

# ***National 4-H Learning Priorities Equity, Access and Opportunity***

## **Introduction**

While the United States was founded on the principles of equity, access, and opportunity, its history has revealed that these principles have not been applied to all residents. Even today, equity, access, and opportunity are not available to all cultural groups living in the U.S.

For youth development professionals to be successful in our multicultural society, they must have a deep understanding of the impact of limited access and opportunities and inequities on the lives of many cultural groups living in the U.S. today. As we move out of the “melting pot” mentality to a truly pluralistic society, youth development professionals will be more successful with knowledge and skills in the following areas:

1. Cultural self-awareness and adaptability to differences;
2. Intercultural communication to effectively interpret meanings of others; and
3. Effects of power, privilege, and oppression on individuals, groups, communities, and institutions.

Equipped with this set of knowledge and skills, youth development professionals have an opportunity to create environments where equity, access, and opportunity are available to all, thus helping to fulfill the intent of the founding principles of the United States.

## **How to Use these Syllabi**

There are five syllabi for the Equity, Access, and Opportunity learning priorities. The first three -*sensitivity, awareness, and communication*- are the foundation on which the last two -*relevant programming and inclusive organizations*- are then built. In other words, the first three content areas are a prerequisite to learning how to offer relevant programs and build inclusive organizations. Each syllabus is also broken down into three levels: novice, advanced beginner, and practitioner. An experienced trainer may choose to mix and match the learning activities across the content areas in one workshop. The order in which the content is presented, however, is intended to bring the learner along. For example, it is helpful for a learner to become aware of his/ her culture

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(awareness) before learning about communication style differences (communication) but you could teach both concepts in one workshop. The reading and learning activity sections primarily list the subject matter content. In some cases the literature includes written assessment quizzes and other group activities. The literature cited here is written either for a college student audience or a business audience. The trainer will easily be able to adapt the information to a youth development professional audience. Also, the reading and learning activities do not include the detail of exactly how to present the material. This is left to the trainer to add his/her creative teaching ideas. Some of the learning areas could be set up for self-study. The subject matter, however, comes alive in a group setting. A combination of self-study and group work is one method of covering this subject matter.

There is enough training material here to equal about nine semester credits, and yet there is much more that could be covered. For example, these syllabi do not cover the vast material on managing cross-cultural conflict. However, completion of the five content areas of learning in these syllabi will provide the learner with enough knowledge to begin to practice skills in working effectively in a multi-cultural society. The learning in this topic area is a life-long journey.



# Content Area Sensitivity

## Purpose of these Learning Modules

When faced with working with cultural groups other than one's own group, youth development professionals either become hesitant to step out of their comfort zone to work with these different groups, or they move forward offering programs in the same way they work with their traditional groups. Both approaches limit success.

These first modules in sensitivity are designed to provide a foundation for understanding the depth and breadth of the issues which limit equity, access, and opportunity.

## PRKC Competencies

- Personal readiness to work with difference

## Objectives

Novice	Adv. Beginner	Practitioner
		<p>Understand revisionist history and the effect on present day behavior.</p> <p>Become able to seek out and enjoy differences which are beyond one's comfort zone through the practice of mindfulness.</p> <p>Become able to address stereotypical comments from others as they occur.</p> <p><b>Approximate Time:</b> <i>6 hours plus reading time</i></p>



## Knowledge Assessment

0- I know nothing about this

1- I understand the basic concept

2- I can implement this concept with assistance

3- I can implement this concept independently and/or teach it to others

Recognize the impact of privilege, power, and differences and inequality	0	1	2	3
Understand how laws, policies, and practices have historically created and maintained inequalities	0	1	2	3
Know how to address stereotypical comments made by others	0	1	2	3
Entertain multiple perspectives and new ideas introduced through difference	0	1	2	3
Be aware that one's own ethnocentrism is critical to working with cultural groups other than ones own.	0	1	2	3

## Readings and Learning Resources Used in the Sensitivity Modules

Aguilar, L. C. (2006) *Ouch! That Stereotype Hurts: Communicating Respectfully in a Diverse World*. Dallas, TX: The Walk the Talk Company.

Fennimore, B. (1994) Addressing Prejudiced Statements: A Four-Step Method That Works! *Childhood Education*, Summer edition, pp. 202-204.

Gudykunst, W. B. (2004) *Bridging Differences: Effective Intergroup Communication* (4th ed.). Thousand Oaks, CA: Sage Publications.

Johnson, A.G. (2006) *Power, Privilege and Difference* (2<sup>nd</sup> ed.). Boston, MA: McGraw-Hill Companies, Inc.

Langer, E. (1989). *Mindfulness*. Reading: Addison-Wesley.

Schauber, A. C. (2002) *Working with Differences in Communities: A Handbook for Those Who Care About Creating Inclusive Communities*. Corvallis, OR: Oregon State University Extension Service.

Summerfield, E. (1997) *Survival Kit for Multicultural Living*. Yarmouth: Intercultural Press

Takaki, Ronald (2008) *A Different Mirror: A History of Multicultural America* (2<sup>nd</sup> ed.). Back Bay Books.

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Tatum, Beverly Daniel (2003) *"Why Are All The Black Kids Sitting Together in the Cafeteria?" and other Conversations about Race*. New York, NY: Basic Books.

**Additional Resources:**

Langer, E. (1997). *The Power of Mindful Learning*. Reading: Addison-Wesley.

*Yellow Taxi Trainers' Guide*. (1994). National 4-H Council.

*Many Faces, One People, A Multicultural Training Guide* (Rev ed.). (1992). National 4-H Council.

*Teaching the Levees: Lessons from Katrina*. For more information go to: [www.teachingthelevees.com](http://www.teachingthelevees.com)

**Suggested Content Outline**

**Novice Level**

Specific Learning Outcomes	Reading and Learning Activities
<p>Awareness of U.S. Civil Rights laws and how rights were given to only white men first. Gradually other groups were given rights. Homosexual groups still do not have rights.</p> <p>Understanding of a conceptual framework of issues of privilege, power, and difference in the U.S. and how each of us is connected to these</p>	<p>Secure a copy of the civil rights laws, acts, and amendments from your affirmative action office or the office that monitors civil rights compliance. Laws include Declaration of Independence (1776), Constitutional Amendment V (1791), Constitutional Amendment XIV (1868), Civil Rights Act of 1866, Constitutional Right to Vote (1870) amended (1920), Civil Rights Act of 1964, Age Discrimination Act (1975), Title IX Education Amendment (1972), Americans with Disabilities Act (1990).</p> <p>Review the laws and discuss who received what rights in what years. Discuss what groups do not yet have rights according to the law.</p> <p>Read and discuss Alan Johnson's book on <i>Power, Privilege and Difference</i>.</p>

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issues.  Recognize stereotypes and their effects. Use guidelines to avoid stereotypes and use more inclusive language.	Review and complete exercises in Aguilar's <i>Ouch! That Stereotype Hurts</i> pp. 9-30.
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***Advanced Beginner Level***

<b>Specific Learning Outcomes</b>	<b>Reading and Learning Activities</b>
<p>Experience situations with more than one right answer. Recognize that we use “either-or” thinking and that “both-and” thinking is more inclusive.</p> <p>Awareness of what ethnocentrism is, how ethnocentric you are, and how that effects readiness to work with differences.</p> <p>Recognize need for dialogue about divisive issues that we are afraid to talk about.</p>	<p>Read and complete exercises in Schauber's <i>Working with Differences in Communities</i>, pp. 47-63.</p> <p>Read and complete self-assessments in Gudykunst's <i>Bridging Differences</i> book, pp. 106-110, 116-119. Discuss ethnocentrism and its effect on working with others effectively.</p> <p>Reading/discussion and practice based on Tatum's argument for dialogue in “<i>Why Are All the Black Kids Sitting Together...</i>” Chapter 10, pp.193-206.</p> <p>Discuss the “paralysis stage” of speaking with others who are culturally different from you. Present the pros and cons of not saying what you would like to say for fear of offending the other.</p>



## Practitioner Level

Specific Learning Outcomes	Reading and Learning Activities
<p>Recognize that “new voices” come forward in a multicultural society and this creates a dynamic tension when we use “either-or” thinking.</p> <p>Understand what “mindfulness” is and how to practice “mindfulness.”</p> <p>Have a technique to use when responding to stereotypical comments.</p>	<p>Read and discuss Chapters 8-10 (pp. 55-76) in Summerfield’s Survival Kit for Multicultural Living book.</p> <p>Consider how we can affect thinking if we use a “both-and” paradigm.</p> <p>Read Takaki’s <i>Different Mirror</i> to add to your knowledge of U.S. History, pp. 428.</p> <p>Read, discuss, and/or present what mindfulness is, how to practice it, and how to use mindfulness to step outside of your comfort zone. Use Langer’s book, <i>Mindfulness</i> as the reference.</p> <p>Present and practice one or two of the techniques outlined in the following: Aguilar’s <i>Ouch!</i> Book, pp. 45-60 and Fennimore’s <i>Addressing Prejudiced Statements</i> article.</p>



# Content Area Awareness

## Purpose of these Learning Modules

One of the essential keys to effectively working with differences is to become aware of yourself as a person with a culture and to bring your own culture into your conscious awareness. According to Edward T. Hall, the father of intercultural communication, culture controls everything we do. Bringing our own culture into our conscious awareness is an ongoing process. At the same time, we learn that others come from cultures different from our own and that they are equally valid.

Once we become aware of ourselves as cultural beings, then the next steps are to explore ways that we can be most effective in making a difference in equity, access, and opportunity issues within our sphere of influence.

## PRKC Competencies

- Effect of culture on self and others
- How to be powerful as a cultural being

## Objectives:

Novice	Adv. Beginner	Practitioner
Understand your own cultural/social identities and how they shape your worldview and communication style.  Understand that the only person you can change is yourself.	Understand effects of limiting your own personal power and how to step into more of your personal power.	Ability to apply personal leadership principles and practices in daily life.
<b>Approximate Time:</b> 4 hours	<b>Approximate Time:</b> 1 or 2 days plus reading time	<b>Approximate Time:</b> 2 days plus reading time

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### Knowledge Assessment

0- I know nothing about this

1- I understand the basic concept

2- I can implement this concept with assistance

3- I can implement this concept independently and/or teach it to others

Identify how one's own culture affects personal values, beliefs, behaviors, and perceptions.	0	1	2	3
Use personal leadership skills to make a difference in equity, access, and opportunity issues.	0	1	2	3

### Readings and Learning Resources Used in the Awareness Modules

Broom, M. and D.Klein.(1999). *Power: The Infinite Game*. Sea Otter Press.

Gardenswartz, L., and A. Rowe. (2002). *Diverse Teams at Work: Capitalizing on the Power of Diversity*. Alexandria, VA: Society for Human Resource Management.

Schaetti, B. F., S.J. Ramsey, and G.C. Watanabe. (2008). *Making a World of Difference. Personal Leadership: A Methodology of Two Principles and Six Practices*. Seattle: Flying Kite Productions.

Schauber, A. C. (2002). *Working with Differences in Communities: A Handbook for Those Who Care About Creating Inclusive Communities*. Corvallis, OR: Oregon State University Extension Service.

### Additional Resources:

Aronson, E. (2002). *Nobody Left to Hate: Teaching compassion after Columbine*. New York: W. H. Freeman. (A brief introduction to the "jigsaw classroom," a strategy to build an inclusive learning environment in a classroom setting.)

Aronson, E. & Patnoe, S. (1997). *The Jigsaw Classroom: Building cooperation in the classroom* (2<sup>nd</sup> ed.). New York: Addison Wesley Longman. (A presentation of evidence from research and practice of a pedagogical strategy, the "jigsaw classroom," that promotes intercultural contact and understanding in a classroom setting.)

Cortes, C. E. (2002). *The making and remaking of a multiculturalist*. New York, NY: Teachers College Press.

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Gardener, H. (1995). *Leading minds: An anatomy of Leadership*. New York, NY:Basic Books.

Kohls, R.L. and J.M. Knight. (1994). *Developing Intercultural Awareness: A Cross-Cultural Training Handbook (2<sup>nd</sup> ed.)*. Yarmouth, ME: Intercultural Press.

Singelis, T. M., ed. (1998). *Teaching About Culture, Ethnicity, and Diversity: Exercises and Planned Activities*. Thousand Oaks, CA: Sage, 1998.

## Suggested Content Outline

### Novice Level

Specific Learning Outcomes	Reading and Learning Activities
<p>Understand what culture is.</p> <p>Recognize your own cultural/social identities and how they affect your contribution to a work team.</p> <p>Understand that you have the ability to work more effectively with differences by bringing your own cultural norms, beliefs, and values into your conscious awareness.</p>	<p>Present/read and do exercises in Chapter 2, Similar Differences in Gardenswartz's <i>Diverse Teams at Work</i>, pp. 31-65.</p> <p>Read Chapter 2, in Schauber's <i>Working with Differences</i> and reflect on "the only person you can change is yourself."</p>

### Advanced Beginner Level

Specific Learning Outcomes	Reading and Learning Activities
<p>Understand effects of power when it is a finite game and when it is an infinite game.</p> <p>Tap into more of yourself as a powerful person by owning your shadow.</p>	<p>Trainer presents or learner reads Chapters 1 and 2 in Broom's <i>Power, The Infinite Game</i>, pp. 1-44. Discuss how power is used in the workplace to include and exclude others. Explore how working with power from an infinite perspective creates more inclusive environments.</p> <p>Do the Shadow exercise in Broom's book on pp. 138-140.</p>

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## Practitioner Level

Specific Learning Outcomes	Reading and Learning Activities
Understand what personal leadership is and how it is a key to changing yourself.	Study the two principles and six practices described in Schaetti's <i>Personal Leadership</i> book, p.192. (Schaetti and Watanabe offer two day <i>Personal Leadership Seminars</i> . Find out more at <a href="http://www.plseminars.com">www.plseminars.com</a> .)
Complete a personal vision for yourself.	Write a personal vision after reading Chapter 6 in <i>Personal Leadership</i> , pp. 101-118.
Know and practice the two principles and six practices of personal leadership.	Practice the critical moment dialogue, first with a partner and then on your own with real situations that you are facing. Questions for the dialogue and how to practice it are found in Schaetti's book, pp. 131-136.



# Content Area Communication

## Purpose of these Learning Modules

People from cultures different from our own have learned a different set of values, beliefs, and norms which also affect their styles of communication. It is essential to understand these differing values and styles in order to correctly understand intended meaning. We also need to learn how to adapt our own communication style so that we are correctly understood by others.

## PRKC Competencies

- Understanding cultural communication style differences, cultural value differences, and cultural differences in time and space
- Applying intercultural communication skills in interactions with others

## Objectives:

Novice	Adv. Beginner	Practitioner
<p>Understand intercultural communication as a process.</p> <p>Understand how culture communicates.</p> <p>Become aware of ways to communicate with non- and limited-English speakers.</p> <p><b>Approximate Time:</b> <i>3 hours plus reading</i></p>	<p>Understand the difference between an independent and interdependent sense of self and how that affects communication styles.</p> <p>Recognize differing concepts of time and space and how they communicate meaning.</p> <p>Recognize differing cultural modes of communication and how they affect meaning.</p> <p><b>Approximate Time:</b> <i>10 hours plus reading</i></p>	<p>Understand and learn how to work with differing cultural values and how they drive behavior.</p> <p>Practice receiving and providing effective feedback to check for mutual understanding.</p> <p>Apply intercultural communication skills in interactions with others.</p> <p><b>Approximate Time:</b> <i>8 hours</i></p>



## Knowledge Assessment

0- I know nothing about this

1- I understand the basic concept

2- I can implement this concept with assistance

3- I can implement this concept independently and/or teach it to others

Recognize the impact of cultural characteristics on intercultural communication.	0	1	2	3
Understand and apply intercultural communication skills in interactions with others.	0	1	2	3

## Readings and Learning Resources Used in the Communication Modules

Gardenswartz, L., A. Rowe, P. Digh, and M. Bennett. (2003). *The Global Desk Reference: Managing an International Workforce*. San Francisco: John Wiley and Sons.

Gardenswartz, L., and A. Rowe. (1998). *Managing Diversity: A Complete Desk Reference and Planning Guide* (Rev. ed.). New York, NY: McGraw-Hill.

Gudykunst, W. B. (2004) *Bridging Differences: Effective Intergroup Communication* (4th ed.). Thousand Oaks, CA: Sage Publications.

Hall, E.T. (1981) *The Silent Language*. New York, NY: Doubleday.

Nisbett, R. E. (2003) *The Geography of Thought: How Asians and Westerners Think Differently . . . and Why*. New York, NY: Free Press.

Russo, K. (Ed.). (2000). *Finding the Middle Ground: Insights and Applications of the Value Orientations Method*. Yarmouth, ME: Intercultural Press.

Stringer, M. D., and P. A. Cassiday. (2003) *52 Activities for Exploring Value Differences*. Yarmouth, ME: Intercultural Press.

Ting-Toomey, S., and L. C. Chung. (2005). *Understanding Intercultural Communication*. Los Angeles, CA: Roxbury.

## Additional Resources

Hofstede, G., and G. J. Hofstede. (2005). *Cultures and Organizations: Software of the Mind*. New York, NY: McGraw-Hill.

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Hofstede, G. J., P. B. Pedersen, and G. H. Hofstede. (2002). *Exploring Culture: Exercises, Stories and Synthetic Cultures*. Yarmouth, ME: Intercultural Press.

Peterson, B. (2004) *Cultural Intelligence: A Guide to Working with People from Other Cultures*. Yarmouth, ME: Nicholas Brealey (Intercultural Press).

Samovar, L. A., and R. E. Porter. (2004). *Communication Between Cultures* (5th ed.). Belmont, CA: Wadsworth.

Seelye, H. N. (Ed.). (1996). *Experiential Activities for Intercultural Learning*. Vol. 1. Yarmouth, ME: Intercultural Press.

Teaching the Levees: Lessons from Katrina. Retrieve from [www.teachingthelevees.com](http://www.teachingthelevees.com)

Triandis, H. C. (1995). *Individualism and Collectivism*. Boulder, CO: Westview.

## Suggested Content Outline

### Novice Level

Specific Learning Outcomes	Reading and Learning Activities
Know what intercultural communication is and what an effective intercultural communicator does.	Trainer presents or learner reads and completes activities in Ting-Toomey's <i>Understanding Intercultural Communication</i> , pp. 37-49.
Understand how culture communicates an organizing pattern of which we may not be consciously aware.	Read and discuss Chapters 5 and 8 in Hall's <i>Silent Language</i> , pp. 97-104; 119-139. ( <i>This book was written in 1959. The reader will immediately notice how Hall refers to man throughout his narrative. This is one example of how our culture has changed since 1959.</i> )
Understand the norms which lead to miscommunication with non- and limited-English speakers.	Read/discuss/practice tips in Gardenswartz's <i>Managing Diversity</i> , pp. 58-79.
Understand how to work through your assumptions and frustrations with non- and limited-English speakers.	
Know techniques to communicate more effectively with non- and limited-English speakers.	

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## Advanced Beginner Level

Specific Learning Outcomes	Reading and Learning Activities
<p>Understand the difference between the Western and non-Western self.</p> <p>Know your own sense of independent and interdependent self.</p> <p>Understand how time is perceived differently in other cultures and how you perceive time.</p> <p>Understand how we structure time in the U.S. to have cultural meaning.</p> <p>Understand how we use space to communicate meaning and how this varies by cultures.</p> <p>Understand difference between low- and high-context communication.</p> <p>Understand that individualists communicate more directly and collectivists communicate more indirectly.</p> <p>Understand that individualists are more self-face oriented and collectivists are more other-face oriented in relationship development.</p> <p>Understand that non-verbal rules vary across cultures.</p> <p>Understand how to communicate effectively across these differences.</p> <p>Understand your own style preferences.</p>	<p>Trainer presents and discusses or learner reads, reflects, and completes activities in Ting-Toomey's <i>Understanding Intercultural Communication</i>, pp. 75-82. Read Nisbett's <i>Geography of Thought</i>, Chapter 3, pp.47-77.</p> <p>Read and discuss Chapters 1, 9, and 10 in Hall's <i>Silent Language</i>, pp. 1-19; 140-161; And 162-185. Take self-assessment quiz in Gudykunst's <i>Bridging Differences</i>, p. 191.</p> <p>Trainer presents and discusses or learner reads, reflects, and completes activities in Ting-Toomey's <i>Understanding Intercultural Communication</i>, pp. 168-226.</p> <p>Take the <i>Cross-Cultural Style Inventory</i> in Gardenswartz's <i>Global Diversity Desk Reference</i>, pp. 150-154.</p>



## Practitioner Level

Specific Learning Outcomes	Reading and Learning Activities
<p>Understand eight value patterns that explain differences between cultures.</p> <p>Know your own cultural values.</p> <p>Understand ten tips for giving constructive feedback in intercultural interactions.</p> <p>Practice receiving and using feedback skills.</p> <p>Use a feedback checklist for managers.</p> <p>Understand what intercultural communication competence is.</p> <p>Understand your own need for predictability and to manage anxiety.</p> <p>Assess the extent of your own knowledge of another culture (your choice).</p> <p>Understand your own tolerance for ambiguity.</p> <p>Understand the extent of your cross-cultural empathy.</p> <p>Understand your ability to adapt your behavior to different cultures.</p>	<p>Trainer presents and discusses or learner reads, reflects, and does activities in Ting-Toomey's <i>Understanding Intercultural Communication</i>, pp. 51-75. For supplemental exercises and examples, review Russo, Hofstede (both books), and Stringer.</p> <p>Discuss and practice giving feedback based on Gardenswartz's <i>Managing Diversity</i>, pp. 79-91.</p> <p>Trainer presents and discusses or learner reads, reflects, and does assessments in Gudykunst's <i>Bridging Differences, Chapter 7, pp. 205-243</i>.</p> <p>Complete application instructions on p. 242 in Gudykunst's <i>Bridging Differences</i>.</p>



# Content Area

## **Relevant Programming**

### **Purpose of these Learning Modules**

The 4-H Youth Development curriculum was initially developed to meet the needs of predominately white communities. With the addition of Extension programs through the historically Black 1890 institutions, the curriculum was adapted to meet the needs of a predominately African-American audience. Over the years, Extension has also worked with Native American groups and the many Asian-American groups such as Chinese, Japanese, Korean, Vietnamese, and Hmong. We have states and territories, such as Hawaii and Puerto Rico, where working with a non-white population is the norm.

As a result of continuing demographic shifts, we now have many new ethnic groups to serve, the largest of which is the Latino audiences, who come from many different cultural backgrounds. Communities throughout the U.S. also have many new immigrant groups from Eastern Europe to Korea and India. Additionally, people of cultures defined by characteristics other than ethnicity, such as gay culture and deaf culture, live in our communities. The purpose of these learning modules is to provide information on ways to adapt your program planning and implementation process to be relevant to the many differing cultural groups in your communities.

### **PRKC Competencies**

- Asset-based needs assessment
- Culturally relevant program design and implementation
- Collaboration with cultural insiders



## Objectives

Novice	Adv. Beginner	Practitioner
<p>Understand asset-based needs assessment.</p> <p>Understand how to build relationships of trust and mutual respect with many different cultural groups.</p> <p>Ability to seek out and work with cultural insiders.</p> <p><b>Approximate Time:</b> 5 hours</p>	<p>Understanding cultural specific differences between you and the group you want to serve.</p> <p><b>Approximate Time:</b> 6 hours or many more</p>	<p>Develop ability to market to diverse audiences.</p> <p>Develop ability to apply effective communication skills to program design, implementation, and evaluation.</p> <p><b>Approximate Time:</b> 3 hours</p>

## Knowledge Assessment

**0-** I know nothing about this

**1-** I understand the basic concept

**2-** I can implement this concept with assistance

**3-** I can implement this concept independently and/or teach it to others

Conduct asset-based needs assessment	0	1	2	3
Know strategies for building relationships of trust and mutual respect with different cultural groups	0	1	2	3
Adapt programs to make them relevant for different cultural groups	0	1	2	3

## Readings and Learning Resources Used in the Relevant Programming Modules

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Gardenswartz, L., A. Rowe, P. Digh, and M. Bennett. (2003). *The Global Desk Reference: Managing an International Workforce*. San Francisco: John Wiley and Sons.

Gardenswartz, L., and A. Rowe. (2002). *Diverse Teams at Work: Capitalizing on the Power of Diversity*. Alexandria, VA: Society for Human Resource Management.

Guion, L. et al. (2003). *Strengthening Programs to Reach Diverse Audiences*. Gainesville: University of Florida.

Summerfield, E. (1997). *Survival Kit for Multicultural Living*. Yarmouth, ME: Intercultural Press.

Summerfield, E. and S. Lee. (2006). *Seeing the Big Picture: A Cinematic Approach to Understanding Culture in America (Rev. ed.)*. Ann Arbor: University of Michigan Press.

### **Additional Resources**

4-H Youth Development, Michigan State University Extension. *Partnerships for Positive Youth Development*. For more information go to <http://web1.msue.msu.edu/4h/diversity/ppyd.html>

Kochman, T. (1981). *Black and White: Styles in Conflict*. Chicago, IL: University of Chicago Press.

Intercultural Press for other cultural specific titles,  
[www.interculturalpress.com](http://www.interculturalpress.com)

[King, from Atlanta to the Mountain Top](#)-an audio recording of the highlights of the civil rights movement. For ordering information go to <http://www.kingprogram.net/>

Teaching the Levees: Lessons from Katrina. Retrieve from [www.teachingthelevees.com](http://www.teachingthelevees.com)



## Suggested Content Outline

### Novice Level

Specific Learning Outcomes	Reading and Learning Activities
<p>Understand what assets assessment is.</p> <p>Understand how to use needs assessment and assets assessment together.</p> <p>Complete an inventory process to identify assets.</p> <p>Analyze how to use assets assessment in diverse communities.</p>	<p>Trainer presents and discusses or learner reads, reflects, and does activities in Guion's <i>Strengthening Programs, Unit 4, pp.126-160.</i></p>
<p>Understand strategies to connect with cultural groups different from your own.</p>	<p>Trainer presents and discusses or learner reads, reflects, and does group activities in Guion's <i>Strengthening Programs, Unit 2, pp.47-56.</i></p>
<p>Understand the importance of cultural informants.</p>	<p>Discuss in Gardenswartz's <i>Global Diversity Desk Reference</i>, the information on cultural informants, pp. 184-185.</p> <p>Give examples of the effectiveness of cultural informants from your own experience.</p>

### Advanced Beginner Level

Specific Learning Outcomes	Reading and Learning Activities
<p>Gain greater understanding of a specific cultural group through reading, journaling, viewing a feature film, and</p>	<p>Read/watch films/discuss/complete activities for cultural specific groups of your interest in Summerfield's <i>Seeing</i></p>

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<p>going out on a “cultural backpacking” adventure.</p> <p>The following choices are available in Summerfield’s book:</p> <ul style="list-style-type: none"> <li>• Native-American</li> <li>• African-American</li> <li>• Chinese-American</li> <li>• Mexican-American</li> <li>• Irish-American</li> <li>• Muslim-American</li> <li>• Gay Culture</li> <li>• Deaf Culture</li> <li>• Four Cultures (in one film): African-American; Jewish; Mexican-American; Vietnamese-American.</li> </ul>	<p><i>the Big Picture.</i></p> <p>Go on an adventure after reading Summerfield’s chapter on Multicultural Backpacking, in <i>Survival Kit</i>, pp.121-126.</p>
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### Practitioner Level

Specific Learning Outcomes	Reading and Learning Activities
<p>Understand personal ethnic marketing techniques.</p> <p>Understand relationship marketing techniques.</p> <p>Understand how to connect with the people you serve.</p> <p>Understand how to balance what you present with what you draw out of your students.</p>	<p>Trainer presents and discusses or learner reads, reflects and does group activities in Guion’s <i>Strengthening Programs, Unit 3</i>, pp.69-119.</p> <p>Trainer presents and discusses or learner reads, reflects, and does group activities in Guion’s <i>Strengthening Programs, Unit 5</i>, pp.162-183.</p>



# *Content Area*

## ***Inclusive Organizations***

### **Purpose of these Learning Modules**

One of the most effective ways to meet the needs of differing cultural groups is to hire a professional from the cultural group you want to serve. The cultural insider understands his/her cultural group in a way that an outsider will never fully understand. At the same time, this professional may find the culture of the organization that he/she now works for a bit confusing and uncomfortable. Navigation inside the organization can become difficult.

An inclusive organization is one in which all staff, volunteers, and clients are able to bring out their gifts and talents in an environment which is open and welcoming. Organizational policies and practices are supportive of an open and welcoming environment. A relationship of trust exists among staff, volunteers, and clients. Intercultural communication skills are practiced effectively. Conflict across cultures is managed wisely. There is an atmosphere of ongoing learning. These modules introduce skills and practices for inclusive organizations.

### **PRKC Competencies**

- Knowledge and skills to build trust and relationships across cultural boundaries
- Awareness of organizational cultural norms and values
- Skills to adapt organizational culture to include other cultural values and norms



## Objectives

Novice	Adv. Beginner	Practitioner
<p>Understand the dynamics of diverse work groups.</p> <p>Understand the dynamic of time in building trust and relationships.</p> <p>Recognize your organizational culture's values, norms, and beliefs.</p> <p><b>Approximate Time:</b> 8 hours</p>	<p>Develop the ability to use non-blaming common language to talk about issues of difference.</p> <p>Explore your own triggers in cross-cultural interactions.</p> <p><b>Approximate Time:</b> 5 hours</p>	<p>Develop the ability to run effective multicultural meetings.</p> <p>Develop the ability to build effective multicultural work teams.</p> <p>Develop the ability to recruit a diverse staff and volunteers.</p> <p><b>Approximate Time:</b> 18 hours</p>

## Knowledge Assessment

0- I know nothing about this

1- I understand the basic concept

2- I can implement this concept with assistance

3- I can implement this concept independently and/or teach it to others

Understand the dynamics of diverse work groups	0	1	2	3
Identify your organizational culture's values, norms, and beliefs	0	1	2	3
Know your own triggers in cross-cultural interactions	0	1	2	3
Recruit a diverse staff and volunteers.	0	1	2	3



## **Readings and Learning Resources Used in the Inclusive Communities Modules**

Ellison, S. (2002). *Taking the War Out of Our Words: The Art of Powerful Non-Defensive Communication*. Berkeley, CA: Bay Tree.

Gardenswartz, L., A. Rowe, P. Digh, and M. Bennett. (2003). *The Global Desk Reference: Managing an International Workforce*. San Francisco: John Wiley and Sons.

Gardenswartz, L., and A. Rowe. (2002). *Diverse Teams at Work: Capitalizing on the Power of Diversity*. Alexandria, VA: Society for Human Resource Management.

Gardenswartz, L., and A. Rowe. (1998) *Managing Diversity: A Complete Desk Reference and Planning Guide*. Rev. ed. New York, NY: McGraw-Hill.

Tatum, B.D. (1999) *“Why Are All the Black Kids Sitting Together in the Cafeteria?” and Other Conversations About Race*. New York, NY: Basic Books.

Thomas, R. R. Jr. (1999) *Building a House for Diversity*. New York, NY: American Management Association.

### **Additional Resources**

Cox, T., Jr. (2001) *Creating the Multicultural Organization: A Strategy for Capturing the Power of Diversity*. San Francisco, CA: Jossey-Bass.

LeBaron, M. (2003) *Bridging Cultural Conflicts: A New Approach for a Changing World*. San Francisco, CA: Jossey-Bass.

Stephan, W. G., and C. W. Stephan. (2001). *Improving Intergroup Relations*. Thousand Oaks, CA: Sage.



## Suggested Content Outline

### Novice Level

Specific Learning Outcomes	Reading and Learning Activities
<p>Understand the characteristics of an effective diverse team and how that differs from a mainstream American team.</p> <p>Understand the dynamic reality of the challenges and considerations in building an effective multicultural team.</p>	<p>Trainer presents and discusses or learner reads, reflects, and takes assessments in Gardenswartz's <i>Diverse Teams</i>, Chapters 1 and 10, pp.17-30;235-240. Discuss how the dynamics described here apply to your situation.</p>
<p>Understand helps and hindrances in building trust with culturally different others.</p>	<p>Trainer presents and discusses or learner reads, reflects and does exercises in Gardenswartz's <i>Diverse Teams</i>, Chapter 5, pp.109-130.</p>
<p>Understand the balance between individual and group work.</p>	
<p>Understand the greater the trust, the greater the satisfaction and productivity of the group.</p>	
<p>Understand that organization's have their own cultures.</p>	<p>Read Thomas's fable aloud in <i>Building a House for Diversity</i>, Chapter 1, pp. 3-9. Discuss how this applies to your organization.</p>
<p>Describe your organization's culture.</p>	
<p>Understand that to create an inclusive organization, the organizational culture has to expand.</p>	<p>What part of your organization fits the giraffe? What does it need to fit the elephant?</p> <p>Review pp. 31-41 in Gardenswartz's <i>Managing Diversity</i>. Consider your organization's culture while completing worksheet on p. 38.</p>



### Advanced Beginner Level

Specific Learning Outcomes	Reading and Learning Activities
<p>Frame questions which</p> <ul style="list-style-type: none"> <li>• Check your own assumptions,</li> <li>• Explore contradictions,</li> <li>• Explore emotions and beliefs,</li> <li>• Clarify attitudes and intentions, and</li> <li>• Clarify non-verbal cues.</li> </ul> <p>Identify your own “button pushers” in cross-cultural interactions.</p> <p>Recognize the cultural basis for these behaviors.</p> <p>Take steps toward moving beyond these triggers.</p>	<p>Read/discuss/practice conversations using Ellison’s <i>Taking the War Out of Our Words</i>, pp.106-125.</p> <p>Trainer presents and discusses or learner reads, reflects, and does exercises in Gardenswartz’s <i>Managing Diversity</i>, pp. 42-47.</p> <p>Complete exercise on p.71 of Aguilar’s book, <i>Ouch! That Stereotype Hurts</i>.</p>

### Practitioner Level

Specific Learning Outcomes	Reading and Learning Activities
<p>Understand how cross-cultural norms affect meetings.</p> <p>Evaluate your multicultural meeting effectiveness.</p> <p>Use a structure for effective multicultural meetings.</p> <p>Understand what the characteristics of an effective multicultural team are.</p> <p>Understand the impact of cultural values and norms on team functioning.</p>	<p>Trainer presents and discusses or learner reads, reflects, and does exercises in Gardenswartz’s <i>Managing Diversity</i>, pp.151-191.</p> <p>Trainer presents and discusses or learner reads, reflects, and does exercises in Gardenswartz’s <i>Managing Diversity</i>, pp. 99-150.</p>

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<p>Assess the need to build team cohesiveness.</p> <p>Understand how to neutralize the employee/volunteer application process.</p> <p>Understand how to find a diverse staff and volunteers.</p> <p>Understand how to conduct a culturally-relevant interview for a new staff member or volunteer.</p> <p>Build and sustain effective teams.</p> <p>Examine and practice how your organization can more effectively partner with other multicultural organizations.</p>	<p>Trainer presents and discusses or learner reads, reflects, and does exercises in Gardenswartz's <i>Managing Diversity</i>, pp. 314-345. Adapt the information and exercises to your specific situations.</p> <p>Trainer shares examples of schematic drawings or diagrams of partnerships and explains multicultural aspects of their design, composition, and relationships.</p> <p>Record and document multicultural team rosters and list what makes them effective.</p> <p>Develop, carryout, and evaluate action plans for partnering with appropriate multicultural organizations. Articulate what makes the partnership necessary and relevant.</p>
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