

LTCO Presents

Diversity Awareness Training



MISSOURI LTCOP

DEFINITIONS

Diversity: composed of distinct or unlike elements or qualities.

Culture: the customary beliefs, social forms, and material traits of a racial, religious, or social group; the set of shared attitudes, values, goals, and practices that characterizes a company or corporation.

*Groups we belong to and have no choice: gender, race, national origin

*Groups we choose to belong to such as location or religion

Race: a class or kind of people unified by community of interests, habits, or characteristics such as skin tone or bone structure.

Ethnicity: of or relating to large groups of people classed according to common racial, national, tribal, religious, linguistic, or cultural origin or background.

Gender: the behavioral, cultural, or psychological traits typically associated with one sex.

Mental Health: the successful performance of mental function, resulting in productive activities, fulfilling relationships with other people and the ability to adapt to change and cope with adversity; from early childhood until late life, mental health is the springboard of thinking and communications skills, learning, emotional growth, resilience and self-esteem.

Global Diversity Worksheet

The population on the earth exceeds 6 billion. Grasping information of such huge numbers of people is difficult. But, if the world's population was shrunk to 100 people, and those 100 people mirrored the world as it is today, how would the 100 be distributed?

Consider this information taken from a United Nations survey.

There would be _____ Asians, _____ Europeans, _____ North Americans, _____ Central & South Americans, and _____ Africans.

_____ of the 100 would be non-white; _____ would be white.

_____ of the 100 would be non-Christian; _____ would be Christian.

_____ % of the entire village's wealth would be in the hands of _____ people and all _____ would be citizens of the United States.

_____ would be unable to read. And _____ would suffer from malnutrition. _____ would live in substandard housing.

Only _____ of 100 would have a university education.

Do any of the numbers on this survey surprise you? If so, which ones.

Why is this information important?

How will you use this information?

The Elderly Population

FRANK B. HOBBS

The elderly population increased elevenfold between 1900 and 1994; the nonelderly increased only threefold.

In this century, the rate of growth of the elderly population (persons 65 years old and over) has greatly exceeded the growth rate of the population of the country as a whole. The elderly increased by a factor of 11, from 3 million in 1900 to 33 million in 1994. In comparison, the total population, as well as the population under 65 years old, tripled. Under the Census Bureau's middle series projections, the number of persons 65 years old and over would more than double by the middle of the next century to 80 million. About 1 in 8 Americans were elderly in 1994, but about 1 in 5 would be elderly by the year 2030.¹

The oldest old is the fastest growing segment of the elderly population.

The oldest old (persons 85 years old and over) are a small but rapidly growing group, comprising just over 1 percent of the American population in 1994. This population comprised 3.5 million persons in 1994, 28 times larger than in 1900. From 1960 to 1994, this group increased 274 percent, compared with an increase of 100 percent for persons 65 years old and over, and an increase of 45 percent for the total population. Overall, the oldest old are projected to be the fastest growing part of the elderly population into the next century.

As age increases, the sex ratio decreases.

Perhaps no feature of the oldest old is as striking as their sex ratio (the number of males per 100 females), which was 39 in 1994 (982,000 males and 2.5 million females). The sex ratio in the United States was 44 for persons 85 to 89 years old, and only 26 for persons 95 to 99 years old. In comparison, the sex ratio was 82 for persons 65 to 69 years old.

The racial and ethnic diversity among the elderly is expected to increase in the future.

Of the Nation's elderly in 1994, about 29.8 million were White; 2.7 million were Black; 137,000 were American Indian, Eskimo, and Aleut; 615,000 were Asian and Pacific Islander; and 1.5 million were of Hispanic origin.² We expect the elderly population to become even more racially and ethnically diverse in the future. Hispanic elderly would increase from less than 4 percent of the total elderly population in 1990 to 16 percent by the middle of the next century. The percent Black of the total elderly population also would increase during the coming decades. Excluding the Hispanic population from the race categories, the Black non-Hispanic proportion of the elderly population by the middle of the next century would be 10 percent, the White non-Hispanic proportion 67 percent, and the Asian and Pacific Islander proportion 7 percent.

The proportion elderly within each of the four major race groups and the Hispanic origin population is expected to substantially increase during the first half of the 21st century. From 1990 to 2050, the proportion elderly would increase from 13 to 23 percent for Whites; from 8 to 14 percent for Blacks; from 6 to 13 percent for American Indians, Eskimos, and Aleuts; from 6 to 15 percent for Asians and Pacific Islanders; and from 5 to 14 percent for Hispanics.

The proportion elderly varies among the 50 States and the District of Columbia.

In 1993, the most populous States were also the ones with the largest number of elderly. Nine States had more than 1 million elderly: California, Florida, New York, Pennsylvania, Texas, Illinois, Ohio, Michigan, and New Jersey. In general, the States with a large number of elderly differ from those States with a high proportion of their population in the elderly ages (Florida and Pennsylvania are exceptions). For example, while California easily has the largest number of elderly persons (3 million), its proportion elderly (11 percent) ranks 46th among the 50 States and the District of Columbia.

Of all the States, Florida had by far the highest proportion elderly, almost 19 percent. Other States with high proportions elderly (14 to 16 percent), ranked in descending order, were Pennsylvania, Iowa, Rhode Island, West Virginia, Arkansas, North Dakota, South Dakota, Nebraska, Missouri, Connecticut, Kansas, and Massachusetts.

Heart disease is the leading killer of the elderly.

In 1980, 3 of 4 elderly deaths were due to heart disease, cancer, or stroke. These three major causes of death still were responsible for 7 of every 10 elderly deaths in 1991. Among major disease groups, heart disease is the leading cause of death within the elderly population. The total number of deaths due to heart disease in 1991 was about the same as in 1980, at just under 600,000.

The need for personal assistance with everyday activities increases with age.

The extent of the need for personal assistance with everyday activities is an indicator of the need for health and social services. Data for 1990 and 1991 from the Survey of Income and Program Participation reveal a strong relationship between age and the need for personal assistance. These data showed that 4.5 million elderly persons needed assistance with one or more activities of daily living.³ At older ages, the proportion requiring personal assistance ranged from 9 percent for those 65 to 69 years old, to 50 percent for those 85 years old and over. Within each age category, women were more likely to need assistance than men. For example, among noninstitutionalized persons 75 years old and over, 33 percent of women needed help, compared with 23 percent of men. Elderly Blacks and Hispanics were more likely than Whites to need assistance (25, 25, and 17 percent respectively).

The elderly poverty rate has declined since 1970, but wide differences remain between subgroups.

The Current Population Survey shows that between 1972 and 1992, real median income (in constant 1992 dollars) increased by 23 percent for elderly males and 36 percent for elderly females. Nevertheless, wide disparities in income exist between men and women and among race and Hispanic-origin groups.

The poverty rate among the elderly declined from 25 percent in 1970 to 13 percent in 1992. However, poverty rates varied considerably among subgroups of the population. Elderly women were more likely to be poor (16 percent) than elderly men (9 percent) in 1992. Among elderly Blacks, 27 percent of men and 38 percent of women were poor. Among elderly Hispanics, 17 percent of men and 25 percent of women were poor (not a statistically significant difference).

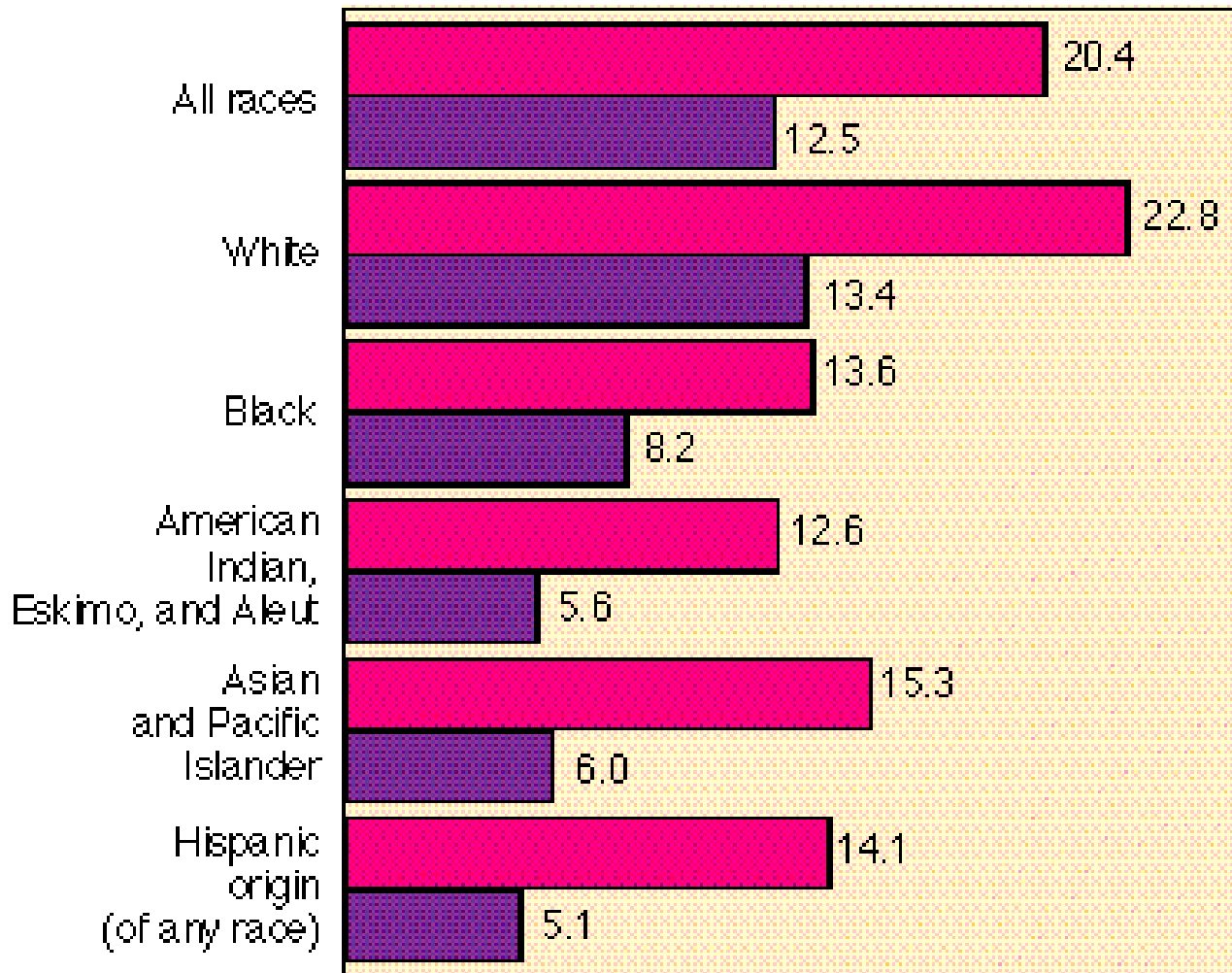
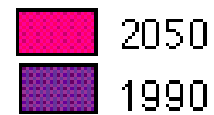
1 U.S. Bureau of the Census, Jennifer Cheeseman Day, *Population Projections of the United States, by Age, Sex, Race, and Hispanic Origin: 1993 to 2050*, Current Population Reports, P25-1104, U.S. Government Printing Office, 1993.

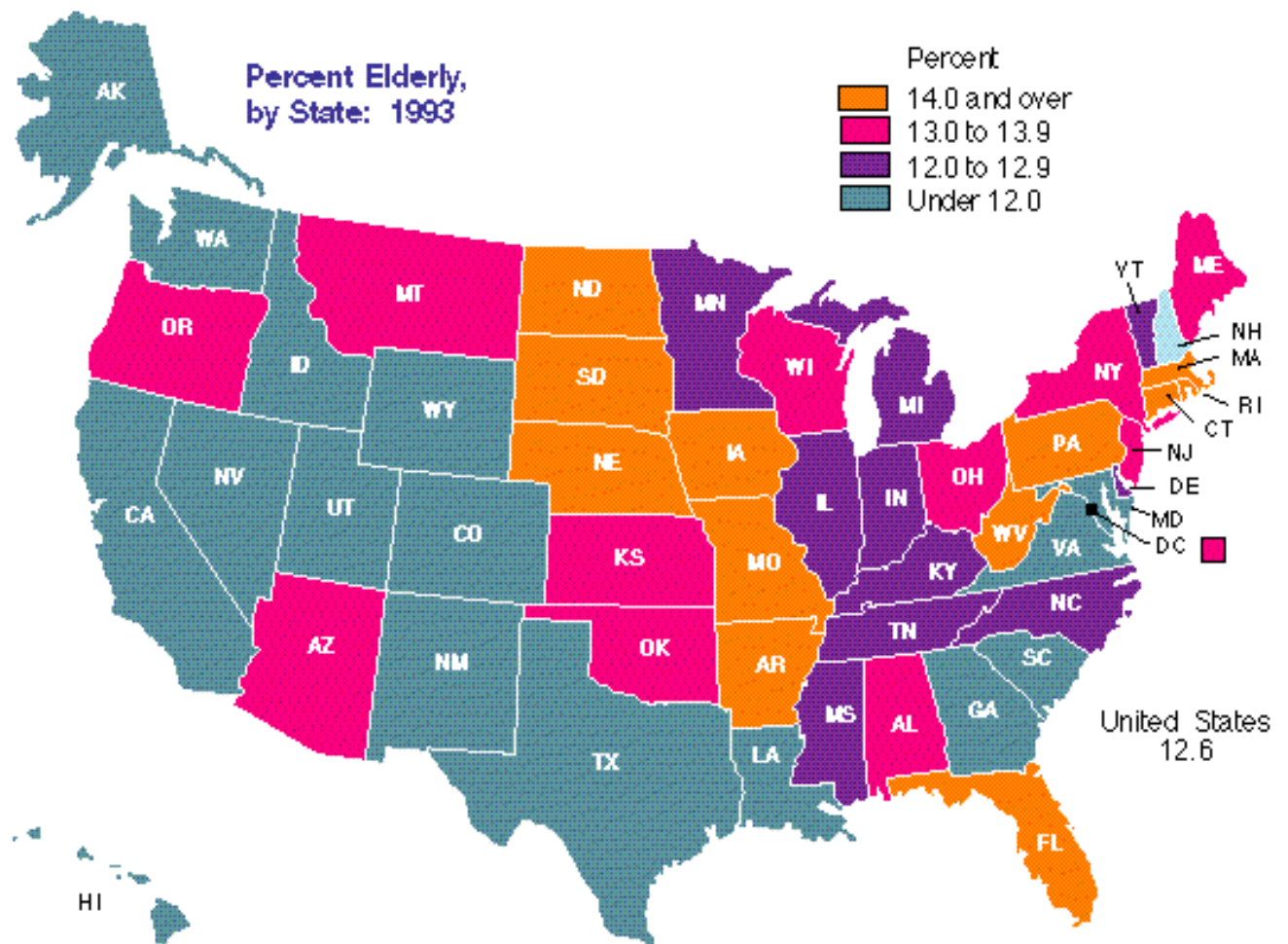
2 Persons of Hispanic origin may be of any race. These data do not include the population of Puerto Rico.

3 U.S. Bureau of the Census, John M. McNeil, *Americans With Disabilities: 1991-92*, Data From the Survey of Income and Program Participation, Current Population Reports, Household Economic Studies, P70-33, U.S. Government Printing Office, 1993.

Percent Elderly, by Race and Hispanic Origin: 1990 and 2050

(Middle-series projections)





11. Sexual orientation is a protected category under the state law.
_____ True _____ False
12. In Mexico, women do not traditionally take the husband's last name.
_____ True _____ False
13. Women use both sides of the brain simultaneously while men use only one side at a time.
_____ True _____ False
14. Recovered mental patients could go berserk at any time.
_____ True _____ False
15. By what percentage is a man's brain larger than a woman's?
a. 1% b. 5% c. 10% d. .5%
16. Which type of prescription medication is prescribed the most among the elderly?
a. cardiovascular b. antibiotic c. analgesic d. gastrointestinal
17. What is the name of the Jewish ceremony where a man and woman become husband and wife?
a. Yom Kippur b. Chametz c. Haggadah d. Chuppah
18. Individuals from Central and Eastern Asia have slanted eyes due to epicanthic folds, which insulate the eye against the elements.
_____ True _____ False
19. Individuals with mental illness are best served in locked institutions.
_____ True _____ False
20. How many daily prayers are considered the duty of an Islamic?
a. 5 b. 2 c. 6 d. 9

Thank you for taking this test. Please share the knowledge.

Parts taken from Missouri Commission on Human Rights

OVERCOMING CULTURAL DIFFERENCES

1. BE PATIENT WITH YOURSELF AND WITH OTHERS. Working across cultures provides many *opportunities* to make mistakes, be unintentionally offensive, and react in surprising and inappropriate ways. Be patient with yourself, and with others, and move past these occurrences as quickly as possible.

2. LAY GROUND RULES. Start off with common understandings and goals. Let rules come from group, but ensure that expectations are clear. eg: punctuality is not equally important in all cultures. If you should have any strong measures in this regard, make sure they are clear.

3. DON'T GET ANGRY -- ASK QUESTIONS. Recognize that unexpected behaviors and strong emotional reactions are often signs of language and culture barriers. Put aside your own emotional reactions to unexpected behaviors, and avoid making assumptions about the motives behind those behaviors. Ask questions instead, and you may be surprised at what you will learn.

4. GIVE RESPECT. In working with people anywhere, probably the most important aspect of your behavior is conveying respect. If it is apparent that you have, and are trying to show, respect for the other person, then generally faux pas are of little consequence. However, if it appears that you lack respect, then small infractions can be seen as major slights.

5. LET EVERYONE KNOW THE RULES. We take a lot of things for granted. Don't be shy about telling a diverse group where the bathroom is, that they are free to get up as needed, when and where they can smoke, where a telephone is located, cell phone etiquette, eating and drinking policies. Ask yourself, "Have I ever been embarrassed, because no one told me something?"

6. WRITTEN WORDS. Most professionals from non-English speaking cultures probably have a wider reading vocabulary than listening vocabulary. Make use of this phenomenon by supporting your oral presentations with handouts and text slides.

7. TAKE THE LEAD - First and foremost, it is important to check your cultural baggage at the door. If this is not possible, at least be somewhat introspective throughout and remember that you are part of the environment and situation as well. Others in the group will be feeling uncomfortable and look to you for leadership (by example).

8. ASK DESCRIPTIVE QUESTIONS. In preparing sojourners for cross-cultural experiences, we have heavily emphasized the skill of describing what one has experienced (participants are prompted to come up with a "pure" description until other participants agree it is a description). The emphasis on description is helpful in that it is much better to ask "what might it mean if someone stands and touches me on the shoulder?" because it is much less apt to get a defensive response than "why are the people so aggressive in this culture?"

9. **ACKNOWLEDGE THAT VALUES ARE A SYSTEM FOR DECISION-MAKING.** It is impossible to compare cultures by saying this culture values "this" while another culture values "that." Humans and the societies we live in are much more complex than such simple comparisons allow. If we want to understand why a person behaves the way she/he does, we need to understand the context in which a decision was made, and thus, the context in which the person prioritized her/his value system and which one came out on top. For example, it is often said that U.S. Americans value time, while others value relationships. This may be the case, but not always.

10. **AVOID USING IDIOMS.** Idioms are forms of expression understood usually by only native speakers of a language. In English, for example, avoid expression like, "I've got to get out of Dodge," or "I've got to bite the bullet."

11. **UNDERSTAND THE DIFFERENCE BETWEEN CULTURE BARRIERS AND CULTURE SHOCK.** A culture barrier is external, and is encountered when two or more people experience a difference of values, assumptions, or expectations of appropriate behaviors. Culture shock is internal, and is a reaction to unfamiliar stimuli. Culture shock can be triggered by the experience of hitting a culture barrier, however culture shock is a personal experience, whereas a culture barrier is a shared experience.

12. **CHECK FOR UNDERSTANDING.** Minimize miscommunications by having the listener retell the speaker what they heard. Clarify the message until the speaker accepts the retelling of the listener.

13. **FOCUS ON SOLUTIONS.** Keep discussions centered around understanding and accommodating each person's needs and values. Avoid discussions about the "correctness" or "validity" of those values. Instead, search for solutions that respect everyone's position. (ME)

14. **REAL TASKS.** Facilitate processes with intercultural groups in which they are working on their actual group tasks, using the skills and processes you may want to teach, rather than having them "practice" on artificially created tasks.

15. **CHOOSE YOUR HUMOR CAREFULLY.** Humor does not always translate well across language and culture barriers. Check carefully that your humor is understood as intended, and be ready to explain and apologize if needed!

Diversity Self Assessment

How well do you value diversity?

Rate yourself on how you respond to the statements listed below. Use a scale of 5 to 1 on how strongly you agree with the statements (5 is strong agreement and 1 is weak agreement).

		Always				Never
1.	I make a conscious effort to not think stereotypically.	5	4	3	2	1
2.	I listen with interest to the ideas of people who don't think like me.	5	4	3	2	1
3.	I respect other people's opinions, even though I may disagree.	5	4	3	2	1
4.	If I were at a social event with people who differed ethnically from me, I would make every effort to talk to them.	5	4	3	2	1
5.	I have a number of friends who are not my age, race, gender or of the same economic status and education.	5	4	3	2	1
6.	I recognize the influence that my upbringing has had on my values and beliefs and my way is not the only way.	5	4	3	2	1
7.	I like to get both sides of an issue before making a decision.	5	4	3	2	1
8.	It doesn't matter how the job gets done, as long as I see results.	5	4	3	2	1
9.	I don't get uptight when I don't understand everything going on around me.	5	4	3	2	1
10.	I adapt well to change and new situations.	5	4	3	2	1
11.	I enjoy traveling, seeing new places, eating different foods and experiencing different cultures.	5	4	3	2	1
12.	I enjoy people watching and trying to understand the human dynamics of interactions.	5	4	3	2	1
13.	I have learned from my mistakes.	5	4	3	2	1
14.	When I am in unfamiliar surroundings, I watch and listen before acting.	5	4	3	2	1
15.	When I get lost, I don't try to figure it out for myself. I ask directions.	5	4	3	2	1
16.	When I don't understand what someone is telling me, I ask questions.	5	4	3	2	1
17.	I really try not to offend or hurt others.	5	4	3	2	1
18.	People are generally good, and I accept them as they are.	5	4	3	2	1
19.	I watch for people's reactions whenever I'm speaking to them.	5	4	3	2	1
20.	I try not to assume anything.	5	4	3	2	1

To Score: Total your answers. If your score is 80 or above, you probably value diversity and can adapt easily to a multi-cultural work environment. Continue to look for areas of improvement. If you scored below 50 you probably don't understand the need to value diversity and could benefit from further information and training.

THE COLD WITHIN

James Patrick Henry

Six humans trapped by happenstance
In bleak and bitter cold
Each one possesses a stick of wood
Or so the story's told

Their dying fire in need of logs
The first woman held hers back
For of the faces around the fire
She noticed one was black

The next man looking cross the way
Saw one not of his church
And couldn't bring himself to give
The fire his stick of birch

The third one sat in tattered clothes
He gave his coat a hitch
Why should his log be put to use
To warm the idle rich

The rich man just sat back and thought
Of the wealth he had in store
And how to keep what he had earned
From the lazy shiftless poor

The black man's face bespoke revenge
As the fire passes from his sight
For all he saw in his stick of wood
Was a chance to spite the white

And the last man of this forlorn group
Did naught except for gain
Giving only to those who gave
Was how he played the game

Their logs held tight in death's still hands
Was proof of human sin
They didn't die from the cold without
They died from the cold within