

PART 1: INTRODUCTIONS, GOALS, AND OBJECTIVES (15 minutes)

<p>Introduction</p> <p>This is a basic beginning level training.</p>	<ul style="list-style-type: none"> ▪ My name is ____ and I work for the City of Portland. I am in the ____. ▪ We are here today to talk about the effects of culture on communication. Communication is something that all of us do in many different settings every day. How well we communicate, has a huge impact on our effectiveness at work. ▪ We have been engaged with other Bureaus for two and a half years bringing the same type of information we're going to share with you today. The difference being your training is a collaborative effort between our office and members of your bureau to personalize the training and make this a regular part of your in-service. Next year it is our intent to present another level of training. ▪ What we are going to do is to start talking to you on how culture affects us with other folks, how we are raised, our background, norms, and how they can effect communication with other people. ▪ We have several objectives for the day. It is our intent help you gain some greater self-awareness, better understand your attitudes and biases, and how they might impact your effectiveness on the job. You will also learn about culture, which will help you work with others and assist you with communicating more effectively. ▪ We want to increase your understanding among members of your own group, which should happen as you increase your communication skills. ▪ Through better communication we hope to add to your tools to help you perform better and go home safe at the end of the day. ▪ We will spend some time going over some terms that the City would like us to utilize while on the job. This is just because we would like for all of our employees to use the same terms. ▪ Your own cultural identity impacts your behaviors. This session will help you better; understand the effects of communication and behavior.
<p>Activity</p> <p>Assure them that you know that they have had much practice in quickly sizing people up and that this little activity will give them an opportunity to demonstrate how astute they are. Work on this activity for a few minutes, by writing your responses on the flip chart. Then go down the list and address each item, let them know how accurate (or inaccurate, as the case may be) they are. Use this as a starting point for a discussion about how we all make assumptions based on visible characteristics</p>	<p>Part of your job is to make observations about people you encounter. Can anyone think of an example to illustrate this? What about you officer _____, what is the first thing that comes to mind when you make a traffic stop?? What is it you want to know about the person you're stopping? Do you size them up physically, mentally?</p> <p>Write these things down on the board or flipchart.</p> <p>If you were to stop me, what assumptions could you make about me based on what you see?</p> <ul style="list-style-type: none"> ▪ What is my race? ▪ My age? ▪ Weight ▪ Where do I live? ▪ What is my educational background? ▪ Where was I born? ▪ What is my religion? ▪ Educational level? <p>Write these things down on the board or flipchart.</p>

GOALS AND OBJECTIVE

<p>Materials</p>	<ul style="list-style-type: none"> ▪ Power Point Slides 2 & 3 ▪ Flip Charts ▪ Markers
<p>Objectives</p> <p>Check in at the end to make sure their concerns were addressed if any.</p>	<ul style="list-style-type: none"> ▪ There are several objectives for the day. ▪ Greater self-awareness: The first objective is to assist you in understanding your own attitudes and biases and how they can impact your effectiveness on the job. ▪ Improved communication skills: This will also help us learn about culture in such a way that it can assist us to communicate more effectively. ▪ Increased understanding among Police Bureau employees: Which will happen as you increase your communication skills. ▪ Better police-community relations: These activities can have a positive impact the ability to connect more effectively with community members. This can be done in spite of the sometimes-negative situations you are placed in. ▪ “Can anyone give an example of a situation when better communication might have made you safer?” <p>(Add Examples from previous classes)</p> <p>Here are some examples:</p> <ul style="list-style-type: none"> ▪ An officer that thought he knew what the perp. was like based on his dress and he mistakenly thought the suspect was an upstanding citizen because he wore a suit and tie. Later on he found out criminals can be well dressed. ▪ One officer in a previous class shared that while on duty he followed a man at the airport dressed in a red sweatshirt. From the back the man appeared suspicious as he hurried through the airport with the hood of the shirt covering his head. The officer literally chased the man and physically stopped him and when he spun him around the man was wearing an Avis uniform. He was in a hurry to use the restroom. ▪ “Do you have any additional goals?” If so please tell me so they can be written down on the flip chart as well.
<p>Goals</p>	<ul style="list-style-type: none"> ▪ We will spend some time going over the definitions of important terminology the City would like us to use. Please go to the page with the definitions on it. <p>Examples:</p> <ul style="list-style-type: none"> ○ Culture ○ Cultural competency ○ Diversity ○ Generalizations ○ Stereotypes <p>We are not going to discuss contemporary cultural designations today but the next level of training we will review what people want to be called and why it is important to know current racial and ethnic terms.</p> <ul style="list-style-type: none"> ▪ By the end of this session, you should be able to name the elements of your own cultural identity. You should also be able to understand how your cultural identity can impact your behavior. ▪ This training will help you understand how to communicate in a more culturally competent way.

PART 2: AGENDA (5 minutes)

<p>Objective The objective of this segment is to provide participants with an overview of what to expect during this training.</p>	<ul style="list-style-type: none"> ▪ The curriculum will introduce you to the knowledge and skills that will help you work more effectively with diverse community members.
<p>Materials</p> <ul style="list-style-type: none"> ▪ Power Point Slide No. 4 ▪ Handouts ▪ Flip charts 	
<p>Directions</p> <p>Present the overall framework of the curriculum to the participants.</p>	<ul style="list-style-type: none"> ▪ Certain aspects of diversity can be more troublesome to interpersonal relationships. You will be discussing some of the aspects of diversity. We will discuss stereotyping and other barriers to communication. ▪ The session includes interactive activities, so you will have opportunities to move around as well as interact with others in the room. ▪ You will also have opportunities to ask questions. We want you to leave the session with as much helpful information as possible.

PART 3: SETTING GROUND RULES (5 minutes)

<p>Materials</p> <ul style="list-style-type: none"> ▪ Handouts: “Setting Ground Rules” ▪ Two Easels and flip charts ▪ Markers 	
<p>Objectives</p> <ul style="list-style-type: none"> ▪ To provide a way to manage conflict, should any occur? 	<ul style="list-style-type: none"> ▪ All training situations have some operating guidelines so that everyone feels comfortable.
<p>Explain that the purpose of establishing ground rules for any training session is to create a safe learning environment.</p> <p>Directions Keep one flip chart blank and the other one should have the ground rules already written on it.</p> <p>You can then provide your own insights into both the definition and the importance of respectful listening, or whatever ground rule you choose to use as an illustration.</p> <p>If you suggest: “taking risks,” explain that it means we tend to learn more if we are able to go outside our own comfort zone</p>	<ul style="list-style-type: none"> ▪ It is common for people to come to diversity training with a full range of feelings, expectation, and preconceived ideas about the training itself as well as about other cultural groups. ▪ The purpose of establishing ground rules is to ensure that all members of the group have an opportunity to share, ask questions, and have their ideas and concerns respected by the group as a whole. ▪ Establishing ground rules amounts to an agreement among participants about how they want to work together during the workshop. It is important that all of us are ‘on the same page’ about how we interact during this session. ▪ An example of a typical ground rule is ‘respectful listening.’ What do you think that means? Does anyone have an example that would illustrate what ‘respectful listening’ means? Giving your full attention to the speaker. ▪ Here are the ground rules that have been established. Others can be the ones we have here on the flipchart: <ol style="list-style-type: none"> 1. Be open to the ideas of others and to new information. 2. No blaming or put-downs because it diminishes trust and causes others to shut down. 3. Take responsibility when making statements – speak only for yourself by using “I” statements. 4. Participate at your own comfort level, speaking when you want to and passing when you would rather not talk. 5. Observe confidentiality. Please avoid using names or ranks, which may describe a specific person. 6. Be willing to take risks. Sometimes this means confronting one’s own attitudes and behaviors in ways that can be unsettling, but in ways that can also create personal growth. ▪ Do any of these need further clarification? ▪ Please raise you hands if you can agree to abide by these guidelines. ▪ You can remind the group of any of the ground rules during the course of the session. ▪ This list can be added to at any point, with the consent of your group

PART 4: FIND YOUR MATCH ACTIVITY (15 minutes)

Materials	<ul style="list-style-type: none"> ▪ Flip chart ▪ Pencils
<p data-bbox="90 301 266 329">Introduction</p> <p data-bbox="90 410 435 482">Refer to the “My Match” handout</p> <p data-bbox="90 519 431 548">Call time after 3 minutes</p> <p data-bbox="90 814 431 843">Call time after 5 minutes</p> <p data-bbox="90 963 370 1035">Ask participants the following questions</p> <p data-bbox="90 1476 472 1581">Write the participants responses to these questions on the flip chart.</p> <p data-bbox="90 1622 467 1727"><i>If needed, ask participants to elaborate on their responses to these questions.</i></p> <p data-bbox="90 1734 315 1762">Learning Points</p> <p data-bbox="90 1880 472 1952">Have participants return to their original seats.</p>	<ul style="list-style-type: none"> ▪ Good morning. My name is _____. Please refer to your packet and turn to the exercise called “Find Your Match.” ▪ Please write your answers to the questions listed below in the column headed “ME”, you will have three (3) minutes to complete this task. ▪ For the next phase of this activity I am going to ask you to stand up, go to the middle of the room and find someone in the room that has the same answers as yours and have them sign their name in the “My Match” column. When you have found a match for a question you will move on to the next question, until you have found a match for each one of your answers. Each person may be your match for only one question. Please start now. ▪ Please “freeze” where you are and pair off with the person your standing next to and find a place to sit down. If you do not know the officer sitting next to you, introduce yourself and tell them something about yourself. ▪ Raise your hand if you got 11 matches, 6-10 matches, 0-5 matches ▪ Which matches were the easiest to find? ▪ Which matches were the hardest to find? ▪ Share with your partner which ethnic, cultural, or racial groups you most closely identify with. <p data-bbox="505 1142 1029 1170">Ask participants to share their answer.</p> <ul style="list-style-type: none"> ▪ Share with your partner which ethnic, cultural or racial groups other than your own are you most familiar/comfortable with. <p data-bbox="505 1251 1029 1279">Ask participants to share their answer.</p> <ul style="list-style-type: none"> ▪ Share with your partner which ethnic, cultural or racial groups they are least familiar with. <p data-bbox="505 1360 1029 1389">Ask participants to share their answer.</p> <ul style="list-style-type: none"> ▪ Do you think there is a police culture? ▪ What are the aspects of a police culture? ▪ Are their sub-cultures within the police bureau? ▪ What are those sub-cultures? ▪ Do you think police culture is the same throughout the country or across jurisdictions? ▪ We know a little more about our colleagues. ▪ We know we have resources among ourselves to assist us when we are seeking opportunities to learn about other cultures. ▪ We all belong to more than one culture: Age, profession, gender. ▪ In getting to know each other better, we realize that we can share much in common with those who appear different from us, often contrary to our initial expectations. ▪ Part of being culturally competent is being open to new information and seeking information about others.

PART 5: DEFFINITION OF TERMS (5 minutes)

<p>Directions</p> <p><u>Purpose:</u> To help us frame terminology in a more personal way, and have them connect it to the Police Bureau.</p> <p>Talk about the culture of the Bureau generally as well as the ways in which the cultures of the various precincts differ from one another, even though they share the larger culture of the Bureau.</p> <p>Help participants understand the difference between generalizations and stereotypes. Using the example above, to stereotype would take the generalization several steps further and assume that every high school student is going to be immature, impulsive, and will behave in a number of specifically negative ways.</p>	<ul style="list-style-type: none"> ▪ The reason for going over the definitions is to help everyone have a common understanding of the terms used in class and which are related to diversity work in general. ▪ These terms are being used citywide. It is important that all city employees operate with the same definition of terms with respect to diversity issues. ▪ Does anyone have any questions about any of the definitions? ▪ Have participants read the list of terms from the sheet in their packet. The terms are defined as follows: <ol style="list-style-type: none"> 1. Culture: The learned and shared values, beliefs, and behaviors of a group of interacting people. 2. Cultural Competency: The understanding and skills to communicate and work effectively with all members of the community. How are they culturally competent and would they help us in the daily performance of our jobs? 3. Cultural Diversity: The characteristics we use to put others and ourselves into groups. 4. Generalization: The tendency of a majority of people in a cultural group to hold certain values and beliefs and to engage in certain patterns of behavior. Making generalizations can be an efficient way of dealing with others because it makes it possible to take shortcuts in our interactions. May someone give an example of a time when a generalization might be helpful? (For example, it would be a generalization to assume that most high school students lack maturity and might be expected to act impulsively in certain situations. How could a generalization like this be helpful to a police officer in certain situations?) 5. Stereotype: The application of a generalization to every person in a cultural group, or generalizing from only a few members of a group to the entire group. 6. Diversity: The similarities and differences in human characteristics and cultures that act as barriers and bridges to understanding and communicating with others. You will be doing an exercise a little later that will illustrate this. 7. Diversity development: The building of institutional capacity to attract and support a diverse workforce and to utilize the perspectives, knowledge, and skills offered by a diverse workforce. May I get a volunteer to explain why this would be desirable to any organization, and particularly to the Bureau?
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PART 6: DIMENSIONS OF CULTURE: ICEBERG ANALOGY (15 minutes)

<p>Materials</p>	<ul style="list-style-type: none"> ▪ Power Point Slide #5 ▪ Handout: Iceberg Theory ▪ Flip chart with drawing of an iceberg.
<p>Introduction</p>	<p>Please refer to your handout called the Iceberg Theory.</p>
<p>Lecture</p> <p>Have participants call out words which they think would describe the immediately visible aspects of culture. Write the participants responses on the top portion of the iceberg on the flip chart, above the waterline.</p>	<ul style="list-style-type: none"> ▪ Culture can easily be compared to an iceberg because the part that is visible above the surface is only a small portion of the total picture. It is commonly accepted that the part of an iceberg that we can see – the part above the water line – is only about 10% of the whole iceberg. People are the same way: what we see, what is immediately visible is only about 10% of their cultural attributes. You probably see 15% based on your profession and training. ▪ The distinguishing characteristics of a person are often below the surface. These hidden aspects, though not visible, make up a larger part of our cultural makeup than the “tip of the iceberg.”; But they don’t become visible until we go “deep sea diving”. The more we know about what is below the surface of the cultural iceberg, the more we can actually know about what actually defines that person. <p>What are the <u>immediately</u> visible aspects of a culture? What’s above the waterline?</p> <p>Answer Examples:</p> <ul style="list-style-type: none"> ▪ Physical features ▪ Gender ▪ Age ▪ Language ▪ Clothing ▪ Food ▪ Music ▪ Religion, etc <p>What are the visible aspects of a person you observe in your role as a police officer?</p> <p>Answer/Examples:</p> <ul style="list-style-type: none"> ▪ Tattoos ▪ Behaviors ▪ Hygiene ▪ Gang colors

Have participants call out words which they think would describe the less visible aspects of culture. Write the participants responses on the lower portion of the iceberg on the flip chart, below the waterline.

Learning Points

What are the less visible aspects of a culture which describe the deeper parts of culture? What's below the waterline?

Answer/Examples:

- Values
 - Beliefs
 - Attitudes
 - Perceptions
 - Assumptions
 - Life experiences
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- Like the iceberg, we can only “see” 10% of a person’s cultural attributes. We cannot see the most important dimensions of a person’s culture, including values, attitudes, and beliefs.
 - Although most of who we are is below the surface, we tend to make assumptions based on the tip of the iceberg, the visible portion, which often results in misjudgments.
 - If we want to get to really know about a person, we need to look below the surface. This will lead to better communication and stronger relationships.
 - We have most control over the attributes under the waterline, and yet we respond to others based on the tip;
 - Culture clash is often triggered by the attributes on the tip of the iceberg. This prevents us from going any deeper and checking out whether, despite surface differences, there are similarities in the fundamental attributes.
 - When we clash culturally with people, it is often triggered by the attributes at the top of the iceberg. This prevents us from going any deeper into the cultural identities of others. Getting stuck in the stereotypes and assumptions that come from focusing on only the dimensions of culture that we can see, keeps us from developing good relationships and many times misjudging.
 - The more we know about others, the better we will understand them is a logical conclusion. And if we understand them better, our communication will be better and our relationships can become much stronger.

PART 7: CULTURAL INFLUENCES (20 minutes)

<p>Objectives: To allow us to see where our own cultural influences come from. Also to distinguish between cultural patterns and stereotyping.</p>	Power Point Slide # 6
<p>Materials: Handouts are in your material</p>	
<p>Directions:</p> <p>Why do we judge based on 10-15 % or what we can see of a person?</p> <ul style="list-style-type: none"> ▪ Their answers will vary widely, but many of them will cite such sources as their parents, the media, school, church, etc. ▪ Discuss with participants the other sources of negative input if not mentioned: TV, textbooks, events, personal experiences, and films, the media, etc. ▪ Help them understand that messages that are learned early become assumptions and part of our mental filters. They then affect both what we think and how we feel about those who are different, which in turn 	<ul style="list-style-type: none"> ▪ From an early age, we are given information, both accurate and inaccurate, about people. This information comes from many different sources and becomes part of our belief systems, our assumptions, and our mental filters. ▪ Search your past and think about your personal sources of information. ▪ Please write the sources down one source in each box on the handout that you were given. You can add more boxes if you need to. ▪ Although you will not be turning the sheets in, you will be sharing the information with a partner. ▪ You will have three minutes to complete your chart. ▪ Now that you have determined the sources of the messages you received, think about times that you might have received negative input about people who are different from you and your family. Mark those boxes. ▪ Then share with your partner information about what you were told regarding people who were different from you and your family in some way. <p>Write where there information came from down on the board. Then ask them the following.</p> <ul style="list-style-type: none"> ▪ How does that information have an effect on your work today? Think about your relationships with co-workers or the public: Do any negative messages from the past influence how you react to the people you interact with in your job? ▪ The vast majority of the time, people do not intend to give out negative messages about others, but many of us do so because those are the messages we received ourselves, and we are just passing on what we have learned. Sometimes those kinds of message are subtle, and sometimes they are overt, but they always have a great deal of power. This is one reason it is so important for each of us to know and understand our own attitudes and programming: so we can change for the better those beliefs and attitudes that drive our behavior. This way we can stop the cycle of passing on misinformation to others. ▪ Another reason these assumptions are so difficult to change is that we are often not conscious of what we assume about those who are different. Our assumptions are simply 'on automatic,' and we

**impacts our
behavior.**

**If you have a story of a
time you were wrong in
making an assumption,
share it.**

behave in ways that are ingrained.

- Stereotyping is also part of the issue. We just react to people based on old, internalized messages that we often are not even aware of. Our reactions have little or nothing to do with whom the people really are, but are just grounded in old stereotypes that we have been harboring for years.
- Earlier in the program, we defined a stereotype as the application of a generalization to every person in a cultural group, or generalizing from only a few members of a group to the entire group.
- It can be very difficult to undo stereotypical thinking because those attitudes usually become fixed and frozen and keep us from being open to who individuals really are. Each of us has to be motivated to change those kinds of ingrained attitudes, however, it can be done.
- It is possible to move out of being "on automatic" and into a greater consciousness of our own reactions by:
 1. Realizing that everyone is raised with messages that become filters. Even those you interact with while you are on the job.
 2. Knowing what our own filters are and how they cause us to react to others in negative ways.
 3. Making a decision to not act on the filters that create automatic and perhaps inappropriate assumptions about a group or individual.
 4. Seeking new information in an effort to create new and more informed filters through which we pass the information that comes to all of us every day.
 5. Using this new information to make better judgments about what is real vs. what is merely perceived.
- Give yourself some time to *pause* before you react in any given situation. Ask yourself, 'Am I basing my reactions on something that is true and accurate, or am I being driven to act based on old messages in my mental filters, messages that have nothing to do with my current situation or the person I am dealing with?'

Bridges and Barriers

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“We assume that words and gestures have universal meanings. We assume that if both parties speak the same language – English, for example – that the message we *send* matches the message that is *received*. But we cannot count on others interpreting language in exactly the same way that we do, for many reasons. What do you feel when you are similar to someone and how can our similarities be a bridge?

Write responses down in each of the four quadrants on the board.

- Safe
- Make assumptions
- Feel words/gestures mean the same thing

“Differing communication styles can lead to making negative judgments about one another. These negative judgments can cause communication to come to a standstill as well, so that the message isn’t heard at all. How can a difference be a barrier to communication?

Examples: An example of this would be when one person talks with a great deal of emotion; the other person could judge them as being aggressive.

A person who speaks very deliberately could be seen as being unmotivated or not very committed to the conversation.

- Feel betrayed when similarities don’t mean the same thing.
 - We feel unsafe
 - The same language doesn’t mean the same thing
 - Don’t know how to respond
 - Don’t know lay of land
 - When there’s a difference in beliefs, it becomes a barrier.

Do we check our assumptions?

Do we check our assumptions?

How can our difference be a bridge to communication?

When is a difference a barrier to communication? Do we read body language alone? How do we feel?

- Open
- Curious
- We can learn new things and Find common grounds
- We ask questions
- Form meaningful relationships

- Are we unsure
- Uncomfortable?
- Cautious how we interrupt others
- Style differences = value differences

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Do we check our assumptions?

PART 9: CLOSURE AND EVALUATIONS (10-12 minutes)

Materials	<ul style="list-style-type: none"> ▪ Handouts ▪ Flip charts ▪ Markers
Group Action Planning	<ul style="list-style-type: none"> ▪ To create an action plan based on what they learned today.
Directions	<ul style="list-style-type: none"> ▪ Ask the large group, What worked for you today? ▪ What didn't work? ▪ Write suggestions on the flip chart. ▪ What would you like to learn next? How are you going to use this information?
Evaluations	<ul style="list-style-type: none"> ▪ Pass out the evaluation forms. Please fill them out and hand them in before they take your break.

In closing

What you have heard today should illustrate the importance of looking for feedback, (verbal and non-verbal) checking your assumptions about others and asking yourself is what I am doing or about to do based on what is in my mental filters, or something real? Am I operating on the visible 10% of this person and allowing my programming to take over?

If your answer is yes, you may be doing yourself and the other person a great injustice.

“I want to say Thank You for your participation today”

Ask class to fill out evaluations and you are done.