

LTCO Presents

Diversity Awareness Training



MISSOURI LTCOP
Presenter Material

Diversity Awareness Training

AWARENESS IS THE KEY

(PREPARATION)

This training may be used during a LTC Ombudsman quarterly meeting, at a community education meeting or at an in-service for facility staff. This training is between 1.5 and 2 hours long.

Read through the training.

1. Determine how much time you have allotted to do the training. Decide which exercises you will do if there is not time to do them all.
2. Read the definitions below, and make sure you feel comfortable in using your own words to define diversity, culture, race, ethnicity, gender and mental health.
3. Take time to do each exercise so you will fully understand what you are asking the participants to do. (For instance, if you have a large group, you may want to have two piles of peanuts instead of just one for the Peanut Activity.)
4. Make sure you are very familiar with the information from the census bureau and the statistic pages in the PowerPoint.
5. Relativity: Long term care resident populations are becoming more ethnically and culturally diverse. The demographics of long-term care facilities have undergone significant changes. Not everyone thinks like you!
6. Make copies of handouts and answer keys and have the necessary audio/visual equipment prepared for the presentation. Have the scenarios ready to hand out to participants during the appropriate time. The scenarios are not in their packet.

Objective of the training: To help volunteer ombudsman, or the participants in the training, be aware of the issues that evolve with the diversity in long term care.

Definitions of Terms: Definitions taken from Merriam-Webster Online Dictionary

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, and 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.

Resources: Peanuts, Peanut Activity, Definitions, Global Diversity Worksheet and Answer Key, Statistic Pages/Census Bureau Information, Diversity Knowledge Quiz and Answer Key, Diversity Scenarios, Overcoming Cultural Differences Information, Diversity Self Assessment, Poem [The Cold Within](#)

Materials Needed: Flip Chart, PowerPoint or Overhead, Markers, Presenter's Packet, Copies of the Participant Packet, Pencils

PRESENTATION

In order to make your job as the presenter easier, following are instructions for you and for you to give to the participants. The left hand column contains the activities and PowerPoint slide or transparency number that coincides with the information you are giving during the presentation. The information in the right hand column contains directions for you and what to say to the participants. At the end of each activity, there is an approximate time frame for the activity. You may want to pick and choose activities for your time slot. Remember that the training does work best with all elements.

PowerPoint #1

Hand out packets and pencils.

Welcome.

We're going to spend the next _____minutes talking and thinking about how to be culturally diverse.

There are many times that we do not stop and think by how much diversity we are surrounded.

Today, we'll discuss diversity issues that surround us.

Estimated Activity Time: 5 Minutes

Activity: Peanut Activity

Hand out peanuts to each participant.

As I give you a peanut, I want you to get to know your peanut by shape, size, looks, etc. because you are going to have to be able to identify your peanut at all times.

Now place your peanut in the middle of the table (or in a bag or on a plate).

Mix up all of the peanuts.

Now I want you to find your peanut.

Discussion on how participants knew their peanut.

Discussion on how we identify people on first impressions such as looks, size, shape, “dents and bruises”.

PowerPoint #2

I would like for you to list diverse differences that we would find in long-term care residents. We will write them on the flipchart as you think of them.

Write the ideas given by the participants on the flipchart.

Okay, these are some great areas of diversity. Today, we are going to talk about the diverse issues that surround gender, age, cultural, religious or spiritual, ethnicity, racial, mental and nationality.

Estimated Activity Time: 10-15 Minutes

Activity: Definitions Discussion

PowerPoint # 3, 4 & 5 or

Transparency #1

Without looking at the workbook, who can give me a definition of:

Diversity

Culture

Race

Ethnicity

Gender

Mental Health

Discussion of definitions

The formal definitions are on page 2 of your packet.

Estimated Activity Time: 10 Minutes

Activity: Global Diversity Worksheet

Turn to page 3 in your packet. Take a few minutes to fill in the numbers you think are correct for this sheet. Remember, the numbers are out of 100 people.

PowerPoint #6 or Transparency #2

Let's look at the answers together.

How many of you does this surprise?
Which area surprises you the most?

Activity: Statistic Discussion

Now let's look at some statistics that show more of the diversity of our world. Turn to page 4 & 5 in your packet. Here are some highlights from this information.

Put up these graphs and go over the information together.

PowerPoint #7 or Transparency #3
Elderly Statistics

PowerPoint #8 or Transparency #4
Gender Statistics

PowerPoint #9 or Transparency #5
Elderly Ethnicity

PowerPoint #10 or Transparency #6
State Statistics

PowerPoint #11 or Transparency # 7
Elderly Proportion

PowerPoint #12 or Transparency # 8
Percent Graph

PowerPoint #13 or Transparency #9
State Map Percents
PowerPoint #14
Credits

Now turn to page 6 in your packet, and look at the comparison of race.

And page 7 shows the percentages of the elderly around the state. Remember that Missouri is in the top ten by proportion.

Estimated Activity Time: 20 Minutes

Activity: Diversity Knowledge Quiz

We have covered a lot of information regarding the diversity in our world. Now please turn to page 8 in your packet. I will give you about 5 minutes to answer, to the best of your ability, the questions on this diversity quiz.

PowerPoint #15 or Transparency #10
Refer to the answer key in your presenter packet as it gives the reasons behind the answers to the questions.

Let's go over the answers together.

Activity: Discussion

PowerPoint #16 or Transparency #11

Today you are learning some very valuable and interesting information on diversity that you may or may not have known.

The most important thing when it comes to diverse issues in long term care is to communicate with the residents. There are many ways we communicate.

1. 15% by words-choose your words carefully and consider the race, age, ethnicity and gender of the resident
2. 25% by intonation-make sure you are delivering your words with kindness and concern
3. 60% by non-verbal behavior-make sure your actions are kind and considerate. Remember to consider race, age, ethnicity and gender of the resident

PowerPoint #17

It is very important to know your resident.

~Understand cultural views-as time allows, find information on the culture of the resident
~Understand religious views-be aware that not everyone thinks like you. Ask residents about customs or beliefs
~Understand gender differences-keep in mind there are many differences between men and woman. Keep this in mind as you work with your resident.
~Remember that respecting their views does not mean that you agree with them.

Estimated Activity Time: 15-20 Minutes

Activity: Scenarios

PowerPoint #18 or Transparency # 12

15-20 minutes

Group discussion on scenario answers.

In your table groups, I want you to come up with ways to work through the scenario I assign to you. You will have 15-20 minutes to discuss the situation and come up with an answer to share with the group. Assign someone from your group to be the presenter of the solution.

Let's see what you have come up with.

Scenarios and answers:

1. Gender Diversity Issue: A male resident is treating the staff with disrespect, and he doesn't like women.

Resolve: Involve male staff members as much as possible.

2. Age Diversity Issue: An eighteen-year-old resident with a mental illness is tired of playing bingo and listening to her roommate's Glenn Miller Band albums.

Resolve: Find out what kind of music the sixteen year old prefers. Talk to the roommate and work out a compromise. Find out from the activity coordinator what other activities there are to do.

3. Cultural Diversity Issue: George is bothered when you pat him on the back with your left hand. George happens to be from the Middle East.

Resolve: In Iraq, the people do not use toilet paper. They use their left hand and a bottle of water. It is a sign of disrespect to touch with your left hand. Be aware of this issue, and do your best to use your right hand when showing affection.

4. Religious or Spiritual Diversity Issue: Henry is upset that you blow out his candles and turn on his lights early Saturday morning to prepare him for a morning walk. Henry happens to be Jewish.

Resolve: Jewish Sabbath runs from sundown Friday to sundown Saturday. Work out a schedule where Henry can walk at a different time.

5. Ethnicity/Racial Diversity Issue: Susan is an African American and does not want her hair washed more than once a week.

Resolve: Susan needs the oils in her hair for a longer period of time than Caucasians. Be mindful of this, and compromise with how often she gets her hair washed. She may be bathed more often, but save her hair for once a week.

6. Mental Diversity Issue: Sarah cries out every time the door is closed and she is in complete darkness.

Resolve: Sarah may have an irrational fear of the dark. Ask her why she cries out each night. Find a way to get light for her.

7. Nationality Diversity Issue: Munirah is from Kuwait and does not have tea to offer her guests. She is quite bothered by this and often lashes out at the staff.

Resolve: Hospitality in Kuwait is often portrayed through the serving of tea and coffee. It is very uncommon for a guest to enter a house, office, or even some stores without being offered tea or coffee. In Kuwaiti custom, a guest's refusal of tea, coffee, or such offerings is sometimes viewed as insulting by the host, as it is as if the guest is denying the host's efforts of being hospitable.

Activity: Discussion

PowerPoint #19

Now I want you to look at pages 10-11 in your packet. These are more suggestions to overcoming cultural differences. You will want to refer to them during the next activity. How can we apply these to other diversity issues?

Activity: Diversity Self Assessment

PowerPoint #20

Today we have looked at a lot of information on becoming aware of diversities all around us. I am sure each of you has learned at least one thing new. Please turn to page 12 in your packet. Please take a few minutes to answer the self-assessment.

5 minutes

You do not need to share your score, but use it as a guide to understand how you value diversity and how you can move forward. You may also use this information as a volunteer in the facility. Apply your new awareness as you work with each individual resident.

Activity: The Cold Within

PowerPoint #21

I would like to conclude by sharing a poem with you. If you would like, you may turn to page 13 in your packet and follow along (or ask a volunteer to read it).

Read the poem.

Thank you so much for participating today. I hope this information has been helpful and that you are better able to work with the diversity you come across every day.

Estimated Activity Time: 15-20 Minutes

RESOURCES

Peanut Activity

1. Give all participants a peanut in a shell.
2. Have participants get to know their peanut by shape, size, looks, etc. because they have to be able to identify their peanut.
3. Have participants place their peanut in the middle of the table.
4. Mix peanuts around.
5. Have participant find their peanut. Some may know because it had dents or a dark spot.
6. Discuss how the participants knew their peanut.
7. Discuss how people have similarities or differences based on first impressions such as looks, size, shape, “dents and bruises”.
8. Discuss diversity among long term care resident.

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?

Global Diversity Worksheet (Answer Key)

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 57 Asians, 21 Europeans, 7 North Americans, 7 Central & South Americans, and 8 Africans.

70 of the 100 would be non-white; 30 would be white.

70 of the 100 would be non-Christian; 30 would be Christian.

50 % of the entire village's wealth would be in the hands of 6 people and all 6 would be citizens of the United States.

70 would be unable to read. And 50 would suffer from malnutrition. 80 would live in substandard housing.

Only 1 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).

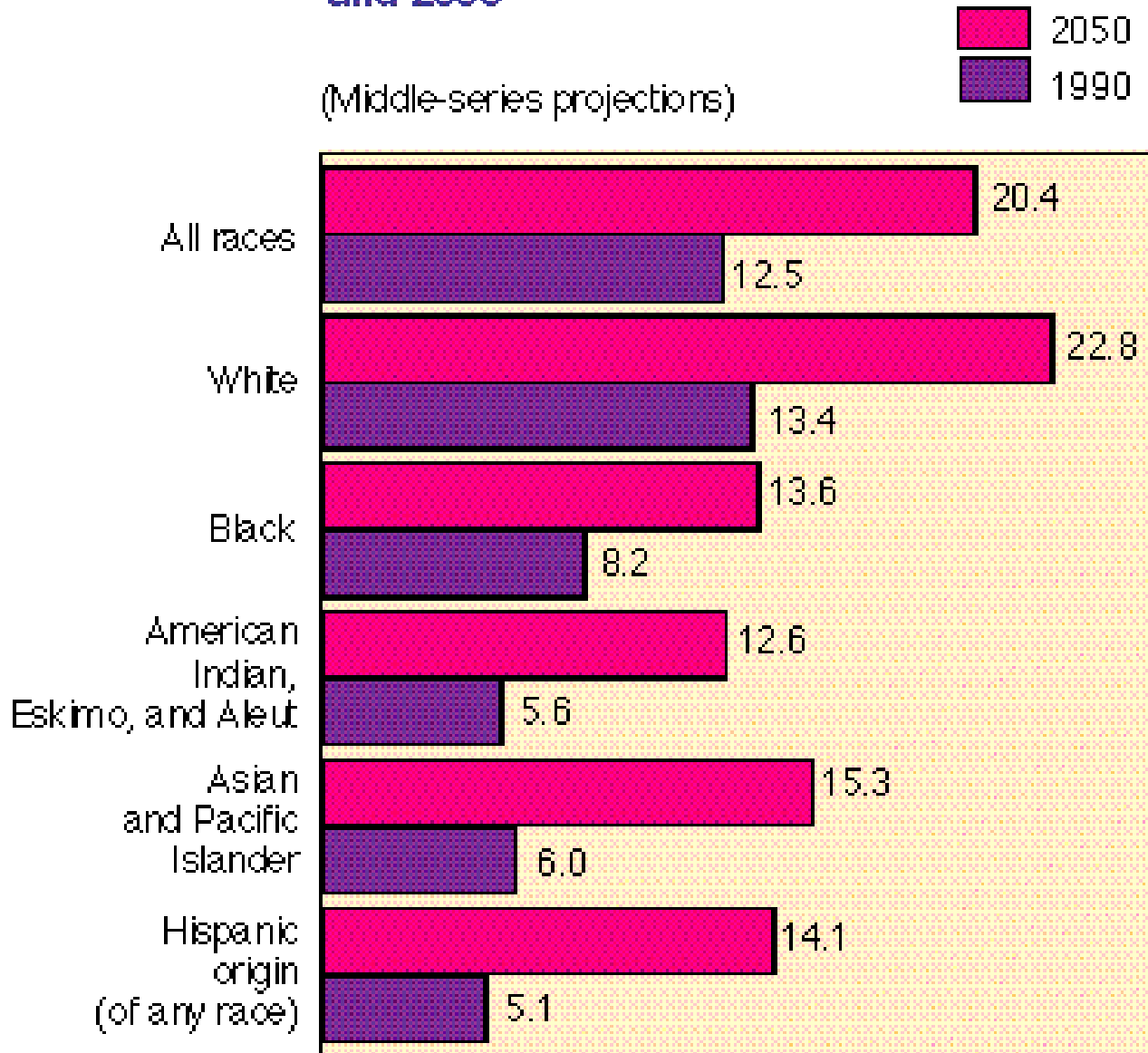
1 U.S. Bureau of the Census, Jennifer Cheeseman Day, *Population Projections of the United States, by Age, Sex, Race, and Hispanic Origin: 1993 to 2050*, Current Population Reports, P25-1104, U.S. Government Printing Office, 1993.

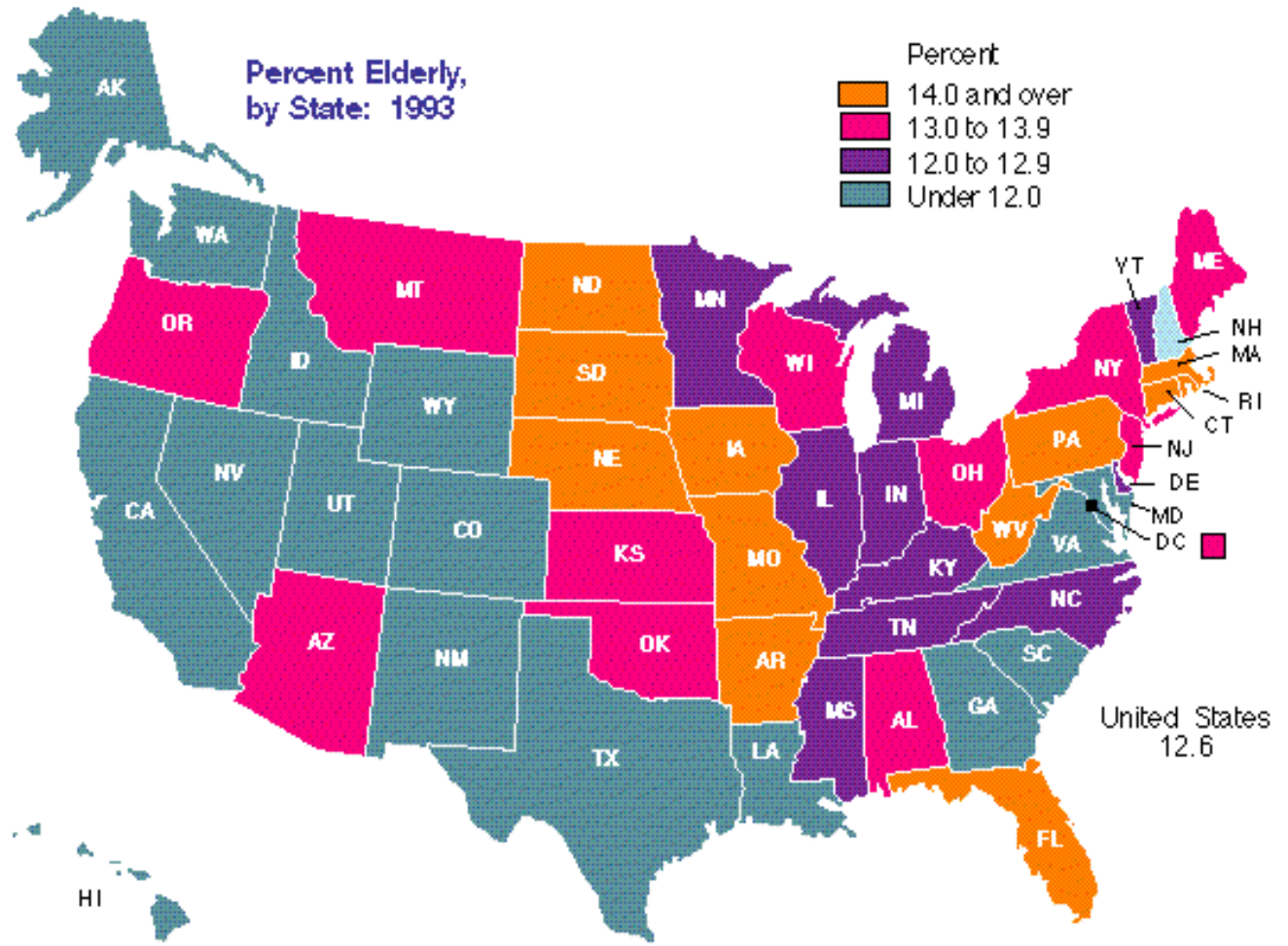
2 Persons of Hispanic origin may be of any race. These data do not include the population of Puerto Rico.

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

8. Muslim women traditionally do not make eye contact with American men because Americans are foreigners.

True False
It is not because they are foreigners, but because they are men.

9. If I'm 39 and am passed over for a promotion in favor of someone who is 21, I have an AGE discrimination complaint.

True False
The Age Discrimination in Employment Act of 1967 (ADEA) protects individuals who are **40** years of age or older from employment discrimination based on age.

10. People who have a mental illness are prone to violence and should be considered dangerous.

True False
Fact: The vast majority of people with mental illnesses are not violent. When violence does occur, it typically results from the same reasons as with general public such as feeling threatened or excessive use of alcohol and/or drugs.

People who have come through a serious emotional and mental trauma and have returned to the community are apt, if anything, to be anxious, timid and passive. They rarely present a danger to the public.

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
Fact: Most people who have mental problems never went "berserk" in the first place. They are more likely to be depressed and withdrawn than wild and aggressive. Relapses tend to develop gradually as the stress of life erodes coping skills. People are taught to recognize their own patterns and seek help, and friends and family can be alert to needed support.

Diversity Issue Scenarios for Guided Practice
(Cut apart for group use)

Gender Diversity Issue: A male resident is treating the staff with disrespect, and he doesn't like women.

Age Diversity Issue: An eighteen-year-old resident with a mental illness is tired of playing bingo and listening to her roommate's Glenn Miller Band albums.

Cultural Diversity Issue: George is bothered when you pat him on the back with your left hand. George happens to be from the Middle East.

Religious or Spiritual Diversity Issue: Henry is upset that you blow out his candles and turn on his lights early Saturday morning to prepare him for a morning walk. Henry happens to be Jewish.

Ethnicity/Racial Diversity Issue: Susan is of African American descent and does not want her hair washed more than once a week.

Mental Diversity Issue: Sarah cries out every time the door is closed and she is in complete darkness.

Nationality Diversity Issue: Munirah is from Kuwait and does not have tea to offer her guests. She is quite bothered by this and often lashes out at the staff.

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

TRANSPARENCIES

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 (Answer Key)

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 57 Asians, 21 Europeans, 7 North Americans, 7 Central & South Americans, and 8 Africans.

70 of the 100 would be non-white; 30 would be white.

70 of the 100 would be non-Christian; 30 would be Christian.

50 % of the entire village's wealth would be in the hands of 6 people and all 6 would be citizens of the United States.

70 would be unable to read. And 50 would suffer from malnutrition. 80 would live in substandard housing.

Only 1 of 100 would have a university education.

Elderly Statistics

Growth Rate

1900 - 3 million elderly

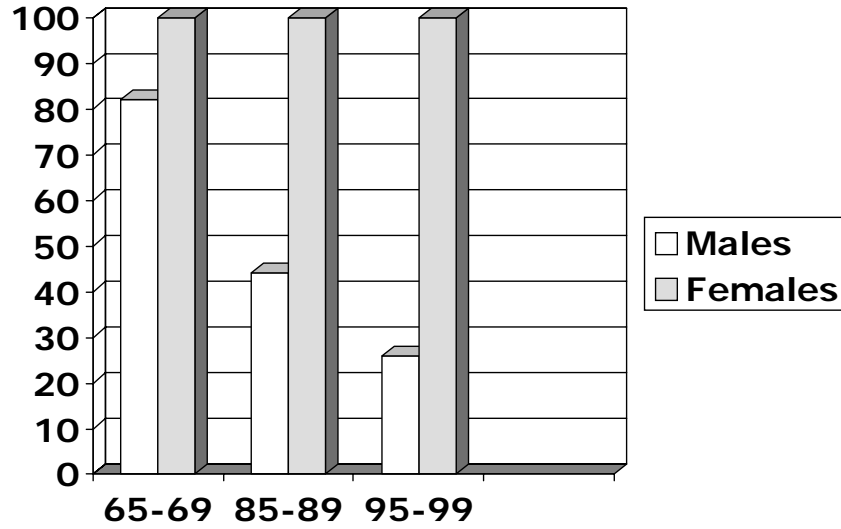
1994 - 33 million elderly

1994 - 1 out of 8

2030 - 1 out of 5

Gender Statistics

As Age Increases/Sex Ratio Decreases





Elderly Ethnicity

29.9 Million	Caucasian
2.7 Million	African American
137,000	American Indian and Eskimo
615,000	Asian and Pacific Islander
1.5 Million	Hispanic

States With More Than 1 MILLION Elderly

*California

*Illinois

*Florida

*Ohio

*New York

*Michigan

*Pennsylvania

*New Jersey

*Texas



Elderly Proportions

Descending Order

1st Florida-19%

14-16%

2nd Pennsylvania

3rd Iowa

4th Rhode Island

5th West Virginia

6th Arkansas

7th North Dakota

8th South Dakota

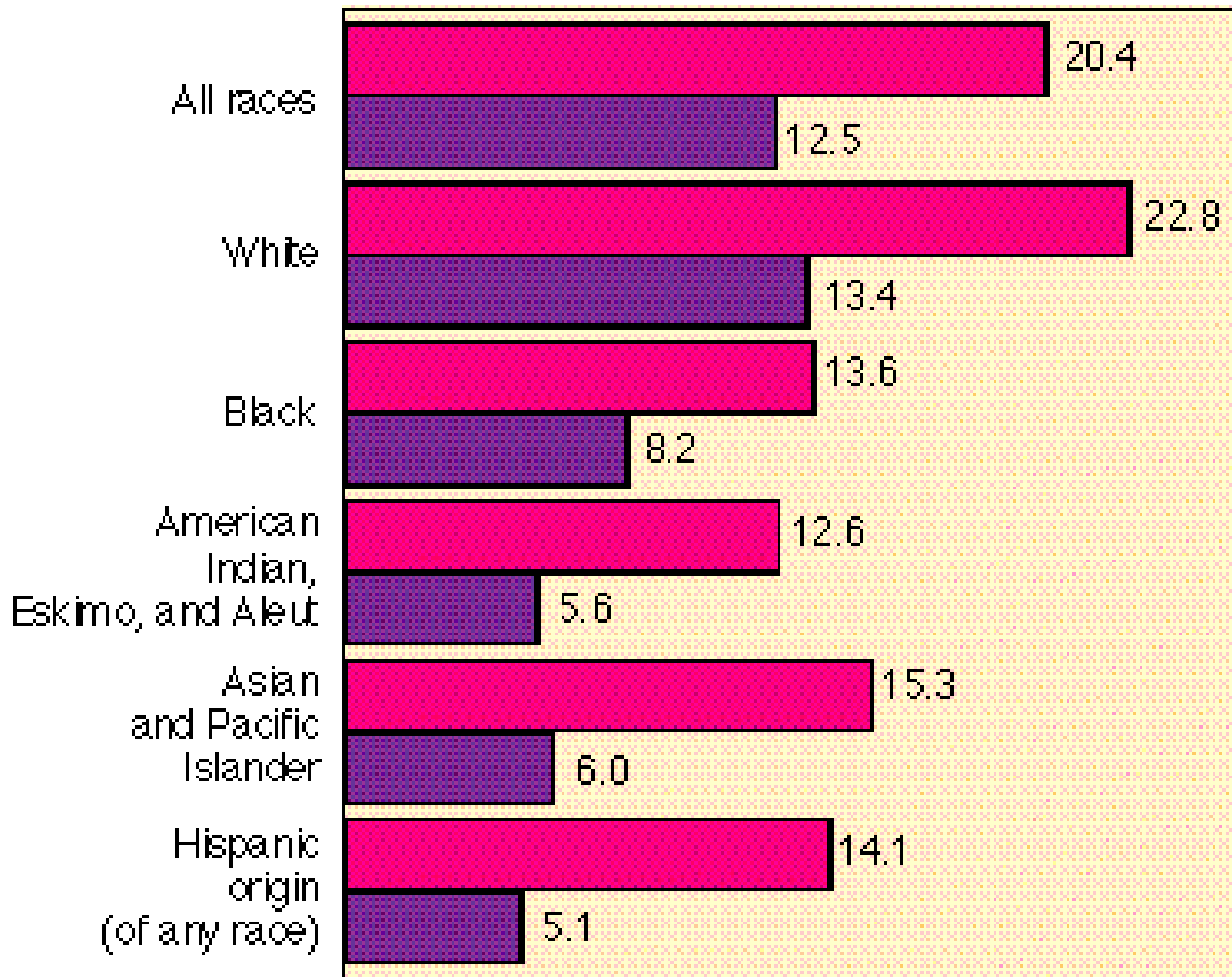
9th Nebraska

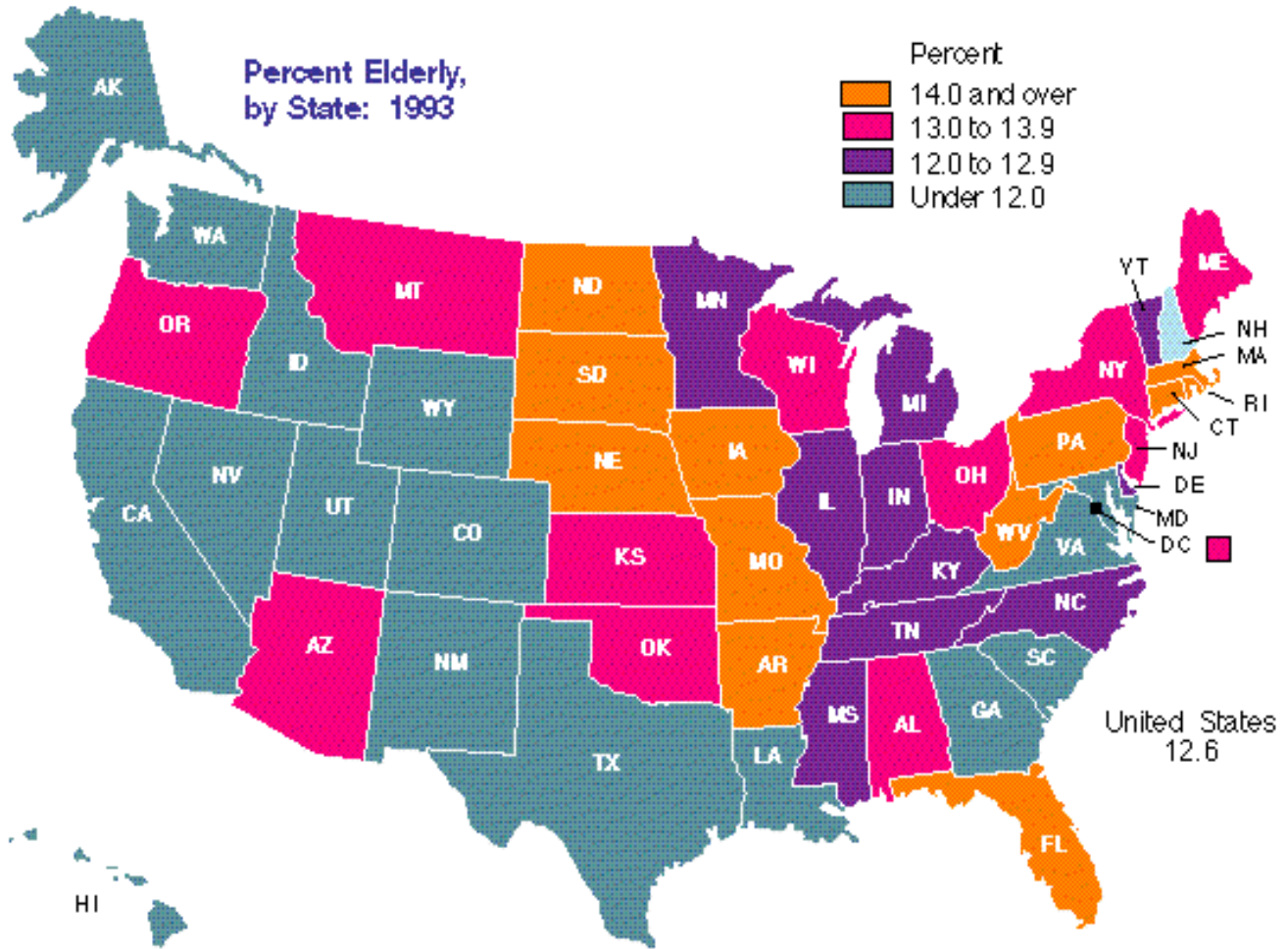
10th Missouri

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

(Middle-series projections)

2050
1990

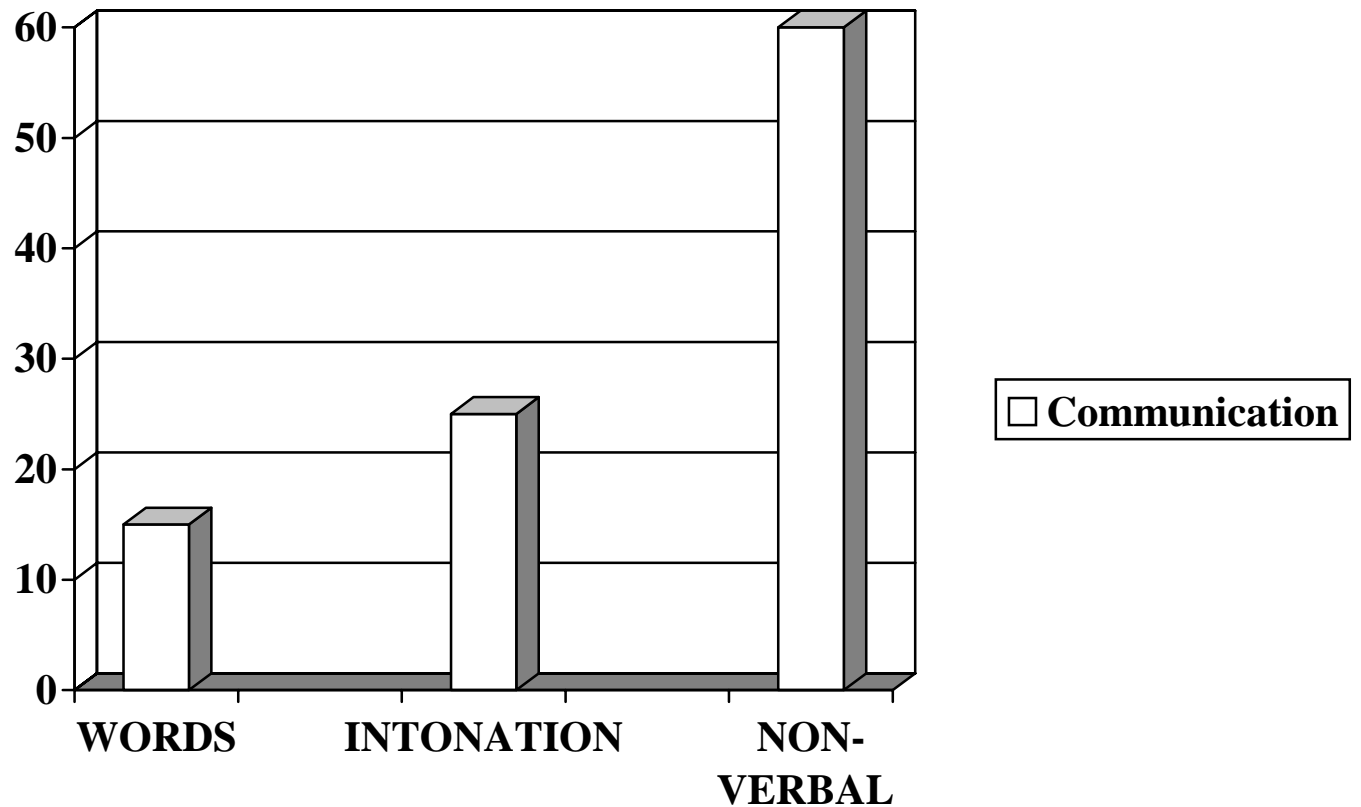




Diversity Knowledge Quiz (Answer Key)

- | | |
|-----------|-----------|
| 1. A | 11. False |
| 2. False | 12. True |
| 3. False | 13. True |
| 4. False | 14. False |
| 5. False | 15. C |
| 6. True | 16. A |
| 7. False | 17. D |
| 8. False | 18. True |
| 9. False | 19. False |
| 10. False | 20. A |

COMMUNICATION PERCENTAGES



DIVERSITY ISSUES

- Gender
- Age
- Cultural
- Religious
- Spiritual
- Ethnicity/Racial
- Mental
- Nationality