Diversity: Recognize, Respect, Connect

Objectives:
Upon completion of this course, you will be able to:

• Build connections using similarities and differences
• Establish a framework for understanding diversity
• Use awareness of self and workplace to connect across cultures
• Build knowledge, skills and attitudes that demonstrate respect across cultures
• Create a plan for on-going diversity awareness building
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For civil rights questions, call (608) 422-6889 or the Wisconsin Relay Service (WRS) – 711.

<table>
<thead>
<tr>
<th><strong>W-2 Contact Information</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions regarding this training material should be directed via your local agency process to the Partner Training Team,</td>
</tr>
<tr>
<td>Email: <a href="mailto:PTTTrainingSupp@wisconsin.gov">PTTTrainingSupp@wisconsin.gov</a></td>
</tr>
<tr>
<td>A contact person is available to answer e-mailed questions related to this training material, assist you in completing any activity that you are having difficulty with, and/or provide explanation of anything else about this training material.</td>
</tr>
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</tr>
<tr>
<td>Email: <a href="mailto:DCFW2CARESHD@wisconsin.gov">DCFW2CARESHD@wisconsin.gov</a></td>
</tr>
<tr>
<td>Telephone: (608) 422-7900.</td>
</tr>
<tr>
<td>W-2 Policy questions should be directed to your Regional Office staff.</td>
</tr>
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</table>
Introduction

A Few Words about Diversity

What do people often think about when they hear the word *diversity*? We hear about diverse neighborhoods, diversity training, respecting diversity, appreciating diversity. So, what does that mean for each one of us? What does that mean for this workshop? What does it mean in the W-2 workplace?

Use the space below to express your thoughts about Diversity.

Merriam-Webster's New Collegiate Dictionary defines *diversity* as:

1. The condition of having or being composed of differing elements.
2. An instance of being diverse.

Does your internal image of diversity match the dictionary definition?

"We all live with the objective of being happy; our lives are all different and yet the same." - Anne Frank, diarist
Behavioral Self-Assessment Survey

Rate yourself openly and honestly on each of the following statements by circling the number that best describes you, with 1 being Rarely and 5 being Always. Add up your responses and record your total score on the next page.

<table>
<thead>
<tr>
<th>Rarely</th>
<th>Sometimes</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

1) I understand my agency’s diversity goals.  
2) I regularly assess my strengths and weaknesses in the area of diversity, and I consciously try to improve myself.  
3) I am always asking questions. I am curious about new things and people.  
4) When I do not understand what someone says, I ask for clarification.  
5) I am committed to respecting all coworkers and customers.  
6) I work willingly and cooperatively with people different from me.  
7) I recognize how bonding with my own group may exclude, or be perceived as excluding others.  
8) I can communicate with and influence people who are different from me in positive ways.  
9) I am interested in the ideas of people who do not think as I do, and I respect their opinions even when I disagree.  
10) Some of my friends are different from me in age, race, background, etc.  
11) I recognize I am a product of my background, and that my way is not the only way.  
12) I am aware of my prejudices and consciously try to control my assumptions about people.  
13) I try to help others understand my differences.
14) I work to make sure that people who are different from me are heard and are respected.  

15) I help others succeed by sharing unwritten rules and showing them how to function better.  

16) I apologize when I have offended someone.  

17) I resist the temptation to make another group the scapegoat when something goes wrong.  

18) I think about the impact of my comments and actions before I speak or act.  

19) I refrain from repeating rumors that reinforce prejudice or bias.  

20) I recognize and avoid using language that reinforces stereotypes.  

21) I include people who are different from me in informal networks and events.  

22) I believe and convey that nontraditional employees are as skilled and competent as others.  

23) I get to know people who are different from me as individuals.  

24) I turn over responsibility to people who are different from me as often as I do to people who are like me.  

25) I do not focus on physical characteristics when interacting with others and when making decisions about competence or ability.  

26) I avoid generalizing the behaviors or attitudes of one individual to an entire group (e.g., "All men are...", "All Jewish people are...", etc.)  

27) I say, "I feel that's inappropriate," when I think someone is making a derogatory comment or joke.  

28) I recognize that others may stereotype me, and I try to overcome incorrect assumptions that they may make.  

Total Score ____________  

Note: Adapted from “The ASTD Trainer’s Sourcebook: Diversity” by Tina Rasmussen, 1996, p. 259-260
Diversity Awareness Continuum

Unaware (0-39)
Unaware people do not realize they exhibit biased behavior, and may offend others without being aware of it. They may accept society’s stereotypes as fact. They may discriminate against others unknowingly. Because unaware people “don’t know what they don’t know,” the only accurate indicator is honest feedback from others. Note: A person can be unaware only until s/he receives feedback.

Traditional (40-69)
Traditional people are aware of their prejudices, and realize their behavior may offend some people. Nevertheless, they continue with derogatory jokes, comments, and actions, and act as if workplace discrimination laws and the agency’s values do not apply to them. Behaviors of people who fall into this category are likely to have a negative influence on workplace morale. Look at the statements you marked the lowest. You might want to set goals to help you change biased behaviors.

Neutral (70-99)
Neutral people in this category are aware of biases in themselves and others. They work to overcome their own prejudices, but are reluctant to confront inappropriate behavior by others. They avoid risk by saying nothing (collusion), but this behavior often is perceived as agreement. If you fall into this category, look at the statements that you marked the lowest. You may want to set goals to improve in those areas. You also can work on ways to become more proactive with regard to others’ biases.

Change Agent (100-129)
Change Agents are aware of biases in themselves and others, and recognize the negative impact of acting on those biases. They take action when they encounter inappropriate words and actions, and relate to people in a way that values diversity. If you fall into this category, your greatest contribution is to help others value diversity more fully.

Rebel (130-140)
Rebels are acutely aware of any behavior that appears to be prejudiced or biased. However, they may become involved in reverse discrimination. They have played an important role in helping nontraditional employees, and have provided valuable services to many. Because their views sometimes are perceived as extreme, they may get a reputation that causes people to discredit what they say. If you fall into this category, you are a “change agent” but you should examine whether you are as effective as you can be. Consider asking others for honest feedback.

Note: Adapted from “The ASTD Trainer’s Sourcebook: Diversity” by Tina Rasmussen, 1996, p. 261
Implicit Association Test (IAT)
If you would like to examine other conscious and unconscious preferences on your own, you can “measure your attitude” through the Implicit Association Tests (IAT) at Harvard University's [https://implicit.harvard.edu/implicit/](https://implicit.harvard.edu/implicit/). Online, you can test your conscious and unconscious preferences on such topics as race (Black-White), sexuality (Gay-Straight), religion (Judaism-Other Religions), gender-career, and Asian American (Asian-European American).

Thoughts about Expectations
Because the diversity topic can bring out emotional as well as thoughtful responses from training participants, note up to three hesitations and up to three hopes that this type of training may generate in you. Throughout the day, refer back to these hesitations and hopes as a means of checking your progress.

Hesitations:

Hopes:
Discover Common Connections

**Partner Interview:** Select an interview partner, preferably someone you do not know, and who appears different in an obvious way, e.g., age, gender, height, race. The total interview time is 10 minutes:

One partner begins the interview and the other answers the questions. After five minutes, partners switch roles.

1. What aspect of your job do you enjoy the most?
2. What is something you recently learned from someone who is different from you?
3. If you could invite two people, living or deceased, to dinner, who would you ask and why?
4. What is one word or phrase that describes you?
5. What did you like about your place in the birth order of your family: eldest, middle, youngest?
6. What do you especially value about your heritage?
7. What is an interesting fact that makes you a unique member of your agency staff?
8. What environments have you lived in for more than a year: rural, urban, suburban, major metropolitan?

**Reflection**

With the permission of your partner, share one significant similarity discovered between the two of you:

With the permission of your partner, share one significant difference discovered between the two of you:
Establishing a Framework for Understanding Diversity

Factors that Attract and Distance

<table>
<thead>
<tr>
<th>Attract</th>
<th>Distance</th>
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</table>

Do the attracting and distancing factors influence the way I work with W-2 job seekers and colleagues? If so, how? If not, why not?

Strategies that help me work well with both those to whom I am instinctively attracted and those from whom I am distanced include:

The Learning Point? That which attracts one person may distance another.
Factors Affecting Connections: Group Memberships, Individuals, Events

Over the years, a number of factors influence what may attract or distance people from others, factors that shape levels of appreciation for diversity. The factors may be obvious or subtle, real or fictional; together they blend and shape perceptions and appreciation for diversity. Sometimes they even are strong enough to shift or change a previously held perception.

**Group Memberships**

Group memberships influence perceptions. People are members of different groups by virtue of birth, choice, circumstance, or any combination.

- Groups may be formalized or informal (e.g., formalized: Masons, book clubs; informal: baby boomers, singles).
- Groups may have specific guidelines for membership and gathering, or may have no guidelines.
- Group memberships may be past or current; e.g., Boys/Girls Club, Parent Teacher Organization, AIDS activist, WSSA.
- Group memberships may have little OR no significant influence on perceptions and appreciation for diversity.
- Group memberships may relate to a person’s employment; e.g. social services, sales, education.

Regardless, group membership influences perception.

**Individuals**

Individuals influence one another with words and behaviors. Sometimes the influence is fleeting, and sometimes it lasts a lifetime. The individuals may be close family members, distant celebrities, historic figures, or even fictional characters from books, television, or films.

**Events**

Events, too, may leave indelible messages about other individuals or other groups. Again, the events may occur on a personal or a global level, a community or a national level; e.g., work place discrimination or genocide in Syria. The events may be experienced directly, or witnessed from the distance of time and space.

On the next page, identify groups, individuals, and events that make up the three streams of influence that funnel into your current perceptions related to diversity.
Groups  Individuals  Events

My Perceptions
Terms and Concepts

**Acculturation** – The modification of the culture of a group or individual as a result of contact with a different culture. (American Heritage Dictionary)

**Affirmative Action** – An active effort to improve the employment or educational opportunities of members of minority groups and women. (Merriam-Webster Online Dictionary)

**Americans with Disabilities Act (ADA)** – A federal law that prohibits discrimination against people with physical or mental disabilities in employment, public services and places of public accommodation, such as restaurants, hotels and theaters (www.nolo.com).

**Assimilation** – The process whereby a minority group gradually adopts the customs and attitudes of the prevailing culture. (American Heritage Dictionary)

**Bias** – An inclination of temperament or outlook. (Merriam-Webster Online Dictionary)

**Collusion** – Cooperation with others, knowingly or unknowingly, to reinforce stereotypical attitudes, prevailing behaviors, and norms; OR A secret agreement or cooperation, especially for illegal or deceitful purposes. (Merriam-Webster Online Dictionary)

**Cultural Diversity** – A mosaic of the different behaviors, styles, perspectives, beliefs, values, customs, and experiences that people bring to groups, organizations, and personal relationships.

**Culture** – The behaviors, attitudes, beliefs, values, traditions, celebrations, social relationships, and world views shared by a group of people whose members have many factors in common including history, family heritage, geographic location, language, social class, and/or religion. An individual’s culture includes the many elements that define who a person is.

**Discrimination** – Differential treatment based on a person’s group membership resulting in the denial of access to employment, resources, services, etc.

“For those who have seen the Earth from space, and for the hundreds and perhaps thousands more who will, the experience most certainly changes your perspective. The things that we share in our world are far more valuable than those which divide us.” – Donald Williams
Diversity – The many and varied ways people are different from one another including, but not limited to, gender, race, age, ethnicity, physical ability or disability, physical characteristics, social status, economic status, marital status, religion, occupation, sexual orientation, and political affiliation.

Equal Employment Opportunity Commission (EEOC) – A government agency established to uphold anti-discrimination laws. Equal employment opportunity legislation was enacted to prohibit discrimination based on race, color, religion, gender, national origin, age, disability, sexual orientation, or veteran status.

Ethnicity – Characteristics or factors some people have in common, such as place of birth, family origin, and/or physical characteristics.

Ethnocentrism – The belief that one’s own group; e.g., ethnic, age, racial, gender, religious, or occupational, is inherently superior to all other groups. Ethnocentrism results primarily from a lack of accurate information and from limited exposure to other groups.

Exclusion – An act or instance of shutting out from consideration, privilege, etc., an individual or particular group.

Heritage – The traditions, stories, beliefs, values, property, etc., passed down from preceding generations.

Inclusion – Incorporating diversity into the composition of groups and organizations, and capitalizing on the strengths and abilities of all members so that everyone can make a meaningful contribution. Inclusive groups and organizations value different perspectives, talents, and interests of members.

Majority – A group whose members predominate over other groups and have greater access to power and privilege.

Minority – A group whose members may not have equal access to power and privilege; OR A group characterized by a sense of separate identity and awareness of status apart from a usually larger group of which it forms or is held to form a part, such as a group differing from the predominant section of a larger group in one or more characteristics (e.g., ethnic background, language, culture, or religion) and, as a result, often subjected to differential treatment and especially discrimination.

Oppression – Prejudice plus power. Oppression is the power and privilege of some groups over other groups, resulting in an imbalance of power. Examples include racism, sexism, heterosexism, classism, ageism, and ableism.

Prejudice – Prejudging people based on a group they belong to instead of who they really are. Prejudging also may be based on information received prior to knowing or meeting the individual. Instances of prejudice often result from stereotyping.
Privilege – Access or availability to certain rights because of group membership, power, or money.

Race – 1) A local or global population distinguished as a more or less distinct group by genetically transmitted physical characteristics; 2) Many groups of people united or classified together based on common history, nationality, or geographical distribution.

Stereotype – A false belief that all members of a particular group (e.g., age, racial, gender, ethnic, political, religious, occupational, or geographic groups) are the same. Stereotyping ignores individuality and attributes a specific set of characteristics to the whole group.

The preceding commonly used definitions were compiled from a variety of sources.

“If we are to achieve a richer culture, rich in contrasting values, we must recognize the whole gamut of human potentialities, and so weave a less arbitrary social fabric, one in which each diverse human gift will find a fitting place.” – Margaret Mead
Spotlight on Biases, Collusion, Generalizing and Stereotypes

Biases cause us to:

1. Magnify the similarities between ourselves and people who seem like us.
2. Diminish the similarities between ourselves and people who seem different.
3. Magnify the differences between ourselves and people who seem different.
4. Diminish the differences between ourselves and people who seem like us.
5. Gravitate toward people who seem like us and away from people who seem different.

So, what do I need to be aware of concerning my biases?

"I hope that people will finally come to realize that there is only one 'race' - the human race - and that we are all members of it." - Margaret Atwood, Novelist

Collusion:

1. We learn collusion in childhood when we adopt the behaviors of the groups we belong to in order to fit in (to become an “insider”).
2. We continue these behaviors as we grow up to increase our sense of belonging and reduce the risk of becoming an “outsider.”
3. Silence is the most common form of collusion. When people tell derogatory jokes, or deliberately exclude or demean others, our silence reinforces stereotypical attitudes and prejudice.
4. Other forms of collusion include denying our biases or prejudices, laughing at inappropriate or degrading humor, and participating in activities that exclude or demean deliberately.
5. As adults, we can make our own informed choices about what we do and do not accept as the truth.

I have questions about or disagree with the following points about collusion: ________.
The points about collusion that are most significant to me are ________________
because _____________________________________________________________________
______________________________________________________________________________.

**Generalizing versus Stereotyping:**

1. Everyone generalizes.

2. Generalizing is a useful mental process – we often have so much data to process that we need ways to order and classify that enable us to make sense of the world around us.

3. The danger is that generalizations can become overgeneralizations, can be based on misinformation and often lead to stereotypes (i.e., when we see someone who fits a particular category or is a member of a specific group, it is easy to automatically make false assumptions about that person).

4. Stereotyping is more rigid, often stated in terms of:
   - S/he is a/n ____________________________
   - All ______________________ are __________________________.
     (an overgeneralization)
   - Therefore, s/he is ________________________________
     (a stereotype)
Primary and Secondary Variables of Cultural Diversity

Many elements in the primary and secondary dimensions of culture make up each individual’s *personal culture* – examples are illustrated below.

- We are born with elements in the primary dimension. These elements generally do not change and often are observable.

- We have more control over elements in the secondary dimension. They often change over time and are less, or not observable, except in contexts.

Note: Adapted from “The ASTD Trainer’s Sourcebook: Diversity” by Tina Rasmussen, 1996, p. 173
**Personalizing Cultural Dimensions**

Look at the variables on the wheel of primary and secondary dimensions of our personal cultures.

List some subcategories for the primary and secondary variables shown on the previous page.

For example:

In the “unchangeable” primary dimension:
- Race – Black/African American, White, Hispanic/Latino, American Indian, Asian, multiracial

In the “changeable/controllable” secondary dimension:
- Education – GED recipient, high school graduate, college graduate
- Occupation – Laborer, teacher, W-2 Case Manager

**Write your subcategories, one per sticky note, and place them on the wall.**

Reflections after all the sticky notes are posted:

Thoughts:

Feelings:
**WI and U.S. Facts and Figures**

**WI Population by Race**

- White 87.5%
- Black or African American 6.6%
- Asian 2.8%
- Two or more races 1.9%
- American Indian and Alaska Native 1.1%
- Native Hawaiian and Other Pacific Islander 0.1%

Note: Adapted from U.S. State and County Quick Facts: WI, *U.S. Census Bureau*, 2016

**Estimate of WI Population:** ______________________________________________________

**Estimate of U.S. Population:** ____________________________________________________

**Estimate of World Population:** __________________________________________________
WI Population by Age

Note: Adapted from the WI Community Facts, American Fact Finder, U.S. Census Bureau, 2016
There will be a new U.S. in the 21st century.

- By the year 2060, the United States population is expected to reach 417 million. That is a 55% increase from 1995.

- The population is projected to look like this in 2060: 44% non-Hispanic White, 14% Black, 29% Hispanic origin, 10% Asian and Pacific Islander, and 1% Native American.

- The growth rate of Black, Hispanic, Asian, and Native American populations in the U.S. is outpacing the growth rate of the non-Hispanic White population.

- People of color (roughly one-third of the U.S. population) are expected to become the majority in 2044, with the nation projected to be 56% people of color in 2060. By 2020, people of color will comprise more than half of our children.

The U.S. workforce is experiencing major changes.

- The labor force is expected to become more diverse. The number of people of color in the workforce is projected to expand substantially.
  - Hispanics are expected to double, from 15% in 2010 to 30% in 2050.
  - Blacks are expected to remain unchanged from 12% in 2010 to 12% in 2050.
  - Asians, the fastest-growing group in the labor force, are projected to increase from 5% in 2010 to 8% in 2050.

- The number of women in the labor force rose from 18 million in 1950 to 66 million in 2000, an annual growth rate of 2.6%. By 2050, the number of working women is projected to reach 94 million.

- Older age cohorts are expected to make up a larger proportion of the labor force in the next two decades:
  - The 55 and older age group, which made up 13% of the labor force in 2000, is projected to increase to 20% by 2020.
  - By 2050, the group will make up 24% of the labor force.

Source: Monthly Labor Review by Toossi, M. 2012 and U.S. Census Bureau
World Population by Geographic Regions

The world population increased from 3 billion in 1959 to 6 billion in 1999, a doubling that occurred over 40 years. The U.S. Census Bureau's latest projections imply that population growth will continue into the 21st century, although more slowly. The world population is projected to grow from 6 billion in 1999 to 9 billion by 2044, an increase of 50% that is expected to require 45 years.

<table>
<thead>
<tr>
<th>GEOGRAPHIC REGION</th>
<th>POPULATION</th>
<th>PERCENT OF WORLD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia</td>
<td>4,436,000,000</td>
<td>59.6%</td>
</tr>
<tr>
<td>Africa</td>
<td>1,216,000,000</td>
<td>16.3%</td>
</tr>
<tr>
<td>Europe</td>
<td>738,000,000</td>
<td>9.9%</td>
</tr>
<tr>
<td>North and Central America (Caribbean)</td>
<td>579,000,000</td>
<td>7.7%</td>
</tr>
<tr>
<td>South America</td>
<td>422,000,000</td>
<td>5.6%</td>
</tr>
<tr>
<td>Oceania</td>
<td>39,900,000</td>
<td>.5%</td>
</tr>
</tbody>
</table>

Note: Adapted from "Life on an Antarctic Station" Antarctic Connection, 2016 as cited Wikipedia, World Population.
100 People: A World Portrait

If the world would be 100 people:
- 60 would be from Asia
- 16 would be from Africa
- 10 would be from Europe
- 9 would be from Latin America and the Caribbean
- 5 would be from North America

Of the 100 people:
- 50 would be female
- 50 would be male
- 25 would be under 15 years old
- 66 would be from ages 15-64
- 9 would be over 65 years old

The 100 people would speak:
- 12 Chinese
- 6 Spanish
- 5 English
- 4 Hindi
- 3 Arabic
- 3 Bengali
- 3 Portuguese
- 2 Russian
- 2 Japanese
- 60 other languages

The religion would be:
- 31 Christians
- 23 Muslims
- 15 Hindus
- 7 Buddhists
- 8 would practice other religions
- 16 would not be aligned with a religion

In this 100-person community:
- 86 could read and write, 14 could not
- 9 would not have access to clean, safe drinking water
- 18 would not have any electricity
- 65 would have cell phones, 47 would be active internet users and 95 would live in an area with a mobile-cellular network
- 7 would have college degrees
- 11 would live on less than $1.90 USD per day
- 14 would have no toilets.
- 11 would be undernourished
- 1 would have HIV/AIDS
- 1 would have tuberculosis

Note: Adapted from “100 People: A World Portrait,” by Erickson, F.J. and Vonk, J.A. 2016
## Language Use in Wisconsin

The following table displays detailed languages spoken at home and ability to speak English for the population 5 years and older in Wisconsin 2009-2013.

<table>
<thead>
<tr>
<th>Language</th>
<th>Number</th>
</tr>
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<tbody>
<tr>
<td>Spanish</td>
<td>243,560</td>
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<tr>
<td>Hmong</td>
<td>40,985</td>
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<tr>
<td>German</td>
<td>36,400</td>
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<tr>
<td>French</td>
<td>12,380</td>
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<td>Chinese</td>
<td>12,130</td>
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<tr>
<td>Polish</td>
<td>6,894</td>
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<tr>
<td>Arabic</td>
<td>6,324</td>
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<tr>
<td>Russian</td>
<td>5,758</td>
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<tr>
<td>African languages</td>
<td>5,432</td>
</tr>
<tr>
<td>Italian</td>
<td>4,940</td>
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<tr>
<td>Serbo-Croatian</td>
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<tr>
<td>Tagalog</td>
<td>4,866</td>
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<tr>
<td>Hindi</td>
<td>4,831</td>
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<tr>
<td>Laotian</td>
<td>4,733</td>
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<tr>
<td>Native North American</td>
<td>4,472</td>
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<tr>
<td>Korean</td>
<td>4,467</td>
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<td>Japanese</td>
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Note: Adapted from Language Use, *U.S. Census Bureau, 2015*
Increase Cultural Connections: Self- and Workplace Awareness

Areas of Self-Awareness

Storage Area for External Information
- This is the place where we store all external messages we receive from others, e.g., family, friends, media, co-workers, groups, events, etc.
- This area includes both negative and positive messages, and changes over time as we receive new information.
- This area provides a foundation and framework for forming our perceptions and general view of our world.

Personal Processing Area
- This is our personal processing area, the place where we take in and filter the information we receive.
- We internalize and personalize external messages, making the information our own.
- We begin to perceive the world through our own eyes, based on personal experiences and interactions with others.
- Along the way, we choose which messages to use, to discard and to modify.
- This area changes, depending on new input from the Storage Area for External Information and the personal choices or modifications we make.
Public/Social Behavioral Area

- This is the area of socially accepted or public behavior. This behavior is based on the values, beliefs, and expectations of those we are with at the time.
- *Group culture* defines expected and accepted behavior in this area.
- This area is based on output from the Personal Processing Area that specifies how we want to appear to others and includes behaviors that project those images.
- This area changes, depending on who we are with and how they respond to us (e.g., if I want to *fit in* with certain people, I may choose to act in a manner that is acceptable to them).
- *Politically correct* behavior is associated with the Public/Social Behavior Area.

I remember a time when my public/social behavior did not demonstrate my real feelings or values. The reason for the mismatch was:

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

*Remember*, inputs to and outputs from each area are dynamic; they are always in a state of change.
# Exploring My Assumptions

Complete each of the following with an initial, uncensored reaction from past and present:

<table>
<thead>
<tr>
<th></th>
<th>When I Was a Teen</th>
<th>Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Old people are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle class people are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People of color are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesbians are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overweight people are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian Americans are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low-income people are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smokers are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catholics are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gun owners are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stay-at-home mothers are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White people are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female executives are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teenagers are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illiterate people are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Americans are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People of Arab descent are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jewish people are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People with disabilities are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gay men are</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reflection: Consider Your Responses

1. Some of my responses surprised me because:

2. Could any of my responses affect my relationships with coworkers and job seekers in a counterproductive way?

3. My responses were most influenced by (check all those that apply):
   _____ personal experiences and family upbringing
   _____ external messages from others, such as friends, co-workers, etc.
   _____ education and/or other institutional influence
   _____ media/news/internet

4. Some of my statements have changed over time, such as:

5. Responses I would care to change include:

   OR I would not care to change any of my responses because:

6. If appropriate, I could start making the change by:

7. From this exercise, one awareness I have learned about connecting with job seekers is:
The Learning Points

- At some point in our development, most of us make assumptions or make generalizations that may lead to forming our own stereotypes; this is normal. We even may have accepted others’ stereotypes.

- However, even when our personal experiences tell us otherwise, we sometimes continue to make false assumptions and hold onto inaccurate stereotypes.

- Unless we make a conscious effort to change our thinking, this misinformation can prevent us from making connections with others.
Assessing Diversity in My Workplace

After looking at each primary and secondary area below, give examples of the diverse groups who seek services from your agency, e.g., Work History – None, Minimal, Steady, etc.
Respond to the following based on the dimensions of the primary and secondary variables.

1. Key similarities among individuals seeking services from my agency include:

2. Significant differences between individuals seeking services from my agency include:

3. Characteristics that I share with those who seek services from my agency include:

4. What local resources can I access to accommodate differences and assist those coming to my agency in reaching their goals?
My Agency Environment

On a scale of 1 to 5, 1 being the lowest and 5 the highest, I rate my agency's demonstrated awareness of and respect for diversity in the following instances (NA if not applicable):

___ Signage
___ Artwork
___ Staff
___ Literature, e.g., forms, pamphlets, waiting room reading material
___ Onsite childcare
___ Stated attitude regarding diversity
___ Unstated attitude regarding diversity
___ Training
___ Agency policy
___ Physical accommodations
___ Awareness of cultural elements that might affect good cause claims or referrals for service
___ Information for participants regarding their right to file a grievance or complaint alleging discrimination based on disability, race, color and nation origin

Overall, my agency environment demonstrates a strong commitment to and respect for diversity. (Circle one of the following choices)

A) Strongly Agree  B) Agree  C) Agree Somewhat  D) Disagree  E) Strongly Disagree

My reason for choosing that response:
Behaviors that Demonstrate Respect and Facilitate Connections

Cultural Nuances
The following variables differ from culture to culture. Recognizing them can ease communication and help build connections with others.

1. Communication
   - Formality
   - Eye contact
   - Sense of personal space
   - Voice tone and volume
   - Body language, gestures, touch
   - Handshakes

2. Time and Time Consciousness
   - Exactness
   - Pace (e.g., slow to act or acts quickly)

3. Acceptance of Change
   - Change accepted as part of culture
   - Tradition takes precedence

4. Use of Name
   - First name
   - Family name
   - Formality
   - Title

5. Harmony vs. Confrontation
   - Conflicts
   - Complaints
   - Negotiation
   - Preference for direct and honest confrontation
   - Preference for harmony – saving face
The Role of Culture in Conflict

People manage conflict in different ways. The following examples illustrate some important cultural variances. Keep this information in mind to facilitate communication and understanding.

The “typical” U.S. way:

- Communication is direct and often public (e.g., just spit it out; say what you mean and mean what you say; let’s get things out in the open, etc.).
- Discussing differences openly is considered helpful to the team, group, or relationship.
- Emphasis on assertiveness – using “I” statements (I feel; I think; I need).
- Conflict is resolved within the group by problem solving the issues together.
- Frustration is felt from conflict avoidance or refusing to deal with the issues directly and openly.

The way of some other cultures:

- Communication is much more indirect, contextual, symbolic, and private.
- Maintaining harmony is more highly prized than airing differences.
- Directness often is considered rude, offensive, or disrespectful.
- Conflict is resolved privately, not within a group setting.
- Confrontation is perceived as embarrassing, with potential for losing face.
Communicate for Understanding

Review the following strategies. Highlight those you demonstrate consistently.

1. Communicate in a thoughtful, considerate manner.
   - Try to understand the listener’s perspective.
   - Be aware of another’s cultural rules about formality, eye contact, interruptions, touching (e.g., handshakes or kissing), and the distance between speakers.
   - Speak slowly and clearly, and use familiar words (avoid jargon and acronyms).
   - Learn a few keywords or phrases of the other person’s language.
   - Check for understanding by asking questions.
   - Empathize with how it feels to, on the one hand, not understand and, on the other hand, not to be understood.
   - Get help (e.g., an interpreter) if you need it.

2. Recognize when the listener does not understand.
   - Note attempts to change the subject or a lack of questions.
   - Note body language and facial expressions that indicate the listener is frustrated or confused.
   - Note comments or laughter at inappropriate points in the conversation.
   - Be alert to the “Yes” that means, “I hear you,” but does not mean, “I understand you” or “I agree with you.”
3. When the other person is speaking, listen with the intent to understand.

   • Clarify what you think the person means by restating or asking clarifying questions (e.g., “As I understand it…” Or “Do you mean…?”).

   • Be patient. Allow the speaker sufficient time to communicate (avoid interrupting or completing the speaker’s sentences).

   • Listen to everything the speaker has to say before concluding that you do not understand.

   • Use visual aids.

   • Get help if you need it.

4. Demonstrate sensitivity to words and symbols.

   • Be aware of words, images, and situations that convey stereotypes (i.e., that imply all or most members of a group are the same).

   • Be aware of language or labels that could offend members of specific groups.

   • Be aware of symbols, objects, and characters that could offend others or reinforce prejudice.

   • Ask what is comfortable or preferable for the speaker.

“As long as the differences and diversities of mankind exist, democracy must allow for compromise, for accommodation, and for the recognition of differences.” – Senator Eugene McCarthy
Tips for Working with Persons with Limited English

• **Never Assume**
  A person from another culture or language group should not be expected to know what an English speaker commonly knows. Start with what is known before going to the unknown; from the simple to the complex.

• **Avoid** “Do you understand?” or “OK?” to check comprehension. A limited English person may say “Yes” out of respect, or to please you, whether or not s/he understands you.

  Instead, state:
  
  “Please tell me how you will do this.”
  Or
  “Please tell me what I just told you in your own words.”
  Or
  “Please show me how you will do this.”

• Use demonstration paired with explanation whenever possible. The more senses you involve, the greater the chance of understanding and memory retention.

• Break up lengthy explanations. Get to the main point. Emphasize by repetition.

• Give instructions in list format – one item at a time. Write down anything important.

• Avoid using slang, idioms, colloquialisms, American sayings – unless you are teaching these – and unspecific words. For example, avoid, “Yeah, that rocks; you got the job, but I’ll still need some one-on-one with you.” Instead, try, “That is good news you have told me about your new job. Can we schedule an appointment to meet so I can find out more about the job?”

If you suspect a problem and get a negative response to your inquiry, come back to it more than once. Use a related question, change the wording, or try an indirect route. Watch for responses that do not seem to fit your question.

**For example:**
Job Seeker (calling): “I’m sorry I didn’t call you yesterday because I didn’t have the phone.”
Case Manager: “You don’t have a phone? Are you calling from your house?”
Job Seeker: “Yes.”
Case Manager: You mean you didn’t have the phone **number**?”
Job Seeker: “Yes.”
Diversity: Recognize, Respect, Connect

- Suggest that your job seeker carry a pocketsize notepad to record new words. Provide such a pad if necessary. Assist with spelling whenever possible.

- Remember that many languages have a structure that is different than English. Others’ sentence patterns may be difficult for you to understand or for the job seeker to reframe in a standard English pattern. Most non-English speaking people appreciate and want thoughtful correction.

**For example:**
Job Seeker: “I no come to agency tomorrow.”
Case Manager: “I understand: you will not come to the agency tomorrow.” (In this way, you reinforce Standard English grammar.)

| Take the time to familiarize yourself with the individual’s culture. Communication problems often rise from cultural misunderstandings.  
**For example:** A person looks down when you are speaking to him/her. (This may be done out of respect. Looking you in the eye maybe considered confrontational in the job seeker’s culture.)  
**For example:** A person always smiles at you even when there seems to be a problem, question, or misunderstanding. (The job seeker’s culture may value being polite and peaceful more than questioning you or your explanation.) |

Based on information provided by the United Refugees Services, Madison, WI, and adapted in Building Cultural Bridges from Barrientos Language Academy, LLC

> “We have become not a melting pot but a beautiful mosaic. Different people, different beliefs, different yearnings, different hopes, different dreams.” – President Jimmy Carter
Create a Diversity-Friendly Work Environment

1. Acknowledge your prejudices and assess their impact on those with whom you interact.

2. Be open to change if it is warranted.

3. Treat all customers fairly and with respect.

4. Develop empathy with job seekers.

5. Recognize that each person is unique.

6. Look for areas of commonality with job seekers.

7. Look for value in each individual’s diversity.

8. Provide access to resources for learning about job seekers' cultures.

9. Other:

What Are the Key Learning Points?

Confronting prejudice and changing behaviors is not easy – many of our ideas and feelings are so ingrained in our perception of reality that it may seem impossible to see things from a different perspective.

Viewing the world from different angles can open us up to new ways of thinking and acting.

Remembering that each of us is a unique human being with a unique personal culture and unique needs will help reduce prejudice and reinforce connections.

Regarding our unique differences as assets helps us to appreciate and value the diversity that exists among us.
Becoming a More Effective Ally

Directions: Put a + beside behaviors you perform currently or will be comfortable performing in the future. Put a – beside behaviors you feel or will feel uncomfortable performing.

1. _____ Recognize that I am strong enough and smart enough to be an ally.
2. _____ Acknowledge and take responsibility for my prejudices.
3. _____ Name and evaluate my assumptions.
4. _____ Clearly understand my motivation and intentions.
5. _____ Create an environment at my agency that is safe for customers.
6. _____ Learn accurate information about people who are different than I am.
7. _____ Relate to others in ways that value diversity.
8. _____ Listen for the purpose of understanding.
9. _____ Acknowledge that I “don’t know it all.”
10. _____ Transform my mistakes into useful and meaningful lessons.
11. _____ Use my power and privilege to benefit customers.
12. _____ Take the risk of feeling uncomfortable (become comfortable with my discomfort).
13. _____ Understand that my behavior can harm my customers.
14. _____ Ask others to stop biased behaviors, unfair treatment, and other oppressive practices.
15. _____ Act as a role model, mentor, and teacher for customers and staff in my agency.
16. _____ Assume that it is in my customers’ best interests and my own best interest to be an ally.
17. _____ Recognize that others are experts on their own experiences and that I have much to learn from them.
18. _____ Become familiar with laws pertaining to equal employment and discrimination.
19. _____ Work with staff and management to create a more culturally aware, inclusive agency.
20. _____ Continue my learning process
Diversity Case Scenarios

Scenario A
Angela is under a great deal of stress in her new job and is thinking about quitting. She told her Case Manager that she often is made fun of by coworkers because she sets high standards for herself and frequently suggests changes in office procedures. She emphasized that she is a team player, but is seen by her peers as a "brown noser." She feels this criticism is unfair.

Angela’s Case Manager recognizes that Angela demonstrates a positive work ethic. After some questioning, the Case Manager discovers that Angela’s supervisor uses her as an example for the other workers. The supervisor thinks that holding Angela up as a model employee will increase office productivity. This makes Angela very uncomfortable.

Scenario B
Tina is a white female who is 5 feet 4 inches tall and weighs approximately 350 pounds. She is intelligent and has strong secretarial skills. She is unsuccessful in her current job search and feels that it is because of her weight. She thinks other job seekers in the agency are treated differently, given more opportunities and respect. Tina has tried to discuss the situation and her feelings with her Case Manager on several occasions. Each time, the Case Manager responded that Tina could improve her health and her attitude by losing weight. Tina feels she does not need an attitude adjustment and that losing weight is her personal business.

Scenario C
Raul, Gina, and Hector are Hispanic Case Managers who have excellent English-language skills, but prefer to speak Spanish. Most of their job seekers are Spanish speakers. Generally, when speaking to each other, they speak Spanish, unless non-Spanish speaking people are included. This irritates their supervisor, and during a unit meeting, she asked them not to speak Spanish unnecessarily. She said that it irritates others when the three of them speak Spanish, and that to best serve their job seekers, they must use English.

Scenario D
Erica has been a Case Manager with the agency for two years and knows her job well. Last week, she was assigned her first male job seeker. During the initial assessment, Erica began to ask him the general questions that she asks of everyone. The job seeker immediately became offended because he felt the questions were too personal and that Erica was trying to belittle him. He closed up completely, and Erica has been unable to complete the assessment.
Scenario Questions to Consider

In your group, read your scenario and answer the questions.

Scenario A
1. How can the Case Manager help Angela best?
2. How can Angela help her Case Manager understand her problem more fully?
3. How can they all work together to solve the problem?
4. Are values, work styles, communication styles, and expectations important in this scenario? In what way?
5. What could happen if the issue is not resolved?

Scenario B
1. What can the Case Manager do to help Tina?
2. What can Tina do to help her Case Manager understand her frustrations?
3. How can they work together to solve the problem?
4. Are feelings, values, and expectations important in this scenario? In what way?
5. What could happen if the issue is not resolved?

Scenario C
1. What other approach can the supervisor take?
2. What can Raul, Gina, and Hector do to clarify their position?
3. How can they all work together to solve the problem?
4. Are feelings, values, communication types, and expectations important in this scenario? In what way?
5. What could happen if the issue is not resolved?

Scenario D
1. What can Erica do to help her job seeker understand why it is important for him to answer all the questions?
2. How can the job seeker help Erica understand why he is unwilling to answer the questions?
3. How can the two work together to solve the problem?
4. Are values, feelings, communication styles, and expectations important in this scenario? In what way?
5. What could happen if the issue is not resolved?
Valuing Diversity: What Are the Benefits?

For the Agency:

1. Increase in productivity and the ability to provide needed services to customers, resulting in high customer satisfaction.
2. High employee satisfaction, resulting in lower costs due to decreased absenteeism and turnover.
4. Agency perceived as a desirable place to work, attracting well-qualified applicants.

For the Staff:

1. Increase in learning opportunities for how to work effectively with different types of people.
2. Exposure to different perspectives and worldviews.
3. Ability to fit in (be on the Inside) instead of dealing with biased or offensive behaviors.
4. Increase in commitment to the agency.
5. Flexibility that accommodates everyone’s needs.
6. No one needs to “know it all,” because multiple skills, abilities, and perspectives are present.

For the Job Seekers and their Families:

1. Feeling of being welcomed, respected, and represented.
2. Services meet diverse needs, therefore are relevant and effective.
An Agency Vision of Valuing Diversity

Instructions for each table:

• Identify best practices of which you are aware.

• Brainstorm how the ideal agency would look if it truly valued diversity.

• Create a graphic image of the vision and draw it on flipchart paper using colored markers.

• Develop three action steps your table, as agency employees, can take to help achieve this vision; list these on a separate sheet of flipchart paper.

Notes:

“One man in his time plays many parts.” - William Shakespeare
Resources


Workplace Diversity: Background

To understand diversity better, it is helpful to briefly review the history of diversity in the American workplace. The following government initiatives pertaining to diversity issues have been enacted over the last 30 years.

1. Civil Rights Act

The famous court case, Brown vs. Board of Education, was decided in 1954, and schools were desegregated legally in 1959. In 1955, in Montgomery, Alabama, Rosa Parks, an African-American woman, refused to give up her seat on a public bus to a white passenger, triggering the civil rights movement. Dr. Martin Luther King, Jr., and others worked tirelessly during this time for equal rights. Congress passed the Civil Rights Act in 1964. This was the beginning of a wave of social change that continues to this day. The Civil Rights Act prohibits discrimination on the basis of race, color, sex, national origin and religion.

2. Affirmative Action (AA)

Following the Civil Rights Act, affirmative action laws were enacted, taking extra steps to correct the present effects of past discrimination. AA means going beyond mere compliance with the law. AA will be undertaken if a job group is underutilized for women, racial/ethnic minorities, or both, to ensure equal opportunity and to eliminate barriers to equal treatment. This means taking affirmative measures or specific actions in employment to ensure the equitable representation of minorities, women and persons with disabilities at all levels of the organization where underutilization or underrepresentation occurs. This means going beyond traditional hiring methods and aggressively seeking out qualified minorities, women and persons w/ disabilities.

3. Equal Employment Opportunity (EEO)

Equal Employment Opportunity (EEO) legislation was next in line, prohibiting job discrimination on the basis of race, color, religion, sex, national origin, age, disability or veteran status. This law has been updated to include discrimination based on sexual orientation. The intent of EEO is to ensure that all employees and applicants are treated equitably in the following areas: recruitment, hiring, compensation, training, and promotion. The Equal Employment Opportunity Commission (EEOC) currently enforces laws pertaining to workplace diversity.
4. Sexual Harassment

Sexual harassment is a form of sex discrimination that violates Title VII of the Civil Rights Act of 1964. Sexual harassment became a focus of business in the 1980s and 1990s, as women entered the workforce in greater numbers. Research shows that a large percentage of women report having experienced some type of sexual harassment on the job. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when submission to or rejection of this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive work environment.

5. Americans with Disabilities Act (ADA)

The most recent human rights legislation is the 1990 Americans with Disabilities Act (ADA). The ADA requires employers to make “reasonable accommodations” in hiring and retaining employees with job-related limitations. It prohibits employment discrimination against qualified individuals with disabilities in the private sector, as well as in state and local governments. It also ensures equal access for individuals with disabilities for public accommodation, commercial facilities, transportation and telecommunications.

The preceding commonly used definitions were compiled from a variety of sources.
State & Local Resources

**Great Lakes Inter-Tribal Council (GLITC)**

Great Lakes Inter-Tribal Council, Inc. (GLITC) had its beginnings in the early 1960’s as the consequences of the federal experiment of Termination began to play out with the Menominee tribe. Beginning as an association of the leaders of the other ten tribes located in Wisconsin, GLITC was incorporated in 1965 with the purpose of providing a mechanism through which the tribes could work through the challenges of governance and services to their constituents. Through intertribal unity, the tribes could better develop and implement programs, seek outside assistance, and gain leverage in dealing with federal, state, and local government.

GLITC’s strength lies in the resolve of the tribes to be independent and self-governing, yet to come together in a unified forum to discuss and resolve those issues that require intertribal unity and attention. As independent governments, the tribes operated widely varied government service systems, and address their communities’ needs in numerous ways. GLITC supplements the member tribes’ own efforts through development and operation of health and human service programs, education programs, and economic development programs in the reservation communities. It serves, through governmental relations and policy decisions, an intertribal discussion forum through GLITC. However, through long-standing custom, public comment and policy implementation is reserved for the member tribes through their own elected representatives. Today, the following federally recognized tribes are the members of GLITC.

[www.glitc.org](http://www.glitc.org)

The GLITC supports “member tribes in expanding self-determination efforts by providing services and assistance. GLITC will use a broad range of knowledge and experience to advocate for the improvement and unity of tribal governments, communities, and individuals. Throughout these activities, GLITC will maintain deep respect for tribal sovereignty and reservation community values.” E-mail Great Lakes Inter-Tribal Council at gltc@glitc.org.
**Interfaith Calendar.org**

http://www.interfaith-calendar.org/

This interfaith calendar provides annual calendars of primary sacred times for world religions through the year 2030.
State of Wisconsin Information Server

www.wisconsin.gov.

This valuable resource lists general statewide information and services.
This is a network of local diversity employment websites committed to connecting employers with qualified, local applicants of all backgrounds.

The website provides not only a recommended diversity-reading list and events calendar, but also other diversity resources in Wisconsin and statewide job postings. Click the Find a Job tab to see what is available for your W-2 job seeker.
Wisconsin Department of Tourism

www.travelwisconsin.com

The Wisconsin Department of Tourism provides information about cultural activities and festivals occurring throughout the year throughout the state. For more information, E-mail the department at tourinfo@travelwisconsin.com.

The following organizations are potential resources for diversity information at the local level:

- Civic organizations
- Chambers of Commerce
- Religious institutions/organizations
- Community outreach programs
- English as a Second Language (ESL) programs
- Arts and Culture Events/Things to do
- Universities/colleges/schools
- YMCA and YWCA
National Resources

American Association for Access, Equity and Diversity (AAED)
Website: https://www.aaaed.org/aaaed/default.asp Organization promotes “affirmative action, equal opportunity, and diversity.”

American Association of Retired People (AARP)
Website: http://www.aarp.org Organization serves the interests of people 50 and older through legislative advocacy, research, informative programs, and community services provided by a network of local chapters and experienced volunteers.

American Civil Liberties Union (ACLU)
Website: http://www.aclu.org Organization devoted exclusively to protecting the basic civil liberties of all Americans, and extending them to groups that traditionally have been denied these liberties. The ACLU is widely regarded as the country's foremost advocate of individual rights.

Anti-Defamation League (ADL)
Website: http://www.aaldef.org Organization focuses on civil rights and civil liberties, and opposes anti-Semitism, racism, and all forms of prejudice.

Asian American Legal Defense and Education Fund (AALDEF)
Website: www.aaldef.org Organization addresses legal needs of Asian Americans through legislation and community education, and works in areas of immigration, employment, racial violence, and voting rights.

The Leadership Conference (LCCR)
Website: http://www.civilrights.org Largest civil rights coalition of over 180 national organizations. Its mission: to serve as the site of record for relevant and up-to-the minute civil rights news and information. CivilRights.org is a collaboration of the Leadership Conference on Civil Rights (LCCR) and the Leadership Conference on Civil Rights Education Fund (LCCREF).

Human Rights Campaign (HRC)
Website: http://www.hrc.org HRC is the largest national lesbian and gay political organization with membership throughout the country. It lobbies Congress, provides campaign support, and educates the public to ensure that lesbian and gay Americans can be open, honest, and safe at home, at work, and in the community.

Indian Law Resources Center
Website: http://www.indianlaw.org This organization provides "legal advocacy for the protection of indigenous peoples’ human rights, cultures, and traditional lands so that Indian tribes and nations may flourish for generations to come."

League of United Latin American Citizens (LULAC)
Website: http://www.lulac.org  Organization advances the economic condition, educational attainment, political influence, health, and civil rights of the Hispanic population in the U.S.

**Mexican American Legal Defense and Education Fund (MADLEF)**
Website: http://www.maldef.org/ National civil rights organization whose objective is to secure the civil rights of Latinos in employment, education, political access, immigration, language assistance, and access to justice.

**National Association for the Advancement of Colored People (NAACP)** Website: http://www.naaccp.org/ Oldest civil rights organization in the U.S.; works to ensure political, educational, social, and economic equality of minority citizens through litigation, education, and political lobbying.

**National Organization for Women (NOW)**
Website: http://www.now.org/ See Wisconsin Chapters at: http://now.org/chapter/wisconsin-now/ Organization works to achieve equality for women through lobbying, nonviolent disobedience, direct action, and litigation.

**National Rainbow/PUSH Coalition (RPC)**
Website: http://www.rainbowpush.org Multiracial organization promotes social, racial and economic justice by uniting people of diverse ethnic, religious, economic, and political backgrounds.

**National Urban League**
Website: http://www.nul.org  Organization assists African Americans to achieve social and economic equality through advocacy, bridge building, and program services.

**Native American Rights Fund (NARF)**
http://www.narf.org  Organization devoted to defending the legal rights of the Indian people. Priorities include preserving tribal existence, protecting tribal resources, promoting human rights, and developing Indian law.

**OCA – Asian Pacific American Advocates**
http://www.ocanational.org  Advocacy organization dedicated to securing the rights of Asian Pacific American citizens and permanent residents through legislative and policy initiatives at all levels of government.

**People for the American Way (PFAW)**
pfaw@pfaw.org  Website: http://www.pfaw.org  Organization founded to defend pluralism; individuality; freedom of thought, expression, and religion; and a sense of community, tolerance, and compassion for others.

**U.S. Department of Health and Human Services, Office of Civil Rights**
Website: https://www.hhs.gov/ocr/index.html Website contains information about how to protect yourself from unfair treatment or discrimination because of your race, color, national origin, disability, age, sex (gender), or religion.

**Reading Resources**

**Children’s Books (Alphabetical by Author)**

Adoff, Arnold. *Black Is Brown Is Tan*: Features a multicultural family-verse format

Barrett, Judi. *Cloudy with a Chance of Meatballs*: Fun fantasy world

Bunting, Eve. *A Day’s Work*: Mexican boy and his grandfather as day laborer

Bunting, Eve. *Fly Away Home*: Homeless boy and father live in airport

Bunting, Eve. *Train to Somewhere*: Orphan girl searches for family late 1800s

Chocolate, Deborah M. Newton. *My First Kwanzaa Book*: Introduces Kwanzaa for 4-8 year olds

Cowen-Fletcher, Jane. *It Takes a Village*: Market day in small North African village

Ets, Marie Hall and Labastida, Aurora. *Nine Days to Christmas. A Story of Mexico*: Little Mexican girl & special Christmas piñata

Evans, Rochard Paul. *The Tower*: Young man wishes to be great and achieve success

Ford, Juwanda and Wilson-Max, *K is For Kwanzaa*: Alphabetical book introducing the 7-day Kwanzaa celebration

Golenbock, Peter. *Teammates*: Segregation in baseball in the 1940s, ages 5-8

Gray, Libba Moore. *My Mama Had a Dancing Heart*: Mother/daughter celebrate seasons through dancing

Helldorfer, M.C. *Silver Rain Brown*: African American boy and the relief rain brings on a hot day, ages 4-8

Hopkinson, Deborah. *Sweet Clara and the Freedom Quilt*: African American road to freedom

Hudson, Cheryl Willis and Ford, Bernetee G. *Bright Eyes, Brown Skin*: Boosts self-esteem

Hyman, Trina Schart. *Tight Times*: Shows friends how to have a good time w/out spending money

Kates, Bobbi Jane. *We’re Different. We’re the Same*: Crew of Sesame Street teaches children about racial harmony

Kunhardt, Dorothy. *Pat the Bunny*: Baby’s first book

Lacapa, Michael. *The Flute Player*: Darkness of Cambodia and the killing fields through the eyes of a 9-year-old boy

Martel, Cruz. *Yagua Days*: Little boy visits Puerto Rico

McAndrew, Laura. *Little Flower*: Potted daisy neglected by her family

McDermott, Gerald. *Coyote: A Trickster from the American Southwest*: Teaches a trickster, the coyote, a lesson

Mochizuki, Ken. *Baseball Saved Us*: Boy is forced to go to military camp because of war between America and Japan

Munsch, Robert. *Love You Forever*: Enduring love between a mother and child

Nemiroff, Marc and Annunziata, Jane. *All About Adoption*: How and why of adoption

Newman, Leslie. *Heather Has Two Mommies*: Children with gay parents

Osofsky, Audry. *Dreamcatcher*: Life of an Ojibwa child

Pinkney, Andrea and Brian. *Pretty Brown Face*: Loving closeness of an African American family

Piper, Watty. *The Little Engine that Could*: Power of positive thinking

Ringgold, Faith. *Tar Beach*: Social injustices of segregation, ages 4-8

*Rylant, Cynthia. The Old Woman Who Named Things*: Elderly woman tries to outsmart loneliness, ages 4-8

Rylant, Cynthia. *The Relatives Came*: Large group of relatives visit one summer

Rylant, Cynthia. *When I Was Young in the Mountains*: Growing up in the mountains

Say, Allen. *Grandfather’s Journey*: Immigration to America from Japan

Say, Allen. *Tree of Cranes*: Japanese boy playing on an ice cold fish pond

Sendak, Maurice. *Where the Wild Things Are*: Fun, scary child’s fantasy

Sheindlein, Judge Judy. *Win or Lose by How You Choose*: Designed to encourage parent and child to discuss smart decisions

Silverstein, Shel. *The Giving Tree*: The gift of giving and the love in return, ages 10+


Simon, Norma. *All Kinds of Families*: Presents things all children around the world face
Simon, Norma. *Why Am I Different?* Differences of children, ages 4-8

Skutch, Robert. *Who’s in a Family:* Family being the people you love the most, ages 3-7

Spelman, Cornelia. *When I Feel Angry:* Deals with feelings

Stanek, Muriel. *Don’t Hurt Me Momma*

Tapahonso, Luci and Schick, Eleanor. *Navajo ABC:* Introduces Navajo names, ages 4-8

Tarpley, Natacha Anastasia. *I Love My Hair:* African-American girl celebrates heritage

Thomas, Pat. *The Skin I’m In:* Racism and its negative effects

Uchida, Yoshiko & Yardley, Joanna. *The Bracelet:* Japanese-American internment camp during WWII

Viorst, Judith. *Alexander and the Terrible, Horrible, No Good, Very Bad Day:* Child’s view of a “bad day”

Willholte, Michael. *Daddy’s Roommate:* Portrays homosexuality in positive light

Winter, Jeanette. *Follow the Drinking Gourd:* Slaves and their escape on the Underground Railroad

*Reading Resources List compiled From “Responsiveness in Child Welfare Training,” NSDTA Institute, Minneapolis, MN September, 2006*

**Books for Teens and Adults (Alphabetical by Title)**

**African American**

*All God’s Children* by Fox Butterfield
Through the history of an African American family, from slavery in South Carolina to its dissolution in contemporary Harlem, journalist Butterfield probes at the root causes of the cycle of violence.

*Autobiography of Malcolm X as told to Alex Haley*
This great autobiography traces the events and transformations of this remarkable man.

*Black Like Me* by John Howard Griffin
Novelist John Howard Griffin darkened his skin and set out to discover by personal experience the night side of American Life.

*Education of a WASP* by Lois Stalvey
When Lois Stalvey, a white middle-class Midwesterner, made friends with an African-American doctor and his wife who were trying to buy a house, she discovered the vein of racism running through her community, in her friends and neighbors. This is her story.

*Eyes on the Prize: America’s Civil Rights Years, 1954-1965* by Juan Williams and Julian Bond
The Civil Rights years inspired the most rational and irrational of human behaviors and set the stage for sweeping reform in the nation's race relations. Juan Williams's moving chronicle of the movement stands as the definitive history of the era.

*Freedom Road* by Howard Fast
This fictional account describes the post-Civil War difficulties of rebuilding a peaceful society between the blacks and white, especially under the presence of the KKK.

*Letters to a Black Boy* by Bob Teague
Journalist Bob Teague writes to his baby boy, Adam, about what it means to be a black man. He tells of his trials and tribulations, and most importantly, his dreams for his infant son and America, a country he hopes is better by the time Adam goes to college in 1988.

*Roots* by Alex Haley
It begins with a birth in 1750, in an African village; it ends seven generations later at the Arkansas funeral of a black professor whose children are a teacher, a Navy architect, an assistant director of the U.S. Information Agency, and an author.

*Soul Sister* by Grace Halsell
Inspired by John Howard Griffin's "Black Like Me," Grace Halsell decided to see how things looked through a woman's eyes. Like Griffin, she darkened her skin enough to pass as African-American and went to the Deep South to experience white-generated racism.

*They Poured Fire on Us From the Sky: The True Story of Three Lost Boys from Sudan* by Benson Deng, Alphonson Deng and Benjamin Ajak
They were all under the age of seven when they were driven from a war-ravaged country. In this deceptively understated memoir, three boys recall in their own words their harrowing journey to safety.

*To Kill a Mockingbird* by Harper Lee
The timeless classic of growing up and the human dignity that unites us all.

*Why Are All the Black Kids Sitting Together in the Cafeteria? A Psychologist Explains the Development of Racial Identity* by Beverly Daniel Tatum
The author noticed that “black kids sit together,” and she doesn't think it's so bad. As she explains… these students are in the process of establishing and affirming their racial identity. As Tatum sees it, blacks must secure a racial identity free of negative stereotypes.

**Gay Rights**
*Before Stonewall: Activists for Gay and Lesbian Rights in Historical Context* by Vern L. Bullough
This is a collection of biographies of 40 early activists in the American lesbian and gay rights movement,

Fr. Peddicord makes a Catholic case for supporting nondiscrimination for gays and lesbians on traditional principles of moral theology. He offers many valuable historical, legal, political and religious considerations.

*Gay and Lesbian Rights: A Struggle (Issues in Focus)* by Marilyn Tower Oliver
Examines the issue of gay and lesbian rights in the United States, covering the history of the gay rights movement, the current struggles it faces, and arguments both for and against it.

Richard Mohr devotes his characteristic analytical rigor to a broad range of important gay and lesbian issues.

*Making Gay History: The Half Century Fight for Lesbian and Gay Equal Rights* by Eric Marcus
From the Boy Scouts and the U.S. military to marriage and adoption, the gay civil rights movement has exploded on the national stage. Eric Marcus takes us back in time to the earliest days of that struggle. Using the heart-felt stories of more than 60 people, he carries us through the compelling five-decade battle that has changed the fabric of American society.

**Hispanic American**

*Dying to Cross: The Worst Immigrant Tragedy in American History* by Jorge Ramos
The true story of what happened to 74 people trapped in a sweltering truck when their efforts to enter the U.S. illegally go awry, and how U.S. and Mexican immigration policies contributed.

*The Fight in the Fields: Cesar Chavez and the Farmworkers Movement* by Susan Ferriss, Ricardo Sandoval, and Diana Hembree
The authors detail the early childhood that shaped the future leader of the farm workers movement and highlight the trials of Cesar Chavez and the farm workers movement.

*I Am My Father’s Daughter* by Maria Elena Salinas
From her childhood in a poverty-stricken Los Angeles neighborhood and her adolescent years in a southern California sweatshop to her break into network television and her coverage of some of the world’s major events, María Elena Salinas delivers the story of her life behind the camera.

This is an insider’s view of the important political and social events within the Mexican American communities in South Texas during the 1960s and 1970s.

*No Borders: A Journalist’s Search for Home* by Jorge Ramos
Ramos, a 20-year resident of the U.S. who emigrated from Mexico at 25, finds his Latin background is both a deterrent and a benefit to his career as he makes a life for himself in the U.S.

*Pocho* by Jose Antonio Villarrreal
Illuminates the world of Americans whose parents come to the United States from Mexico. The book shows the struggles that Mexican American people, and all other people who have been born in the U.S. by immigrant parents, have been through.

**Japanese American**

*Farewell to Manzanar* by Jeanne Wakatusuki Houston and James D. Houston
The touching true story of a Japanese American family during WWII.

*Snow Falling on Cedars* by David Guterson
Set on an island in Puget Sound, Washington, where everyone is either a fisherman or a berry farmer, the story is nominally about a murder trial. Set in the 1950s, lingering memories of World
War II, internment camps and racism help fuel suspicion of a Japanese-American fisherman, a lifelong resident of the islands.

**Native-American**

*Bury My Heart at Wounded Knee* by Dee Brown
First published in 1970, this book tells of the Long Walk of the Navajos in 1860 and ends 30 years later with the massacre of Sioux men, women, and children at Wounded Knee in South Dakota.

*I Will Fight No More Forever* by Chief Joseph
This book is gut wrenching and difficult to read at times. It is packed with so much emotion. The book also helps the reader understand more about the Indian Wars and how they were fought on the Western Frontier.

*In Defense of Mohawk Land: Ethno-Political Conflict in Native North America* by Linda Pertusati
The determination of First Nations people to gain political autonomy is a prominent feature of the Canadian social landscape. Linda Pertusati examines the issues related to native self-governance. She focuses, using a case-study approach, on the 1990 land dispute between the Mohawks of Kanehsatake and the town of Oka located in the province of Quebec.

*The Last Frontier* by Howard Fast
Fast tells the story of how 300 Cheyenne Indians -- starving on their Oklahoma reservation -- packed up in 1878 and started a 1,000-mile trek back to the hunting grounds of their beloved Wyoming, hounded by the U.S. Cavalry.

*When the Legends Die* by Hal Borland
This book follows the story of Thomas Black Bull, a Native American from the Ute society, and his struggle to keep his roots within another’s society.

**Race Relations - General**

*And Don’t Call Me a Racist* selected and arranged by Ella Mazel
A treasury of quotes on the past, present, and future of the color line in America.

*Counseling the Culturally Diverse: Theory and Practice* by Derald Wing Sue
This book is “the classic” in the field of multicultural counseling and therapy. This latest edition offers a contemporary expansion of the definition of multicultural counseling that pushes the boundaries of the field and allows for a more inclusive and meaningful way of looking at and treating diverse populations.

*A Different Mirror: A History of Multicultural America* by Ronald Takaki
Takaki traces the economic and political history of Indians, African Americans, Mexicans, Japanese, Chinese, Irish, and Jewish people in America, with considerable attention given to instances and consequences of racism.

*The Long Haul: An Autobiography* by Miles Horton
Aspires to a world in which all “people are of worth . . . you not only have to love and respect people, but you have to think in terms of building a society that people can profit most from, and that kind of society has to work on the principle of equality.”

*Major Problems in American Immigration and Ethnic History* (Major Problems in American History Series) by Jon Gjerde
This volume explores such themes as the political and economic forces that cause immigration; the alienation and uprootedness that often follow relocation; and the difficult questions of citizenship and assimilation.

My First White Friend: Confessions on Race, Love and Forgiveness by Patricia Raybon
Renowned African American journalist Patricia Raybon comes face-to-face with her own race-driven instincts and past in this powerful book that is part journal, part memoir, part social commentary. In a brave and elegant narrative that owes much to the spirit of its potent message, Raybon invites readers of all races to explore the hard road from hatred to forgiveness, trust, love, letting go--and moving on.

Privilege, Power, and Difference by Allan G. Johnson
This book points out the many ways in which traditionally privileged groups -- whites, males, the upper and middle classes -- derive benefits at the expense of the disadvantaged.

A Race Is a Nice Thing to Have: A Guide to Being a White Person or Understanding the White Persons in Your Life by Janet E. Helms
Helms examines White racial identity and how its recognition may help to end racism. White people generally fail to understand that they have a racial identity and that having it doesn't have to be a negative. Designed for Whites, but useful for others, the book includes examples and activities to enhance understanding of the part race plays in the lives of each of us.

Savage Inequalities: Children in America’s School by Jonathan Kozol
For two years, Kozol visited America's public schools, especially those in large cities. He spoke with teachers, students, principals, superintendents, city officials, newspaper reporters and community leaders. The result is this book, a searing expose of the extremes of wealth and poverty in America's public school system and the blighting effect it has on poor children.

Streets of Hope: The Fall and Rise of an Urban Neighborhood by Peter Medoff
An inspiring success story about a community in very bad shape that turned itself around, working "from the inside out." Well known in the field of community development.

White Privilege: Unpacking the Invisible Knapsack by Peggy McIntosh
McIntosh examines and catalogues the many ways in which white privilege in the U.S. serves to benefit whites as an “invisible weightless knapsack of special provisions, maps, passports, codebooks, visas, clothes, tools, and blank checks.”

Southeast Asian-American
Children of Cambodia’s Killing Fields: Memoirs by Survivors by Dith Pran
Dith Pran, Cambodian photojournalist, compiled this collection of eyewitness accounts to the genocide perpetrated by Pol Pot’s regime from 1975 to 1979. All of the survivors who recount their stories were children when the Khmer Rouge took power; and the horrific images from a time when an estimated third of the Cambodian population died of disease, starvation, and execution remain fixed in their minds to this day.

Dark Sky, Dark Land by David L. Moore
Escape and survival reminiscences of Hmong boys who form an all-Hmong Boy Scout troop in St. Paul, Minnesota.

Hearts of Sorrow by James D. Freeman
A Vietnamese American gives vivid life stories, told in their own words, of fourteen refugees from the devastation of war.

*The Spirit Catches and You Fall Down* by Anne Fadiman
A Hmong child, her American doctors and collision of two cultures.

*To Destroy You Is No Loss: The Odyssey of a Cambodian Family* by JoAn D. Criddle
The story of Teeda Butt Mam: With the Khmer Rouge takeover in 1975, 15-year-old Teeda and 15 members of her upper-class family were among millions driven from Phnom Penh into the countryside. Now living in America, Teeda recounts a terrifying, slave like existence.

*Yellow: Race in America beyond Black and White* by Frank H. Wu
This eclectic, incisive investigation-cum-meditation, though focusing on Asian Americans, recasts the United States’ ongoing debate about racial identity in all forms.

**Women’s Rights**

*Boundaries of Her Body: A Troubling History of Women’s Rights in America* by Debran Rowland
Legal journalist Rowland analyzes how women’s rights have, and have not, evolved since the signing of the Mayflower Compact in 1620.

*Century of Struggle: The Woman’s Rights Movement in the United States* by Eleanor Flexner and Ellen Fitzpatrick
The struggle for women’s voting rights was one of the longest, most successful, and in some respects most radical challenges ever posed to the American system of electoral politics. The book covers not only the suffrage movement, but also the general struggle of the female half of the population for full citizenship in a supposedly democratic society.

*White Women's Rights: The Racial Origins of Feminism in the United States* by Louise Michele Newman
Newman reinterprets an important period (1870s-1920s) in the history of women’s rights. Exploring how progressive white women at the turn of the century laid the intellectual groundwork for the feminist social movements that followed, Newman speaks to contemporary debates concerning the effect of race on current feminist scholarship.

*Women's Rights Emerges within the Anti-Slavery Movement, 1830-1870: A Short History with Documents* (The Bedford Series in History and Culture) by Kathryn Kish Sklar
This is a guide to the emergence of the women’s rights movement within the anti-slavery activism of the 1830s, and to the world of abolitionists and women's right advocates and their passionate struggles for emancipation.

*Women's Rights, Human Rights: International Feminist Perspectives* by Julie Stone Peters and Andrea Wolper
Although women have been fighting for rights for centuries, the struggle for women's human rights is a recent campaign of the international women's movement. This book offers abundant information and significant analysis to our understanding of this complex and dynamic struggle for women's human rights.

**Other**

*Angela’s Ashes: A Memoir* by Frank McCourt
McCourt grew up in Limerick, Ireland, after his parents returned to Ireland because of poor prospects in America. It turns out that prospects weren’t great in the old country either.
The Kite Runner by Khaled Hosseini
This novel tells the story of the unlikely friendship between Amir, the son of a wealthy Afghan businessman, and Hassan, the son of his father's servant. Amir is Sunni; Hassan is Shi’a.

Movies

Color of Fear (April 30, 1994)
Crash (May 6, 2005)
Death of a Prophet Malcolm (1981)
Free at Last: Civil Rights Heroes (December 31, 2004)
New Faces on Main Street (September 1, 1999)
Philadelphia (December 23, 1993)
Split Horn (2001)
The History Channel Presents Voices of Civil Rights (January 31, 2006)