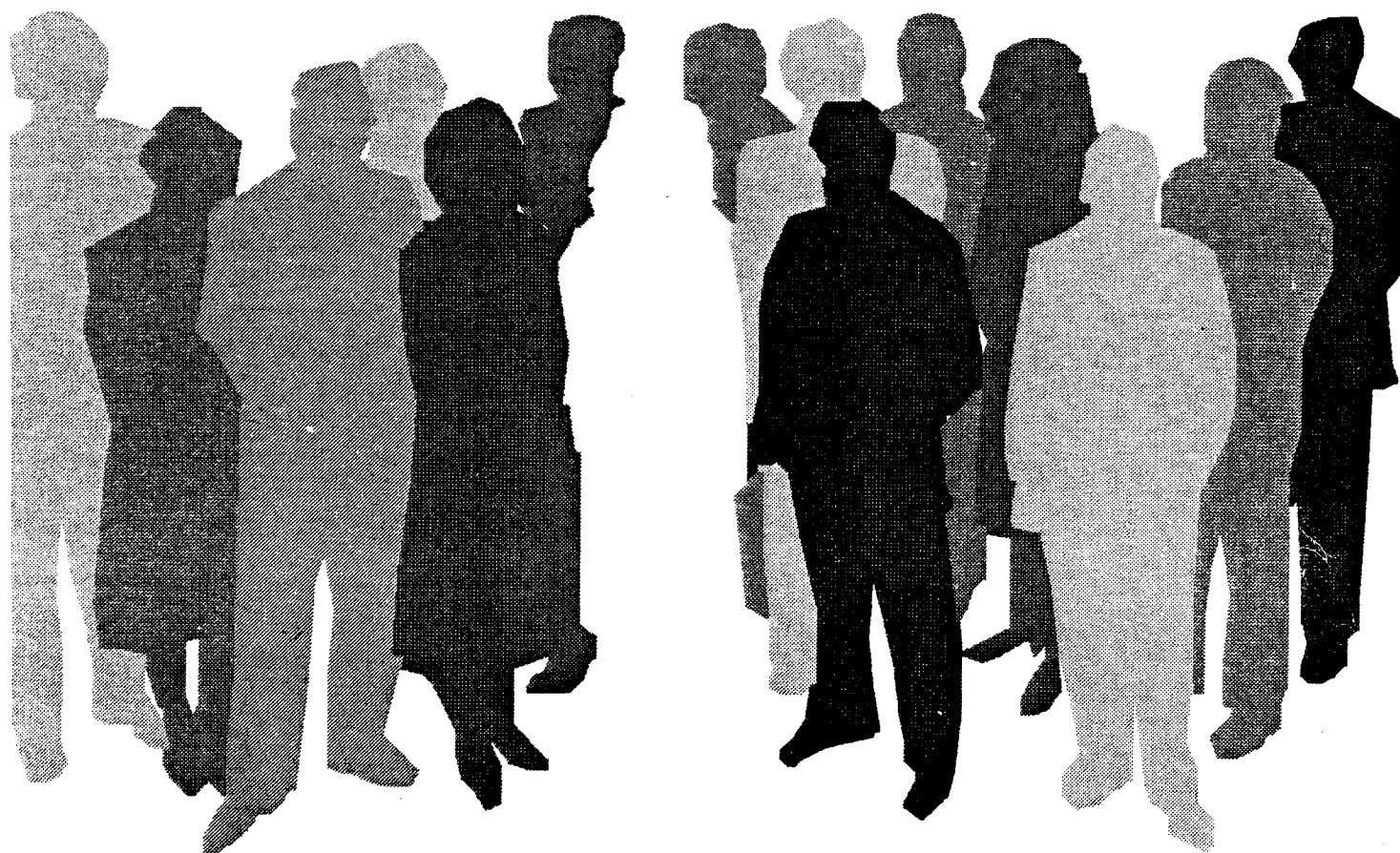


CULTURAL DIVERSITY Training for Trainers



Developed by the
Central & Southern
Regional Field Coordinators

Sponsored by the NIC Academy

1992

NATIONAL INSTITUTE OF CORRECTIONS

M. Wayne Huggins, Director

ACADEMY DIVISION

Dianne Carter, Ed.D, Chief

1960 Industrial Circle, Suite A
Longmont, Colorado 80501

Telephone: 303-682-0382
Toll Free: 800-995-6429
FTS: 322-5000
FAX: 303-682-0469
TDD: 202-724-3156

COMMUNITY CORRECTIONS DIVISION

George Keiser, Chief
202-307-3995

PRISONS DIVISION

Susan M. Hunter, Chief
202-307-1300

JAILS DIVISION

Michael O'Toole, Chief
303-682-0639
800-995-6429

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.

This curriculum was developed and/or compiled under the auspices of the National Institute of Corrections Academy, National Institute of Corrections, U.S. Department of Justice. MATERIAL NOT OTHERWISE COPYRIGHTED IS IN THE PUBLIC DOMAIN AND MAY BE REPRINTED OR QUOTED WITH APPROPRIATE CREDIT GIVEN TO THE NATIONAL INSTITUTE OF CORRECTIONS ACADEMY, NATIONAL INSTITUTE OF CORRECTIONS.

010848



U.S. Department of Justice

National Institute of Corrections
National Academy of Corrections

September 28, 1992

1960 Industrial Circle, Suite A
Longmont, Colorado 80501
(303) 682-0382

Telecommunications Device
for the Deaf (202) 307-3156
Fax (303) 682-0469

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,

A handwritten signature in cursive script, appearing to read 'Dianne Carter', is written over a horizontal line.

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

TABLE OF CONTENTS

SEMINAR INFORMATION	Introduction Tab
COURSE ORIENTATION	Section 1
Lesson Plan	
Handout	
CREATING A COMMON UNDERSTANDING	Section 2
Lesson Plan	
Handout	
WHAT IT MEANS TO BE DIFFERENT IN YOUR ORGANIZATION	Section 3
Lesson Plan	
Handout	
COMMUNICATING ACROSS CULTURES	Section 4
Lesson Plan	
Handout	
DEVELOPMENT OF CULTURAL COMPETENCY	Section 5
Lesson Plan	
Handout	
SUPPLEMENTAL ARTICLES and REFERENCE MATERIAL	Section 6

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 Bill O'Connell Jesse Doyle
	Introductions Expectations	
	Warm-up Exercise/Ice Breaker	Al Jordan
1:15 p.m.	Course Overview (4 days)	Myra Wall
	Participant Role in Course Facilitation/Training Skills	Al Jordan
	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 Myra Wall Al Jordan
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 Staff
10:00 a.m.	Feedback/Closeout Certificates	Staff Royce Hudson
11:00 a.m.	Evaluations	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.

REGIONAL FIELD COORDINATORS
UPDATED APRIL 23, 1992

CENTRAL REGION - Jennie/Bill/Peg

Lynn A. Diller 312/890-3499
Director of Training FAX: 312/890-7352
Cook County Adult Probation Dept
2650 S. California-Lower Level
Chicago, IL 60608

Joseph E. Fiscus 216/438-0435
Operations Director FAX: 216/430-2246
Stark Regional Comm. Corr. Center
P.O. Box 20430
Canton, OH 44701

Royce T. Hudson 314/751-4040
Chief of Staff Training FAX: 314/751-4099
Missouri Dept of Corrections
119 N Riverside Drive
Jefferson City, MO 65102

Al Jordan 219/785-2511
Training Manager FAX:
Dept of Corrections
804 State Office Building
Indianapolis, IN 46204

John O Turner 614/491-1679
Probation Officer FAX: 614/491-1684
1486 Watkins Road
Columbus, OH 43207

Louis J. Vaughn 605/394-6116
Programs Officer FAX: 605/394-4129
Pennington County Sheriff's Office
603 Second Street
Rapid City, SD 57701

Bruce Wolford 606/622-1497
Director FAX: 606/672-6264
Training Resource Center
Eastern Kentucky University
217 Perkins
Richmond, KY 40475

Anthony Zainea, Jr 616/774-3721
Field Supervisor FAX: 616/242-6534
Kent County Juvenile court
1501 Cedar Street, NE
Grand Rapids, MI 49503

NORTHEASTERN REGION - CHUCK/SUE

Thomas L. Carroll 302/739-5601
Training Administrator FAX: 302/739-6740
Delaware Dept of Corrections
240 E Commerce St
Smyrna, DE 19977

Lisa N. Heyman 215/686-9477
Training Specialist FAX: 215/564-0343
Philadelphia Adult Probation & Parole Dept
121 N Broad St, Suite 303
Philadelphia, PA 19107

Christopher J. Lian 607/737-2934
Administrative Sergeant FAX:
Chemung County Sheriff's Jail Division
211 William St
Elmira, NY 14901

Susan Mongold 804/323-2362
Training Supervisor FAX: 804/323-2312
Virginia Dept of Youth & Family Services
1701 Bon Air Rd
Richmond, VA 23235

Olga J. Norris 301/952-7096
Deputy Administrator FAX: 301/627-7165
Support Services Division
Prince George's County DOC
13400 Dille Drive
Upper Marlboro, MD 20772

Patricia L. Russell 215/686-4859
Executive Assistant FAX: 215/563-2437
Division of Juvenile Justice Services
2020 Pennsylvania Ave
Philadelphia, PA 19130

Theresa M. Satterfield, Chief 410/442-2700
Corr Specialized Training Program FAX: 410/442-5852
Maryland Police & Correctional Training Commission
3085 Hernwood Road
Woodstock, MD 21163

Robert M. Smith, Director 802/241-2292
Department of Corrections FAX: 802/244-6207
103 South Main Street
Waterbury, VT 05676

WESTERN REGION - ED/DICK

Beth Bates 602/542-5179
Administrator FAX: 602/542-4380
Arizona Dept of Youth Treatment and Rehabilitation
1624 West Adams
Phoenix, AZ 85007

Judy Felton 208/543-4368
Jails Standards Coordinator FAX: 208/543-4360
Idaho Sheriff's Association
P.O. Box 589
Buhl, ID 83316

Mike Ferriter 406/444-4913
Bureau Chief FAX: 406/444-4920
Montana Community Corrections
1539 11th Ave
Helena, MT 59620

Sarah M. Amos 310/940-2808
Deputy Probation Officer
Training Manager
Los Angeles County Probation Department
Downey, CA 90242

Mark A Larson 702/455-5210
Program Analyst FAX: 702/455-5216
Clark County Juvenile Court Services
3401 E Bonanza Rd
Las Vegas, NV 89101

Terri Morgan 505/762-0939
Training Coordinator FAX: 505/562-2523
New Mexico Association of Counties
3008 Duckworth
Clovis, NM 88101

Carol Perko 719/579-9580
Director of Training FAX: 719/540-2145
Colorado Dept of Corrections
2862 S. Circle Drive, Suite 400
Colorado Springs, CO 80906

Myra L. Wall, Administrator 206/764-4301
Corrections Training FAX: 206/764-6476
Washington State Criminal Justice
Training Commission
2450 South 142nd St
Seattle, WA 98168

SOUTHERN REGION - STEVE/NANCY

Renee Bergeron 803/734-9244
Training Director FAX: 803/734-9369
South Carolina Dept of Probation/Parole/Pardons
P.O. Box 50666
Columbia, SC 29250

Joyce Jackson 405/425-2513
Public Relations Officer FAX: 405/425-2683
Oklahoma Dept of Corrections
3400 Martin Luther King Ave
Oklahoma City, OK 73136

Michael R. Kelly 601/745-6611
Staff Development Specialist EXT. 4012
Mississippi Dept of Corrections FAX: 601/745-4002
P.O. Box 876
Parchman, MS 38738

Jeffrey A. Liner, Lieutenant 615/476-0610
Jail Operations/Training FAX: 615/476-0483
Bradley County Sheriff's Dept
1620 Johnson Blvd
Cleveland, IN 37311

Charlene S. McCaa 501/371-4725
Senior Probation Officer FAX: 501/371-4448
Little Rock Municipal Criminal Probation
600 West Markham
Little Rock, AR 72201

John M. Sells 318/925-6261
Chief Deputy FAX: 318/925-6846
Caddo Parish Detention Center
7990 Caddo Drive
Keithville, LA 71047

Walter E. Smith 404/894-4711
Training Program Coordinator FAX: 404/853-9004
DHR-Division of Youth Services
878 Peachtree St, NE Suite 823
Atlanta, GA 30309

Cynthia F Thacker 919/733-3011
Staff Development Director FAX: 919/733-1045
Division of Youth Services
705 Palmer Drive
P.O. Box 29527
Raleigh, NC 27626

**NATIONAL ACADEMY OF CORRECTIONS
REGIONALIZATION**

CULTURAL DIVERSITY: TRAINING FOR TRAINERS

ACKNOWLEDGEMENTS

PLANNING

Renee Bergeron, Regional Field Coordinator, Southern Region, South Carolina
Jesse Doyle, Assistant Commissioner/Executive Director, NYC Dept. of Juvenile Justice
Royce Hudson, Regional Field Coordinator, Central Region, Missouri
Joyce Jackson, Regional Field Coordinator, Southern Region, Oklahoma
Al Jordan, Regional Field Coordinator, Central Region, Indiana
Bill O'Connell, Correctional Program Specialist, National Academy of Corrections
Theresa Satterfield, Regional Field Coordinator, Northeastern Region, Maryland
John Sells, Regional Field Coordinator, Southern Region, Louisiana
Walter Smith, Regional Field Coordinator, Southern Region, Georgia
Myra Wall, Regional Field Coordinator, Western Region, Washington
Bruce Wolford, Regional Field Coordinator, Central Region, Kentucky
and ECU Training Resource Center Staff

DEVELOPMENT AND DELIVERY

Jesse W. Doyle, Assistant Commissioner/Executive Director, NYC Dept. of Juvenile Justice
Joyce Jackson, Public Relations Officer, Oklahoma Department of Corrections
Al Jordan, Interim Training Director, Indiana Department of Corrections
Theresa Satterfield, Chief of Correctional Specialized Training Programs, Maryland
Police & Correctional Training Commissions.
Myra Wall, Director of Correctional Training, Washington State Criminal
Justice Training Commission

ACADEMY PROGRAM SUPPORT

Bill O'Connell, Correctional Program Specialist, Central Region
Peg Ritchie-Matsumoto, Correctional Program Specialist, Central Region
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

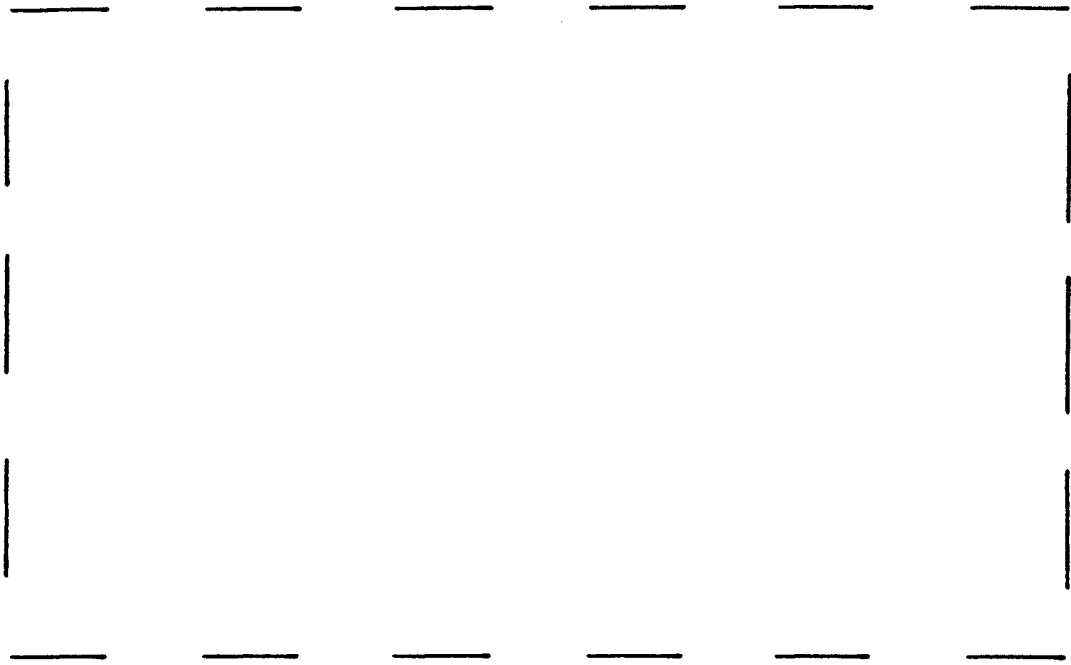
DEVELOPING CULTURAL COMPETENCY

- 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**

GESTALT BOX



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 *do one'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
	by the same token
bag and baggage	calm before the storm
bark up the wrong tree	can't see the forest for the trees
bated breath	carry (or have) a chip on one's shoulder
bathed in tears	carry coals to Newcastle
beard the lion in his den	(a) case in point
beat a dead horse	caught on the horns of a dilemma
beat a hasty retreat	caught red-handed
beat around the bush	chip off the old block
beg to disagree	clear as mud
beggar description	(to) coin a phrase
bend (or lean) over backward	cold as ice
best foot forward	conspicuous by one's absence
best-laid plans	cool as a cucumber
best of all possible worlds	cross the Rubicon
better late than never	(a) crying need
between the devil and the deep blue sea	cut a long story short
beyond the call of duty	cut off one's nose to spite one's face
beyond the pale	cynosure of all eyes
bigger than all outdoors	
bigger (or larger) than life	daily repast
bite off more than one can chew	dead as a doornail
bite the bullet	

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
root 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 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 as 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): *In ntional 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, manias, 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 and Juvenile Corrections
(as of June 30, 1990)

State	ADULT SYSTEM										JUVENILE SYSTEM										
	Employees 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	Male	Fem	Male	Fem	
AL	3,289	363	1,333	526	1,020	526	1	16	472	84	202	83	1	102	151	100	6	3	2	7	13
AK	1,257	302	670	18	66	18	0	117	294	100	12	6	2	391	224	57	38	95	41	11	3
AZ	5,263	1,161	2,716	107	182	107	235	77	860	224	57	38	41	322	61	74	58	549	238	143	93
AR	1,945	259	920	130	633	130	1	2	322	74	128	58	1	1,351	752	642	367	58	25	9	2
CA	27,961	5,008	11,533	1,775	2,761	1,775	1,487	1,150	4,135	1,351	642	367	549	237	163	58	27	58	25	9	2
CO	2,355	486	1,415	14	80	14	11	55	578	752	642	367	549	237	163	58	27	58	25	9	2
CT	4,263	764	2,194	237	722	237	8	19	287	149	70	21	4	149	70	40	21	10	4	3	3
DE	1,458	287	714	124	324	124	3	12	287	70	40	21	4	38	39	54	39	1	1	1	1
FL	19,152	4,883	9,625	1,891	2,044	1,891	257	129	3,189	473	625	515	11	473	476	625	515	2	2	11	5
GA	9,630	2,094	4,498	952	1,969	952	15	37	2,105	473	625	515	11	473	476	625	515	2	2	11	5
HI	1,487	78	208	13	52	13	45	677	277	190	117	67	1	117	67	1	1	2	2	1	1
ID	599	153	419	5	5	5	2	5	190	117	67	1	1	117	67	1	1	2	2	1	1
IL	11,483	2,380	7,064	651	1,240	651	40	60	190	117	67	1	1	117	67	1	1	2	2	1	1
IN	5,829	850	3,965	302	875	302	6	3	190	117	67	1	1	117	67	1	1	2	2	1	1
IA	1,774	378	1,208	28	87	28	12	21	227	67	2	2	4	154	67	2	2	4	4	4	4
KS	2,314	584	1,463	61	131	61	7	14	627	388	118	24	4	154	67	2	2	4	4	4	4
KY	2,855	817	1,784	89	145	89	2	7	783	555	158	24	17	388	158	56	24	17	17	4	4
LA	5,703	1,049	2,459	727	1,459	727	6	3	190	117	67	1	1	117	67	1	1	2	2	1	1
ME	1,285	285	1,020	285	1,401	285	3	3	190	117	67	1	1	117	67	1	1	2	2	1	1
MD	5,110	513	2,245	917	1,401	917	18	11	1,465	407	276	422	10	407	276	344	422	2	2	10	6
MA	4,977	1,098	3,326	141	270	141	17	22	592	284	146	24	3	284	146	78	24	35	20	3	2
MI	13,886	2,987	8,011	1,117	1,258	1,117	55	241	1,054	—	—	—	—	—	—	—	—	—	—	—	—
MN	2,220	652	1,419	14	51	14	8	37	1,054	—	—	—	—	—	—	—	—	—	—	—	—
MS	2,914	393	687	757	961	757	5	5	406	76	113	112	2	76	113	105	112	2	2	2	1
MO	5,841	1,800	3,659	147	186	147	4	22	628	265	226	56	4	265	226	78	56	2	2	2	1
MT	546	111	433	111	433	111	1	1	183	104	34	—	—	104	34	78	56	2	2	2	1
NE	1,393	421	847	30	57	30	6	9	183	104	34	—	—	104	34	78	56	2	2	2	1
NV	1,465	316	921	32	86	32	18	33	159	103	43	—	—	103	43	1	—	6	1	5	5
NH	643	107	528	1	2	1	4	4	190	120	67	—	—	120	67	3	—	6	1	5	5
NJ	10,337	1,502	4,836	971	2,355	971	404	102	190	120	67	—	—	120	67	3	—	6	1	5	5
NM	1,953	188	480	9	42	9	117	36	581	100	106	8	4	100	106	13	8	190	154	6	4

Personnel in Adult and Juvenile Corrections (as of June 30, 1990)

ADULT SYSTEM

State	Employees 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	Male	Fem	Male	Fem
NY	23,341	8,036	2,483	1,279	938	305	198	70	3,453	70	1,142	799	845	435	149	57	18	8	491*	390*
NC	10,446	1,816	2,325	606	20	4	111	31	871	31	442*	429*	451	362	7	3	5	1		
ND	340	116	1				34	24	1	24										
OH	8,378	1,801	880	545	42	25	34	24	1,762	24	480	443	451	362	7	3	5	1		
OK	4,001	1,084	221	212	23	11	160	74	1,872	74	463	1,002	131	205			27	1		
OR	1,989	547	43	28	44	22	54	26	538	26	332	160	13	4	11	7	8	1		
PA	6,260	887	443	183	43	3	7	2	843	2	408	155	190	83	3	2	1	1		
RI	1,258	181	56	18	26	4	7	3	239	3	115	71	27	15	7	3	1	1		
SC	6,814	1,024	1,871	978			48	25	985	25	179	265	269	278	1		1	1		
SD	575	386	1	1			12	2	119	2	77	41								
TN	5,180	1,172	636	438	21		10		995	10	358	319	175	143						
TX	17,960	4,149	2,328	1,258	1,235	276	88	34	1,808	34	563	434	312	203	172	113	10	1		
UT	1,287	374	18	7	25	16	15	8	466	8	238	168	19	7	18	4	11	3		
VT	718						491*	227*	377	227*	112	284	1							
VA*	8,258	1,644	1,982	1,028	31	10	13	7		7										
WA	4,832	1,371	227	62	104	42	102	80	837	80	768*		40*		21*		18*			
WV	737	206	7	2																
WI	4,002	1,260	60	81	49	13	56	21												
WY	376	98	1		43	8	4													
Total	277,808	56,878	33,847	18,401	9,923	3,473	4,328	1,881	34,591	1,881	10,857	7,406	6,088	3,537	1,361	678	808	578		
FBI	18,294	3,136	2,270	1,125	1,030	247	272	76												
DC	3,876	301	4,167	3,207	1,737	423	2,702	1,174	580	16	28	16	339	181	4	2	6	5		
NYC	12,983	442	703	375	36	6	104	18	702	24	24	24	338	209	65	41	2	1		
PHL	1,750	105	8				22	61												
GU	197	5	8		1	1	130	40												
VI*	224		148	65	10	1														
CSC*	11,015	3,447																		
AB	2,095																			
MB*	886																			
NF	303	70																		
ON	3,538																			
PEI	207	55																		
PQ	2,431	321																		
SK*	999	308																		
YU*	46	10																		

JUVENILE SYSTEM

- Notes:
1. Combined adult and juvenile departments
 2. Combined male/female total
 3. Data not available at time of publication
 4. Data as of 6/30/89
 5. Hispanics are included in other categories
 6. Data as of 8/2/80
 7. Counted in white/black columns; shown here for sex breakdown
 8. Race unknown
 9. Data as of 7/31/80
 10. Includes 466 males, 344 females
 11. Data as of 3/31/80



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

	MALE	FEMALE	BLACK	WHITE	HISPANIC	ORIENTAL	NAT. AM	OTHER
Alabama	93.9	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	0.6	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	93.5	6.5	64.9	33.2	3.6	0.2	0.0	1.6
Dist. of Col.	92.6	7.4	97.6	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	66.5	33.5	0.0	0.0	0.0	0.0
Hawaii	91.6	8.4	5.6	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	95.6	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	95.1	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	96.3	3.7	72.0	28.0	0.0	0.0	0.0	0.0
Maine	97.2	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	27.6	49.6	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	59.6	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	38.7	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	93.7	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	27.6	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	36.0	50.6	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.

▼ **Juvenile Population in Institutions**
(as of June 30, 1990)

State	Total	White		Black		Hispanic		All Others	
		Male	Female	Male	Female	Male	Female	Male	Female
AL	14,734	5,230	342	8,572	569			21	
AK	2,436	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	31,670	2,324	25,759	1,436	4,036	426
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	6,818	401	13,335	764	199	7	40	2
HI	2,341	490	61	146	8	113	5	1,456	62
ID ¹	1,440	1,143	65	19	1	139	5	61	7
IL	27,295	7,726	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	
MO	17,048 ²	4,020	201	12,203	583			40	1
MA	8,171 ⁴	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 ²	2,228	132	5,508	292	28	1	18	2
MO	15,106 ²	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	16,663	993	326	23
NC	18,317 ²	6,424	371	10,350	549			590	33
ND	558	370	32	8	1	11	1	123	10
OH	31,862 ²	14,434	782	15,365	1,281				
OK	10,196 ²	5,445	445	3,101	333	42	2	783	45
OR	6,216 ⁴	4,510	245	806	81	413	4	155	22
PA	21,229	8,463	415	11,056	540	645	53	58	1
RI	2,308	1,220	116	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 ⁷	26 ⁷
TN	8,187 ²	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
FBP	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 ¹	222	2	1	110	6	100	3		
CSC ¹	11,262	11,131	131						
AB	3,436	3,165	271						
BC ¹	1,817	1,721	96						
MB	1,047	989	58						
NB	410	398	12						
NF	325	315	10						
NS ¹	402								
ON ¹	7,166	6,805	361						
PEI	116	112	4						
PQ	3,073	2,887	186						
SK	1,299	1,218	81						
YU ¹	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

▼ **Correctional Officers in Adult Systems**
(as of June 30, 1990)

State	Total		White		Black		Hispanic		Other		Supervisory		Non-Supervisory		Training Level		Ratio	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	1 CO per No Inmate	Turnover Rate (%)
AL	2,343	105	946	382	896	7	5	13	1	281	44	1,407	318	187	128	8.00	7.20	
AK	760	103	444	7	54	7	12	101	34	95	24	511	124	5	1	3.00	12.00	
AZ	3,033	441	1,715	58	113	58	547	88	19	384	47	2,013	559	679	217	4.40	15.00	
AR	1,384	96	644	92	550	92	1	1	1	308	10	849	174	41	4	4.40	15.00	
CA	14,249	1,202	6,978	703	1,843	703	2,387	476	97	1,888	341	9,885	2,137	14	3	5.00	25.00	
CO	1,411	189	941	8	50	8	154	35	7	574	76	604	140	14	3	8.00	8.90	
CT	2,810	199	1,412	132	610	132	222	27	2	174	15	2,064	342	12	3	4.46	6.40	
DE	870	60	470	60	263	60	5	12	12	201	13	534	104	15	3	3.70	12.50	
FL	10,702	1,384	6,531	795	1,568	795	301	53	13	2,531	431	5,926	1,814	400	87	4.50	7.00	
GA	6,168	448	2,688	420	1,549	420	28	3	3	481	40	3,811	834	3	3	4.22	14.93	
HI	931	29	155	11	44	11	144	25	67	197	41	599	91	3	3	4.50	20.00	
ID	295	36	241	4	4	4	11	11	3	37	4	222	32	149	23	1.89	8.50	
IL	6,468	596	4,846	202	681	202	98	17	23	1,053	83	4,593	737	149	23	5.21	14.30	
IN	3,091	419	1,691	351	562	351	29	4	4	390	118	1,896	657	138	33	4.00	8.50	
IA	1,148	136	928	13	38	13	22	1	9	158	18	840	135	3	3	3.40	12.00	
KS	1,334	989	989	202	95	202	30	4	4	175	30	785	173	6	1	4.63	42.70	
KY	1,532	258	1,160	79	79	31	1	5	5	222	29	1,023	258	339	7	5.00	36.00	
LA	4,042	532	1,711	440	1,352	440	5	2	4	495	52	2,567	921	6	1	3.67	4.00	
ME	628	547	547	79	1,216	671	14	5	4	119	12	428	67	339	7	4.00	18.00	
MD	3,834	163	1,766	68	207	68	75	18	14	1,120	307	5,345	1,354	7	5	3.00	8.50	
MA	2,915	213	2,303	64	820	64	103	2	2	88	16	764	190	2	2	3.10	11.00	
MI	8,128	865	5,391	8	824	8	14	3	3	180	28	1,002	639	191	54	3.60	8.60	
MN	1,070	788	788	32	824	32	3	1	7	414	54	1,937	377	2	2	5.20	15.00	
MS	1,849	353	95	569	108	30	11	1	4	38	221	221	87	163	49	4.63	15.06	
MO	2,782	400	2,227	30	108	30	11	1	28	76	7	351	87	37	3	5.80	17.80	
MT	261	30	30	13	28	13	11	1	4	93	8	560	86	91	11	3.70	16.00	
NE	521	384	384	13	62	13	32	11	2	58	4	249	24	3	3	3.00	7.00	
NV	959	694	694	31	342	31	207	258	51	558	33	3,365	567	88	11	2.56	20.00	
NH	373	342	342	207	1,295	364	258	77	28	290	31	625	88	11	11			
NJ	4,521	2,317	2,317	275	30	4	673											
NM	1,136	39	275	4	30	4												

Correctional Officers in Adult System
(as of June 30, 1990)

State	ETHNIC GROUP										RANK				Ratio 1 CO per 10 Inmate No Inmate Rate (%)	
	White		Black		Hispanic		Other		Supervisory		Non-Supervisory		Training Level			
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Total	22,153	929	1,947	708	682	103	92	16	1,866	85	14,993	1,239	3,538	432	3.00	4.90
NY	5,809	182	1,733	221	15	2	71	7	843	40	4,574	352	3,538	432	3.15	10.79
NC	121	17					5		12	2	92	15			4.00	9.00
OH	4,891	970	492	288	23	13	19	13	416	85	2,999	1,199	31	6	6.00	14.00
OK	1,593	147	105	30	11	1	95	20	157	22	1,207	170			6.70	11.50
OR	908	126	22	10	33	7	36	10	109	12	646	141			6.59	9.03
PA	3,723	235	271	69	19	1	2	1	611	32	2,806	274			6.00	7.00
RI	956	69	52	15	25	3	5	2	50	4	812	84			2.50	6.50
SC	3,348	328	1,437	611			29	7	249	62	1,882	765	5	1	5.00	28.30
SD	261	198					2	1	27	19	174	41	271	116	5.00	28.30
TN	3,094	371	474	207			1		310	20	2,206	558			5.40	17.50
TX	11,968	1,604	2,086	904	1,072	171	47	12	1,313	119	7,964	2,572			2.50	22.00
UT	727	494	29	4	16	5	304	47	51	14	377	93	116	76	3.80	12.90
VT	381								37	7	291	47			4.47	8.50
VA	4,736	301	1,642	479	19	5	5		546	48	3,405	737	6		2.08	
WA	1,858	296	144	28	61	11	58	19	244	42	1,260	312			3.10	16.00
WV	423	40	4	1					30		348	39	4	2	3.00	20.00
WI	1,932	275	44	18	25	6	37	6	113	14	1,453	264	69	25	3.70	14.89
WY	239	39	1		47	8	3		29	7	159	40	4		8.00	14.00
Total	159,247	15,137	25,455	9,710	7,207	1,215	2,551	477	20,377	2,625	104,570	22,655	5,947	1,175	4.70	14.46
FBI ¹	6,931	333	1,362	283	508	31	97	8	649	47	4,923	519	705	89	Avg	Avg
DC	3,085						2,243	842	128	14	1,837	690	280	138	8.20	10.40
NYC	9,798	150	3,290	2,452	1,460	308	55	3								
PHL	1,243	48	623	299	28	1	18	57	123	29	715	376			1.82	7.00
GU	144	1	7				101	25	64	6	158	66	5		3.10	7.00
VI ¹	290		178	71	12	1			239	9	3,669	685			1.07	6.85
CSC ¹	4,828	697							156		689		23	3	2.50	8.00
AB	953								16		337		108			
MB	414								40		166					
NF	228	20							24		184				1.20	2.00
NS ¹	230	16							565	45	1,963	490	6	84	2.00	11.00
ON	3,487						2,868	619					340		1.20	
PEI	94	20							6		68				2.00	11.00
PQ	313	22							79	11	212				1.20	
SK	467	75					16	5	63	6	27		285	62		2.6

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. May include some training level
 6. Data represents institutional division only
 7. Data as of 7/31/90

▼ **ADULT AND JUVENILE INSTITUTIONS IN 1990**
(as of June 30, 1990)

State	Total	ADULT										JUVENILE										
		White		Black		Hispanic (Other)		Female Admin/Male Inst	Female Admin/Coed Inst	Male Admin/Female Inst	Male Admin/Coed Inst	White		Black		Hispanic (Other)		Female Admin/Male Inst	Female Admin/Coed Inst	Male Admin/Female Inst	Male Admin/Coed Inst	
		M	F	M	F	M	F					M	F	M	F	M	F					
AL	15	10	2	2	1	1	1					10	5	3	2			1			2	
AK	11	7	2	2		2	2			1		5	4	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			1		42	18	8	4	3	8	1	11	1	2	
CO	11	9	1	1			1	1		1		7 ¹					1	1				
CT	22	15	2	3	1	1	2					1	1								1	
DE	13	10			3		2		1	2		3	2		1						1	
FL	42	35	1	5	1					4		55 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 ²	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	6	1	1						1		2	2								1	
KS	16 ²	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					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				1			3	2		1			1			1	
MO	16	13	1	2			1		2	2		19	15	1	1	2		1	1	1	1	
MT	3	3							1			2	2							1		
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			2				1	
NY	80	42	3	9	3	3	2	1	3	1		45	22	6	10	6	1	6	1	1	7	
NC	90	71	5	12	1	1	1					9	6	1	2			1			6	
ND	2	2								1												
OH	22	15	2	3	1	1	1		1	1		9	3		2	4		3				
OK	23	15	3	4	1		3		1	2		1	1								1	
OR	10	9	1				1		1			3	2	1					1			
PA	15	12		1	2		1		1			9	7		2						1	
RI	7 ²	6	1						1	1		3	3							1	1	
SC	31	17	6	7	1		5	1				4 ⁴	1	2				1	1		1	
SD	5	5							1	2												
TN	19 ²	15	2	2			1			2		4	4								2	
TX	66	56	3	2	2	3	1					31	16	8	2	1	4		9		22	
UT	11	7	3			1	2		1			13	12	1					1		12	
VT ¹	8					8						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				2	2		1	1		1	
DC	8	3		5								4			2	2						
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
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	1	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	81,516	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	7,646	20,088	2,904	15,639	1,856	19,616	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.^a Any race.^b American 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.

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 speak 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 it with others.

INSTRUCTIONS

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 soon.
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. **Phrasing**
 - 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

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

R E M E M B E R

R reassess Self

Evaluate Behavior

Maximize Potential

Eliminate Myths

Modify Attitudes

Broaden Values

Erase Stereotypes

Refine Skills

"CELEBRATE the DIFFERENCES"

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** _____

do you gain skills which you can use immediately in the workplace? **YES** **NO** _____

did 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** _____

provide an overall rating of the trainers in the following categories:

presentation Skills **EXCELLENT** **GOOD** **POOR** _____

knowledge of Subject **EXCELLENT** **GOOD** **POOR** _____

facilitation Skills **EXCELLENT** **GOOD** **POOR** _____

Celebrating Diversity

Evaluation

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

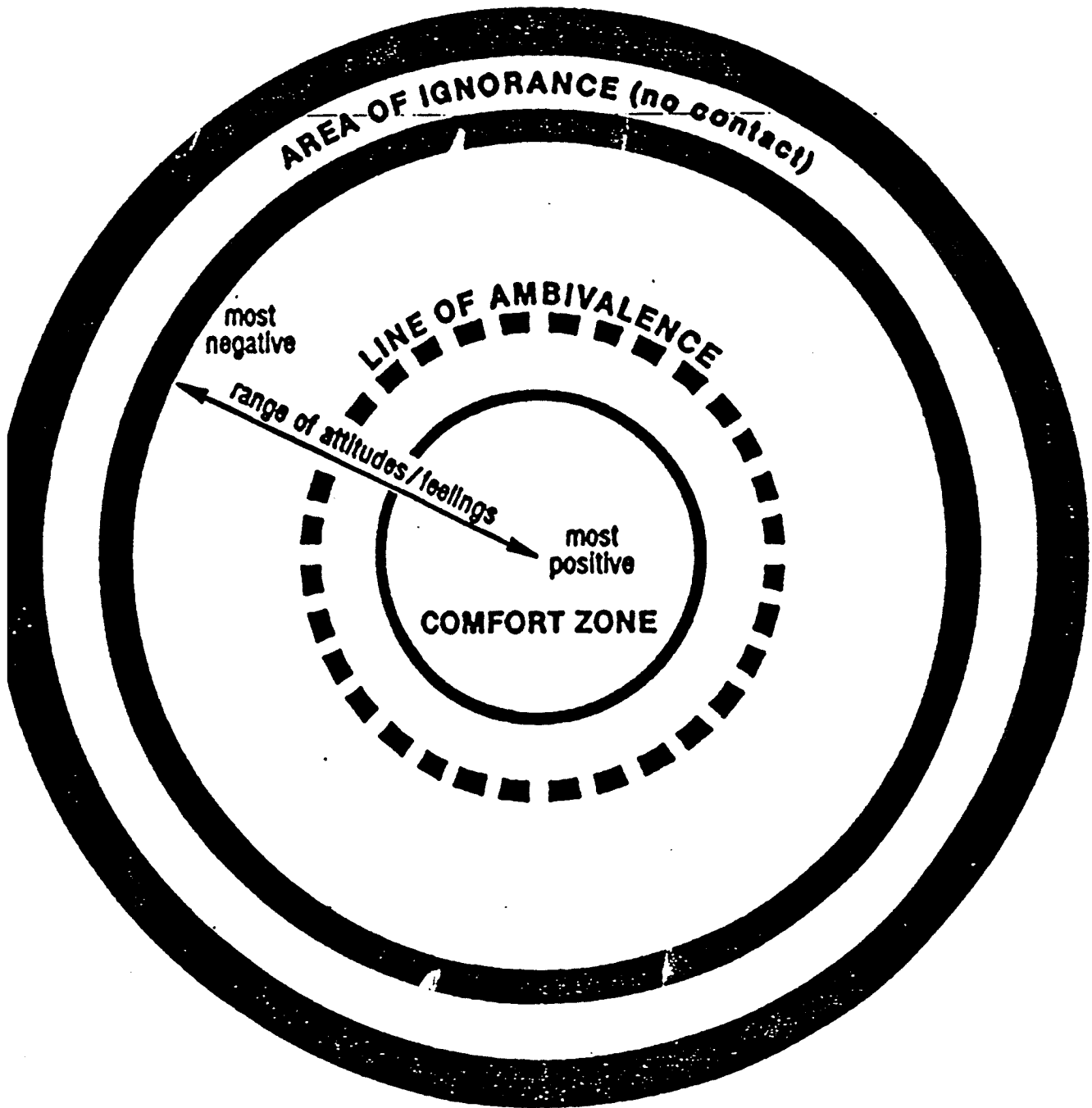
10. What area(s) did you find most useful? Why?

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



BIBLIOGRAPHY

- Allen, Paula Gunn, *The Sacred Hoop*. Boston: Beacon Press, 1986.
- Axtell, Roger E., Ed., *Do's and Taboos Around the World*, 1990, The Parker Pen Co., ISBN 0-87502-241-3
- Cashmore, E. Ellis, *Dictionary of Race and Ethnic Relations*, 1984, Cornwall, T. J. Press, ISBN 0-415-02511-7
- Cheeseboro, James, W., ed. *Gayspeak: Gay Male & Lesbian Communications*, 1981, NY Pilgrim Press, 384 pages ISBN 0-8298-0456-0
- Clark, Septima and Cynthia Stokes Brown. *Ready from Within*. Navarro, CA.: Wild Trees Press, 1986.
- Condon, John C., *Good Neighbors: Communicating with the Mexicans*. Yarmouth ME: Intercultural Press, 1985.
- Cordova, Teresa. *Chicana Voices: Intersections of Class, Race, and Gender*. Austin, TX.: Center for Mexican American Studies, 1986.
- Deloria, Vine. *American Indians, American Justice*. Austin, TX.: University of Texas Press, 1983.
- Dreyfess, Joel and Lawrence III, Charles, *The Bakke Case. The Politics of Inequality*. New York and London: Harcourt, Brace Jovanovich, 1979.
- Farrell, Warren, *Why Men Are the Way They Are*. 1986, NY McGraw-Hill, 404 pages, ISBN 0-07-019974-4
- Giddings, Paula. *When and Where I Enter: The Impact of Black Women on Race and Sex in America*. New York: Bantam Books, 1984.
- Gilligan, Carol. *In a Different Voice*. Cambridge, MA.: Harvard University Press, 1982.
- Hall, Edward T., *Beyond Culture* 1977, Doubleday, 240 pages. Paper ISBN 0-385-12474-0
- Hall, Edward T., *The Hidden Dimension*. 1966, Doubleday, 245 Park Avenue, NY 10017 Paper ISBN 0-385-08476-5
- Hall, Edward T., *The Silent Language*. 1973, Doubleday, 240 pages. Paper ISBN 0-485-05549-8
- Harris, Philip R., and Moran, Robert T., *Managing Cultural Differences*. Golf Publishing Company, P.O. Box 2608, Houston, TX 77001. 609 pages. Paper ISBN 0-087201-161-5
- The Intercultural Press, Inc. P.O. Box 768, Yarmouth Maine puts out a semi-annual catalog of books published by themselves and others which are relevant to a wide variety of multicultural situations.

- Joseph, Gloria & Lewis, Jill. **Common Differences: Conflicts in Black and White Feminist Perspectives.** Boston: South End Press, 1981.
- Kanter, Rosabeth Moss, with Stein, Barry A., **A Tale of "O": On Being Different in an Organization.** NY, Harper & Row, Out of print, available in libraries.
- Katz, Judy. **White Awareness.** Norman, OK: University of Oklahoma Press, 1978.
- Kim, Elaine. **With Silk Wings: Asian American Women at Work.** Oakland, CA.: Asian Women United, 1983.
- Kochman, Thomas, **Black and White Styles in Conflict, 1981,** University of Chicago Press, ISBN 0-226-44954-8
- Kochman, Thomas, **Black and White Styles in Conflict.** University of Chicago Press, 178 pages. Paper ISBN 0-226-44950-6.
- Lakoff, Robin, **Language and Women's Place.** 1975, Harper & Row Paper, 160 pages ISBN 0-06-090-389-4
- Lim, Shirley Geok-lin and Mayumi Tsutakawa, Eds. **The Forbidden Stitch: An Asian American Women's Anthology.** Corvallis, OR.: Calyx Books, 1989.
- LMA, Inc. does consulting and training in managing cultural and gender diversity as a part of their mission "bringing organizations into the future." They are at 365 Melendy Road, Milford, NH 03055.
- Loden, Marilyn, and Judy B. Rosener, **Workforce America! Managing Employee Diversity as a Vital Resource,** 1991, R. R. Donnelley & Sons Co., ISBN 1-55623-386-8
- Minninger, Joan and Dugan, Eleanor, **Make Your Mind Work for You.** 1988, Rodale Press, Emmaus, PA 18049 ISBN 0-87857-782-3
- The National Gay Task Force publishes a wide range of educational materials for both the gay and heterosexual public. Information can be obtained from Suite 1601, 80 Fifth Avenue, NY 10011
- Pharr, Suzanne. **Homophobia: A Weapon of Sexism.** Little Rock, AR.: The Women's Project, 2224 Main Street, Little Rock, AR. 72206, 1989.
- Pusch, Margaret D., Ed., **Multicultural Education: A Cross Cultural Training Approach,** ISBN 0-933662-06-8
- Randall-David, Elizabeth, Ph.D., **Strategies for Working With Culturally Diverse Communities and Clients,** 1989, Washington, D.C., The Association for the Care of Children's Health
- Risser, Rita, **How to Work with Men: The Rita Method for Working Women.** 1984, Rita Risser, 803 Pine Street, Santa Cruz, CA, 64 pages.
- Schaef, Anne Wilson, **Women's Reality: An Emerging Female System in the White Male Society.** 1981, Winston Press, 403 Oak Grove, Minneapolis, MN 55403 169 pages. Paper ISBN 0-86683-753-1

Simons, George, Dr., The Questions of Diversity: Assessment Tools for Organizations and Individuals, 1990, Amherst, MA, ODT, Inc.

Simons, George, Dr., Working Together: How to Become More Effective in a Multicultural Organization, 1989, Los Altos, CA: Crisp Publications, Inc.

Simonson, Rick and Scott Walker, Eds.. Multicultural Literacy. St. Paul, MN.: Graywolf Press, 1988.

Stewart, Edward C., American Cultural Patterns: A Cross-Cultural Perspective. 1972, Intercultural Press, P.O. Box 768, Yarmouth, ME: 04096 104 pages. Paper ISBN 0-933662-01-7

Sue, Derald Wing, and David Sue, Counseling the Culturally Different: Theory and Practice, 1990, John Wiley & Sons, Inc, ISBN 0-471-84269-9

Tannen, Deborah, Ph.D., You Just Don't Understand: Women and Men in Conversation, 1990, First Ballantine Books, ISBN 0-345-37205-0

Thiedermann, Sondra, Ph.D., Bridging Cultural Barriers for Corporate Success: How to Manage the Multicultural Work Force, 1991, NY Lexington Books, ISBN 0-669-21930-4

Valuing Diversity (3 films) Part 3 - "Communicating across Cultures" (Twelve common communication problems resulting from cultural differences). Available from: Copeland Griggs Productions, 302 23rd Ave., San Francisco, CA 94121

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</p> <p>Total: <u>2</u> hrs., <u>30</u> min.</p> <p>Suggested Schedule:</p> <p>Second Day</p> <p>8:00 am - 10:15 am</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:</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</p> <p>(How will objectives be evaluated?)</p> <p>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:

Flipchart & stands 2 Number needed

Chalkboard

16mm Projector
 Film length: ___ min.

Slide Projector
 Type: ___ Carousel
 ___ Tray
 ___ Sound-on-Slide

Screen

Flipchart Pads 2 Number needed

Felt-tip Markers 4 Different colors

Masking Tape (size 1/2") 2 Rolls needed

Videotape Player

Type: ___ 1/2" VHS

___ Other (specify) _____

Videotape length: ___ min.

___ Videotape recorder with camera

TV(s) ___ 23" ___ 27" ___ 33"
 (Indicate size & quantity)

___ VIDEOSHOW

Overhead Projector

___ Computer(s): Quan: 1 or 2

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
	<div data-bbox="480 289 1466 353" style="border: 1px solid black; text-align: center; padding: 5px;">COURSE ORIENTATION</div> <p data-bbox="480 385 1466 704">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 data-bbox="128 736 389 889">Personal - Give background information that is related to the topic and audience.</p> <p data-bbox="128 927 254 959">5 minutes</p>	<p data-bbox="480 736 806 768"><u>Personal Introduction</u></p> <p data-bbox="480 800 1466 1140">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 data-bbox="128 1183 389 1336">Give a situational story-facts- questions that will create interest in the course.</p> <p data-bbox="128 1374 254 1406">5 minutes</p> <p data-bbox="128 1534 356 1598">See vignettes on video.</p>	<p data-bbox="480 1183 789 1215"><u>Interest Introduction</u></p> <p data-bbox="480 1247 1466 1502">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 data-bbox="480 1534 707 1566">PLEASE NOTE:</p> <p data-bbox="480 1598 1466 1757">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.</p> <p>Flip Chart & easel</p> <p>30 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>
<p>2 minutes</p>	<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
	<ol style="list-style-type: none"> 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. 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>Course Objectives</p> <p>Overhead & Handout (HA-1)</p> <p>Overhead Projector</p> <p>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</p> <p>Overhead (HA-2)</p> <p>Overhead Projector</p> <p>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>Creating a Common Understanding</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
<p>Overview Continued</p>	<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>
<p>Review Participants' Expectations</p> <p>3 minutes</p>	<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> <p>Everyone gets a chance to participate.</p> <p>All opinions are accepted.</p> <p>No put downs.</p> <p>What is said here, stays here.</p>

TRAINER NOTES: Time/Material	TRAINER ACTIVITIES OUTLINE
<p>Three key words to be defined:</p> <ul style="list-style-type: none"> Culture Ethnicity Race <p>Handout (HA-5) Overhead</p> <p>Overhead Projector</p> <p>5 minutes</p>	<p>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.</p> <p>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.</p> <p>Culture - The integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values, and institutions of a ethnic, religious or social group.</p> <p>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).</p> <p>Ethnicity - Sharing a strong sense of identity with a particular religious, racial, or national group.</p> <p>Race - As a biological concept, it defines groups of human beings based on a set of genetically transmitted characteristics.</p> <p>Note: The concept of race as a sociocultural concept is being replaced by the more appropriate concept of ethnicity</p> <p>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.</p> <p>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.</p>

RAINER NOTES: Time/Material	TRAINER ACTIVITIES OUTLINE
<p>Culture Heritage exercise</p> <p>One and one-half hours</p> <p>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.

OBJECTIVES

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

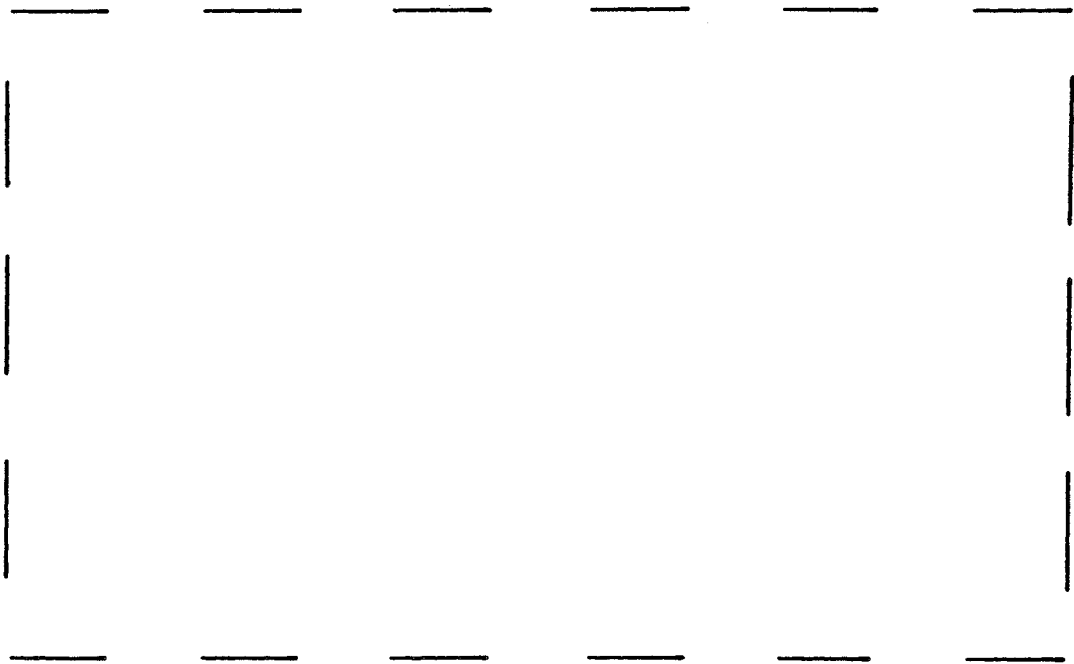
DEVELOPING CULTURAL COMPETENCY

- 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**

GESTALT BOX



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

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

CREATING A COMMON UNDERSTANDING

0 minutes

Refer to Handout -
Parameters of
Culture" (HB-1)

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
<p>Handout (HB-2)</p>	<p>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.</p> <p><u>Example:</u> English is the predominant language.</p> <p>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.</p> <p>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.</p> <p><u>Example:</u> 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.</p> <p>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.</p> <p><u>Example:</u> 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?</p> <p>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.</p> <p><u>Example:</u> 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.</p> <p>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.</p>

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
	<p>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.</p> <p>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.</p> <p>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.</p> <p><u>Example:</u> Privacy is valued in the dominant culture. Ask the group for examples.</p> <p>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.</p> <p><u>Example:</u> Christianity is the religion that has had the most influence in the dominant culture.</p> <p>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.</p> <p><u>Examples:</u> 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.</p> <p>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.</p>

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><u>Examples:</u> 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><u>Example:</u> 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><u>Example:</u> 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>
<p>Refer to Handout</p> <p>"How to Manage Cultural Discomfort" (HB-3)</p> <p>20 minutes</p>	<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
	<p>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.</p> <p>DIVERSITY - A point or respect in which things differ.</p> <p>EMPATHY - Identification with and understanding of another's feelings.</p> <p>ETHNICITY - Sharing a strong sense of identity with a particular religious, racial, or national group.</p> <p>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.</p> <p>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.</p> <p>MONOCULTURAL - The condition of having experience, knowledge, and competence in only one culture.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>POWER - The ability or official capacity to exercise control over others; a person, group, or nation having great influence or control over others.</p> <p>PREJUDICE - Preconceived judgment or opinion; an opinion or</p>

**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.

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.

**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

Time Frame

Total: 3 hrs., min.

Suggested Schedule:

Second Day

1:00 pm - 4:30 pm

Target Population

Criminal Justice Employees

Number of Participants

30

Space Requirement

Large Room

Performance Objectives

Participants will evaluate the impact of cultural perceptions and beliefs on an individual's ability to effectively interact with others by:

1. Identifying what it looks like to be different within an organization and the impact on work relationships.
2. Discussing the impact of the changing workforce and offender populations.
3. Identifying culturally held beliefs about others and experience the impact of those beliefs on relationships.

Evaluation Procedures

(How will objectives be evaluated?)

By the end of the session, participants will have identified how they see themselves and others in their organization.

They also will have a sense of what being "different" and the "same" means to a person.

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"/> 16mm Projector		<u> </u> Other (specify)
Film length: <u> </u> min.		Videotape length: <u> </u> min.
<input type="checkbox"/> Slide Projector		<input type="checkbox"/> Videotape recorder with camera
Type: <input type="checkbox"/> 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 checked="" type="checkbox"/> Masking Tape (size 1/2")	<u> 2 </u> Rolls needed	

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
<p>Tape -</p> <p>1/2" VCR & Monitor</p> <p>"A Tale of O"</p> <p>30 minutes</p> <p>Handout (HC-1)</p>	<div data-bbox="515 303 1500 398" style="border: 1px solid black; padding: 5px; text-align: center;"> WHAT DOES IT MEAN TO BE DIFFERENT IN YOUR ORGANIZATION </div> <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> <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> <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>
<p>Handout - "Organizational Response Level" (HC-13)</p>	<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
<p>Please Note: Please consult the facilitator's material for more specifics on the findings.</p> <p>Handout - "Workforce 2000" (HC-2)</p> <p>15 minutes</p>	<p><u>Workforce 2000</u></p> <p>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.</p> <ol style="list-style-type: none"> 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
Statistics Handout (HC3 - HC8)	<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>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>Overhead Handout (HC-9)</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>

TRAINER NOTES: Time/Material	TRAINER ACTIVITIES OUTLINE
	<p>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. <u>Exercise:</u> 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.</p> <p>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.</p> <p>The people of color would stay in the main room. Have the European Americans leave the room and go to another room.</p> <p><u>Trainer Note:</u> The people of color staying in the main room is planned. Traditionally the person/persons with less power are asked to be inconvenienced.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>When both groups have finished, bring them back together. The instructors share the lists generated by their groups.</p> <p>Discuss with the group:</p> <p>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</p>

**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
	<p>experience this exercise without any interference by the facilitators or participants.</p>
<p>Film - "Prime Time" 20 minutes Homework Assignment</p>	<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>
<p>Exercise - Refer to Handout - "Filling in the Blanks" (HC-10) 10 minutes</p>	<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>