⁵	95.5	4.5	75.1	24.5	0.0	0.0	0.0	0.3
Massachusetts	93.4	6.6	27.8	49.8	18.9	0.5	0.2	3.3
Michigan ³	95.1	4.9	57.5	40.3	1.4	0.1	0.4	0.4
Minnesota	94.8	5.2	27.9	58.8	3.5	0.0	8.1	0.7
Mississippi	94.7	5.3	71.3	28.2	0.0	0.0	0.0	0.5
Missouri	94.6	5.4	45.1	53.8	0.9	0.0	0.2	0.0
Montana	94.7	5.3	1.5	77.4	2.8	0.0	18.3	0.0
Nebraska	94.2	5.8	33.3	57.9	4.3	0.0	3.9	0.4
Nevada	92.9	7.1	31.4	57.3	6.7	0.9	1.4	2.4
New Hampshire	94.8	5.2	4.0	91.7	4.1	0.2	0.0	0.0
New Jersey	95.1	4.9	61.9	21.5	16.4	0.1	0.0	0.0
New Mexico ⁴	93.9	6.1	10.0	30.0	55.0	1.0	3.0	1.0
New York	95.1	4.9	49.8	16.7	32.0	0.3	0.2	0.9
North Carolina	94.8	5.2	59.9	36.7	0.0	0.1	2.3	1.2
North Dakota	94.5	5.5	0.9	74.9	1.5	0.0	22.5	0.2
Ohio	83.7	6.3	52.8	46.1	0.4	0.0	0.0	0.7
Oklahoma	91.3	8.7	34.7	56.7	2.5	0.0	5.8	0.3
Oregon	94.4	5.6	13.6	75.3	8.2	0.4	2.3	0.2
Pennsylvania	95.5	4.5	57.5	42.2	0.0	0.2	0.1	0.1
Rhode Island	93.1	6.9	27.8	58.7	13.0	0.2	0.5	0.0
South Carolina	94.0	6.0	65.3	34.4	0.2	0.0	0.1	0.0
South Dakota	94.0	6.0	3.2	72.4	0.0	0.0	24.5	0.0
Tennessee	95.3	4.7	48.1	47.4	0.0	0.0	0.0	4.5
Texas	95.6	4.4	47.3	30.1	22.3	0.0	0.0	0.3
Utah ⁴	95.0	5.0	8.8	68.7	16.3	1.5	2.4	2.0
Vermont ⁴	95.9	4.1	0.0	100.0	0.0	0.0	0.0	0.0
Virginia ²	95.8	4.2	65.3	36.0	0.0	0.0	0.0	0.0
Washington	94.6	5.4	19.9	65.6	13.4	0.9	3.8	3.2
West Virginia	95.1	4.9	13.7	85.9	0.3	0.0	0.1	0.0
Wisconsin	95.3	4.7	39.0	53.0	5.8	0.2	2.0	0.0
Wyoming	92.1	7.9	5.2	77.2	10.6	0.3	4.9	0.0
Federal System	92.7	7.3	32.6	65.0	28.9	0.9	1.5	0.0
Average	94.4	5.6	38.0	50.8	8.0	1.2	2.9	1.0

¹Hispanic = Mexican/American; Oriental and Native American included in Other. ²Black includes all non-white. ³12/30/90 ⁴Estimate. ⁵Oriental in other. ⁶Other unknown.

Source: The Corrections Yearbook 1991, Published by Criminal Justice Institute.

STATEWIDE INMATE POPULATION BY RACE AND GENDER
(as of June 30, 1990)

State	White			Black		Hispanic		All Others	
	Total	Male	Female	Male	Female	Male	Female	Male	Female
AL	14,734	5,230	342	8,572	569			21	
AK	2,438	1,239	59	251	19	64	1	762	41
AZ	13,699	6,596	424	2,145	148	3,619	171	561	35
AR	6,455	2,910	142	3,241	140	12	2	6	2
CA	93,810	25,970	2,189	31,870	2,324	25,759	1,436	4,036	428
CO	6,581	2,934	187	1,435	138	1,616	75	185	11
CT	9,589	2,475	187	4,359	285	2,139	123	21	
DE	3,479	1,462	69	1,794	84	66	4		
FL	45,567	16,554	1,161	22,573	1,580	2,928	81	690	
GA	21,564	6,816	401	13,335	764	199	7	40	2
HI	2,341	490	61	148	8	113	5	1,456	62
ID	1,440	1,143	65	19	1	139	5	61	7
IL	27,295	7,728	402	15,735	727	2,382	51	281	11
IN	12,782	7,242	431	4,630	236	194	22	25	2
IA	4,165	2,922	161	864	47	72	4	89	6
KS	5,677	3,231	172	1,766	113	281	4	106	4
KY	6,792	4,408	175	2,095	112			2	
LA	13,881	3,720	222	9,508	416			15	
ME	1,604	1,526	51	15		3		9	
MD	17,048 ²	4,020	201	12,203	583			40	1
MA	8,171 ³	3,919	290	2,120	130	1,401	132	51	1
MI	30,368	11,685	486	16,677	855	390	28	235	12
MN	3,182	1,820	79	863	62	81	4	257	16
MS	8,222 ⁴	2,228	132	5,508	292	28	1	18	2
MO	15,106 ⁵	7,687	435	6,590	357	138	5	34	3
MT	1,355	993	55	21	1	31	1	239	14
NE	2,413	1,325	80	727	68	104	4	90	15
NV	5,604	2,917	242	1,671	160	357	13	228	16
NH	1,289	1,156	39	46	1	41	3	3	
NJ	16,415	3,444	180	9,476	409	2,551	128	195	32
NM	3,103	875	65	282	16	1,607	87	161	10
NY	54,648	8,806	383	26,138	1,316	18,663	993	328	23
NC	18,317 ⁶	6,424	371	10,350	549			590	33
ND	556	370	32	8	1	11	1	123	10
OH	31,862 ⁷	14,434	782	15,365	1,281				
OK	10,196 ⁸	5,445	445	3,101	333	42	2	783	45
OR	6,216 ⁹	4,510	245	808	61	413	4	155	22
PA	21,229	8,483	415	11,058	540	645	53	58	1
RI	2,308	1,220	118	559	74	298	25	15	1
SC	14,995	4,891	269	9,203	577	33	1	21	
SD	1,338	915	59	42	2			294 ¹⁰	26 ⁷
TN	8,187 ⁷	4,087	224	3,466	125			272	13
TX	48,078	13,920	839	21,463	1,070	10,028	269	482	7
UT	2,515	1,661	68	211	14	379	19	152	11
VT	796	770	26						
VA	14,723	5,029	230	9,015	370	57		20	2
WA	7,477	4,594	247	1,465	82	845	20	208	16
WV	1,544	1,245	68	212	11	5		3	
WI	7,123	3,607	171	2,603	141	388	10	197	6
WY	1,270	924	67	64	6	131	8	67	3
Total	659,545	237,978	14,242	295,464	17,198	76,115	3,797	13,661	950
FBI	56,627	21,056	1,355	16,797	1,588	13,524	966	1,272	69
DC	9,725	124	29	7,605	591	10		100	4
NYC	19,348								
PHL	5,157	436	35	3,742	211	669	40	23	1
GU	139	2		2	1	2		129	3
VI	222	2	1	110	8	100	3		
CSC ¹¹	11,262	11,131	131						
AB	3,438	3,165	271						
BC ¹²	1,817	1,721	96						
MB	1,047	989	58						
NB	410	398	12						
NF	325	315	10						
NS ¹³	402								
ON ¹⁴	7,166	6,805	361						
PEI	118	112	4						
PQ	3,073	2,887	186						
SK	1,299	1,218	81						
YU ¹⁵	73	72	1						

Notes:

1. Data as of 6/30/89
2. Hispanics included in all categories
3. Includes 127 combined male/female count
4. Includes 13 combined male/female count
5. Includes 2,679 inmates in community centers
6. Includes 90 inmates housed in rental beds (TX, local jails)
7. Native Americans

▼ Corrections Officers in Administration
(as of June 30, 1990)

ETHNIC GROUP

State	ETHNIC GROUP										RANK				Ratio		
	White		Black		Hispanic		Other		Supervisory		Non-Supervisory		Male	Female	1 CO per No. inmates	Turnover Rate (%)	
Total	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	No. inmates	Rate (%)	
AL	2,343	946	105	896	382	7	12	5	101	34	95	24	511	124	5	7.20	
AK	760	444	103	64	113	58	547	88	52	19	384	47	2,013	559	670	217	
AZ	3,033	1,715	441	441	550	96	96	1	1	1	308	10	849	174	41	4.40	
AR	844	644	96	550	92	1	2,367	476	583	97	1,888	341	9,885	2,137	4	15.00	
CA	14,249	6,979	1,202	1,843	703	6	1	1	12	201	13	201	13	534	104	5,00	25.00
CO	1,411	941	189	50	154	8	154	35	47	7	574	76	604	140	14	3	
CT	2,810	1,412	189	610	132	222	27	6	2	174	15	1,064	342	12	3	4.46	6.40
DE	870	470	80	263	60	6	6	12	12	201	13	1,04	15	3	3.70	12.50	
FL	10,702	6,631	1,384	1,568	795	301	53	57	13	2,531	431	5,926	1,814	400	87	4.50	7.00
GA	6,168	2,698	448	1,649	420	28	3	17	3	481	40	3,811	834	14.93	422	14.93	
HI	931	155	29	44	11	144	25	458	67	197	41	599	91	3	4.50	20.00	
ID	295	241	36	4	11	11	3	3	3	37	4	222	32	1,89	8.50		
IL	6,488	4,846	598	681	202	96	17	23	5	1,053	83	4,593	737	149	23	5.21	14.30
IN	3,061	1,691	419	562	351	29	4	4	1	390	118	1,896	657	400	4.00	8.50	
IA	1,148	928	138	38	13	22	1	9	3	158	18	840	135	33	33.00	25.00	
KS	1,334	869	202	95	27	30	4	4	3	175	30	785	173	138	33	3.40	12.00
KY	1,532	1,160	258	79	31	1	1	5	5	222	29	1,023	258	463	4270		
LA	4,042	1,711	532	1,352	440	5	2	2	2	495	52	2,587	921	6	5.00		
ME	628	547	79	1	1	1	1	1	1	119	12	428	67	1	3.48	36.00	
MD	3,834	1,768	163	1,216	871	14	4	4	4	729	101	2,271	733	339	3.67	4.00	
MA	2,915	2,303	213	207	68	75	5	14	2	3	1,120	307	5,345	1,354	7	11.00	
MI	8,128	5,391	965	820	644	103	18	151	36	6	88	16	764	190	5	4.00	
MN	1,070	788	195	32	8	14	2	25	6	180	28	1,002	639	377	3.60	8.60	
MS	1,849	353	95	824	569	3	2	2	3	414	64	1,937	221	2	5.20	15.00	
MO	2,782	2,227	400	108	30	11	1	7	7	38	38	221	87	2	4.23	16.00	
MT	261	30	1	1	1	1	1	1	1	1	1	1	1	1	1	11.00	
NE	521	384	80	28	13	11	1	1	4	76	7	351	87	5	3.10	4.63	
NV	959	694	117	62	13	32	11	28	2	93	8	560	86	163	49	15.06	
NH	373	342	31	207	1,285	364	258	25	51	54	4	249	24	37	3	5.80	
NJ	4,521	2,317	207	1,285	30	4	4	673	77	10	290	31	3,365	567	3	3.70	17.80
NM	1,136	275	39	30	4	4	4	673	4	10	290	31	625	88	91	3.00	7.00
																2.56	
																20.00	

XV

HC-6

▼ Correctional Officers in Active Status
(as of June 30, 1990)

ETHNIC GROUP										RANK				Ratio 1 CO per No Inmates Rate (%)			
State	White		Black		Hispanic		Other		Supervisory		Non-Supervisory		Training Level				
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		1 CO per No Inmates	Rate (%)		
NY	22,163	17,676	929	1,947	708	682	103	92	16	1,888	85	14,993	3,538	432	3.00	4.90	
NC	6,809	3,598	162	1,733	221	15	2	71	7	843	40	4,574	352	315	3.15	10.70	
ND	121	99	17					5	12	2	92	15					
OH	4,693	2,881	970	482	288	23	13	19	13	416	85	2,999	1,199		4.00	9.00	
OK	1,593	1,184	147	105	30	11	1	95	20	157	22	1,207	170	31	6	14.00	
OR	908	684	126	22	10	33	7	36	10	109	12	646	141		6.70	11.50	
PA	3,723	3,125	235	271	69	19	1	2	1	611	32	2,806	274		6.59	9.03	
RI	958	785	69	62	15	25	3	5	2	50	4	812	84	5	6.00	7.00	
SC	3,348	936	326	1,437	611	29	7	249	62	1,882	765	271	118	2.50	6.50		
SD	281	198	58	1	1			2	1	27	19	174	41		5.00	28.30	
TN	3,094	2,041	371	474	207	1		1		310	20	2,206	558		5.40	17.50	
TX	11,988	6,072	1,804	2,086	904	1,072	171	47	12	1,313	119	7,964	2,572		2.50	22.00	
UT	727	494	173	29	4	16	6	5	1	51	14	377	93	116	3.80	12.90	
VT	381							334	47	37	291	47	6	76	4.47	8.50	
VA	4,738	2,285	301	1,642	479	19	5	5	5	546	48	3,405	737		2.08		
WA	1,858	1,253	296	144	28	61	11	58	19	244	42	1,260	312		3.10	16.00	
WV	423	378	40	4	1					30		348	39	4	3.00	11.50	
WI	1,930	1,529	275	44	18	25	6	37	6	113	14	1,453	264	69	2	20.00	
WY	239	141	39	1		47	6	3		29	7	159	40	4	25	3.70	
Total	159,247	97,204	16,137	25,455	9,710	7,207	1,216	2,551	477	20,377	2,625	104,570	22,655	5,947	1,175	8.00	
FBI	6,931	4,311	333	1,362	283	506	31	97	8	23,002	127	12,225	7,122		4.70	14.46	
DC	3,085	2,080	150	3,290	2,452	1,460	308	2,243	8	849	47	4,923	519	705	8.20	10.40	
NYC	9,798	2,881	48	523	230	28	1	55	3	128	14	1,837	690	280	138		
PHL	1,243	269	10	1	7			18	57	123	29	715	376		1.82		
GU	144							101	25	19	5	94	21	5	3.10	7.00	
VI	260									64	6	158	66		1.07	6.85	
CSC	4,828	4,131	697							228	9	3,669	685	23	3	2.50	8.00
AB	853									158		689	108				
MB	414									16	337						
NF	228									40		166	20				
NS	230									24	3	184	13	6	1.20	2.00	
ON	3,487									585	45	1,963	490	340	84	2.00	
PEI	94									6		68	20		120		
PQ	313									79	11	212	11				
SK	467									63	6	27	8	285	62		

Notes:

- 1. Combined male/female totals
- 2. Data as of 6/30/89
- 3. Includes early-age retirement (55)
- 4. Complete ethnic breakdown not available
- 5. Data represents institutional division only
- 6. Data as of 7/31/89

▼ ADULT AND JUVENILE WARDENS IN STATE AND FEDERAL FACILITIES
(as of June 30, 1990)

State	Total	ADULT						JUVENILE																				
		White		Black		Hispanic (Other)		Female Admin/Male Inst		Female Admin/Cod Inst		Male Admin/Female Inst		Male Admin/Cod Inst		White		Black		Hispanic (Other)		Female Admin/Male Inst		Female Admin/Cod Inst		Male Admin/Female Inst		
		M	F	M	F	M	F									M	F	M	F	M	F							
AL	15	10	2	2		1		1		2	1					10		5		3	2			1		1	2	
AK	11	7	2	2				2		1	1					5		4	1					1	1	1	4	
AZ	31	22	3	1		4	1	2		1	1					5		4			1							
AR	13	9		3	1											2				2								1
CA	20	13		1	2		3	1								42		18	8	4	3		8	1	11	1	2	
CO	11	9	1	1				1		1						7 ¹								1	1			
CT	22	15	2	3	1	1		2		1	2					1		1									1	
DE	13	10		3												2		3	2		1							1
FL	42	35	1	5		1										45 ²		46	9									
GA	63	46	4	10	3			4		1	1					4		1	1	1	1				1	1		
HI	9	1	1			7																						
ID	13 ³	11	2					1		1						3		3									3	
IL	28	16	4	6	2			4	1		2																	
IN	32	26	3	2	1			2		1	1																	
IA	8 ⁴	6	1	1												1		2		2							1	
KS	16 ⁵	3	3					1	2		2					5		4	1					1	1	1		
KY	11	8	1	2												45		27	14	1	3			6	3	13		
LA	14	11		2	1			1		1	2																	
ME	5	5									2																	
MD	10	6	1	2	1			1			2					10 ³		4	1	4	1			1	1	7		
MA	22	17	2	2	1			2			2					30 ²		20	4	6				3				
MI	28	15	4	6	2	1		4								13		5	5	2	1			3	2	1		
MN	10	7	2	1				1			1																	
MS	18	9		5	2											3		2		1				1		1		
MO	16	13	1	2				1		2	2					19		15	1	1	2			1	1	1		
MT	3	3									1					2		2										
NE	9	7	1	1				1		2	2																	
NV	9	2	2	2	1	2		1	1		1					2		2								1		
NH	3	2	1								1					2		1	1					1		1		
NJ	15	10	1	4																								
NM	15	10		1		4										4		1	1					1		1		
NY	80	42	3	9	3	3		2	1	3	1					45		22	6	10	6		1	6	1	7		
NC	90	71	5	12	1	1		1								9		6	1	2						6		
ND	2	2									1																	
OH	22	15	2	3	1	1		1		1						9		3		2	4			3				
OK	23	15	3	4	1			3		1	2					1		1										
OR	10	9	1					1		1						3		2	1					1				
PA	15	12		1	2			1		1						9		7		2								
RI	7 ⁶	6	1								1	1				3		3						1		1		
SC	31	17	6	7	1			5	1		2					4 ⁴		1	2					1	1	1		
SD	5	5									1	2																
TN	19 ⁵	15	2	2				1		2						4		4								2		
TX	66	56	3	2	2	3		1		2						31		16	8	2	1	4		9		22		
UT	11	7	3					2		1						13		12	1					1		12		
VT	8					8					1					1		1								1		
VA	46 ⁴	38	2	5	1			2																				
WA	13	9	2			2		2		1	1					5		2	2	1				2		1		
WV	9	8	1					1			5																	
WI	26	19	6		1			4																				
WY	4	3	1																									
Total	998	727	88	109	33	39	2	61	7	26	42	411	245	68	44	26	16	2	41	27	4	94						
FBP	85	66	3	10	1	3	2	3	3	2	12					4			2	2				1	1	1		
DC	8	3		5												4												
NYC	18	10	1	5	1	1		2		2						4		1	3					1	3			
PHL	16	7		7	2																							
GU	4	1				3																						

Notes:

1. Complete racial breakdown unavailable
2. Data as of 6/30/89
3. One female warden manages 2 facilities (male/female)
4. One position vacant (male facility)
5. Includes one facility under construction
6. Data as of 7/31/90

Table 6.36

Jail inmates

By race, ethnicity, sex, region, and State, June 30, 1988

Region and State	All inmates			White (non-Hispanic)		Black (non-Hispanic)		Hispanic ^a		Other race ^b	
	Total	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
				Male	Female	Male	Female	Male	Female	Male	Female
United States, total	343,569	313,158	30,411	136,242	12,651	126,507	12,782	46,853	4,602	3,556	376
Northeast	57,613	52,965	4,648	19,919	1,405	23,177	2,486	9,655	733	214	24
Maine	669	642	27	520	27	16	0	2	0	4	0
Massachusetts	5,454	5,430	24	3,058	17	1,230	3	1,111	4	31	0
New Hampshire	789	749	40	696	38	35	2	18	0	0	0
New Jersey	11,124	10,241	883	2,814	255	5,489	491	1,922	133	16	4
New York	25,928	23,240	2,688	6,184	637	11,266	1,489	5,670	543	120	19
Pennsylvania	13,649	12,663	986	6,547	431	5,141	501	932	53	43	1
Midwest	50,646	46,927	3,719	26,757	2,036	17,793	1,517	1,701	99	676	67
Illinois	9,891	9,333	558	3,063	209	5,496	314	754	34	20	1
Indiana	5,235	4,870	365	3,135	252	1,708	111	24	2	3	0
Iowa	1,036	958	78	762	54	149	20	29	1	18	3
Kansas	1,906	1,772	134	1,208	90	440	40	110	4	14	0
Michigan	9,404	8,687	717	5,288	372	3,113	320	247	19	39	6
Minnesota	3,227	3,034	193	2,248	137	514	37	83	2	189	17
Missouri	4,154	3,845	309	2,175	164	1,605	142	57	3	8	0
Nebraska	1,156	1,044	112	745	71	201	30	51	3	47	8
North Dakota	288	262	26	178	16	4	—	6	0	74	3
Ohio	9,160	8,355	805	4,859	408	3,330	383	140	13	26	1
South Dakota	522	478	44	327	31	10	0	4	0	137	13
Wisconsin	4,667	4,289	378	2,769	232	1,223	119	196	18	101	9
South	143,751	131,750	12,001	54,051	4,842	66,212	6,474	11,075	639	412	46
Alabama	4,819	4,469	350	2,140	172	2,312	177	15	1	2	0
Arkansas	1,994	1,861	133	1,058	78	759	49	41	3	3	3
District of Columbia	1,693	1,209	484	121	49	1,088	435	0	0	0	0
Florida	28,236	25,460	2,776	10,422	1,125	12,884	1,440	2,115	205	39	6
Georgia	17,482	16,364	1,118	6,572	450	9,621	656	167	11	4	1
Kentucky	4,695	4,304	391	3,239	272	1,040	118	25	1	0	0
Louisiana	11,222	10,397	825	3,023	231	6,924	585	417	7	33	2
Maryland	7,486	6,897	589	2,500	199	4,264	385	102	5	31	0
Mississippi	3,501	3,298	203	941	65	2,296	137	59	1	2	0
North Carolina	5,469	5,063	406	2,079	192	2,895	210	57	0	32	4
Oklahoma	2,595	2,318	277	1,377	145	659	98	115	10	167	24
South Carolina	3,497	3,259	238	1,244	93	1,986	143	28	2	1	0
Tennessee	10,858	10,244	614	5,298	291	4,857	321	30	0	59	2
Texas	29,439	26,753	2,686	9,397	1,116	9,559	1,181	7,766	385	31	4
Virginia	9,372	8,544	828	3,507	299	4,899	523	131	6	7	0
West Virginia	1,393	1,310	83	1,133	65	169	16	7	2	1	0
West	91,559	81,916	10,043	35,515	4,368	19,325	2,305	24,422	3,131	2,254	239
Alaska	27	25	2	13	1	1	0	1	0	10	1
Arizona	6,006	5,496	510	3,080	311	759	91	1,416	86	241	22
California	64,216	56,570	7,546	20,088	2,904	15,639	1,856	19,816	2,784	1,227	102
Colorado	4,882	4,439	443	2,518	255	832	97	1,046	84	43	7
Idaho	810	766	44	584	38	12	0	137	2	33	4
Montana	616	547	69	409	38	13	3	20	0	105	28
Nevada	2,343	2,078	265	1,367	162	616	91	60	10	35	2
New Mexico	2,188	2,015	173	584	51	146	11	1,098	84	187	27
Oregon	2,819	2,590	229	2,062	178	269	25	197	17	62	9
Utah	1,261	1,165	96	988	73	53	8	101	10	23	5
Washington	5,934	5,423	511	3,502	317	975	123	677	43	269	28
Wyoming	457	402	55	320	40	10	0	53	11	19	4

Note: See Note, table 6.23.

Source: U.S. Department of Justice, Bureau of Justice Statistics, *Census of Local Jails, 1988*, NCJ-127992 (Washington, DC: U.S. Department of Justice, 1991), p. 7.^aAny race.^bAmerican Indians, Alaska Natives, Asians, and Pacific Islanders.

M Y T H / S T E R E O T Y P E

MYTH - an ill-founded belief given uncritical acceptance by members of a group, especially in support of existing or traditional practices and institutions.

STEREOTYPE - a mental picture developed as a result of a myth. It is a characteristic or series of characteristics that grow out of a myth and are placed on people.

FILLING IN THE BLANKS

Write something you missed out on because you judged someone unfairly or too quickly.

MY MISSED OPPORTUNITY

IMAGES AND INSIGHTS

Think about everything that has happened in this workshop – what you have seen, heard, said, thought and felt – and complete the following sentences:

1. The one thing (visual image, comment, thought, feeling) that is most significant to me is:

2. What surprises me most is:

3. The idea or behavior that I most want to apply in my day-to-day interaction with others is:

4. My plan for sharing what I have learned with others at work is:

CHARACTERISTICS OF THE MULTI-CULTURAL PERSON

- 1. An appropriate sense of cultural pride.**
- 2. A tolerance and even a fascination for difference.**
- 3. A willingness to risk.**
- 4. An interest in and a love of culture.**
- 5. An ability to allow for different opinions and points of view.**
- 6. The freedom to question one's own cultural assumptions and expectations.**
- 7. An understanding of how other people are also often limited by their own cultural assumptions.**
- 8. A search for higher levels of experience and truth which transcends culture and speaks to the community of people.**
- 9. Depth of vision - - - the ability to see below the surface of experience.**

ORGANIZATIONAL RESPONSE LEVEL

What level has your organization reached in becoming aware of and responding to the diversity of the people who make it up? With this survey you can make an assessment of your own and then compare and discuss it with others.

INSTRUCTIONS

With respect to cultural change and multicultural awareness use an X to indicate the level your organization or your part of the organization has reached in relationship to its understanding and response to diversity. You may observe that the organization or parts of it seem to be at several levels the same time. Use a ✓ to indicate these other levels. Then answer the questions which follow.

There is an *elevation process* set up to check our progress.

There is an *overall plan* and *concentrated effort* to deal with the issues.

Disconnected efforts are taking place.

Policies are being set in line with the vision.

There is a *corporate vision* about the role of diversity in the organization.

We have decided that *changes* have to be made.

We have created an *open forum* for discussion.

The issues are being *discussed privately* and in informal groups.

People are *actively acknowledging* that diversity is an issue.

There is *denial, anger, frustration, and conflict.*

There is little or *no awareness* of diversity as an issue.

How are people in the organization talking about diversity? E.g., do they frame it as a political issue, a human rights issue, a communication issue, etc.?

What kind of action has issue of diversity received so far?

What has been the outcome of these efforts?

Who supports the work of dealing with diversity?

Who needs to support this work for it to succeed?

ELEMENTS OF COMMUNICATION STYLE

1. **Mode of interaction**--the degree to which one initiates discussion or listens and responds as a primary mode of interaction.
2. **Reference point**--the degree of emphasis placed on personal involvement and achievements versus group involvement and achievements in communications.
3. **Authority base**--the degree to which one relies on factual data versus intuitive judgements as the basis for reasoning and persuading.
4. **Degree of self-disclosure**--the emphasis placed on tasks versus sharing personal data in building new relationships and communicating with others.
5. **Mode of expression**--The degree of reliance on rational descriptions and facts only versus emotional reactions and embellishment.
6. **Method of support**--The degree of challenge versus praise and agreement used to support others' ideas, views, and so on.
7. **Method of disagreement**--the degree of confrontational versus compliant behavior exhibited in conflict situations.
8. **Vocal characteristics**--The vocal pitch, accent, and volume displayed in verbal communications.
9. **Method of assertion**--the degree of reliance on direct statements describing one's position or point of view versus indirect references, use of questions, and so on.
10. **Physical proximity**--the degree of physical distance versus closeness maintained and preferred in interactions with others.
11. **Reliance on protocol**--the degree of emphasis placed on formality and tradition versus spontaneous behavior in communications with others.

COMMUNICATION STYLE CONTINUUM

Mode of interaction:

Initiating—versus—Listening

Reference Point:

Individual—versus—Group

Authority Base:

Facts—versus—Intuition

Degree of Self-Disclosure:

Impersonal—versus—Personal

Mode of Expression:

Rational—versus—Emotional

Method of Support:

Challenge—versus—Agreement

Method of Disagreement:

Confrontation—versus—Compliance

Vocal Characteristics:

Low—versus—High

Method of Assertion:

Direct—versus—Indirect

Physical Proximity:

Distant—versus—Close

Reliance on Protocol:

High—versus—Low

COMMUNICATION STYLE CONTINUUM

Mode of interaction:

Initiating—versus—Listening

Reference Point:

Individual—versus—Group

Authority Base:

Facts—versus—Intuition

Degree of Self-Disclosure:

Impersonal—versus—Personal

Mode of Expression:

Rational—versus—Emotional

Method of Support:

Challenge—versus—Agreement

Method of Disagreement:

Confrontation—versus—Compliance

Vocal Characteristics:

Low—versus—High

Method of Assertion:

Direct—versus—Indirect

Physical Proximity:

Distant—versus—Close

Reliance on Protocol:

High—versus—Low

COMMUNICATION STYLE CONTINUUM

Mode of Interaction:

Initiating—versus—Listening

Reference Point:

Individual—versus—Group

Authority Base:

Facts—versus—Intuition

Degree of Self-Disclosure:

Impersonal—versus—Personal

Mode of Expression:

Rational—versus—Emotional

Method of Support:

Challenge—versus—Agreement

Method of Disagreement:

Confrontation—versus—Compliance

Vocal Characteristics:

Low—versus—High

Method of Assertion:

Direct—versus—Indirect

Physical Proximity:

Distant—versus—Close

Reliance on Protocol:

High—versus—Low

COMMUNICATION STYLE CONTINUUM

Mode of Interaction:

Initiating—**versus**—Listening

Reference Point:

Individual—**versus**—Group

Authority Base:

Facts—**versus**—Intuition

Degree of Self-Disclosure:

Impersonal—**versus**—Personal

Mode of Expression:

Rational—**versus**—Emotional

Method of Support:

Challenge—**versus**—Agreement

Method of Disagreement:

Confrontation—**versus**—Compliance

Vocal Characteristics:

Low—**versus**—High

Method of Assertion:

Direct—**versus**—Indirect

Physical Proximity:

Distant—**versus**—Close

Reliance on Protocol:

High—**versus**—Low

NONVERBAL COMMUNICATION STYLE

Body Language -- Some examples are:

Posture
Dress
Head movement/facial expression
Hand and arm gestures
Body movement
Touching
Eyes

Questions to ask yourself:

How do you sit when you're tired? When you're angry? When you're nervous?

How do you know what the appropriate clothes are? Do you dress for success?

When do you look another person in the eye? Do you make direct eye contact or delayed eye contact? Do you look at others when you speak or when they speak? How often?

How much do you use your hands? How do you gesture: "Quiet" "Come" "That's fine"

Where is it O.K. to touch a child? To touch a woman? To touch a man?
When?

Do you smile at people on the street?

Space--Some examples are:

Personal
Touching
Interpersonal distances - intimate, informal, formal; angle, height
Setting: public vs. private/barriers and boundaries - at work; at home

Questions to ask yourself:

How close do you stand when you talk to your friends? To business associates?

Do you prefer to talk "on your turf" or on another's, or on neutral territory?

Do you prefer a counter or desk between you and the public?

Do you leave doors open or closed in your house? Do you ever leave your house doors open?

Do you have a room of your own?

How large is a \$250,000 house? How do you know?

Time--Some examples are:

Basic attitude or focus
Beginning interactions
Continuing, passing the baton
Ending a conversation
Speed and rhythm

Questions to ask yourself:

- How fast do you talk? Do you always hear when others are speaking?
- Do you interrupt people often? Are you a person that others have to coax to speak?
- What time frame are you usually talking about? What you've done: what you're doing or what you're going to do?
- Is there anyone you would be too shy or embarrassed to talk to?
- When you are talking on the phone, how do you know when the other person has finished and it's your turn to reply?
- How long is "too long on the phone?"

Paralinguistic (It's not what you say, it's how you say it):--Some examples are:

Tone, loudness, intensity
Assertiveness, intimacy/formality, persistence
Emotion, expressiveness, animation, frankness
Order (general to specific or specific to general, task to relationship or relationship to task)
Use of symbols and objects
Reaction to infractions of rules about the above

Questions to ask yourself:

- Who has the loudest voice among your acquaintances? How do people respond to that person?
- How does your voice change when you are making a formal presentation?
- Are there people who you think get too excited or animated when they talk? How do you respond?
- What's the first thing you want to talk about after you say hello?
- If someone is rude in conversation, how do people let them know they didn't like it without saying anything?
- Do you wear a uniform? What does it tell people? Does it have words on it?

SUMMARY OF POINTS FROM FILM "COMMUNICATING ACROSS CULTURES"

COMMON CAUSES OF MISUNDERSTANDINGS

1. Conventions of Courtesy

Each culture has conventions for courtesy
People who don't use the formulas may be perceived to be rude
People who don't know the conventions may feel rejected
Other conventions establish "correct" tempo and tone of voice
The context also contributes to communication
The moral of this drama: Do not leap to conclusions about the character, motivation or integrity of an individual based on one interaction

2. Sequence

How people arrange information differs from culture to culture

3. Phasing

Culture affects how and when business subjects are discussed
Regional differences also affect communication protocols
Business and pleasure don't always mix

4. Objectivity

The facts: logical, precise and orderly
Trust has a significant effect on intercultural communication
Dominating air time damages communication

5. Specificity

Starting with specifics is American--other cultures may start with generalities
. The whole as a sum of the parts: Americans tend to break information down into parts while other cultures tend to deal with whole pictures
Communications out of sync

6. Assertiveness

In some cultures assertiveness is appropriate; in others it is seen as aggressive or rude

7. Candor

In some cultures courtesy, sensitivity, loyalty and "face" are more important than candor/"straight" talk

8. Simplicity

Using big words may not impress--it may fail to communicate

9. Accents

Accents influence people's perceptions but are not a good measure of the other person

10. Telephone

The telephone should not replace personal contact
The telephone does not transmit non-verbal communication

11. Walking on Eggs

The feeling of "walking on eggs" or "wearing masks" often occurs with people different from ourselves; they do not, however, help communication

Feedback is one of the most important communication tools we have

Inappropriate comments often result from discomfort
Different people have different sensitivities but everyone is sensitive to stereotypes about themselves

Defensiveness can interfere with communication

Include minorities in discussions

Discussing differences is a legitimate way to decrease tension/defensiveness

Listening is a vital part of communication

12. Hot Buttons

Jokes

Conflict or misunderstandings result from words

Swearing is usually inappropriate to work settings

Avoid hot buttons--when in doubt, ask or avoid the word

Respond to hot buttons being pushed in a way that gets what you need

REPLACEMENT WORDS

Trigger Words

Suitable Words

ENHANCING THE SUCCESS OF COMMUNICATING ACROSS CULTURES

1. Listen

In intercultural communication, skillfully listening to the verbal and nonverbal messages without filtering them through our own system of values and expectations is imperative.

2. Check your perceptions

It is necessary to ask if what you think the other person said is accurate or if that which happens between you has the same meaning for them that it has for you.

3. Seek feedback

Remember to ask for more than a yes or no answer because in some cultures it is impolite to say no.

4. Resisting judgmental reactions.

Suspending judgment while listening, checking perceptions and seeking feedback allows us to be more open to another's thoughts, ideas and feelings and reduces defensiveness in intercultural communication.

5. Cultivate self-awareness

Be conscious of your own behavior patterns, communicative style, operational assumptions and values, and patterns of thinking.

6. Take risks

In order to open channels of communication with another person, we must often take emotional risks - like asking for feedback or saying something personal which leaves us vulnerable to a hurtful response.

EXPERIENCING CULTURE SHOCK

1. When I do something nice for someone and he or she becomes angry with me because of it, I feel...

2. When someone says something that I don't understand, I feel...

3. When something I say is misunderstood and everyone laughs, I feel...

4. When I want to shake hands with someone and he or she hugs me instead, I feel...

5. When I smile at someone who does not smile back, I feel...

FINDING YOUR ETIQUETTE PET PEEVES

SLOWNESS IN BUILDING RELATIONSHIPS

Bothers Me a Little 1 2 3 4 5 Bothers Me a Lot

EXTREME FRUGALITY

Bothers Me a Little 1 2 3 4 5 Bothers Me a Lot

PEOPLE WHO SPEAK VERY LITTLE

Bothers Me a Little 1 2 3 4 5 Bothers Me a Lot

PEOPLE WHO TALK A GREAT DEAL

Bothers Me a Little 1 2 3 4 5 Bothers Me a Lot

PEOPLE WHO SPEAK VERY SOFTLY

Bothers Me a Little 1 2 3 4 5 Bothers Me a Lot

PEOPLE WHO SPEAK LOUDLY

Bothers Me a Little 1 2 3 4 5 Bothers Me a Lot

VAGUE ANSWERS TO QUESTIONS

Bothers Me a Little 1 2 3 4 5 Bothers Me a Lot

PEOPLE WHO STAND VERY CLOSE TO ME

Bothers Me a Little 1 2 3 4 5 Bothers Me a Lot

LACK OF EYE CONTACT

Bothers Me a Little 1 2 3 4 5 Bothers Me a Lot

INTENSE EYE CONTACT

Bothers Me a Little 1 2 3 4 5 Bothers Me a Lot

LIMP HANDSHAKES

Bothers Me a Little 1 2 3 4 5 Bothers Me a Lot

RELAXED VIEW OF TIME/DEADLINES

Bothers Me a Little 1 2 3 4 5 Bothers Me a Lot

DEVELOPMENT OF CULTURAL IDENTITY

Stage One - Conformity. The person accepts the values and beliefs of the dominant culture.

Stage Two - Dissonance. The person begins to have conflict identifying with the dominant culture and their own culture/ethnic group at the same time. They begin to have difficulty accepting all the dominant-held views.

Stage Three - Resistance and immersion. The person strongly identifies with their cultural or ethnic group. While they have feelings of empathy for other cultural and ethnic groups they lean toward ethnocentrism.

Stage Four - Introspection. The person begins to question ethnocentric behavior and labeling a total group of people.

Stage Five - Integrative Awareness. The person appreciates themselves, their ethnic or cultural group and other ethnic or cultural groups.

LEVELS OF AWARENESS

Level One - Unconsciously Unaware--This person doesn't know they don't know. They say inappropriate things unintentionally.

Level Two - Consciously Unaware--This person knows they don't know, but wants to learn. They pick up cues from people when they have said or done the wrong thing and attempt to correct it.

Level Three - Unconsciously Aware--This person does the right things, but doesn't know what they are. They are unconsciously attuned to behavior cues from others and act accordingly.

Level Four - Consciously Aware--This person know the appropriate skills, behaviors, and actions. They consciously do the right thing.

Level Five - Unconsciously - Consciously Aware--This person knows that they know and doesn't have to think about it. They do the right thing, no matter what the cost, and don't give it a second thought. It has become natural to them.

This is based on the premise that people want to know.

ACTION PLANNING SHEET

Guidelines for writing plans:

1. Specific change, not just standard operating procedures.
2. Feasible--within your power to accomplish.
3. Measurable--visible results or ways to know it is done.

WHAT DO I WANT TO...

PLAN

1. Do More Of	Plan
2. Do More Of	Plan
1. Do Less Of	Plan
2. Do Less Of	Plan
1. Do The Same	Plan
2. Do The Same	Plan

A CULTURAL EXPLORATION

In what ways do you feel targeted/labeled now?

What do you want others to know about you?

What do you want from people who are different yet supportive of you?

In what situations does it get most difficult for you?

Recall a time when you had to put part of yourself aside in order to be accepted by others?

Recall a time when you addressed misinformation about a cultural group.

What do you never want to hear again?

Generated from material developed by Tom Nesby

DIFFERENT DRUMS AND DIFFERENT DRUMMERS

If I do not want what you want,
please try not to tell me...my want is wrong.

Or if I believe other than you,
at least pause before you correct my view.

Or if my emotion is less than yours, or more...,
try not to ask me to feel more strongly or weakly.

Of...if act, or fail to act, in the manner of your design for action,
let me be.

I do not...ask you to understand me.
That will come...
when you are willing to give up changing me into a copy of you.

I may be your spouse, your parent, your offspring, your friend, or your
colleague.

If you allow me any of my wants, or emotions, or actions,
then you open yourself,
so that someday these ways of mine might not seem so wrong,
and might...appear right--for me.

To put up with me is the first step to understanding me.

Not that you embrace my ways as right for you,
but that you are no longer irritated or disappointed with me
for my seeming waywardness.

And in understanding me you might come to prize my differences from you,
and, far from seeking to change,
preserve and even nurture those differences.

From: David Keirsey and Marilyn Bates, Please
Understand Me: Character & Temperament Types,
Del Mar, CA: Prometheus Nemesis, 1978, p. 1.

REMEMBER

Reassess Self

Evaluate Behavior

Maximize Potential

Eliminate Myths

Modify Attitudes

Broaden Values

Erase Stereotypes

Refine Skills

"C E L E B R A T E t h e D I F F E R E N C E S"

Celebrating Diversity

Evaluation

Title: _____

Date: _____

				COMMENTS
Is the organization of the course effective?		YES	NO	_____
Is the information presented useful?		YES	NO	_____
Is the length of training time appropriate?		YES	NO	_____
Are the methods used to deliver training effective?		YES	NO	_____
Will you gain skills which you can use immediately in the workplace?		YES	NO	_____
Will the training challenge you to examine your own values and beliefs in relationship to Cultural Awareness?		YES	NO	_____
Was the meeting space and environment satisfactory?		YES	NO	_____
Please give an overall rating of the trainers in the following categories:				
Presentation Skills	<i>EXCELLENT</i>	<i>GOOD</i>	<i>POOR</i>	_____
Knowledge of Subject	<i>EXCELLENT</i>	<i>GOOD</i>	<i>POOR</i>	_____
Facilitation Skills	<i>EXCELLENT</i>	<i>GOOD</i>	<i>POOR</i>	_____

Celebrating Diversity

Evaluation

9. Which part of the course had the most impact on you? Why?

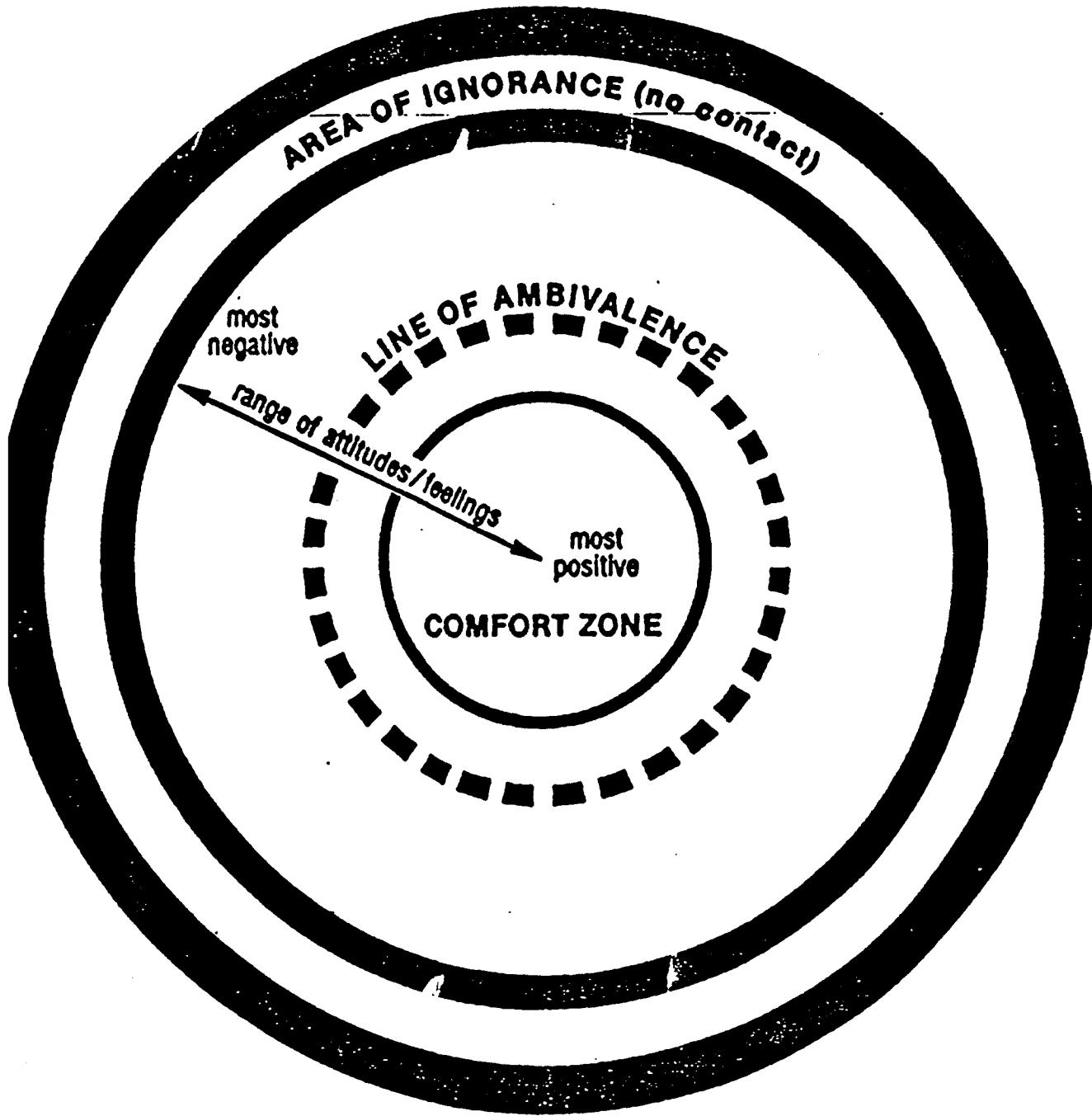
10. What area(s) did you find most useful? Why?

11. If you could change any area(s), or add anything, what would it be? Why?

12. What additional information, or training, would you like to have in this area?

13. Additional Comments:

SELF ASSESSMENT



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C O U R S E

O R I E N T A T I O N

**NATIONAL ACADEMY OF CORRECTIONS
LESSON PLAN COVER SHEET**

Course Title Cultural Diversity: Training for Trainers

Lesson Title Course Orientation

Instructor(s) _____

Prepared by Jesse Doyle & Myra Wall **Date** May 4, 1992

<p>Time Frame Total: <u>2</u> hrs., <u>30</u> min.</p> <p>Suggested Schedule: Second Day 8:00 am - 10:15 am</p>	<p>Target Population Criminal Justice Employees</p> <p>Number of Participants 30</p> <p>Space Requirement Large Room</p>
<p>Performance Objectives Participants will be able to:</p> <ol style="list-style-type: none">1. Agree upon guidelines for discussion during the course.2. Practice communication skills that will encourage a safe environment.3. Distinguish the difference in definition of culture, ethnicity, and race.4. Identify their cultural heritage along with other participants.	<p>Evaluation Procedures (How will objectives be evaluated?) By the end of the session, participants are clear about the intended outcome of the course and what is included in the schedule.</p>

Methods/Techniques: Lecture**INSTRUCTOR MATERIALS:****REFERENCES:**

Washington State Workforce Diversity
Program
Managing Together (See Bibliography)

Equipment and Supplies Needed:

- | | | |
|--|---------------------------|--|
| <input checked="" type="checkbox"/> Flipchart & stands | <u>2</u> Number needed | <input checked="" type="checkbox"/> Videotape Player |
| <input type="checkbox"/> Chalkboard | | Type: <u>1/2"</u> VHS |
| <input type="checkbox"/> 16mm Projector | Film length: _____ min. | <input type="checkbox"/> Other (specify) _____ |
| <input type="checkbox"/> Slide Projector | | Videotape length: _____ min. |
| Type: <u>Carousel</u> | | <input type="checkbox"/> Videotape recorder with camera |
| <input type="checkbox"/> Tray | | <input checked="" type="checkbox"/> TV(s) <u>23"</u> <u>27"</u> <u>33"</u>
(Indicate size & quantity) |
| <input type="checkbox"/> Sound-on-Slide | | <input type="checkbox"/> VIDEOSHOW |
| <input checked="" type="checkbox"/> Screen | | <input checked="" type="checkbox"/> Overhead Projector |
| <input checked="" type="checkbox"/> Flipchart Pads | <u>2</u> Number needed | <input type="checkbox"/> Computer(s): Quan: 1 or 2 |
| <input checked="" type="checkbox"/> Felt-tip Markers | <u>4</u> Different colors | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> Masking Tape (size 1/2") | <u>2</u> Rolls needed | <input type="checkbox"/> |
| Other _____ | | |

Student Materials (Handouts)

Title*	#Needed from NAC	When Distributed	Comments
Objectives			
Overview			
Course Guidelines			
Gestalt Box			
Culture/Ethnicity/Race			
Acknowledging Your Cultural Heritage			
*Copyright clearances will need to be obtained, unless otherwise indicated			

RAINER NOTES: Time/Material	TRAINER ACTIVITIES OUTLINE
	<p style="text-align: center;">COURSE ORIENTATION</p> <p>Cultural Diversity training is filled with controversy. Some participants will be fearful of being labeled a "racist." Others will think it is their opportunity to discuss how "other" people should change. And still others will ask you why you are offering a course like this because they don't think it is an issue where they work. Whatever their stated position is, culture in itself is value laden. Values are very important. Participants may have some strong feelings which we will see as emotions when we begin to explore the topic of cultural diversity. With this in mind, your introduction takes on new meaning.</p>
<p>Personal - ive background formation that is elated to the topic nd audience. minutes</p>	<p><u>Personal Introduction</u></p> <p>The first issue is your personal credibility with the group. Take care in selecting what information you choose to share with the participants. Provide information on your experiences, training, and education that is related to your development in the area of cultural awareness. A complete work history may not be relevant if it isn't related to the topic; a general statement could suffice. Also, using examples such as cross-cultural marriages, friendship with, or adoption of children from another ethnic group other than your own may not give you credibility with the group. In fact, you may find that it may have a detrimental effect.</p>
<p>Give a situational tory-facts- uestions that will reate interest in he course. 1 minutes See vignettes on video.</p>	<p><u>Interest Introduction</u></p> <p>The second issue is gaining interest in the topic. It is important to choose something that will have an impact on your participants. This is not your overview but a way to get participants involved in the topic. An interest introduction is a strategy used early in the session to: 1) capture/hook the interest and attention of the group 2) to pique their curiosity, and 3) to get the group to suspend any initial judgment and give you a chance to present your material.</p> <p>PLEASE NOTE:</p> <p>One of the vignettes on the video tape included with this lesson plan would work very well for an interest introduction. It shows two women talking about having to attend a cultural diversity training class and who "should" be attending. You might like it.</p>

TRAINER NOTES: Time/Material	TRAINER ACTIVITIES OUTLINE
<p>Participant Introduction. Flip Chart & marker 0 minutes</p>	<p>Your introduction will help to set the tone, establish rapport between and among participants and enhance the creation of an atmosphere conducive to learning. This is your first step in encouraging a safe place to begin to discuss issues people probably haven't talked about with each other before.</p> <p><u>Participant Introduction</u></p> <p>This is your opportunity to find out more about your participants and what questions they may have about the course. It also provides an opportunity for participants to be acknowledged for the experience they bring to the training setting. Ask each person to take a minute to do two things:</p> <ol style="list-style-type: none"> 1. Identify what they expect to get out of the course 2. What skills, strengths, experiences they will contribute to the workshop, i.e., prior training in the topic, ability to communicate, ability to listen, self-analytical, etc. <p>After a couple of minutes, introductions begin. Inform the participants they will be asked to give us three pieces of information; the two items listed above and their name.</p> <p>The trainers should go first to model for the participants.</p> <p>List the expectations on flip chart paper so you can refer to them later. It can be helpful to list participants' names next to their expectation(s) so that you can accurately validate/address issues to people throughout the course.</p> <p>Thank the participants after they have all introduced themselves.</p>
2 minutes	<p><u>Course Philosophy/Position</u></p> <p>Before you move into the overview of the course clearly state the course's position:</p> <ol style="list-style-type: none"> 1. We do not give lists of characteristics about any group of people. It is our belief that one must first do some self-reflection, learn about their own culture, how their culture may be different from that of someone else, and be willing to consider accepting those differences. Once this has occurred, we are less likely to use information about groups of people to perpetuate existing stereotypes.

TRAINER NOTES: Time/Material	TRAINER ACTIVITIES OUTLINE
	<p>2. We are not here to make participants change or force them to do things differently--the goal is to note there are differences. And to accept the differences without labeling them good or bad.</p> <p>3. You cannot get all your questions answered in a two-day cultural awareness course. You can get a grasp on some good questions and answers to serve as a starting point for understanding.</p>
<p>Course Objectives Overhead & Handout (HA-1) Overhead Projector 2 minutes</p>	<p><u>Objectives</u></p> <p>Review the course objectives. By the end of the course, participants will:</p> <ol style="list-style-type: none"> 1. Establish a common ground of understanding by defining culture 2. Evaluate the impact of cultural perceptions and beliefs on an individual's ability to effectively interact with others 3. Demonstrate communication skills that strengthen positive interaction in a culturally diverse situation 4. Identify at least three positive and three negative work situations impacted by cultural diversity 5. Given a learning activity, identify and develop personal strategies to positively impact relationships and organizational goals
<p>Overview - Handout Overhead (HA-2) Overhead Projector Total Overview of course should not take more than 5 minutes</p>	<p>Take a few minutes to walk the participants through the course overview.</p> <p><u>Overview of Course</u></p> <p><u>Creating a Common Understanding</u></p> <p>We will clarify the difference between culture, ethnicity, and race because these three words are sometimes used interchangeably.</p> <p>We will identify the participants' cultural heritage.</p>

**TRAINER NOTES:
Time/Material****TRAINER ACTIVITIES OUTLINE**

Overview
Continued

We will define the parameters of culture--the boundaries, unwritten rules we live by.

We will have a brief discussion about the difference between the "melting pot" theory and the "tossed salad" theory.

We will close this section by reviewing additional definitions related to the topic of cultural diversity.

Diversity in the Work Place

We will first see a video titled "The Tale of O" which illustrates what it may be like in the work force when there are differences.

We will then review and discuss the findings of Workforce 2000 studies.

We will participate in an exercise that gives us an opportunity to experience the impact of myths and stereotypes.

We will have the opportunity to view what can happen when we act on our myths and/or stereotypes. It is a film clip from a Prime Time episode.

Participants will be given an article(s) to be read and discussed the next day.

Overview
Continued

Day Two Overview**Communicating Across Cultures**

Day two begins with an opportunity for participants to discuss their thoughts and reactions to anything that happened during the first day of the training or in the evening.

There will be an exercise using the assigned reading.

We will discuss how culture affects our interaction with others by looking at communicating from more than one perspective.

TRAINER NOTES: Time/Material	TRAINER ACTIVITIES OUTLINE
Overview Continued	<p>We will see a film that identifies differences in communication styles based on our culture.</p> <p>Participants will be given the opportunity to identify words that ignite a response (commonly referred to as "hot buttons" or "trigger words"). We will also identify the use of value laden words in our language that imply cultural bias and words that can be used to replace the "trigger words."</p> <p>Participants will then identify work situations that are impacted by diversity and explore ways to enhance or improve the situations.</p> <p>Development of Cultural Competence</p> <p>Participants will be afforded the opportunity to determine where they are on the continuum of addressing cultural diversity.</p> <p>Participants will develop individual plans around the topic of cultural diversity.</p> <p>There will be a closing exercise.</p>
Review Participants' Expectations 3 minutes	<p>After you complete your overview and asked participants if they need any clarification, go back to the participants expectations. Clearly identify what you believe will be addressed in the course and what will not to minimize the possibility of participants ending the course by believing their needs weren't addressed or met in the course.</p>
<p>Handout (HA-3)</p> <p>Course Guidelines should be written on Flip Chart paper so they can be posted throughout the course.</p> <p>5 minutes</p>	<p><u>Course Guidelines</u></p> <p>Refer to handout "Course Guidelines." Go over the list with participants:</p> <ul style="list-style-type: none"> Everyone gets a chance to participate. All opinions are accepted. No put downs. What is said here, stays here.

TRAINER NOTES: Time/Material	TRAINER ACTIVITIES OUTLINE
	<p>Everyone owns their own opinion by making "I" statements.</p> <p>Paraphrase others comments to ensure we understand what the other person is saying before we respond.</p> <p>Everyone will work together to ensure the guidelines are honored.</p> <p>Ask if participants want to add and/or change any of the ones on the list. It is important for them to agree to the course guidelines and to assist in making sure all participants and facilitators abide by them.</p>
10 minutes	<p><u>Modeling of Interaction Guidelines</u></p> <p>It is recommended that the facilitator demonstrates how to paraphrase. This is a useful technique when people are having difficulty hearing someone else.</p> <p>It is recommended that the facilitator demonstrates how to make an "I" statement and to clearly separate out camouflage "you" statements. For example:</p> <p>I am frustrated because I want the class to go faster vs.</p> <p>I am frustrated because you are not making the class go faster. It is also recommended that the word "feel" is left out of the "I" statement phrase when a person is attempting to identify a feeling. We have found that if the word "feel" is left in, people tend to talk about what they "think." If the word "feel" is left out, it forces a feeling word. For example:</p> <p>I'm angry because . . .</p> <p>I feel that . . .</p> <p>Encourage people to use "and" in place of "but". When people hear the word "but", there is a tendency to discount the first part of the message.</p>
Overhead Handout (HA-4) Overhead Projector	<p>Introduce the Gestalt Box concept. Refer to the handout titled "Gestalt Box." Ask participants what it is. Explain to participants that there is a Gestalt concept that discusses our need to make sense of ambiguous clues around us. We see this as a rectangle rather than a rectangular shape of dashed lines. We tend to make sense by "filling in the box." This tendency to fill in missing information with our "best guesses" or assumptions can lead to difficulties in our relationships with others. Request that participants be mindful of "filling in the box" during this course.</p>

**TRAINER NOTES:
Time/Material****TRAINER ACTIVITIES OUTLINE**

Three key words
to be defined:

Culture
Ethnicity
Race

Handout (HA-5)
Overhead

Overhead Projector

5 minutes

Talk with the participants about the confusion created when we assume that we all have the same definitions for words that we use. And sometimes when that occurs, there are misunderstandings. Let them know that you will now be giving them some definitions so you will all have the same meaning when those words are used.

Let participants know that they may have another definition for some of the words. We are not suggesting to them that they give up theirs. We are asking them to use ours during this course.

Culture - The integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values, and institutions of a ethnic, religious or social group.

Culture is "the collective programming of the human mind that distinguishes the members of one human group from another . . . a system of collectively held values. Culture is to a human collectivity what personality is to an individual. . . (it determines the identity of the human group in the same way that personality determines the identity of the individual." Hofstede, 1980).

Ethnicity - Sharing a strong sense of identity with a particular religious, racial, or national group.

Race - As a biological concept, it defines groups of human beings based on a set of genetically transmitted characteristics.

Note: The concept of race as a sociocultural concept is being replaced by the more appropriate concept of ethnicity

People often confuse culture and ethnicity. Culture is often viewed in a larger context - European culture, Asian culture, African culture, and American culture. Based on our definition, ethnic cultures are usually viewed in a smaller context such as the Jewish culture, the African American culture, Korean culture, etc.

People often confuse ethnicity and race. As the definition indicates race refers primarily to physical characteristics. There are specific attributes of ethnicity that far exceed the limitations of the definition of race. We will discuss attributes of ethnicity later in the workshop.

RAINER NOTES: Time/Material	TRAINER ACTIVITIES OUTLINE
<p>Culture Heritage Exercise One and one-half hours Review Handout- "Acknowledging our Cultural Heritage" (HA-6)</p>	<p>Explain to participants that when discussing cultural diversity, we are referring to differences in age, ethnic heritage, gender, physical ability/qualities, and sexual orientation.</p> <p><u>Cultural Heritage Exercise</u></p> <p>Let participants know they will be participating in an exercise that will provide them with a glimpse of the diversity within their group. Review the handout "Acknowledging your Cultural Heritage" with the class.</p> <p>Explain to them they will be asked to identify a person in class that they will introduce. Tell them they will have 20 minutes to complete the questionnaire for both people; 10 minutes for each introduction interview. When they come back to the group they will be asked to introduce the other person to the larger group. Let them know if it is okay to leave the room to conduct their interviews (in fact, you could make the exercise 30 minutes and include a break). Make sure everyone has a partner and let them know you will begin in 20 or 30 minutes.</p> <p>When the group reconvenes, the facilitators should begin the introductions. It is usually good practice to model whatever you are asking your participants to do. Your introduction also models the preferred length of the introduction, encouraging the more verbal participants to be mindful to keep their introductions brief.</p> <p>Usually these types of introductions are concluded with a thank you to participants for their willingness to participate in the exercise. You are encouraged to use the exercise as an opportunity for participants to begin to see in a new way, to begin to identify cultural issues that they may share or may be different among participants. There may be cultural issues that will be reflected by participants throughout the training. Remind participants that this is their opportunity to help each other become more culturally aware.</p> <p>Following are a list of key questions to assist in summarizing the exercise:</p> <p style="padding-left: 40px;">What were issues that stood out for you in the introductions?</p> <p style="padding-left: 40px;">What were the cultural issues?</p> <p style="padding-left: 40px;">What observations did you make from what you heard?</p> <p style="padding-left: 40px;">What does this mean to you?</p>

**TRAINER NOTES:
Time/Material****TRAINER ACTIVITIES OUTLINE**

Thank the participants for their willingness to be involved with the exercise. Encourage them to follow up and find out more about each other during class, on breaks and after class.

If necessary or appropriate, this is the time to clarify terminology that was used thus far in the training that should be modified or changed. For example, if people use the term "Oriental" it would be appropriate at this time to make a general statement about the importance of words and using oriental as an example, state the preferred term is "Asian." It will be necessary to let participants know the words you will be expecting them to use during the training. Also, you will need to allow time for discussion for those who have been or are frustrated with changing terminology or using words that denote differences.

Facilitators are encouraged to stay current on terminology. Even if one does not know why words change, using preferred words is a sign of respect. We may not agree or be frustrated, and we still want to respect others.

Following are some examples of words that we would encourage using and may or may not trigger a response by a participant.

PLEASE NOTE: We are not saying everyone would use the following terms. We are suggesting they might be the most acceptable by the majority of people.

Asian instead of Oriental

Persons of Asian descent are members of unique ethnic groups, i.e. Korean, Japanese, Chinese, Vietnamese etc. An ultimate goal in cultural competency may be to be able to identify specific ethnic groups.

People of Color instead of Minority (Minority suggests less than)**Sexual Orientation instead of Sexual Preference****Gay or Lesbian instead of Homosexual****Hispanic as a generic term (there may be regional differences)**

There are many different ethnic groups that have been categorized under the term Hispanic. Some people would identify with a Spanish heritage and others may identify as Spanish and English. There are also political issues involved with some terms used to describe Hispanics, i.e., Chicano refers to the Migrant Farm Workers Union and Caesar Chavez. It is another opportunity to develop our cultural competency.

African American instead of Black

**TRAINER NOTES:
Time/Material****TRAINER ACTIVITIES OUTLINE**

We are using African American for this course. We are encouraging you to continue to be mindful of a person's choice.

Native American instead of Indian

European American instead of Caucasian

Ask them if they know of others. Encourage them to be forever mindful these are general terms. When people are asked what they want to be called, they'll usually say by their name.

O B J E C T I V E S

1. Establish a common ground of understanding by defining culture.
2. Evaluate the impact of cultural perspectives and personal beliefs on an individual's ability to effectively interact with others.
3. Demonstrate communication skills that strengthen positive interaction in a culturally diverse situation.
4. Identify three positive and three negative work situations that are impacted by cultural diversity.
5. Given a learning activity, identify and develop personal strategies to positively impact relationships and organizational goals.

OVERVIEW

Day One

CREATING A COMMON UNDERSTANDING

- 8:00 Welcome, Introductions, Housekeeping, Expectations
Course Objectives, Overview, Course Guidelines
- 9:30 Student Introductions - Cultural Heritage Exercise
- 11:00 Parameters of Culture
Managing Cultural Discomfort
Definition of Terms

WHAT IT MEANS TO BE DIFFERENT

- 1:00 What it means to be different in your organization
- 1:30 Workforce 2000
- 2:30 Myths and Stereotypes
- 4:00 Prime Time Film - True Colors
- 4:30 Filling in the Blanks
Reading Assignments

DAY TWO

COMMUNICATING ACROSS CULTURES

- 8:00 Recap and Review of Day One
- 9:00 Reading Assignment Exercise
- 10:00 Elements of Communication Style
- 11:00 Nonverbal Communication Style
- 11:30 Film - Communicating Across Cultures
- 1:30 Trigger Words
Replacement Words

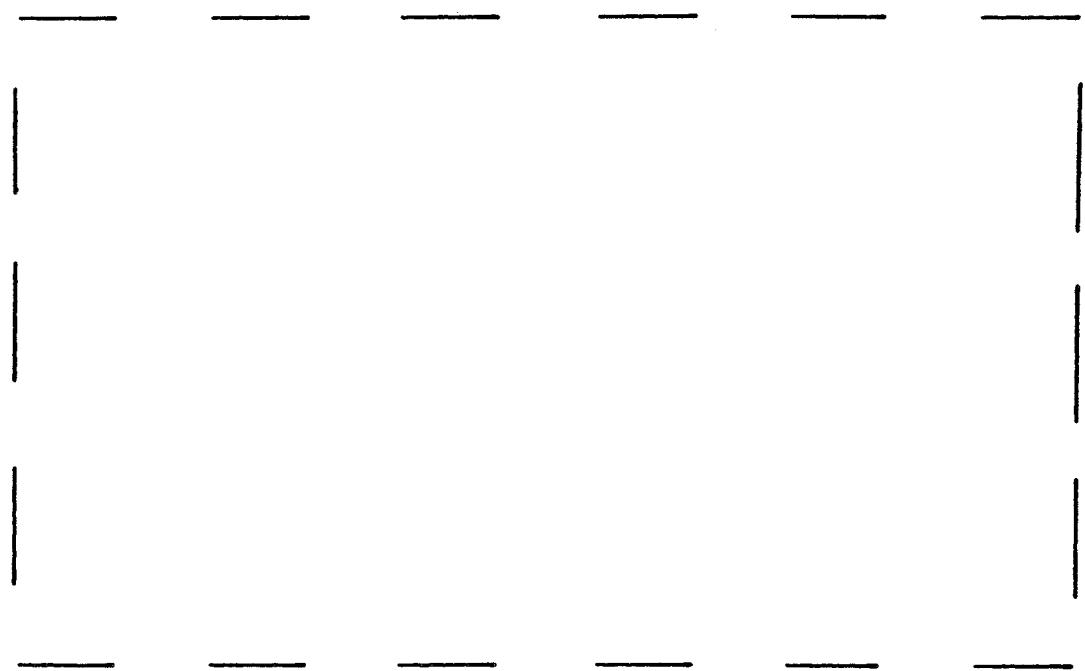
DEVELOPING CULTURAL COMPETENCY

- 3:00 Cultural Competence at Work
- 4:00 Development of Cultural Identity/Levels of Awareness
- 4:15 Action Planning
- 4:45 Evaluation/Closure

COURSE GUIDELINES

- 1. Everyone gets a chance to participate**
- 2. All opinions are accepted**
- 3. No put downs**
- 4. What is said here stays here**
- 5. Everyone owns their own opinion by making "I" statements**
- 6. Paraphrase others' comments to ensure we understand what the other person is saying before we respond**
- 7. Everyone will work together to ensure the guidelines are honored**

G E S T A L T B O X



CULTURE - The integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values, and institutions of a racial, ethnic, religious, or social group.

ETHNICITY - Sharing a strong sense of identity with a particular religious, racial, national, or cultural group.

RACE - As a biological concept, it defines groups of human beings based on a set of genetically transmitted characteristics. The concept as used by the U.S. Census Bureau reflects self-identification by respondents; it does not denote any clear-cut scientific definition of biological stock. The concept of race as a sociocultural concept is being replaced by the more appropriate concept of ethnicity.

ACKNOWLEDGING YOUR CULTURAL HERITAGE

1. What ethnic group, socioeconomic class, religion, age group, and community do you belong to?

2. What experiences have you had with people from ethnic groups, socioeconomic classes, religions, age groups, or communities different from your own?

3. When you were growing up, what did your parents and significant others say about people who were different from your family?

4. What sociocultural factors in your background might contribute to being rejected by members of other cultures?

5. What personal qualities do you have that will help you establish interpersonal relationships with persons from other cultural groups? What personal qualities may be detrimental?

**LESSON PLAN TO BE
HANDED OUT
WEDNESDAY AFTERNOON**

R E A T I N G A C O M M O N

U N D E R S T A N D I N G

**NATIONAL ACADEMY OF CORRECTIONS
LESSON PLAN COVER SHEET**

Course Title Cultural Diversity: Training for Trainers

Lesson Title Creating a Common Understanding

Instructor(s) _____

Prepared by Jesse Doyle & Myra Wall **Date** May 4, 1992

<p>Time Frame</p> <p>Total: <u>1</u> hrs., <u>-</u> min.</p> <p>Suggested Schedule:</p> <p>Second Day</p> <p>10:30 am - 12:00 pm</p>	<p>Target Population</p> <p>Criminal Justice Employees</p> <p>Number of Participants</p> <p>30</p> <p>Space Requirement</p> <p>Large Room</p>
<p>Performance Objectives</p> <p>Participants will be able to establish a common ground of understanding cultural diversity by:</p> <ol style="list-style-type: none">1. Defining the parameters of culture and giving an example of one from their culture.2. Identifying cultural situations that have been or are difficult for them to handle and explore possible responses.3. Defining key terms used when talking about culture diversity.	<p>Evaluation Procedures</p> <p>(How will objectives be evaluated?)</p> <p>Participants are able to look at situations, begin to identify cultural issues and how they could/would respond.</p>

Methods/Techniques: Lecture, Exercise

INSTRUCTOR MATERIALS:

REFERENCES:

- Reference for Parameters of Culture
- Managing Together (See Bibliography)
- Dictionary of Racial/Ethic Relations (See Bibliography)
- Workforce 2000 Diversity Program
- Webster's Dictionary
- Make Your Mind Work for You (Minneger, Joan & Dugan (See Bibliography)

Equipment and Supplies Needed:

- | | | |
|--|---------------------------|---|
| <input checked="" type="checkbox"/> Flipchart & stands | <u>2</u> Number needed | <input type="checkbox"/> Videotape Player |
| <input type="checkbox"/> Chalkboard | | Type: <u>1/2"</u> VHS |
| <input type="checkbox"/> 16mm Projector | | <input type="checkbox"/> Other (specify) _____ |
| Film length: _____ min. | | Videotape length: _____ min. |
| <input type="checkbox"/> Slide Projector | | <input type="checkbox"/> Videotape recorder with camera |
| Type: <u>Carousel</u> | | <input type="checkbox"/> TV(s) <u>23"</u> <u>27"</u> <u>33"</u> |
| <input type="checkbox"/> Tray | | (Indicate size & quantity) |
| <input type="checkbox"/> Sound-on-Slide | | <input type="checkbox"/> VIDEOSHOW |
| <input checked="" type="checkbox"/> Screen | | <input checked="" type="checkbox"/> Overhead Projector |
| <input type="checkbox"/> Flipchart Pads | <u>2</u> Number needed | <input type="checkbox"/> Computer(s): Quan: 1 or 2 |
| <input checked="" type="checkbox"/> Felt-tip Markers | <u>4</u> Different colors | <input type="checkbox"/> _____ |
| <input checked="" type="checkbox"/> Masking Tape (size 1/2") | <u>2</u> Rolls needed | <input type="checkbox"/> _____ |
| Other _____ | | |

Student Materials (Handouts)

Title*	#Needed from NAC	When Distributed	Comments
Parameters of Culture			
Cliches			
How to Manage Cultural Discomfort			
Definition of Terms			
Formal Definitions			

*Copyright clearances will need to be obtained, unless otherwise indicated

**RAINER NOTES:
Time/Material****TRAINER ACTIVITIES OUTLINE**

0 minutes

Refer to Handout -

Parameters of
Culture" (HB-1)**CREATING A COMMON UNDERSTANDING****Parameters of Culture**

This course is entitled Cultural Diversity. We have given you a definition of culture but does it really help? Culture is not something that we usually identify using a behavioral description. In fact, we don't actually see culture at all, any more than we can see the wind. What we see are its effects. One way to begin to see the effects of culture is by examining points of difference; we will refer to them as parameters.

A parameter is defined as a constant that has a given value in one context but a different one in another. A good way to grasp the meaning of "parameter" is to consider the musical note A above middle C as written in the treble clef. This note, when played on the piano, produces one result, when played on the violin, a different one, and when sung by the human voice, still another. Yet the pitch, 440 cycles per second, remains the same.

The parameters provided are important focal points in all their respective groups, but their expression will differ according to the culture being observed. The parameters give you a way to begin to identify how same things can have different meaning depending on your culture.

Refer participants to handout "Parameters of Culture." Let them know you will be reviewing the parameters and either giving examples from European American culture or be soliciting them from the group. Even though some examples are given, it is recommended to get the group as involved as possible by soliciting examples. It is also recommended that facilitators identify their own examples.

Presence - How we appear, how we move about, what we sound like (regardless of what we are wearing or what we are saying) may be termed presence. Poise, glance angle of chin, gait, voice quality, smile, laughter, all are highly personal matters, yet they are to a great extent affected by the culture in which we live and our position in it.

Example: In the European American culture, we are told to stand up straight, keep our shoulders back and our head up high.

**TRAINER NOTES:
Time/Material****TRAINER ACTIVITIES OUTLINE**

Handout (HB-2)

Language - Language makes culture possible. Born with the capacity for language, the infant is able to learn it only through contact with those who already know it; it soon becomes and remains an inseparable part of themselves. A person's place in their culture depends in great part upon their knowledge of and use of language.

Example: English is the predominant language.

Refer to handout titled "Cliches" and discuss the impact of these phrases when English is the second language for a person. You may want to discuss the impact of accents also.

Gesture - Bodily movements, as of the head and hands, frequently accompany and reinforce speech and often are used alone. The meaning of gestures, like that of language, is specific to the culture in which they occur.

Example: Discuss ways in which we greet. In the European American culture, we look for a strong handshake. Ask people what it means when they don't get a strong handshake.

Time Concept - Every culture has traditional ways of measuring time: these, after language, comprise one of the earliest learnings. Whether or not the individual is ahead of time or on it or behind it generally relates to the importance attached to this concept in their culture.

Example: Discuss that one of the fastest growing industries are the industries producing appointment books and time management programs. Why is that? What cultures view time differently?

Space Concept - One aspect of the space concept concerns the place of our birth and childhood and the location of our established home. Cultural patterns tend to respect and encourage this tie between self and land. Another such aspect is the distance, small or great, between persons in friendly dialogue. This distance, specific to a given culture, is learned without awareness when very young.

Example: In the European American culture, our personal space allows only close, intimate friends to get closer than 18-36 inches without feeling uncomfortable. Look at how we act with strangers in an elevator.

Bonding - Ties that bind a person to their family, to their friends, to mates of many kinds; class-, team-, room-, soul-, and others, to religion, to political party, to the homeland - all these are found at the very core of culture. Bonding begins at birth and continues throughout life.

**TRAINER NOTES:
Time/Material**

TRAINER ACTIVITIES OUTLINE

Example: We believed at one point that we bonded for life with someone when we married, but this seems to be changing (and not without a lot of anguish by those who experience this).

Learning - Learning may be formal or informal. Learning of both kinds enables the individual in the shortest possible time to understand, to become competent in and to take their place in their culture.

Example: Formal learning is valued by the European American.

Health - Health, or soundness of mind and body, is both a personal and a public affair. Ways we treat ourselves and what is acceptable health treatment are determined by our culture.

Example: Health clubs are opening up around the country and so are Drug Marts. Medical benefits is a prerequisite for many people when considering a job. What does this say about health in America?

Resilience - Personal recovery from adversity, both what it is in a culture, and how we deal with it.

Example: Most public employees are allowed 3 days for bereavement. What does that suggest about resilience?

Play and Leisure - Play is not only exercise for recreation or diversion. It is also a way for the young to learn their part in the intricate mazes of culture. Ways of spending leisure time, when one is free from the demands of work, are generously patterned by and are very characteristic of a given culture.

Example: In the dominant European American culture, weekends or our days off is the time for us to relax. Most of us are given 1-2 weeks of vacation for fun with our families. How is this different in other cultures?

Ethics - Knowledge of what is right and wrong in human conduct is not innate, but is learned by each person in contact with the culture about them. Models for honesty, fair play, principles, moral thought and practice surround them, with which they are expected to comply.

Example: Truthfulness seems to be valued by the dominant culture--people have a hard time forgiving and/or forgetting a lie.

Esthetics - The expression of beauty.

Example: Get the group to describe a beautiful woman.

**TRAINER NOTES:
Time/Material****TRAINER ACTIVITIES OUTLINE**

Chances are you will get a tall blonde with her figure described either verbally or nonverbally. Ask participants to describe a handsome man. Chances are you will get tall and dark, possibly with a mustache--Tom Selleck may be mentioned. This is okay. Some people may say that's not their picture. This is okay also. You can ask them to think about how others tend to describe either a beautiful woman or a handsome man.

Ask them where that picture originates from? Ask participants what that means to someone who can never look that way or does not want to look that way.

Values - Values imply alternatives, comparison and preference. Given a person's nature and their ability to symbolize, the options available to them seem to be innumerable. Values can be both positive and negative: cleanliness, freedom, education versus cruelty, crime, blasphemy. Values are manifest in ideals, in customs, and in institutions; they underlie ethics and esthetics. In no other area is the individual more sensitive to the models offered by their culture than in values.

Example: Privacy is valued in the dominant culture. Ask the group for examples.

Religion - Religion is always to be found at the base of social structure. Every child begins their encounter with the divine and the supernatural very early in life and continues to have a distinct effect upon their thoughts and actions as they grow older.

Example: Christianity is the religion that has had the most influence in the dominant culture.

Heroes, Heroines, and Myths - Typical of any culture are its unique heroes and heroines who are known to everyone. Typical also are its myths, traditional or legendary stories about supposed beings or events, dealing with the creation of the world and people.

Examples: Heroes - John Wayne, Martin Luther King, sports figures. Heroines - Joan of Arc, Mother Teresa. Myths - if you work hard enough you can get whatever you want.

Sex Roles - Awareness of whether one is a girl or a boy comes early in life and deepens as the years go by. The kind of life each of us leads is largely decided by gender. Although food, books and music, for example, are virtually the same for everybody, this cannot be said of clothing or language or careers. How each individual views, understands, relates to and esteems the other sex is a matter of inner tendency as well as the cultural codes of permission, expectation and requirement.

**TRAINER NOTES:
Time/Material****TRAINER ACTIVITIES OUTLINE**

Example: Women are the primary care givers; men are the primary breadwinners in the European American value system. We are not saying this isn't changing. We are suggesting this has been our cultural norm.

Tabu - There are places to which one may not go, words one may not say, gestures one may not make, articles of clothing one may not wear (or fail to wear) on pain of strong disapproval or severe punishment--these are tabu.

Example: In European American culture, it is a tabu to marry a relative. Or Madonna wearing underclothes on stage.

Grooming - Clothing, hair style, shaving, cosmetics, ornaments, uniforms, and the like are personal variables that relate to age, sex, occasion, time of day, weather, occupation and social status. Culture formulates and dictates these, permitting personal preference only within limits that are clearly established.

Example: What are most of our commercials and magazine ads about? Advertisement costs a lot of money. Businesses wouldn't spend money on something that isn't going to make them money. So what is the cultural message?

Ownership - Ownership is framed in relation to individual, group, or community - all based on culture.

Example: Owning our own home, car, boat etc. is most people's goal in the European American culture.

Subsistence - Food, drink, and shelter are the essentials of life. How this is accomplished is a characteristic feature of culture.

Example: European Americans traditionally take care of the children until they've graduate from high school or college. Then they're on their own. This seems to be changing as inflation goes up.

Precedence - Who leads, who follows and in what order, who has the first choice, who takes what is left, who is oldest, strongest, brightest, most important, most imposing, most beautiful, most popular, most honored - all these questions must find an answer whether at a doorway, a dinner, a beauty contest, or an election. Culture tends to establish fixed patterns for these circumstances in which the individual assumes a relative position.

Example: Seniority in our place of employment has been a precedence in terms of assignments.

TRAINER NOTES: Time/Material	TRAINER ACTIVITIES OUTLINE
	<p>Ceremony - Ceremonies have long been immensely popular with people; culture prescribes the manner in which they are to be performed. What the individual is to say, wear, and do tends to be fixed, whether at a wedding, a graduation, a funeral, a religious service, or a New Year's celebration.</p> <p>Examples: In the European American culture, the bride wears white, the guests do not. Black is the color worn to funerals.</p> <p>Rewards and Privileges - A reward is a recompense for merit, service, or achievement. A privilege is a legal or personal advantage gained by birth, social position, effort or concession.</p> <p>Example: People are rewarded for saving another's life, for perfect attendance. It is a privilege to get a credit card.</p> <p>Rights and Duties - This concept formalizes the relationship of the individual to the group, stating what each expects of the other--the demands that each person must meet and the protection they may expect in return.</p> <p>Example: We have the right to vote. It is our duty to pay taxes.</p> <p>Allow time for questions and comments. Encourage participants to learn more about their culture and begin exploring other cultures.</p>
Refer to Handout "How to Manage Cultural Discomfort" (HB-3) 20 minutes	<p>Acknowledge to participants that a lot of information has just been given to them. Let them know you want to afford them the opportunity to experience cultural differences in a safe place. This will help prepare them in managing cultural differences back on the job. Refer participants to the handout titled "How to Manage Cultural Discomfort". Ask them to read the handout and follow the instructions. Allow them 5 to 10 minutes. As a group, discuss any observations participants got from doing the exercise. Also ask them if they could think of other situations that may make them uncomfortable and how they may handle them.</p> <p>Cultural competency is having the ability to function effectively and appropriately in other cultures by selecting appropriate behaviors, values and attitudes for the respective cultures. The challenge for each of us and our agencies is to find out what is negotiable and what isn't and to learn to become more familiar and comfortable with differences.</p>

TRAINER NOTES: Time/Material	TRAINER ACTIVITIES OUTLINE
	<p>A brief review of the "Melting Pot" concept is due at this point. If you are unfamiliar with this term, it refers to the time when many people were coming to America from Europe and the belief at that time was that they would "melt" into one culture. This concept was valued by most people and even today people still believe in this model.</p> <p>Over the last 10 years another position is surfacing--seeing our community as a "tossed salad" or a "mosaic." This position allows for different cultural and ethnic groups to exist simultaneously without having to totally assimilate into the dominant culture. Some unfamiliar words have come along with this transition. We will be going over some of those definitions with you now.</p>
<p>5 - 10 minutes</p> <p>Refer to handout -</p> <p>"Definition of Terms" (HB-4)</p>	<p><u>Definition of Terms</u></p> <p>Refer participants to the handout "Definition of Terms". Give participants an opportunity to read the list. Ask if there are any questions or comments.</p> <p>ACCULTURATION - the process of becoming <u>adapted</u> to a new or different culture</p> <p>ASSIMILATION - the process whereby a group gradually <u>adopts</u> the characteristics of another culture</p> <p>BIAS - An inclination of preference, especially one that interferes with impartial judgement</p> <p>BICULTURAL - A person who is bicultural has the ability to function effectively and appropriately and can select appropriate behaviors, values and attitudes within either culture.</p> <p>BIGOTRY - Prejudice carried to the extreme of overt hatred, often carried to the point of violence.</p> <p>BIRACIAL - Self-identification as originating from, or composed of members of two racial groups.</p> <p>CULTURE - The integrated pattern of human behavior that includes thoughts, communication, actions, customs, beliefs, values, and institutions of a racial, ethnic, religious, or social group.</p>

**TRAINER NOTES:
Time/Material****TRAINER ACTIVITIES OUTLINE**

DISCRIMINATION - Making decisions in a prejudicial manner that may exclude or deny opportunity; making distinctions based on racial, ethnicity, or distinguishing features, such as age, religious identification, or disability.

DIVERSITY - A point or respect in which things differ.

EMPATHY - Identification with and understanding of another's feelings.

ETHNICITY - Sharing a strong sense of identity with a particular religious, racial, or national group.

ETHNOCENTRISM - The emotional attitude that one's own race, nation, or culture is superior to all others.**MELTING POT** - A place where immigrants of different ethnicity or culture form an integrated and homogeneous society.

MINORITY - A racial, ethnic, religious, political, national or other group thought to be different from the larger group of which it is part. This term implies a lack of economic, political, or social power relative to other groups.

MONOCULTURAL - The condition of having experience, knowledge, and competence in only one culture.

MULTICULTURAL - A person who is multicultural has the ability to function effectively and appropriately and can select appropriate behaviors, values and attitudes of other cultures.

MYTH - An ill-founded belief, usually based on limited experience, given uncritical acceptance by members of a group, especially in support of existing or traditional practices and institutions.

PERSONS OF COLOR - People of non-European ancestry. All persons self-identifying by the general categories of Black or African-American; Hispanic, Latino or Chicano; Asian or Pacific Islander; American Indian or Alaskan Native.

PLURALISM - A state of society in which members of diverse ethnic, racial, religious, or social groups maintain an autonomous participation in and development of their traditional culture or special interest within the confines of a common civilization.

POWER - The ability or official capacity to exercise control over others; a person, group, or nation having great influence or control over others.

PREJUDICE - Preconceived judgment or opinion; an opinion or

**TRAINER NOTES:
Time/Material****TRAINER ACTIVITIES OUTLINE**

learning formed without just grounds or before sufficient knowledge or experience is acquired.

RACE - As a biological concept, it defines groups of human beings based on a set of genetically transmitted characteristics, i.e., physical characteristics, including color. The concept of race as a sociocultural concept is being replaced by the more appropriate concept of ethnicity.

RACISM - An attitude, action or institutional structure which subordinates a person or group because of their color. Racism involves having the power to carry out systematic discriminatory practices.

Individual Racism - Expressed by attitudes and behaviors of individuals. It can be for economic gain, personal power and control. It can be both covert and overt.

Institutional Racism - Those established laws, customs, and practices which systematically reflect and produce racial inequalities in society . . . no matter what individual intentions are.

STEREOTYPE - A mental picture developed as a result of a myth. It is a characteristic or series of characteristics that grow out of a myth and are placed on people.

WORK FORCE DIVERSITY - Diversity is defined as the condition of being different or having differences. Applied to the work force, it means that an increasing number of employees with a greater range of differences are and will be present in the work place. This work force includes persons with diverse ethnic, cultural, economic and geographic backgrounds as well as persons with disabilities, older workers, veterans, women, and members of varying forms of family structures, religious preferences and sexual orientation.

Refer to handout -

"Formal Definitions"
(HB-5)

Refer participants to handout "Formal Definitions". The definitions provided will assist them in understanding others as well as enhancing their ability to use the correct terminology.

PARAMETERS OF CULTURE

Presence - How we appear, how we move about, what we sound like (regardless of what we are wearing or what we are saying) may be termed presence. Poise, glance angle of chin, gait, voice quality, smile, laughter, all are highly personal matters, yet they are to a great extent affected by the culture in which we live and our position in it.

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Resilience - Personal recovery from adversity, both what it is in a culture, and how we deal with it.

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Ethics - Knowledge of what is right and wrong in human conduct is not innate, but is learned by each person in contact with the culture about them. Models for honesty, fair play, principles, moral thought and practice surround them, with which they are expected to comply.

Esthetics - The expression of beauty.

Values - Values imply alternatives, comparison and preference. Given a person's nature and their ability to symbolize, the options available to them seem to be innumerable. Values can be both positive and negative: cleanliness, freedom, education versus cruelty, crime, blasphemy. Values are manifest in ideals, in customs, and in institutions; they underlie ethics and esthetics. In no other area is the individual more sensitive to the models offered by their culture than in values.

Religion - Religion is always to be found at the base of social structure. Every child begins their encounter with the divine and the supernatural very early in life and continues to have a distinct effect upon their thoughts and actions as they grow older.

Heroes, Heroines, and Myths - Typical of any culture are its unique heroes and heroines who are known to everyone. Typical also are its myths, traditional or legendary stories about supposed beings or events, dealing with the creation of the world and people.

Sex Roles - Awareness of whether one is a girl or a boy comes early in life and deepens as the years go by. The kind of life each of us leads is largely decided by gender. Although food, books and music, for example, are virtually the same for everybody, this cannot be said of clothing or language or careers. How each individual views, understands, relates to and esteems the other sex is a matter of inner tendency as well as the cultural codes of permission, expectation and requirement.

Tabu - There are places to which one may not go, words one may not say, gestures one may not make, articles of clothing one may not wear (or fail to wear) on pain of strong disapproval or severe punishment--these are tabu.

Grooming - Clothing, hair style, shaving, cosmetics, ornaments, uniforms, and the like are personal variables that relate to age, sex, occasion, time of day, weather, occupation and social status. Culture formulates and dictates these, permitting personal preference only within limits that are clearly established.

Ownership - Ownership is framed in relation to individual, group, or community - all based on culture.

Subsistence - Food, drink, and shelter are the essentials of life. How this is accomplished is a characteristic feature of culture.

Precedence - Who leads, who follows and in what order, who has the first choice, who takes what is left, who is oldest, strongest, brightest, most important, most imposing, most beautiful, most popular, most honored - all these questions must find an answer whether at a doorway, a dinner, a beauty contest, or an election. Culture tends to establish fixed patterns for these circumstances in which the individual assumes a relative position.

Ceremony - Ceremonies have long been immensely popular with people; culture prescribes the manner in which they are to be performed. What the individual is to say, wear, and do tends to be fixed, whether at a wedding, a graduation, a funeral, a religious service, or a New Year's celebration.

Rewards and Privileges - A reward is a recompense for merit, service, or achievement. A privilege is a legal or personal advantage gained by birth, social position, effort or concession.

Rights and Duties - This concept formalizes the relationship of the individual to the group, stating what each expects of the other--the demands that each person must meet and the protection they may expect in return.

**NATIONAL ACADEMY OF CORRECTIONS
LESSON PLAN COVER SHEET**

Course Title Cultural Diversity: Training for Trainers

Lesson Title What it means to be Different in your Organization

Instructor(s) _____

Prepared by Jesse Doyle & Myra Wall Date May 4, 1992

<p>Time Frame</p> <p>Total: <u>3</u> hrs., <u>-</u> min.</p> <p>Suggested Schedule:</p> <p>Second Day</p> <p>1:00 pm - 4:30 pm</p>	<p>Target Population</p> <p>Criminal Justice Employees</p> <p>Number of Participants</p> <p>30</p> <p>Space Requirement</p> <p>Large Room</p>
<p>Performance Objectives</p> <p>Participants will evaluate the impact of cultural perceptions and beliefs on an individual's ability to effectively interact with others by:</p> <p class="list-item-l1">1. Identifying what it looks like to be different within an organization and the impact on work relationships.</p> <p class="list-item-l1">2. Discussing the impact of the changing workforce and offender populations.</p> <p class="list-item-l1">3. Identifying culturally held beliefs about others and experience the impact of those beliefs on relationships.</p>	<p>Evaluation Procedures</p> <p>(How will objectives be evaluated?)</p> <p>By the end of the session, participants will have identified how they see themselves and others in their organization.</p> <p>They also will have a sense of what being "different" and the "same" means to a person.</p>

Methods/Techniques: Lecture, Exercise

INSTRUCTOR MATERIALS:

Tale of "O"
Workforce 2000 Handout (findings from Hudson Report). This is not a student handout.
Prime Time Film--True Colors
Images and Insights
Characteristics of the Multicultural Person
Filling in the Blanks

REFERENCES:

- Tale of "O" (See Bibliography)
- Hudson Institute: Workforce 2000 (See Bibliography)
- Managing Together (See Bibliography)

Equipment and Supplies Needed:

- | | | |
|--|---------------------------|---|
| <input checked="" type="checkbox"/> Flipchart & stands | <u>2</u> Number needed | <input checked="" type="checkbox"/> Videotape Player |
| <input type="checkbox"/> Chalkboard | | Type: <u> </u> 1/2" VHS
<input type="checkbox"/> Other (specify) _____ |
| <input type="checkbox"/> 16mm Projector | | Videotape length: <u> </u> min. |
| <input type="checkbox"/> Film length: <u> </u> min. | | |
| <input type="checkbox"/> Slide Projector | | <input type="checkbox"/> Videotape recorder with camera |
| Type: <u> </u> Carousel | | <input checked="" type="checkbox"/> TV(s) <input checked="" type="checkbox"/> 23" <input type="checkbox"/> 27" <input type="checkbox"/> 33" |
| <input type="checkbox"/> Tray | | (Indicate size & quantity) |
| <input type="checkbox"/> Sound-on-Slide | | <input type="checkbox"/> VIDEOSHOW |
| <input checked="" type="checkbox"/> Screen | | <input checked="" type="checkbox"/> Overhead Projector |
| <input checked="" type="checkbox"/> Flipchart Pads | <u>2</u> Number needed | <input type="checkbox"/> Computer(s): Quan: 1 or 2 |
| <input checked="" type="checkbox"/> Felt-tip Markers | <u>4</u> Different colors | <input type="checkbox"/> _____ |
| <input checked="" type="checkbox"/> Masking Tape (size 1/2") | <u>2</u> Rolls needed | <input type="checkbox"/> _____ |
| Other _____ | | |

Student Materials (Handouts)

Title*	#Needed from NAC	When Distributed	Comments
Tale of "O" - Conclusions			
Workforce 2000			
Myths and Stereotypes			
Images and Insights			
Characteristics of the Multicultural Person			
Filling in the Blanks			
*Copyright clearances will need to be obtained, unless otherwise indicated			

TRAINER NOTES: Time/Material	TRAINER ACTIVITIES OUTLINE
	WHAT DOES IT MEAN TO BE DIFFERENT IN YOUR ORGANIZATION
	<p>The last definition on the sheet was work force diversity. Let the participants know you will be reviewing some of the findings of the Workforce 2000 studies that have been conducted, but before you do you are going to show a film that talks about being different in an organization and what it is like to be like most of the people in the organization. Let them know you will be stopping the video in the middle for discussion and at the end there will be more discussion.</p>
Tape - 1/2" VCR & Monitor "A Tale of O" 30 minutes	<p>Begin tape "A Tale of O." Stop the tape when the music begins and the curtains appear on the screen. Ask the group "Who has been an O?" "What is/was that like?" "Any advantages?" "Disadvantages?" Ask participants if they have never felt like an O? What was that like? Ask if anyone in the group had any additional comments or reactions. Begin the tape again.</p>
Handout (HC-1)	<p>After the film is finished, ask the group "Who has been an X?" "What is/was that like?" "Any advantages?" "Disadvantages?" Ask if anyone has any additional comments or reactions. Refer to handout and review the points of the film.</p>
Handout - "Organizational Response Level" (HC-13)	<p>PLEASE NOTE: ALTERNATIVE EXERCISE IF YOU DON'T HAVE THE VIDEO.</p> <p>Ask participants to take a few minutes to complete the handout titled "Organizational Response". After they have completed the handout, lead a discussion about what their agencies currently look like in terms of diversity and addressing the issue of diversity. Look for similarities and differences. Encourage participants to talk about what they learned or discovered from this exercise.</p> <p>Let the participants know you will now be discussing the work force in the year 2000.</p>

**TRAINER NOTES:
Time/Material****TRAINER ACTIVITIES OUTLINE**

Please Note:
Please consult the facilitator's material for more specifics on the findings.

Handout -
"Workforce 2000"
(HC-2)

15 minutes

Workforce 2000

You are encouraged to conduct this session using an open and structured discussion format. Participants need an opportunity to ask questions, state their frustrations and at the same time not be afforded the opportunity to repeat their opinions with no reflection on those opinions. Refer participants to the handout titled "Workforce 2000. Review some of the general findings regarding the work force of 2000.

1. The number of workers will fall. Between now and the year 2000, the number of young workers aged 16 to 24 will drop by almost two million, or eight percent (Workforce 2000).
2. The average age of workers will rise. Between now and the year 2000 the number of workers between the ages of 35 and 54 will increase by more than 25 million. The mandatory retirement age will rise to 70 by 2000.
3. More women will be on the job. By the year 2000 about 47 percent of the work force will be women, and 61 percent of all American women will be employed.
4. One-third of new workers will be people of color. Over the next several years, almost a third of all new entrants into the labor force will be people of color - twice their current share.
5. There will be more immigrants than any time since WWI. Between 1970 and 1980, the foreign-born population of the United States increased by about 4.5 million, and approximately 450,000 more immigrants are expected to enter the United States yearly through the end of the century. Immigration at this rate would add about 9.5 million people to the U.S. population and four million people to the labor force.
6. Most new jobs will be in services and information. An increasing volume of work will be done at home. People will change careers on average every ten years.
7. The new jobs will require higher skills. Whatever the occupation, technological innovation has already made it necessary for workers to constantly update and adapt their skills. Even lower-skilled occupations will require workers who can read and understand written instructions, add and subtract, and express themselves clearly. About half of the service workers will be involved in collecting, analyzing, synthesizing,

TRAINER NOTES: Time/Material	TRAINER ACTIVITIES OUTLINE
	<p>structuring, storing or retrieving information as a basis of knowledge by the year 2000. Half of these people will be working at home.</p> <p>8. The challenge for business will be immense. Not only will employers need to find ways to keep well-qualified people on their payroll, they also face the challenge of helping others to become more qualified to perform well. Unless educational and cultural gaps can be closed, many of the new workers will be ill-equipped to meet the advancing skill requirements of the new economy. 23 million adults over the age of eighteen are functionally illiterate and an additional 46 million are considered to be marginally illiterate.</p> <p>Statistics Handout (HC3 - HC8)</p> <p>Refer participants to Handouts HC3 through HC8 for additional statistics.</p> <p>Questions to pose with participants: What observations did you make? What are the cultural issues? What impact will this have on the work force? Your client population? What needs to be done to prepare for these changes? What may this information mean given the current status of your organization?</p>
<p>Exercise -</p> <p>1 Break-Out Room</p> <p>(2) Flip Charts, papers and pens</p> <p>1 Hour</p>	<p><u>Myths and Stereotypes</u></p> <p>Discussion: In the criminal justice field we are expected to make predictions, usually about offenders' behavior. We also do that with coworkers (can they be trusted?). To do this we need to apply general knowledge to specific situations. But too often what we call knowledge is really widely accepted misinformation instead. It is our natural tendency to fill in missing information. This refers back to the concept we introduced earlier of "filling in the box". For example, someone may say they are a republican. We then may "fill in the box" by drawing the conclusion that the person is conservative, is a business person, etc. Sometimes we may be accurate, but other times we may not be. Sometimes this happens because of experiences we have had with other people in our lives. We draw conclusions based on those conclusions and sometimes we generalize from those experiences. This is the beginning of myths and stereotypes about people. As was shared earlier we define myths and stereotypes as:</p> <p>MYTH - an ill-founded belief given uncritical acceptance by members of a group, especially in support of existing or traditional practices and institutions.</p>
<p>Overhead Handout (HC-9)</p>	

**TRAINER NOTES:
Time/Material****TRAINER ACTIVITIES OUTLINE**

STEREOTYPES - a mental picture developed as a result of a myth. It is a characteristic or series of characteristics that grow out of a myth and are placed on people. Exercise: To illustrate the impact of differences we are going to ask participants to identify myths and stereotypes they have about groups of people or ones they have heard.

If the makeup of participants is diverse, break them into two groups: one made up of persons of color and one made up of European Americans.

The people of color would stay in the main room. Have the European Americans leave the room and go to another room.

Trainer Note: The people of color staying in the main room is planned. Traditionally the person/persons with less power are asked to be inconvenienced.

Have the persons of color generate a list of myths and stereotypes about European Americans. If you have a facilitator who is a person of color, they should stay with this group.

Have the European Americans generate a separate list of myths and stereotypes about each of the following groups: Hispanics, Asians, African Americans, and Native Americans. The facilitator who is a European American should stay with this group.

The facilitator in each room should lead the exercise by being the person who makes the lists on flip chart paper. Remind the participants that these are myths and stereotypes they have heard about the group or groups they are working with. If they have trouble getting started, give them an example. It is important for the facilitators to not get too involved with any nervous laughter or impede the exercise by doing any processing of comments or questions. Just list their responses. Get any questions answered or clarified before the two groups reconvene. It is inappropriate to ask any of your group to clarify once they are one large group again.

When both groups have finished, bring them back together. The instructors share the lists generated by their groups.

Discuss with the group:

What do you notice about the lists? Usually the list generated by the European Americans is longer. Always the words on the persons of color lists are more descriptive. What pictures

**TRAINER NOTES:
Time/Material****TRAINER ACTIVITIES OUTLINE**

do the words paint, i.e., alcoholic, gangs vs. materialistic, egotistical?

Ask them:

What is the cultural issue?

What does it mean to them?

A useful example at this point is discussing the saying a lot of us heard as children "sticks and stones may break my bones but words will never hurt me." Ask them if that is true?

Ask them:

What was it like to do this exercise?

What did they learn?

Participants may want to make general statements that we are all hurt by stereotypes and that would be missing one of the critical cultural issues. One, in reviewing the exercise with participants it will be obvious that generating myths and stereotypes about people of color was a lot easier than generating myths and stereotypes about European Americans. The reason for this ties into another cultural issue. If someone or something can't hurt you, you don't worry about it. We get anxious and afraid if we believe someone or something has power over us. People that do not feel like they are part of the dominant culture have had to learn about it for survival. It has not been as necessary for the dominant culture to learn about other cultural or ethnic groups. Until now?

Allow adequate time to process this exercise. This exercise can be very threatening for some participants. It may be painful for others. Feelings may be generated. Don't minimize them by trying to explain them away or discounting the exercise. The bottom line is don't get defensive. This exercise forces the participants to acknowledge differences among themselves. And what participants, like most of us, want to do is look for what we have in common (like we may do in a new relationship). And yet, this is a core principle of the course. It is okay to have differences. **WHAT IS CRITICAL IS THAT WE BEGIN TO TALK WITH EACH OTHER, TO LEARN MORE ABOUT EACH OTHER, TO CHECK OUT OUR PERCEPTIONS, TO REALLY FIND OUT WHAT WE HAVE IN COMMON AND WHAT WE MAY DIFFER ON. WE HAVE TO STOP TALKING AROUND ISSUES, AND BEGIN TALKING ABOUT ISSUES WITH EACH OTHER.**

It is critical that participants are afforded the opportunity to

TRAINER NOTES: Time/Material	TRAINER ACTIVITIES OUTLINE
	experience this exercise without any interference by the facilitators or participants.
Film - "Prime Time" 20 minutes Homework Assignment	<p><u>Prime Time Film</u></p> <p>Let participants know you will be showing them a film clip produced by Prime Time. But before you do, give them their homework assignment. Let them know what articles you want them to read. We have enclosed two articles if you don't have ones of your own you would like to use. Let them know they will be involved in an exercise tomorrow that will require that they have read the articles. Now show them the Prime Time film.</p> <p>Do not process the video at this time.</p>
Exercise - Refer to Handout - "Filling in the Blanks" (HC-10) 10 minutes	<p><u>Filling in the Blanks</u></p> <p>Let participants know that it is not uncommon after doing an exercise on myths and stereotypes for us to remember a time when we may have acted on a myth or stereotype. Let them know they will now have an opportunity, privately, to reflect on those times. Refer participants to handout "Filling in the Blanks". Give them a few minutes to think back and identify for themselves opportunities they have missed. Allow 5 - 10 minutes for this exercise.</p> <p>End of day.</p>