Governor’s Mandated Diversity 101

Department of Children and Families, Massachusetts Child Welfare Institute

HANDOUT PACKET
Key Components to Creating a Multicultural Community

- Recognize differences within yourself & others

- Understand the day-to-day impact of those differences

- Appreciate one’s capacity to handle them

- Utilize the differences represented in your organization, community and the families you serve

- Create Multicultural guidelines to provide a model on how to create effective cross-cultural interactions and to capitalize on our unique cultural perspectives and expertise.

- This tool is helpful because as a nation we have not spent enough time having the necessary, difficult and often painful dialogue to eradicate all forms of oppression.
Multicultural Guidelines

- **Try on** each other’s ideas, feelings, and ways of doing things for the purpose of greater understanding.

  Keep what you like and let go of the rest at the end of each interaction, discussion, session or meeting.

- **Okay to Disagree and NOT okay to blame, shame or** attack ourselves or others because of our differences. One of the necessary ingredients for differences to be expressed and valued is that people need to let go of the need to be, think or act the same.

- **Practice “Self-Focus” and use “I” Statements** - Begin by talking about your own experience. It is helpful to make “I” statements when speaking about your experience, rather than saying “you”, “we” or “one”. When you intend to refer to others, be specific about them- by name or group. This invites and creates space for multiple perspectives to be shared especially- when they are different than yours.

  Learning from uncomfortable moments is an important part of this process so, pay attention to your feelings.

- **Be Aware of Intent and Impact** - Be aware that your good intentions may have a negative impact - especially across racial, gender or other cultural differences. Be open to hearing the impact of your statement.

  If you want to “stretch” yourself - seek the feedback from the individual before they bring it to your attention.

- **Practice Both/And thinking** - Look for ways to fit ideas together and not set up an “either/or” process or a competition between ideas.

  Look for the existence of many truths from the perspective of the many cultural backgrounds involved or that you are serving.

- **Notice Both Process and Content** - Notice both process and content during work sessions. Content is what we say, while process is how and why we say or do something and how the group reacts.

  Notice who’s active and who’s not, who’s interested and who’s not, and ask about it.

- **Confidentiality** with regard to personal sharing is important. You can carry the work of the group, your own learning, stories and perspectives, and the public work from the group. Allow others to tell their own stories.

  Ask first to see if an individual wants to follow-up on the initial conversation.

  Do not use any information shared negatively towards a progress report or against a supervisor.
Multicultural Process of Change

Process of Change (at all levels)

- Recognize
- Understand
- Appreciate Differences

Monoculturalism
- "Melting Pot"
- Assimilation
- Exclusion

"Emancipatory Consciousness"
- Social/Economic Justice

Pluralism
- "Salad Bowl"
- Diversity
- Inclusion

Acceptance, appreciation, utilization and celebration of similarities and differences at these levels:
- Personal
- Interpersonal
- Institutional/Systemic
- Cultural

Rejection of differences and a belief in the superiority of the dominant group at these levels:
- Personal
- Interpersonal
- Institutional/Systemic
- Cultural

This Multicultural Tool was created by VISIONS, Inc. – added into by Amy Strohes
VISIONS, Inc. is a non-profit training and consulting enterprise providing a variety of services that support organizations, communities, and individuals as they continue to clarify their diversity-related goals and engage in a dynamic process toward cultural development. VISIONS, Inc. was established in 1994 as a non-profit, educational organization. Today it is a 501(c)(3) entity with offices in Roxbury, Massachusetts, Rocky Mount, North Carolina, and is supported by a team of consultants around the United States and abroad.
# Shared Definitions

<table>
<thead>
<tr>
<th><strong>DIVERSITY</strong></th>
<th><strong>EQUAL EMPLOYMENT OPPORTUNITY</strong></th>
<th><strong>AFFIRMATIVE ACTION</strong></th>
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<tbody>
<tr>
<td>is our differences based on ethnicity, gender, age, religion, disability, national origin and sexual orientation, an infinite range of individuals’ unique characteristics and experiences, such as communication styles, career, work, life experience, educational backgrounds and other variables.</td>
<td>Equal Employment Opportunity refers to laws that require all personnel programs, policies and practices to be formulated and conducted in ways which ensure equal access for all people and prevent discrimination. Under these laws, employment decisions must be based on the individual eligibility, merit or fitness of applicants and employees without regard to age, color, criminal records (applications only), disability, genetics, national origin, ancestry, race, religion, sex, sexual orientation and gender expression.</td>
<td>The term “Affirmative Action” refers to laws, regulations, or policies that seek to redress past discrimination, particularly in employment, education and government contracts. In employment, this is accomplished by taking specific steps to identify, recruit, hire and/or develop for advancement of persons who are identified as part of specific protected classes. Thus, an employer demonstrates its willingness to remedy past acts of discrimination against specific groups by developing goals and timetables, and mechanisms through which success is measured, with an ultimate goal of achieving a diverse workforce.</td>
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<tr>
<th><strong>ASSIMILATION</strong></th>
<th><strong>ACCULTURATION</strong></th>
<th><strong>CULTURAL COMPETENCY</strong></th>
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<tr>
<td>is the process by which one cultural group is absorbed by another. The terminology could also mean complete disappearance into the mainstream without being recognized, i.e. complete cultural loss or cultural genocide. The process whereby a minority group gradually adopts all of the customs and attitudes of the prevailing culture. (Individuals or groups adopt to a new culture by taking on that culture’s identity and abandoning their own culture.)</td>
<td>is a process in which members of one cultural group adopt the beliefs and behaviors of another group without losing aspects of their own culture, e.g., learning to speak the language or drive on the right side of the road. (Individuals or groups adjust their behavior to fit the rules and expectations of the dominant culture without giving up their own ways entirely.)</td>
<td>is the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures. It includes adjusting your own and your organization’s behaviors based on what you learn. It is not something you master once and then forget. It is a lifelong journey. <strong>Organizational cultural competence</strong> is a set of behaviors and attitudes integrated into the practices and policies of agencies or individuals that enable them to understand and work effectively in multicultural situations.</td>
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Multicultural Bingo

Activity Purpose:

- Learn a few interesting facts about the people with whom you work.
- Connect with participants whose experiences are different from your own to broaden your cultural lens.

Activity Instructions:

- Locate a participant whose life experience matches a category in the grid.
- Have matching participant write his/her name or initials in the square; and when applicable, respond to the additional information question included in the category.
- Achieve “Multicultural Bingo” when a vertical, horizontal or diagonal row of 6 categories is completed.
- Upon completion, call out Bingo!, and turn in your signed sheet to the facilitator. First three winners get a prize!

Activity Protocols:

- Sign the grids of other participants only.
- Sign no more than 2 categories on an individual grid.
- Interpret categories with neither excessive rigidity nor cavalier nonchalance; trust your first inclination.
- Mingle freely and speak directly with other participants.
- And by the way – have FUN!!!!

Name:____________________________________
<table>
<thead>
<tr>
<th>Consistently asks about race/ethnicity of kids and families?</th>
<th>Exercises at least 3 times a week</th>
<th>DCF employed from the start on 6/29/80</th>
<th>Share one thing you know about disproportionality in your office.</th>
<th>Carries own kid(s) photo(s) (tell one fun fact about them)</th>
<th>A first generation immigrant in U.S. (origin?)</th>
</tr>
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<tbody>
<tr>
<td>Is a twin.</td>
<td>Personally knows someone without healthcare</td>
<td>Leader or coach of a youth group, troop or team (what?)</td>
<td>Attended a racially mixed Elementary school</td>
<td>Is a member of a multi-racial family</td>
<td>Is a second generation born in U.S.</td>
</tr>
<tr>
<td>Is Bilingual (which language?)</td>
<td>A grandparent (How many?)</td>
<td>Has worked in more than 3 positions at DCF (which ones?)</td>
<td>Done child/family work outside MA (where?)</td>
<td>Did “hands-on” building/renovating of own home</td>
<td>Is a member of an adoptive family</td>
</tr>
<tr>
<td>Traveled to at least 3 continents (where?)</td>
<td>Was born outside the US? Where? _____</td>
<td>Was raised with 6 or more children</td>
<td>Does volunteer work (what kind?)</td>
<td>Lives in a racially mixed neighborhood</td>
<td>Knows American Sign Language (ASL)</td>
</tr>
<tr>
<td>Still practices an ancestral tradition</td>
<td>Has a family member with a developmental disability</td>
<td>If you could spend the day with someone outside your cultural/ethnic background, who would it be?</td>
<td>Who is dreaming of retiring in the next 5-10 years</td>
<td>Has attended a local cultural celebration to learn more about a different cultural group</td>
<td>Is a parent to more than 3 children (including foster children)</td>
</tr>
<tr>
<td>Wanted to be a SW when they grew up</td>
<td>Has dated someone outside their ethnicity</td>
<td>Lived outside of U.S. for a year or more (where?)</td>
<td>Has a family member who identifies as GLBTQ</td>
<td>Which came first, the chicken or the egg? ________</td>
<td>If you wanted to know something about your future what would it be?</td>
</tr>
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</table>
Breadth and Depth Assessment

The following list, although not exhaustive, represents categories of diversity. Name two people in each of the categories and identify a contribution they have made or their significant role as residents or citizens of the United States.

Young People (under the age of 18)

Elderly People (over the age of 65)

African Americans

Asian Americans

People with Disabilities

European Americans
People of Latino Heritage

Females

Males

People of Middle Eastern Heritage

Native Americans

GLBT (Gay, Lesbian, Bisexual, Transgender)

Religious Leaders
Tools of the Trade for Communication

• **Suspend judgment when listening and speaking**

  When we listen and suspend judgment and our assumptions, we open the door to inclusive perspectives and expanded understanding. When we speak without judgment we open the door for others to listen to us.

• **Show respect for differences**

  Our respect is grounded in the belief that everyone has an essential contribution to make and is to be honored for the unique perspective they can bring to the dialogue.

• **Suspend role and status**

  All participants and their contributions are absolutely essential to developing an integrated holistic view. In order to attain this, participants need to respect all perspectives and not be concerned about their role or status.

• **Balance inquiry and advocacy**

  We inquire to discover and understand others perspectives and ideas. The intention is to bring forth and make visible assumptions, relationships and gain new insight.

  We often tend to advocate to convince others of our positions. Therefore, a good place to start within this guideline is to practice bringing more inquiry into the conversation – ask more questions than make statements.

• **Focus on learning**

  Lifelong learning is the key to gaining new knowledge and knowledge is power!
Understanding of Selective Perception

Ladder of Inference Model

I take actions based on my beliefs.

I adopt beliefs about the world.

I draw conclusions.

I make assumptions based on the meanings I added.

I select "data" from what I observe.

Observable "data" and experiences (as a videotape recorder might capture it).

The Reflexive Loop (our beliefs affect what data we select next time).
Cultural Sharing Activity

(In small groups or concentric circle style)

Please share with your group in whatever words are true for you...

1. How do you identify Racially,
2. Ethnically and
3. Culturally (ex: middle child, child of a deaf adult, GLBTQ, Southerner, etc or ANY other significant aspect of your identity that shapes the way the see and interface with the world.)
4. What class background you grew up and your class identity today?
5. Describe an experience you had when someone stood up for you because you were different.
6. Describe an experience you had when you stood up for someone because they were different.
7. How might/does your cultural background help you in your work?
8. How might/does your cultural background hinder you in your work?
### Levels of Power and Change

<table>
<thead>
<tr>
<th>PERSONAL</th>
<th>INTER-PERSONAL</th>
<th>INSTITUTIONAL</th>
<th>CULTURAL</th>
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<tbody>
<tr>
<td>■ attitudes, beliefs, values and feelings, regarding the inferiority of certain groups</td>
<td>■ how we behave in light of the assumptions we hold about the inferiority of others</td>
<td>■ established laws, customs, traditions and practices which systematically result in inequalities in a society (organization)</td>
<td>■ both the individual and the institutional expression of the superiority of one group’s culture, heritage and values over that of another</td>
</tr>
<tr>
<td>■ involve both misinformation and emotional misunderstanding</td>
<td>■ deals with our acts or behaviors, that are based on our attitudes, beliefs, values and feelings]</td>
<td>■ institutional “isms” are occurring to the extent that a particular institution or its laws and practices support the power of non-target groups</td>
<td>■ it exists if people outside of the status quo experience a void</td>
</tr>
<tr>
<td>■ have been learned either directly (taught) or indirectly (caught)</td>
<td>■ “How do I act/behave toward others who are different?”</td>
<td>■ “How does my institution favor the non-target groups? What are examples of policies, procedures or customs that result in inequalities?</td>
<td>■ “How do I or how does our organization practice cultural ‘isms’?”</td>
</tr>
<tr>
<td>■ can be conscious or unconscious</td>
<td>“What do I think and feel about others who are different?”</td>
<td></td>
<td></td>
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Levels of Power and Change Activity

Guided Questions for each Category are as follows:

1) Inter-Personal
   - How do I or have you seen others here at DCF act/behave toward others who are different?"
   - What is an action that you would like to see happen regarding this issue?
   - What are you willing to commit to ensure it happens?

2) Institutional
   - How does DCF favor the dominant groups? What are examples of policies, procedures or customs that result in inequalities?
   - What is an action that you would like to see happen regarding this issue?
   - What are you willing to commit to ensure it happens?

3) Cultural
   - How do I or how do we, here at DCF, practice cultural ‘isms’?"
   - What is an action that you would like to see happen regarding this issue?
   - What are you willing to commit to ensure it happens?