HIGH 5 TEAMS

DEVELOPING CULTURALLY INTELLIGENT COMMUNICATION

Working With Diverse Teams - Developing Effective Communication and Cultural Intelligence (CQ) | Train the Trainer

A Collaborative Project to Embrace

Diverse Team Performance

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CO-AUTHORS

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Ana Lucia Fonseca has always had a passion for social change and the value that authenticity brings to organizations and the world. Before being an Professional of Inclusion, she was working as an Extension faculty in various community engagement programs such as creating Culturally Relevant STEM and Healthy Living curriculum. She has a BS in Social Psychology and MS in Natural Resource Education and Extension and is currently working on her PhD in Education. Before working at OSU she worked for the Federal Mexican Government implementing innovative rural development programs for indigenous communities. Areas of interest include: social justice, intersection between innovation and diversity, culturally relevant programming, healthy living and community empowerment.
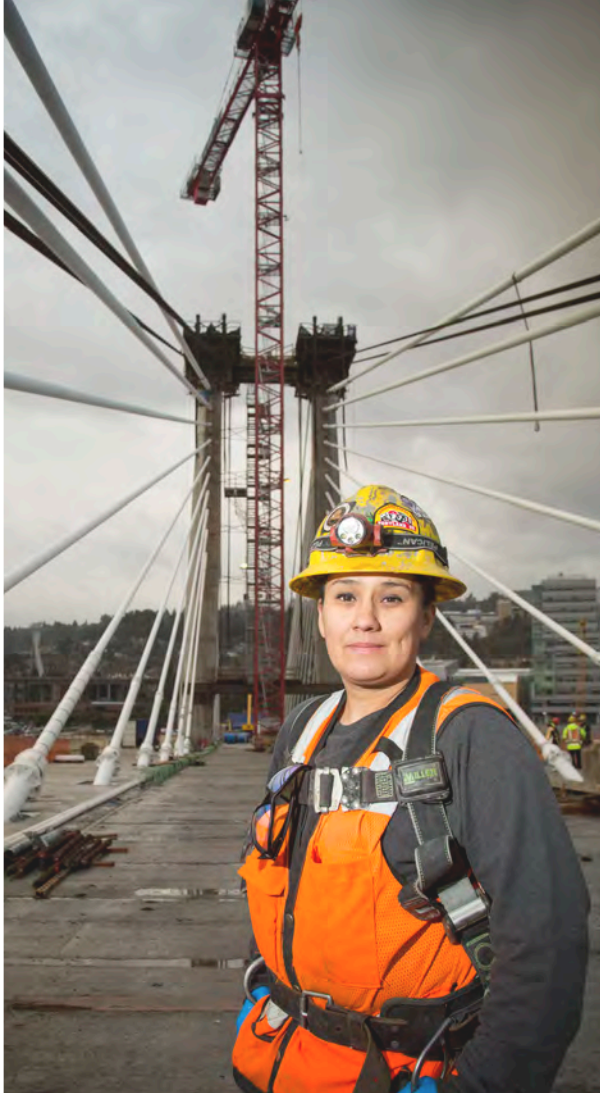
Maria Chavez-Haroldson

Maria Chavez-Haroldson is the Senior Consultant at EDI Consulting, LLC: an Equity, Diversity, and Inclusive organizational development consulting agency. Maria has over two decades experience as a national and international trainer. She is a Ph.D. candidate (Organizational Development – Leadership and Change). She has held various senior executive positions: Vice President of Organizational Development at Metropolitan Group, Director for Office of Inclusion & Intercultural Relations for Oregon Youth Authority, Associate Director for the Center for Latino Studies and Engagement at Oregon State University, Executive Director for CASA (Court Appointed Special Advocates), Director of Crime Victim Unit (Yamhill County District Attorney's Office), Adjunct-Faculty with the Conference of Western Attorneys General Alliance Partnership, and Qualified Mental Health Professional working with immigrant families. She enjoys serving as an EDI professional coach and thinking partner with, and alongside organizational leaders.

CONTENTS

Train the Trainer Introduction

The Bureau of Labor and Industries" (BOLI) organizational vision is to promote a "strong and growing Oregon economy that reflects the values of fairness, equality, and opportunity." BOLI"s four principle duties are to: (1) protect the rights of workers and individuals to equal, non-discriminatory treatment through the enforcement of anti-discriminatory laws that apply to workplaces, housing and public accommodations; (2) encourage and enforce compliance with state laws relating to wages, hours, terms and conditions of employment; (3) educate and train employers to understand and comply with both wage and hour and civil rights law; and (4) promote the development of a highly skilled, competitive workforce in Oregon through the apprenticeship program and through partnerships with government, labor, business, and educational institutions.

BOLI, in collaboration with Oregon State University, introduces: High 5 Teams: Developing Culturally Intelligent Communication. This curriculum addresses the 21st Century, growing demographics within the labor and industry"s working environments. This curriculum provides inclusive instruction designed to develop Cultural Intelligence (CQ) and effective communication skills, thereby, supporting inclusive, effective, and productive working teams.

HIGH 5 TEAMS

Developing Effective Communication and Cultural Intelligence (CQ)

Evaluate, Navigate, Negotiate, Collaborate, and Cooperate

The High 5 Teams curriculum is an introductory (101 level) learning course which includes 4 sequenced modules. The modules are designed to:

- Promote and help develop an inclusive organizational work site culture which respects and values diverse working team membership

- Provide cross-cultural communication skills training which enhances cross-team knowledge transferability to any occupation within the labor and industries field

The modules are designed to engage adult learners, therefore, adult learning concepts are integrated within each module.

Adult learners:

- Want to know why concepts are being taught

- Acknowledgement for prior life experiences and knowledge

- Want to learn specific tasks

- Want to experience self-directed processes leading to discovery

High 5 Teams includes videos, cases studies, activities, visuals and memory-prompting skill-building tools. Similar to apprenticeship specific tasks and tools of the trade, the High 5 skills can be used repetitively and from various communication starting points. Therefore, the High 5 elements may be applied and practice in any order based upon multiple situational team dynamics.

An Overview of High 5 Teams

Introduction: The intersection of these five elements provide the framework for Cultural Intelligence and team effective communication that we will be exploring in this training.
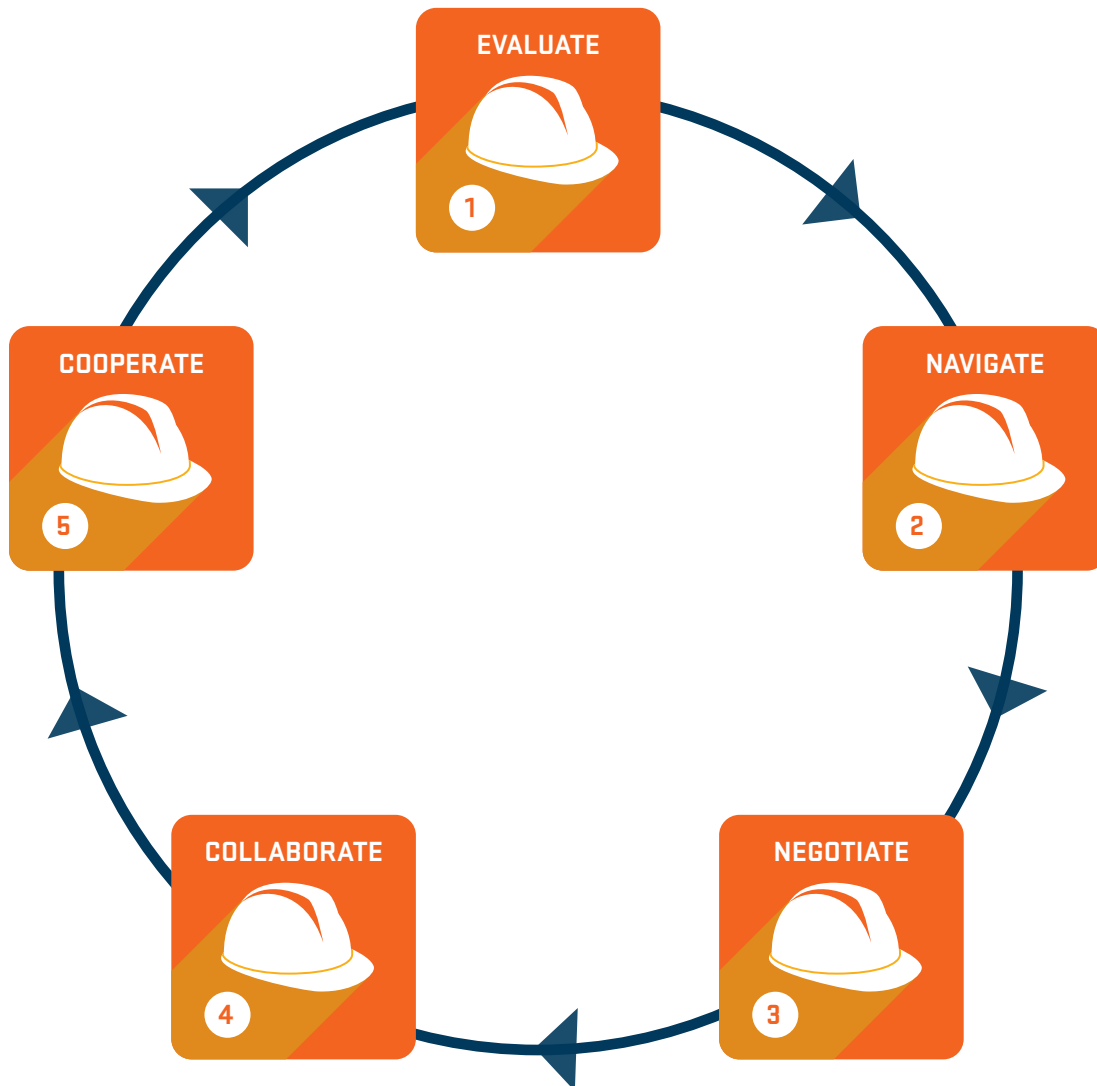
The High 5 Team Communication elements are designed to assist each training participant with a visual and symbolic prompt. The prompts are visual tools to help the training participant recall each High 5 element in the model. The communication tool learned and therefore, put into practice on-the-job and at the work site.

Evaluate, Navigate, Negotiate, Collaborate and Cooperate

EVALUATE

1

NAVIGATE

2

NEGOTIATE

3

COLLABORATE

4

COOPERATE

5

1. **Evaluate** – Check out the situation and positively assess each team member"s unique differences. Pay respectful attention to "differences", as identified by the team member themselves – careful not to make assumptions about: gender, ethnicity, class, race, sexual orientation, degree of learned/applied skills, etc. Formulate how you will effectively respond to the differences within the team and seek to find common ground; listen for the possibility of similar or shared lived experiences.

2. **Navigate** – To navigate is to take a course of action, plan, work through various circumstances and situations while acknowledging and recognized differences within team members. Practice non-discriminatory communication skills effectively. Understand the critical differences between being "tested" (rites of passage based on an apprentice" learned skills) and/or being "targeted"(based on gender, sexual orientation, ethnicity, race, status, geographic birthplace, native tongue and language, age, etc.), as an apprentices is learning new skills.

3. **Negotiate** – Work it out, come to terms (find a way over and through tense moments). Take the time to explore a different communication paths to maintain a working relationship. Negotiation requires active listening skills. Ask questions in a respectful way. If tensions arise a team member can ask, "What"s the issue?" Not – "What"s your problem?"

4. **Collaborate** – Work jointly, combine efforts, team mindset, an "all in it to win it" approach. This requires a give-and-take approach. No one way is always right. Be open to different ways of getting the job done.

5. **Cooperate** – Cooperation requires a team to work together safely, effectively, and productively – within a culture of trust. Honoring and respecting differences open up channels of communication. Demonstrating inclusive practices and processes requires effective communication skills. Cooperation is about how team members operate (work, handle, manage) their tasks together, as a collective with an "all in it to win it" attitude and approach.

> **Key Point: Practice using High 5 team tools with skill and precision. Like any tool, High 5 skills are mastered over time with use and practice.**

Train-the-Trainer (Instructors): Challenges

Challenges (by participants) - Include the "how" to for each bullet point

Power-Over Group Dynamics – A participant or participants may sit toward the back of the training area to avoid active participation or to attempt to disrupt the training; in particular, if there is an element of the training they do not agree with is being presented. Setting group expectations up-front, in the beginning is critical. Also, invite all to turn their cell phones off or place them on silent. Ask if anyone is expecting a critical phone call during the training session? Set the stage, print the group engagement expectations and post where all in the training can see them. A strategy an instructor can use to balance power is to invite the participants to add to the group expectations list. How might an instructor be perceived as having power-over the participants? Standing over (too closely) to the participants and looking at a few participants more than equal eye contact around those in the training. Should tensions arise – use a calming tone to address the issues: not making threats of any kind. An instructor can also share their power by not "talking at" the participants, rather inviting comments, sharing thoughts, and differences of opinion (with caution). Gender equity must be kept in check – who is doing most of the talking? Role model inclusive practices. Patience, Emotional Intelligence, Cultural Intelligence (CQ), moderated voice tones, open body language, emotional regulation, and, adult learning processes are needed.

Silence and Non-Participation – Participants remain silent; they do not offer any verbal comments. Non-participation may be a sign of discontent with having to participate in the training or disagreement with the topic(s) being presented. An instructor may chose to p-a-u-s-e by remaining silent after asking a question to encourage engagement. It is unnecessary to fill quiet spaces with constant instruction. Some cultures value silence during communication – reflective thought is important prior to offering a reply. When participants raise their hands repeatedly, the instructor can respectfully say, "I am appreciating your active engagement. Let"s open up this opportunity for others to comment – thank you". Offer table topics or work group activities to invite participants to write or draw a response to a question or a scenario provided.

Train-the-Trainer (Instructors): Challenges

Challenges (continued)

Body Language – Participant is slouching, un-attentive, dozing, etc. Strategy: Raise your voice a bit as you continue giving instructions. Move closer to the participant so as to get their attention and invite their engagement by asking them a question.

Interruptions – At times, participants may intentionally disrupt by engaging with others in conversation. Participants may want to emphasize their personal views or "take over" the training and become argumentative. Strategy: Acknowledge that people may share or differ with the opinion/perspective but the way we manage differences is what is key. Then move on with the training. If the participant continues insisting on making a point, respectfully explain that time is limited, and invite the participant to meet with you after the session.

Mediating Conflict – Make sure the group has (collectively) identified and agreed upon the communication/participation agreements prior to the instruction. During conflict the agreements, posted on the wall in the training space used, may be referred to repeatedly. Acknowledge that there are differences of opinion, lived experiences, etc. If the topic directly relates to the instruction and you possess conflict resolution skills, you may spend a few minutes further exploring the differences of thought as you model effective communication skills and CQ.

Sarcasm – Model CQ tone of voice in any response given. Draw attention to the group"s agreed upon communication/participation agreements which were developed (together) prior to the instruction. It may be necessary to take a break, to address the participant(s) and then to reconvene the group so as to not shame the participant.

Recommendation: Prepare strategies for maintaining and managing argumentative, combative, and/or hostile participants which are in alignment with direct reports (supervisor).

Train-the-Trainer (Instructors): Characteristics

Instructor Characteristics

- Able to articulate why cross-cultural communication is relevant in today"s labor and industries workplace

- Able to articulate how and why demographically diverse teams are becoming more apparent in 21st century labor market

- Understand the distinction between equity and equality

- Be an inclusive team member

- Practice cultural responsivity

- Possess adaptable communication skills

- Facilitate difficult dialogues on topics of race

- Facilitate difficult dialogues on topics of gender, identity and expression, class, nationality

- Possess conflict mediation skills

- Be confident

- Demonstrate patience

Apprentice/Participant Learning Goals

- Identify High 5 Teams effective cross-cultural communication skill

- Understand why diverse cultural communication skills are required in labor industries

- Analyze how effective communication skills improves team trust and productivity

- Differentiate effective and ineffective communication practices

- Formulate more inclusive and ways of communication within diverse teams

- Put into practice the High 5 communication skills

Apprentice/Participant Learning Outcomes

Outcome 1

Understand why effective, cross-cultural team communication skills are critical at the work site

Outcome 2

Comprehend how effective cross-communication skills establish trust and improve team productivity

Outcome 3

Effectuate High 5 communication skills within diverse team members from diverse cultural backgrounds

Outcome 4

Develop an inclusive organizational work site culture which respects and values diverse work team membership

Successful Completion

The training instructor will be able to present and engage apprentices/participants to identify and differentiate effective and ineffective communication practices within the job site context. In addition, the training instructor will guide the training participants to explore various ways of negotiating and exchanging communication with diverse team members.

Also, instructors will help apprentices/participants comprehend why effective communication builds trust leading to greater productivity and fewer do-over, costly errors.

OREGON FACTS

- **Oregon's growing businesses are creating a construction boom!**

- **Construction trade diversification goals are aimed at hiring larger numbers of females and diverse community members.**

- **Publicly funded projects require that jobs are equitably attained by workers from all demographic representations.**

- **Diversifying the workforce has a direct impact on improving Oregon''s economy.**

Wooley, JM (2018). Portland Metro Region Construction Workforce Market Study.

Research Recommendations

- Establish an inclusive, equitable, and diverse construction work environment
- Create respectful places of work
- Develop construction teams that demonstrate culturally responsive communication skills

- Wooley, JM. (2018). Portland metro region construction workforce market study. (1-28).
- Wilkinson, L. & Kelly, M. (2016). (Still) building a more diverse workforce in the highway trades: 2016 evaluation of the ODOT/BOLI highway construction workforce development program. (1-41).
- Arevalo-Meier, N. (2014). Status Report on the Disproportionately high termination rate for African American Apprentices in 2006-2010. (1-34).

Training Module Structure

4 MODULES (1.5-2 HRS.):

- **Presentation**

- **Discussion**

- **On-the-Job Case Scenario Examination**

- **Activity**

- **Q&A Session**

- **Quiz**

Participant Engagement

Discussion | Case Study | Group Activity | Check Your Knowledge | Q&A

Group Agreements

Group agreements are guidelines the group develops and agrees will serve as the foundation for effective communication throughout the instruction modules.

Examples Include:

- **Respect**
- **No interruptions**
- **Confidentiality**
- **Honesty**
- **Share air time (be brief allowing others to comment)**
- **Approach conversations with curiosity, not judgment. We are all learning**
- **Agree to disagree**
- **Collaborate**
- **Listen carefully**
- **Speak from your experiences**
- **Examine your own perceptions and assumptions**

Instructor Note 1

RESEARCH RECOMMENDATIONS

TAKING ACTION

- **Establish an inclusive, equitable, and diverse construction (worksite) or cultural work environment.**

- **Establish respectful places of work.**

- **HOW?**

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Instructor Note 2

INDUSTRY-SPECIFIC RESEARCH FINDINGS

UNFAIR TREATMENT

- **Discrimination (race, age, gender, ethnicity, sexual identification, etc.)**

- **Bullying**

- **Racism**

- **Harassment**

- **Sexism**

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Instructor Note 3

WHAT IS EFFECTIVE COMMUNICATION?

DEFINITION

Effective communication is a process of transmitting information, an exchange of ideas, thoughts, knowledge and information such that the purpose or intention is fulfilled in the best possible manner.

In simple words, it is the presentation of views by the sender in a manner best understood by the receiver.

WHAT IS CULTURAL INTELLIGENCE (CQ)?

DEFINITION

Cultural intelligence is the capability, or cultural quotient to relate and work effectively across cultures.

Cultural intelligence is the ability for people to relate to culturally diverse situations and work effectively in them.

Activity: Where Do You Stand?

Objectives of the Activity

This training is about developing Cultural Intelligence (CQ). A crucial part of CQ is to realize how diverse teams function and how diversity leads to difference worldviews.

Instructions

Prior to engaging in this activity, create a path or open space that spans from one side of the room to another that is free of chairs, desks, and any other type of furniture. This is needed so that students may form a line. On one side of the room place an 'Agree' sign in large, legible print and on the opposite side of the room place the sign 'Disagree.' Explain to apprentices that they may choose to stand on either side of the room based on how they feel about the topic/sentence that is read aloud. If they neither 'Agree' nor 'Disagree,' explain that they may stand in the middle of the room to indicate that they are "undecided."

Inform the participants this activity will be done in silence. The facilitator will read a statement out loud, and then participants should quietly move to the directional spectrum that aligns with their experiences in relation to the statement. Ask participants to be aware of where they and other participants are throughout the activity.

During each statement the facilitator should give participants ample time to reflect, move accordingly, and observe where participants align themselves. At the end of all statements made, have participants come back together to debrief what they noticed and what it was like to participate in the activity.

Instructor Note 4

Activity: Where Do You Stand? (Continued)

Warm-up Statements

- Chocolate is the single best ice cream flavor

- Rainy days are way more fun than sunny days

- Being happy is the ultimate most valuable goal in life

- Humans are part of the animal kingdom

Follow-up Statements

- In today´s society schools in the United States provide equal opportunity to everyone

- Most people in the world mean well

- The world is a fundamentally dangerous place

- Gender identity is made up by humans or society

- Sometimes teammates assume I can't do some tasks because of my gender, race, or some other form of difference

- Teammates often make comments about my appearance

- The concept of race was made up by humans or society

- All members of society have equal opportunities to succeed. It's simply a matter of "pulling themselves up by their bootstraps."

Instructor Note 5

EFFECTIVE COMMUNICATION & CULTURAL INTELLIGENCE

Essential Points

Effective communication is a process of transmitting information, an exchange of ideas, thoughts, knowledge and information such that the purpose or intention is fulfilled in the best possible manner.

In simple words, it is the presentation of views by the sender in a manner best understood by the receiver.

WHAT IS CULTURE?

Definition

Culture is the characteristics and knowledge of a particular group of people, which includes: arts, traditions, religion, language, cuisine, music and dance, and social habits.

Culture:

- **Informs our behaviors**

- **Influences our preferences and choices**

- **Impacts communication styles**

Activity: The Diversity Wheel

The Diversity Wheel. Outer ring: Education, Political Belief, Family, Language and Communication Skills, Income, Religion, Appearance. Inner ring: Mental/Physical Ability, Age, Gender Identity or Expression, Gender, National Origin, Sexual Orientation, Race/Ethnicity.

Instructor Note 6

Activity: The Diversity Wheel (Instructions)

Please observe the dimensions from the wheel ...

- Please choose two dimensions from the wheel to focus on for this activity and find the ones that clearly impact your daily life (personal, local and immediate).

- Write down the two dimensions from the wheel, use the markers and sticky notes.

- Walk around the room in silence.

- Please take the time to SEE the different dimensions of the identities of your colleagues.

- What do you notice ?

Handout: Check Your Knowledge

1. **What is Cultural Intelligence (CQ)?**

2. **Why is effective communication and CQ necessary in the workplace?**

3. **What have multiple research studies concluded are unfair forms of treatment at the work site?**

4. **What are benefits of diverse work teams?**

5. **What are the High 5 communication elements?**

Instructor Note 7

MODULE 1

EFFECTIVE TEAM COMMUNICATION AND CULTURAL INTELLIGENCE (CQ): WHY, WHAT, AND WHO?

TIMEFRAME: 1.5 -2 HOURS

OREGON FACTS

- **Oregon"s growing businesses are creating a construction boom!**

- **Construction trade diversification goals are aimed at hiring larger numbers of females and diverse community members.**

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Goal

To construct respectful and productive team by developing effective, culturally adaptable communication skills

Objective

So that culturally inclusive working teams and work environments are established

Instructor Note 8

Participant Engagement

Discussion **Case Study** **Group Activity** **Check Your Knowledge** **Q&A**

Group Engagement

- **Speak from your own lived experiences**

- **Respectfully listen to differences**

- **Examine your own assumptions**

- **Approach conversations with curiosity while noticing any judgment or stereotypical thinking**

- **Listen for ways to enhance your cultural communication skills**

INDUSTRY-SPECIFIC RESEARCH FINDINGS

UNFAIR TREATMENT

- **Discrimination (race, age, gender, ethnicity, sexual identification, etc.)**

- **Bullying**

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RESEARCH RECOMMENDATIONS

TAKING ACTION

- **Establish an inclusive, equitable, and diverse construction work environment.**

- **Create respectful places of work**

- **Develop construction teams that demonstrate culturally responsive communication skills**

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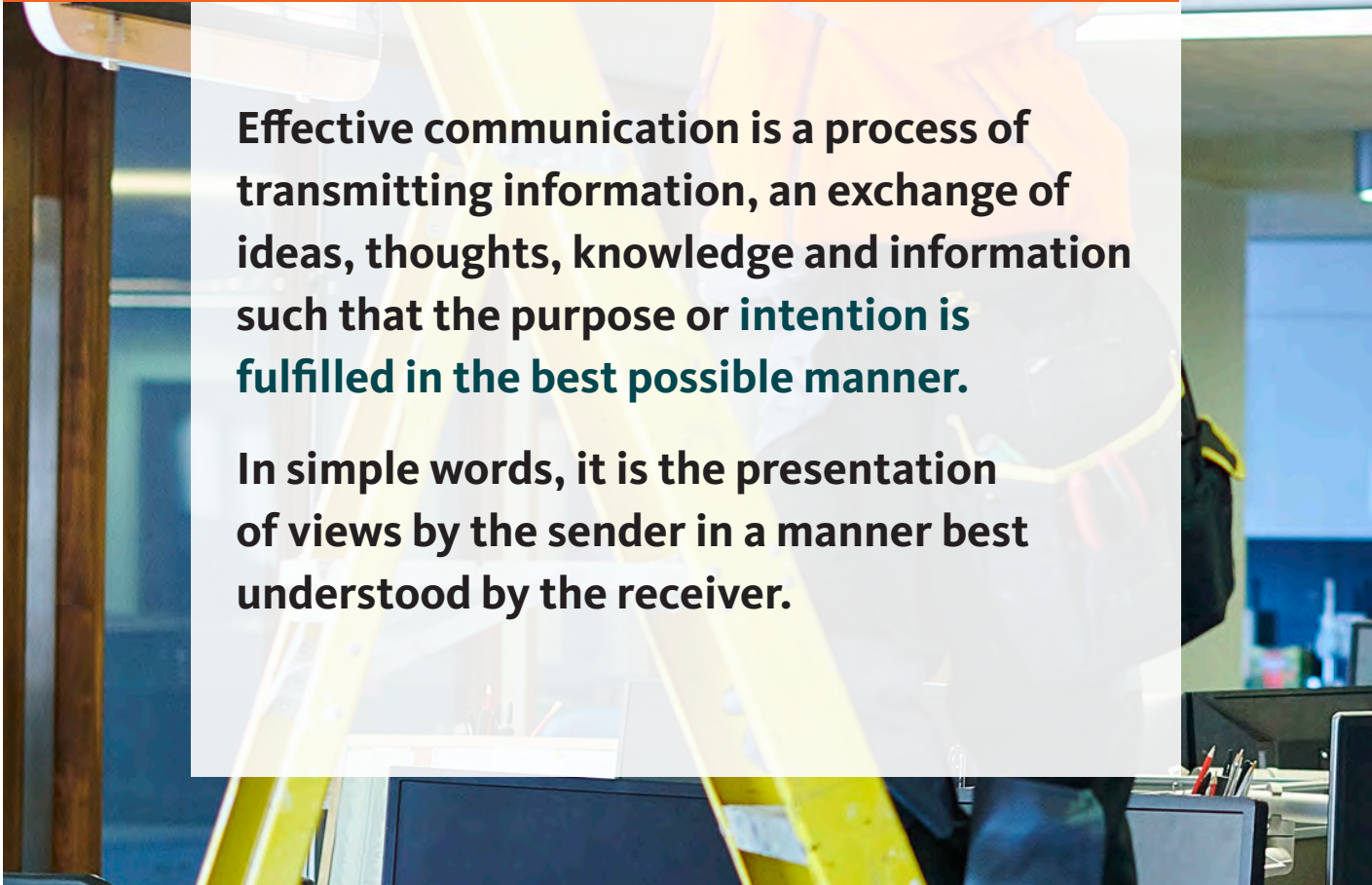
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Cultural intelligence is the ability for people to relate to culturally diverse situations and work effectively in them.

WHAT IS CULTURAL INTELLIGENCE?

CULTURE - WHAT IS IT?

The Cultural Iceberg

Observable

Not Observable

behaviours & practices

perceptions
attitudes
beliefs
values

climate
geography
demographics
economics

media
education
ideologies
religion
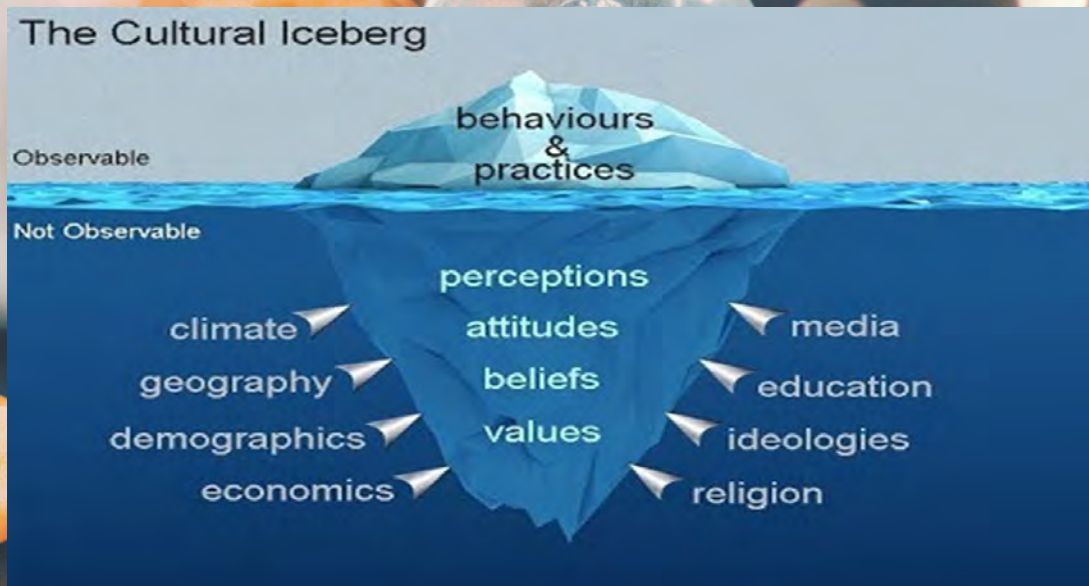
Instructor Note 9

Activity: Diverse Cultural Worldviews

Please observe the dimensions from the wheel ...

This training is about developing communication skills with an emphasis on increasing our Cultural Intelligence (CQ). A critical element of developing CQ is recognition that diverse team members have different cultural worldviews; therefore, communication is more effective when we adapt to those differences.

During this activity, four questions will be presented. Responses to the questions are based on your cultural worldviews. The response choices are: Agree, Disagree, or, Neutral

EVALUATE
1

NAVIGATE
2

NEGOTIATE
3

COLLABORATE
4

COOPERATE
5

ELEMENTS OF
EFFECTIVE
COMMUNICATION
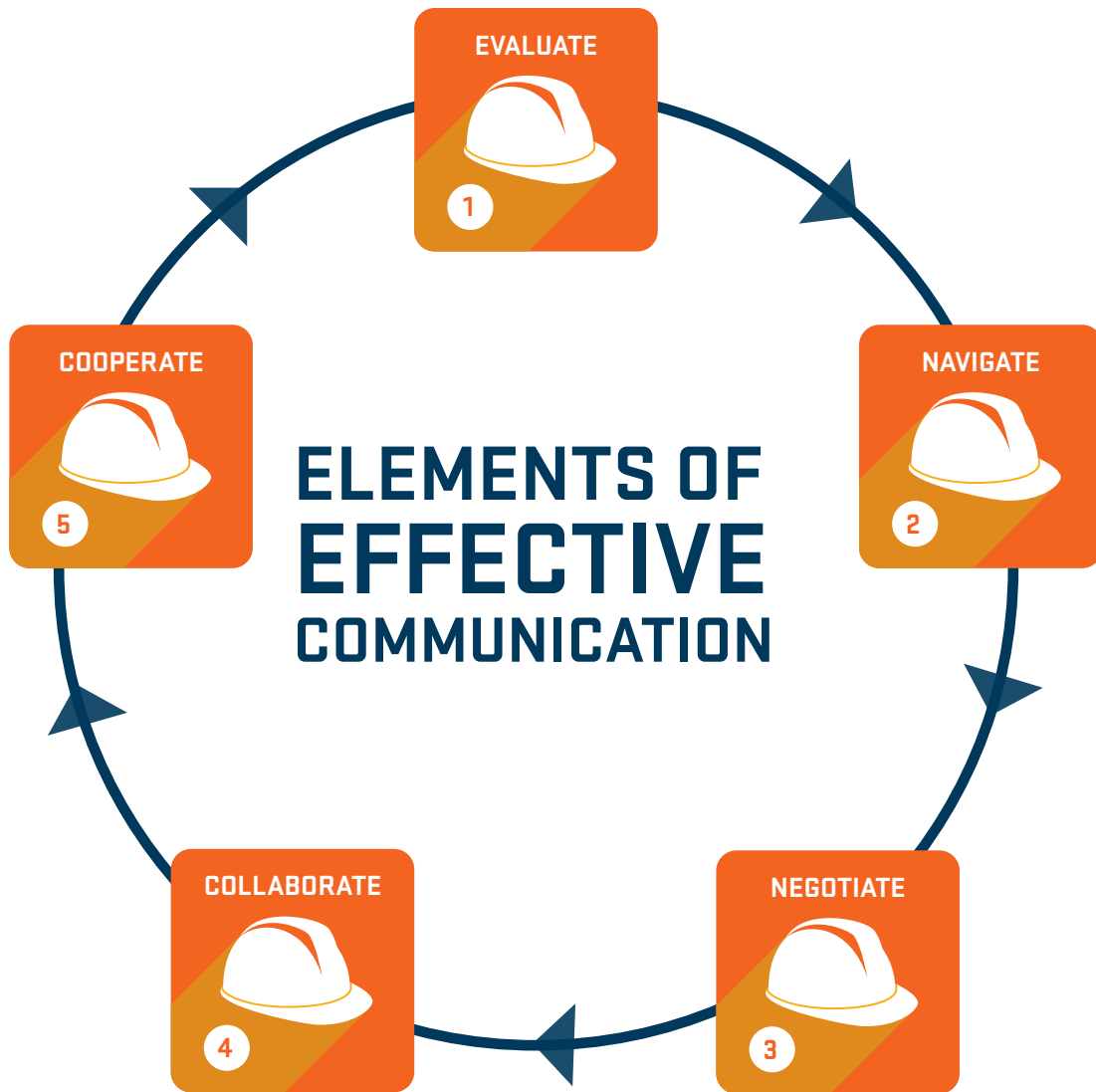
Instructor Note 10

What Do You Think?

Working teams are diversifying in Oregon. Developing culturally informed communication skills helps build more productive teams.

True   **False**

Circle all which are identified as cultural groups in Oregon:

Pacific Islanders   **Russians**   **LGBTQ+**   **Farmers**

Poverty/Poor   **White/Caucasian**   **Hmong**   **Somalians**

People with Disabilities   **Lawyers**   **Contractors**   **Milennials**

Executives   **Golfers**   **African American/Black**   **Educators**

Professors   **Truck Drivers**   **Nurses**

On-the-Job Scenario

Each group will be provided a different case scenario to discuss. Read and discuss the work scenario then as a group respond to the following questions.

- How would you handle the situation?

- How would you apply CQ in your communication?

- Describe which High-5 communication elements you would consider applying in the way you would respond to the issue you are facing?

Q&A

Check Your Knowledge

1. What are the High-5 communication elements?

2. What is Cultural Intelligence (CQ)?

3. Why is effective communication and CQ necessary in the workplace?

4. What have multiple research studies concluded are unfair forms of treatment at the work site? Please identify 4 issues.

A NOTE TO OUR APPRENTICES

WHY WE'RE HERE

This training is designed to offer opportunities to expand cross-cultural communication skills and knowledge; to put them into practice in diverse working environments of the 21st Century.

MODULE 2

HIGH 5 TEAM: SKILLFUL USE OF THE TOOLS
(5 ELEMENTS OF HIGH 5 TEAMS)

Goal

To construct respectful and productive team by developing effective, culturally adaptable communication skills

Objective

So that culturally inclusive working teams and work environments are established

Participant Engagement
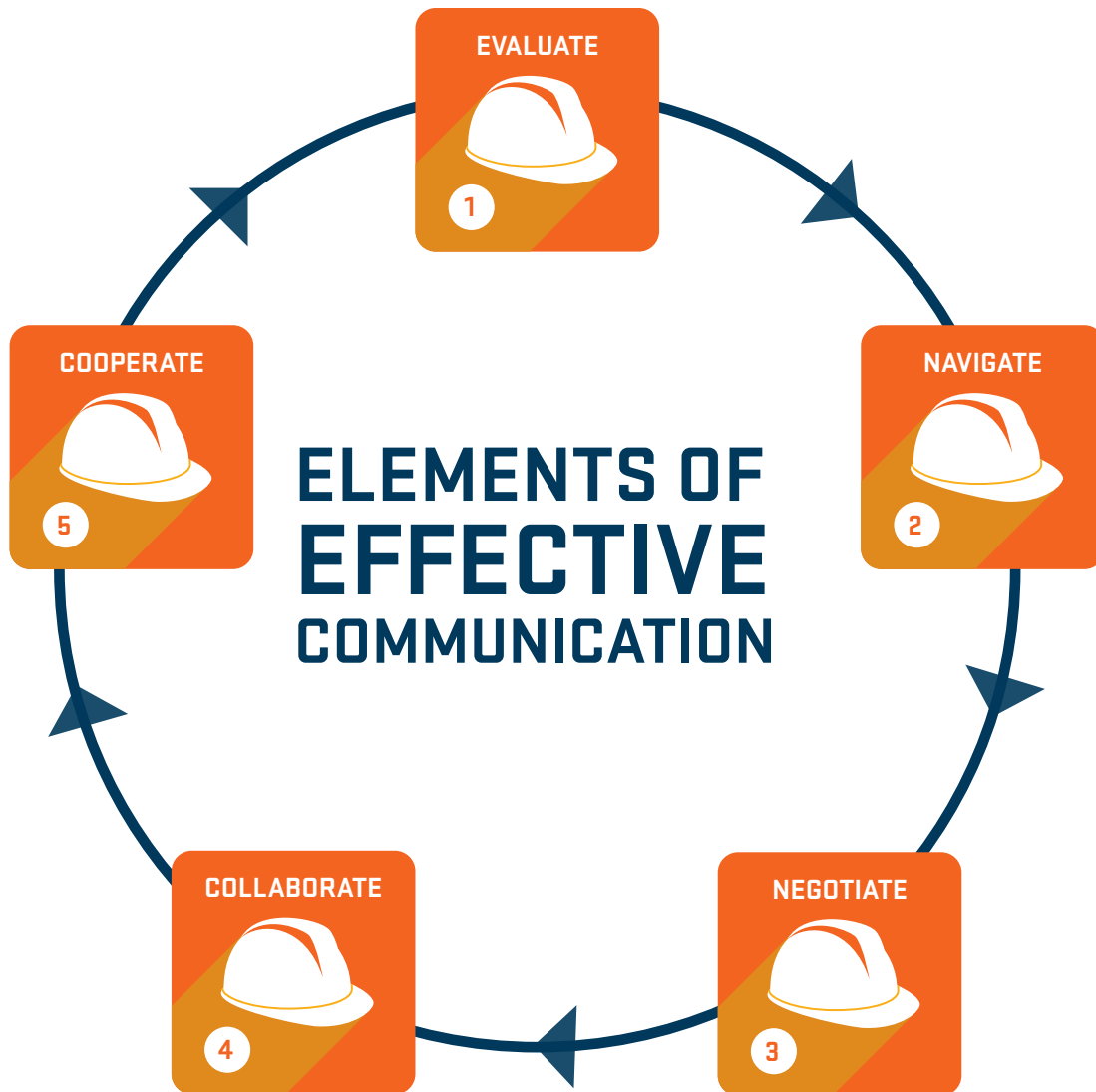
Discussion · **Work Scenario** · **Activity** · **Q&A** · **Check Your Knowledge**

ELEMENTS OF
EFFECTIVE
COMMUNICATION

EVALUATE
1

NAVIGATE
2

NEGOTIATE
3

COLLABORATE
4

COOPERATE
5

Group Engagement

- **Speak from your own lived experiences**

- **Respectfully listen to differences**

- **Examine your own assumptions**

- **Approach conversations with curiosity while noticing any judgment or stereotypical thinking**

- **Listen for ways to enhance your cultural communication skills**

Tools of the Trade

Just as there are tools for labor and industrial trades - There are tools for communication.

Ways you may **already apply** the High-5 Elements in your work:

1. You **evaluate** what tools you'll need

2. You **navigate** the working space

3. You **negotiate** the sequence of how and when tasks are done

4. You **collaborate** as a team (no one does it all)

5. And, you **co-operate** with your team to get the job done!

The same can be applied to our communication...
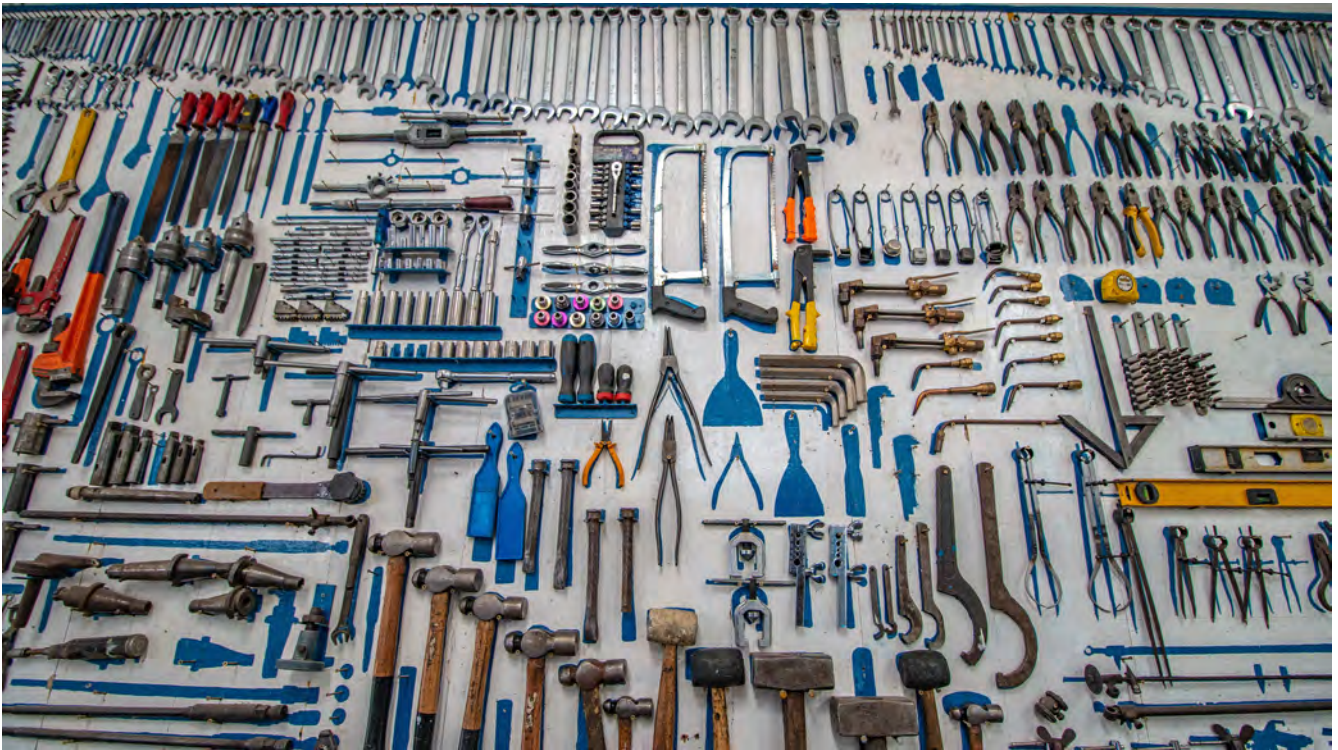
Instructor Note 13

Evaluate

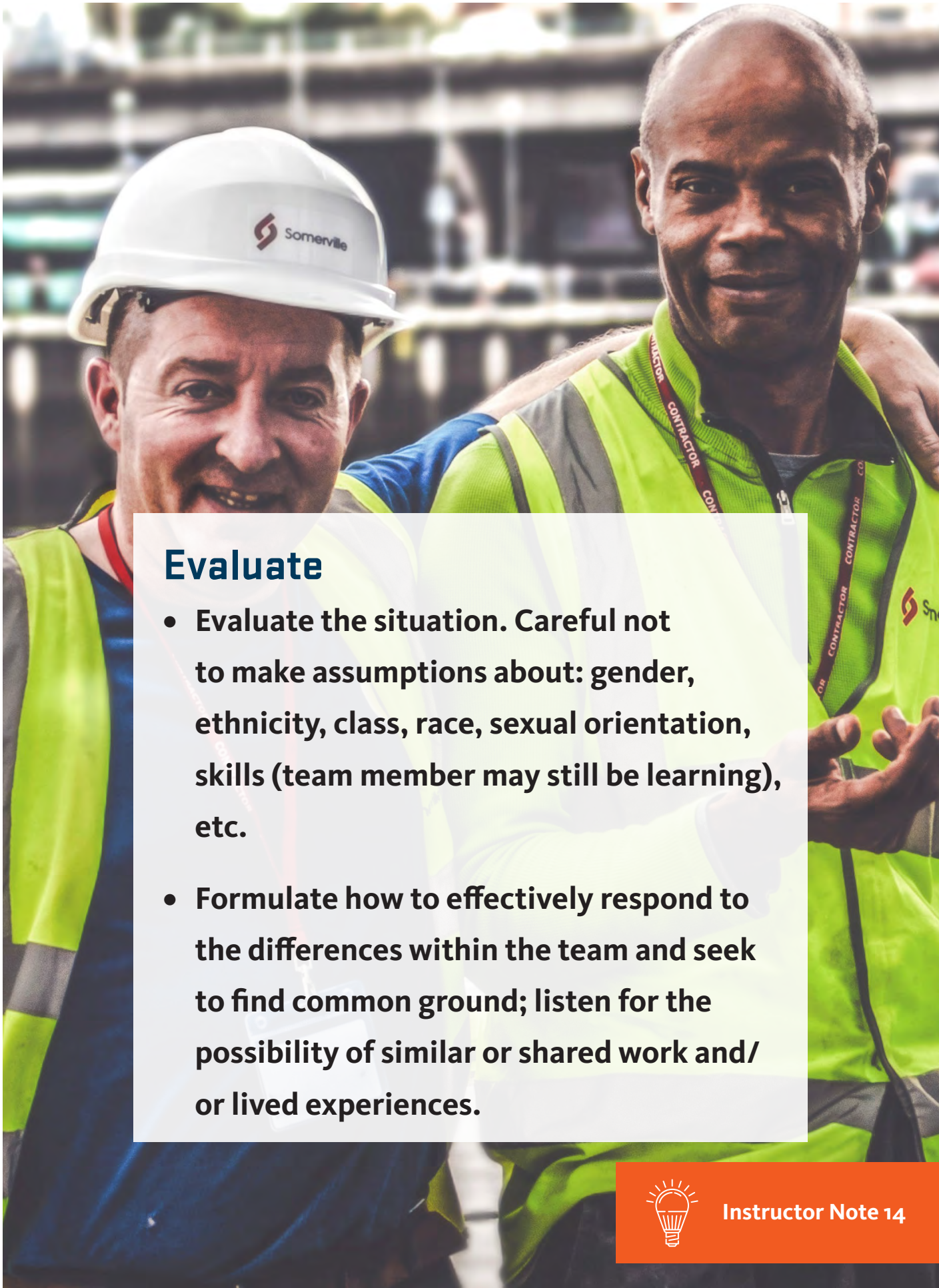- **Evaluate the situation. Careful not to make assumptions about: gender, ethnicity, class, race, sexual orientation, skills (team member may still be learning), etc.**

- **Formulate how to effectively respond to the differences within the team and seek to find common ground; listen for the possibility of similar or shared work and/or lived experiences.**

Instructor Note 14

Navigate

Have a plan or course of action to communicate with a diverse workforce. Adapt to various cultural circumstances and situations. Practice non-discriminatory communication skills.

Examples: My plan is . . . .

- **My plan is not to engage in demeaning talk toward a team member.**

- **My plan is to listen more carefully**

- **My plan is to pay attention to my assumptions.**

- **My plan is to interrupt derogatory communication**

Instructor Note 15

Sisters in the Brotherhood: A Film About Women Carpenters

https://www.youtube.com/watch?v=LG1Jxxwrzn4

Why Being Respectful to your Coworkers is Good for Business
Christine Porath, TEDxUniversity of Nevada

https://www.youtube.com/watch?v=YY1ERM-NIBY

Activity: Reflection and Critical Thinking Exercise
Why Being Respectful to your Coworkers is Good for
Business | Christine Porath, TEDxUniversity of Nevada

1. What is the issue?

2. What needs to be understood in order to address the issue?

3. Why is the issue significant to teams?

4. What is the ideal outcome?

5. What actions can be taken by team members to address the issue?

Activity: Case Study

Four apprentices are on a job site. All four are assigned jobs moving rebar and placing anchor bolts in cement. The males begin to move rebar while the two females are instructed to help place anchor bolts in cement poured days prior. When the women completed the anchor bolt task, they head over to help move the rebar and are told to go help the worksite cleanup crew.

- **What is going on in this scenario?**

- **What are the assumptions or stereotypical thinking in this scenario?**

- **What can male team members say or do to include the women?**

- **What can the women do in this case?**

Check Your Knowledge

1. **Evaluating a situation at work in which cultural differences exist requires one to (circle all that apply):**

   - Listen for commonalities

   - Be careful not to make assumptions about: gender, ethnicity, class, race, sexual orientation, degree of learned/applied skills on the job, etc.

   - Ask judgmental questions like: "You're weird, why do you act the way you do?"

   - Show genuine interest with respectful curiosity.

   - All of the above

2. **Negotiating in communication means that:**

   - *If someone is being targeted* based on gender, sexual orientation, ethnicity, race, status, geographic birthplace, native language, age – remain silent.

   - It means that I can move around and adapt to cultural differences without putting anyone down.

   - One is always learning – mistakes are made but one can master the skill.

Q&A

MODULE 3

THE RIGHT TOOL AT THE RIGHT TIME:
WHAT DIFFERENCE DOES "DIFFERENCE" MAKE?

TIMEFRAME: 1.5 -2 HOURS
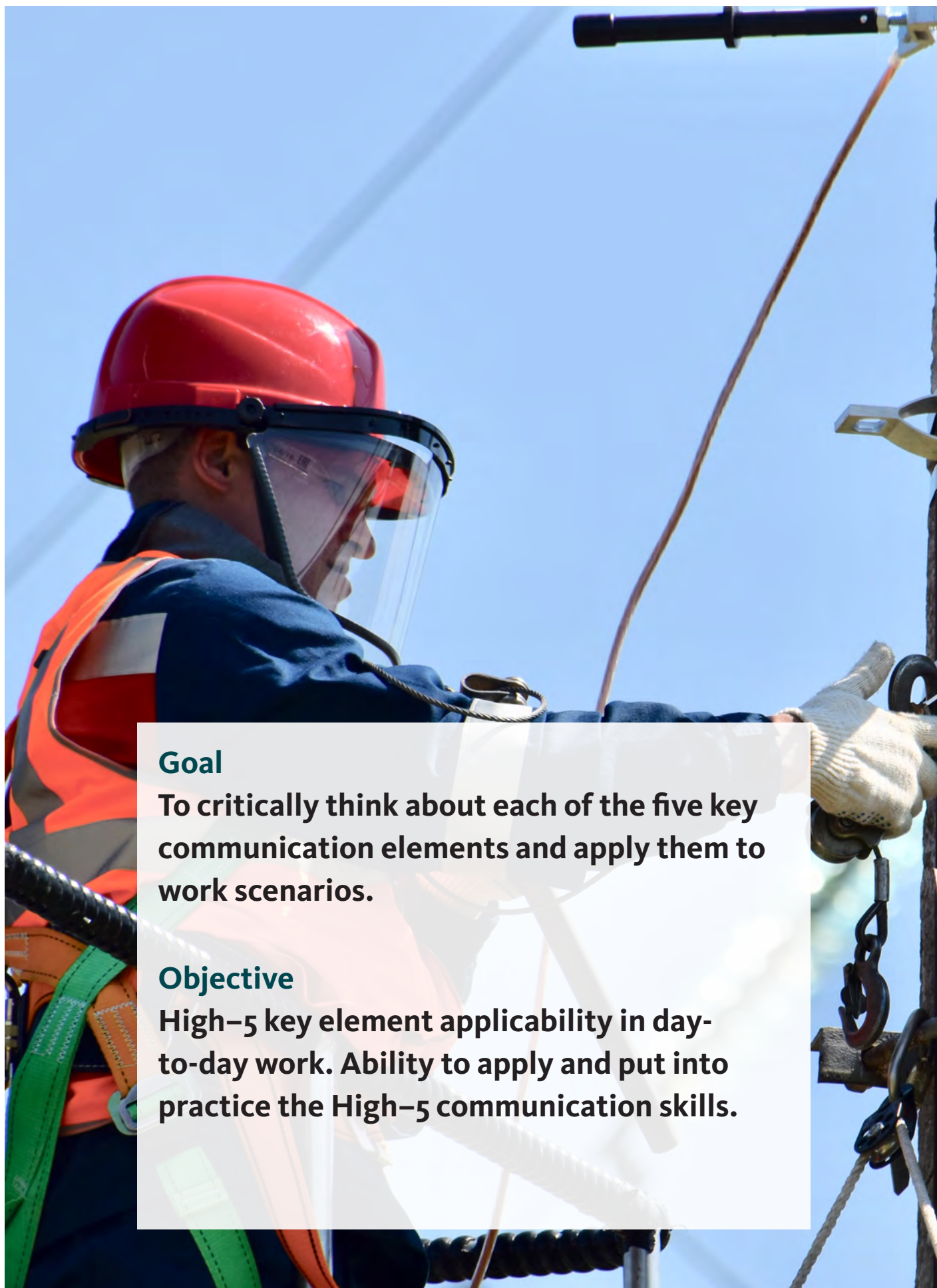
Goal

To critically think about each of the five key communication elements and apply them to work scenarios.

Objective

High–5 key element applicability in day-to-day work. Ability to apply and put into practice the High–5 communication skills.

Participant Engagement

Discussion | **Case Scenario** | **Group Activity** | **Q&A** | **Check Your Knowledge**

Group Engagement

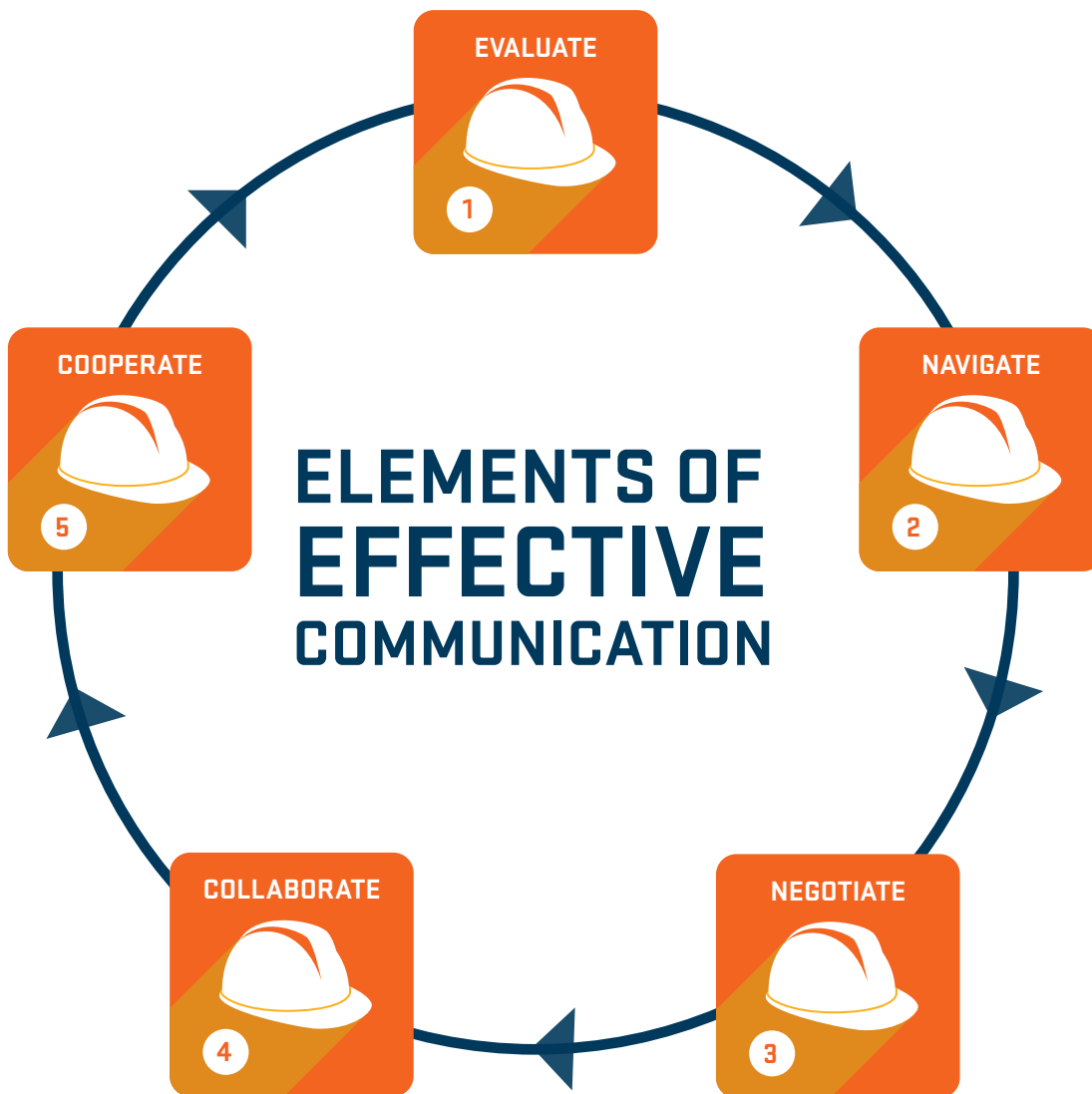- **Speak from your own lived experiences**

- **Respectfully listen to differences**

- **Examine your own assumptions**

- **Approach conversations with curiosity while noticing any judgment or stereotypical thinking**

- **Listen for ways to enhance your cultural communication skills**

How are the High-5 key communication elements currently being applied to the job you do?

Instructor Note 16

Foundations for Everyday Communication
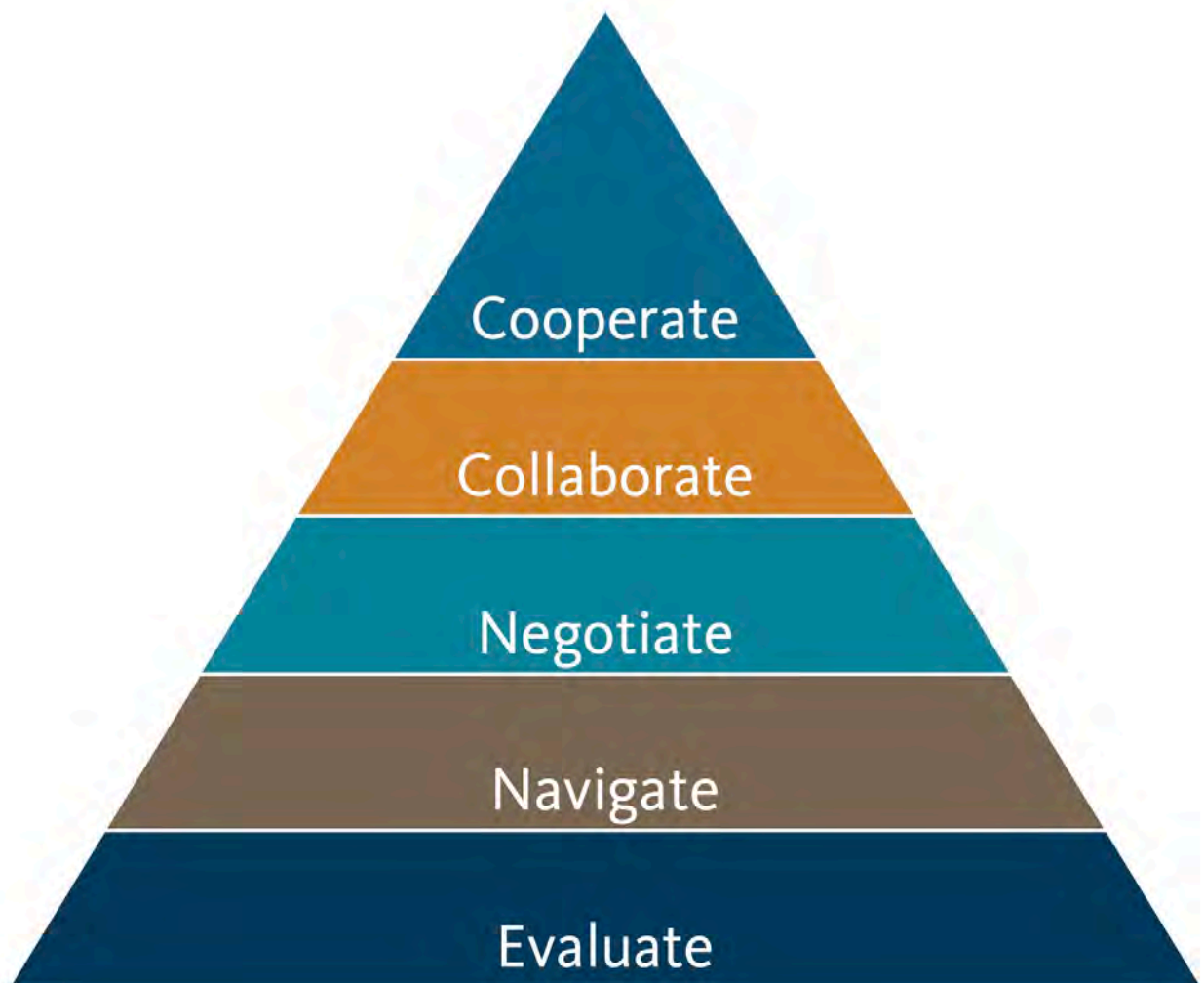
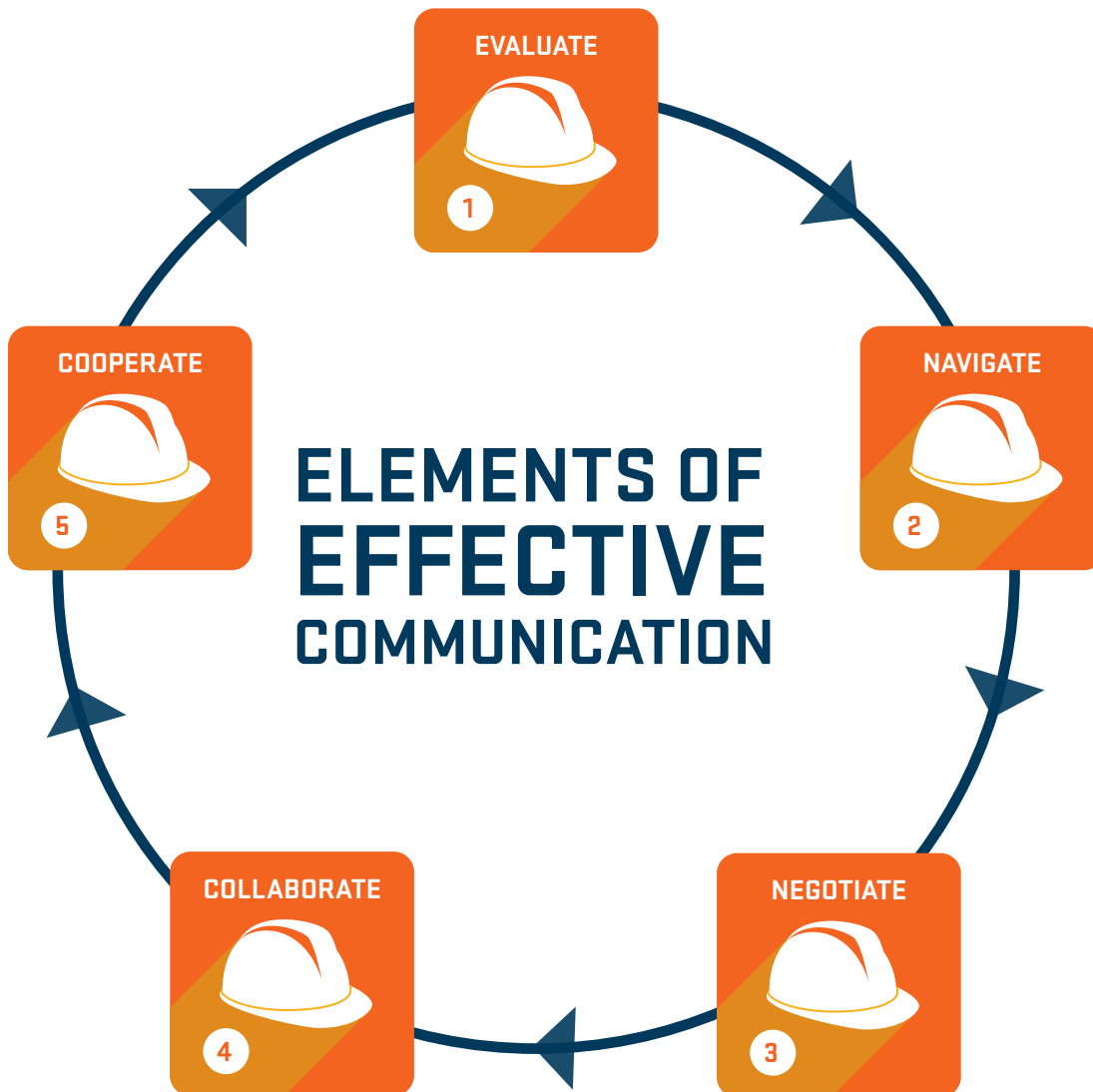Instructor Note 17

Goal: To construct respectful and productive teams by developing effective, culturally adaptable communication skills.

ELEMENTS OF EFFECTIVE COMMUNICATION

- EVALUATE 1
- NAVIGATE 2
- NEGOTIATE 3
- COLLABORATE 4
- COOPERATE 5

Activity: Review Key Communications Elements

EVALUATE

- Evaluate the situation. Pay respectful attention to 'differences', as identified by the team member themselves.

- Be careful not to make assumptions about: gender, ethnicity, class, race, sexual orientation, degree of learned/applied skills, language, etc.

- Formulate how to effectively respond to the differences (diversity) within teams and seek to find common ground. Listen for similar or shared lived experiences.

NAVIGATE

- Plan a course of action and work through 'different' circumstances and situations – be flexible.

- Practice nondiscriminatory communication skills effectively.

- Understand important differences between being "tested" (rites of passage based on an apprentice' ongoing and newly learned skills) and/or being "targeted", (based on gender, sexual orientation, ethnicity, race, status, birthplace, language, age, etc.).

NEGOTIATE

- Work it out, come to terms and find a way over or through tense moments. Explore different communication paths.

- Ignoring and dismissing the situation may not improve the situation. When tensions arise safely*address the issue and explore solutions.

- Negotiation is about understanding another's perspective. Ask questions in a respectful way.

COLLABORATE

- Work jointly, combine efforts and shift the team mindset, to an 'all in it to win it' approach. This requires a give-and-take mindset and an understanding there may be multiple ways to complete a task.

- Be open to different ways of getting the job done.

- Solutions and ideas are generated from multiple perspectives.

CO-OPERATE

- Cooperation requires a team work together safely, effectively, and productively – within a culture of trust.

- Honoring and respecting differences opens up channels of communication.

- Demonstrating inclusive practices and processes requires effective communication.

- Cooperation is about how team members operate (work, handle, manage) their tasks together, as a collective with an 'all in it to win it' attitude and approach.

(If a co-worker is abusive or threatening talk to your supervisor and/or someone you trust).

EVALUATE
1

NAVIGATE
2

NEGOTIATE
3

COLLABORATE
4

COOPERATE
5

Activity: Work Scenarios

SCENARIO 1

A female worker is assigned to a work site. She is given the task of hauling demolition debris from one area to another – although she is highly skilled in various areas. She is mocked for having been given this assignment by some of her male co-workers. She hauled about 40 loads while rude comments are made throughout the day. The rude comments are sexist and based on the fact that she identifies as female. She is also a black woman of color.

- Why would co-workers think this is acceptable?

- Sexist comments are painful – what can they lead to for the female and for the males who engaged in this type of behavior?

SCENARIO 2

A male worker, immigrant and English learner is assigned to a work site. He is ignored and dismissed by some workers. During lunch he is having conversation with a couple other workers who speak Spanish. They are talking to each other in their native language when a worker says, 'Speak English or go back where you came from!

- Why is this behavior unacceptable?

- What would or could a team member do to interrupt this type of behavior?

- How does discrimination impact team members?

- How does discrimination impact team productivity?

What Difference Does "Difference" Make?

"We do not see things as they are . . . We see things as WE are."

- Anais Nin

DIVERSITY = DIFFERENCES
Diversity is about each team member's unique difference, experiences, viewpoints, culture and beliefs.

Spiritual Beliefs · Socioeconomic Background · Gender · Disabilities · Education · Geographical Orientation · Indigenous Groups · Age · Race · Naturalization · Physical Abilities · Ethnicity · Language · Sexual Orientation · Culture · Political Beliefs · Language · Military Service · Religion
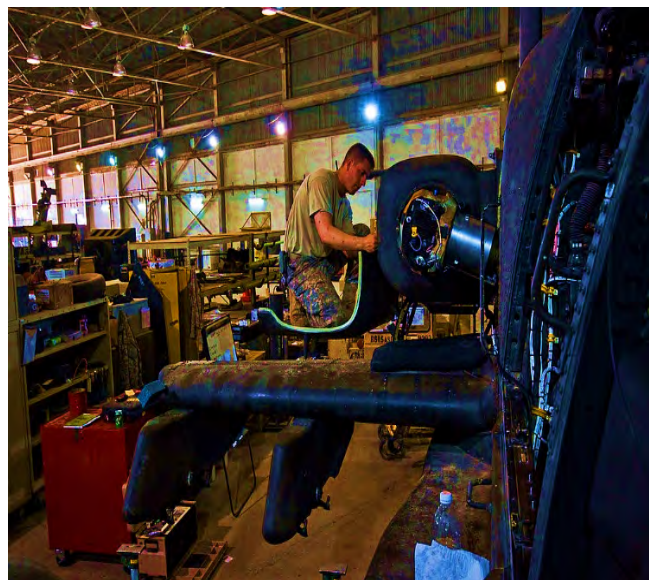
Instructor Note 18

The best communication tools are awareness of our own culture and respect for others.

Activity: Discussion
Inclusion - Exclusion: Group Exercise and Share

How do we encourage people to bring their 'whole selves' to work – using the High-5 communication elements?

Inclusion: What is It?

https://www.youtube.com/watch?v=pBBirlVxVsg&feature=emb_title

Check Your Knowledge

1. **What is Diversity?**

2. **What is Inclusion?**

3. **Please explain how Cultural Intelligence, Effective Communication, and the High -5 Elements are connected.**

4. **What are unfair forms of treatment at the work site? Please identify the 4 issues.**

Instructor Note 20

Q&A

MODULE 4

High 5 COMMUNICATION TEAM PERFORMANCE SPECIFICATION IN PLAY

TIMEFRAME: 1.5 -2 HOURS

Goal

To align and practice High-5 communication skills and identify cultural elements everyone possesses.

Objective

So that labor and industry workers advance their cross-cultural communication skills , and cultural intelligence.

Why?

Because, culturally intelligent team members lead to more inclusive behaviors, enhanced cultural understanding. and increased productivity.

Instructor Note 21

Key Elements

Discussion

Case Scenario

Group Activity

Q&A

Check Your Knowledge

WHAT IS CULTURE?

Definition

Culture is the characteristics and knowledge of a particular group of people, which includes: arts, traditions, religion, language, cuisine, music and dance, and social habits.

Culture:

- **Informs our behaviors**

- **Influences our preferences and choices**

- **Impacts communication styles**

Education

Political Belief

Mental/ Physical Ability

Age

Appearance

Race/ Ethnicity

Gender Identity or Expression

Family

Sexual Orientation

Religion

National Origin

Gender
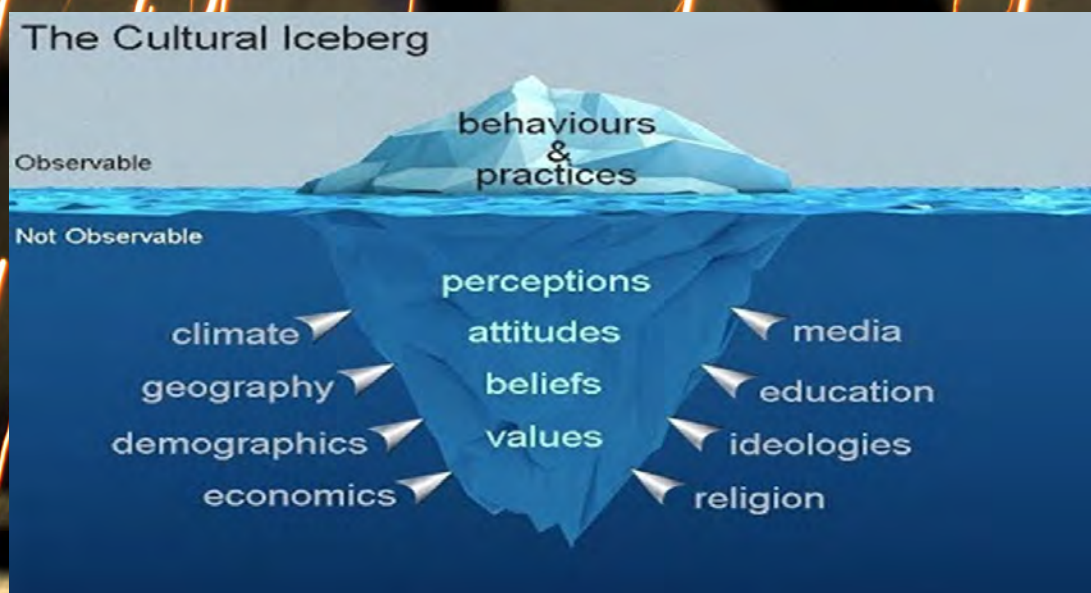
Language and Communication Skills

Income

Instructor Note 22

Communication is Culturally Based

Case Scenario

HVAC and Mason workers are on the same job site. The HVAC team is made up of 3 workers: a U.S. naturalized Somalian, a woman who's first language is Nahuatl with English as her second language, and a worker from New York state new to the Pacific Northwest.

Now let's look at the Diversity Wheel to de-construct what differences may exist within the HVAC team and how differences may be result in miscommunication…

The Cultural Iceberg

Observable — behaviours & practices

Not Observable — perceptions, attitudes, beliefs, values, climate, geography, demographics, economics, media, education, ideologies, religion

Instructor Note 23

Activity: Work Scenarios

SCENARIO 1

Kris identifies as 'transgender.' Kris is working on a job site as an electrician. Two additional electricians (Team member 'A' and Team member 'B.') Team members 'A' and 'B' are both uncomfortable working alongside a 'trans' person and are overheard making fun of Kris. You are also on the team working on the same job.

Questions to Consider:

- What do you say and do? Keep in mind, it is likely someone on one of your teams may also have a family member who identifies as 'trans'. What is the impact on the team?

- How does saying nothing impact the team and/or the person who is being made fun of?

SCENARIO 2

Abd Al Jabbar is a new member to the mechanics crew. He has recently become a naturalized citizen of the U.S., however, he is still learning English as his second language. Some of his crew members overhear him speaking his native language during a break and begin to mock him by making fun of his name.

Question to Consider:

- How might you as a team member interrupt the negative talk about Abd Al Jabbar?

- How might the inappropriate behavior from others impact Abd Al Jabbar's productivity?

Activity: We Are Conditioned by Our Cultural Complexities

ACTIVITY

1. Divide the group into 5 teams.

2. Each team will be assigned one of the High-5 communication skills. For example: Team one applies High-5 skill #1, Team 2 applies High-5 skills #2, etc.

3. Ask each team to help identify potential cultural traits observed in each case scenario.

4. Use the Diversity Wheel to deepen the discussion on how 'differences' impact communication within a team.

Instructor Note 24

Culture can also limit us in our understanding of people who have cultures that are different from ours.

A bit of levity on serious topic

https://www.youtube.com/watch?v=fUXdrl9ch_Q&feature=emb_title

Seriously: Cultural exclusion may lead to discrimination, bullying, and harassment.

Instructor Note 25

Check Your Knowledge

1. In diverse teams, why is it important to take notice of (evaluate) cultural differences?

TRUE OR FALSE (T or F)

2. The best way to apply the High -5 communication skills is to practice them.

3. Working with diverse team members requires I adapt my behaviors in ways that respects other's differences. This means I have to give up my own (cultural) values and beliefs.

4. Sometimes I have to work with team members that aren't respectful of differences. Some things I might say are . . .

   (CIRCLE)

   - Hey, that is not OK.

   - Why are you doling (saying) that?

   - That's not helpful

   - STOP!

   - That's not how we treat our teams

   - We need everyone's ideas.

   - Everyone's ideas count

   - Be fair

Instructor Note 26

Glossary

Agency
The ability to guide one"s life free, or relatively free, from barriers. The ability to make decisions on their own accord, to access resources needed without being impeded, and to design one"s own destiny. The complex and interconnected set of social forces, relationships, institutions, and elements of social structure that work together to shape the thought, behavior, experiences, choices, and overall life courses of people. Can take individual and collective forms.

Ally
A person of one social identity group who is actively working against oppression that is impacting member(s) of a targeted group, besides and for this group. A person who is working to eliminate the oppressive attitudes and beliefs in themselves and their communities, and to interrogate and understand their privilege. Not an identity one can claim for themselves. Requires continuous action – the choice to exhibit allyship. Even when fighting against systems of oppression, allies benefit from them.

Assimilation
The process through which one cultural group adapts to the attitudes, belief systems and ways of life of another culture. Degrees of assimilation range widely. In some cases, a group will, over time, lost its cultural distinctiveness and adopt the attitudes, belief, systems and ways of life of a dominant culture. In other cases, a cultural group will become part of a new culture, while maintaining important aspects of its traditions and cultural distinctiveness

Class
The system of ordering a society in which people are divided into sets, based on perceived social or economic status.

Colonization
Some form of invasion, dispossession and subjugation of a people, resulting in the dispossession of vast amounts of lands from the original inhabitants. The long-term result of such massive dispossession is institutionalized inequity. The taking of land, the elimination of difference, the ownership and production of knowledge.

Culture
The non-biological, social aspect of human life, basically anything that is learned (cultural conditioning).

Cultural Intelligence (CQ)
A measure of a person"s capacity and comprehension to communicate, relate, function, and work effectively in a multicultural environment. Employers and organizations apply CQ as a way to foster inclusion and enhance cross-cultural interactions.

Glossary

Decolonization

As much a process, as a goal. It requires a profound re-centering of Indigenous worldviews in our movements for pollical liberation, social transformation, renewed cultural kinships and the development of an economic system that serves rather than threatens our collective life on this plane. As stated by by Toronto-based activist Syed Hussan, "it is a dramatic reimagining of relationships with land, people and the state. Much of this requires study, it requires conversation, it is a practice, it is an unlearning."

Diversity

Differences in gender, class, sexual orientation, age, learned skill set, ability (physical disability), generational distinctions, cultural lived experiences, etc.

Empowerment

A social-action process in which individuals and groups act to gain mastery over their lives in the context of changing their social and political environment.

Equity

1. Everyone having the resources they need to succeed
2. The fair and just distribution of resources
3. Just decision-making and involvement processes
4. Shared power and involvement of communities most affected by inequities

Ethnicity

Can be related to race, but doesn"t refer to physical characteristics. Rather, it pertains to the social traits that are shared by a group of people. Such social traits include nationality, regional culture, ancestry and language.

Explicit Bias

The attitudes or beliefs that on endorses at a conscious level.

Gender Expression

The way we express/present our gender to the world around us (clothing, hairstyles, mannerisms, etc.)

Glossary

Gender Identity

A person"s internal experience and naming of their gender; an person"s innate sense of their own gender. Examples (though list not comprehensive):

- Non-binary: a person who does not identify strictly as male or female, or identifies as both regardless of the sex they were assigned at birth
- Agender: a person who does not identify with any gender.
- Transgender: an umbrella term for people who do not identify with the sex they were assigned at birth and/or whose gender expression does not conform to the societal expectation.
- Gender-fluid: a person who does not identify themselves as having a fixed gender
- Cisgender person: a person whose gender identify and expression is consistent with the sex they were assigned with at birth

Horizontal Oppression

When people targeted groups believe, act on, or enforce dominant systems of oppression against other members of targeted groups.

Implicit Bias

The bias in judgment and/or behaviors that result from subconscious processes (e.g., implicit attitudes and implicit stereotypes) that often operate at a level below conscious awareness and without intentional control.

Inclusion

A set of community values which suggest that people of all backgrounds, identities, abilities, perspectives and beliefs should have an equal opportunity to belong, achieve and contribute to their community(ies). Inclusion requires people to value, respect and accept diversity.

Indigenous People

People who were originally in a place, people who have a long history of being in a particular place and who retain their identity within a larger entity, state, or empire. Other related terms for indigenous peoples include aborigines, native people, first peoples, and first nations. Indigenous people may often be used in preferences to these or other terms, as a replacement where these terms may have taken on negative or pejorative connotations by their prior associate and use.

Inequities

Systemic, avoidable, unfair and unjust differences in indicators or success. Exists and can be analyzed in levels, ex: systemic, institutional.

Institutional Inequities

Policies, practices and procedures that work to the benefit of a group of people and the detriment of others, usually un-intentionally or inadvertently.

Glossary

Intersectionality

A feminist sociological model and/or lens for critical analysis that focuses on the intersections of multiple, mutually-reinforcing systems of oppression, power and privilege. Intersectional theorists look at how the individual experience is impacted by multiple axes of oppression and privilege. Variables include, but are not limited to: race, gender, ethnicity, religion, ability, education, sexual orientation, sexuality, gender identity, gender expression, class, first language, citizenship and age.

Microaggression

Subtle putdown. In and of itself, a microaggression may seen harmless but the cumulative burden of a lifetime of microaggressions can theoretically contribute to diminished mortality, augmented morbidity, and flatted confidence. Microaggressions have been defined as brief and commonplace daily verbal, behavioral or environmental indignities whether intention or unintentional, that communicates hostile, derogatory or negative insults. Racial jokes are an example of microaggressions.

Minoritized

The term "minoritized" refers to a process by which "minority status," marked by marginalization and attribution of less power and privilege, is socially constructed and conferred to a group of people in contexts like higher education (see Shields, Bishop & Mazawi, 2005). More colloquially, we are referring to individuals who, as a result of their race or ethnicity, or other marginalized identity, "do not have the wind at their backs" when they arrive at the university

Oppression

A system that maintains advantage and disadvantage based on social group memberships and operates, intentionally and unintentionally, on influence the behavior of others, oneself, and/or the course of events.

Power

The ability to decide who will access resources; the capacity to direct or influence the behavior of others, oneself, and/or the course of events.

Prejudice

A pre-judgement or unjustifiable, and usually negative, attitude of one type of individual or groups toward another group and its members. Such negative attitudes are typically based on unsupported generalizations (or stereotypes) that deny the right of individuals with individual characteristics.

Privilege

A group of unearned cultural, legal, social and institutional rights extended to a group based on the social group membership. Individuals with privilege are considered to be the normative group, leaving those without access to this privilege invisible, unnatural, deviant, or just plain wrong. Most of the time, these privileges are automatic and most individuals in the privileged group are unaware of them. Some people who can "pass" as members of the privileged group may have access to some levels of privilege.

Race

A socio-historical, politically constructed category used to divide people into populations or groups based how they are externally classified (i.e. physical appearance such as skin color, eye color, hair color, etc.) However, individuals can also self-identity with a specific group

Glossary

Racial Equity

The condition that would be achieve if one"s racial identity no longer predicted, in a statistical sense, how one fares. When we use this term, we are thinking about this as one part of racial justice, and thus we also include work to address root causes of inequities, not just their manifestation. This includes elimination of policies, practices, attitudes and cultural messages that reinforces differential outcomes by race or fail to eliminate them.

Racial Justice

The proactive reinforcement of policies, practices, attitudes and actions that produce equitable power, access, voice, opportunities, treatment,impacts and outcomes for all across race.

- Fair and just distribution of resources and opportunities;
- Economic and social systems that are sustainable and sustain all people
- Meaningful engagement of communities of color in planning, decision- making, evaluation
- Authentically embodying racial equity and empowerment principles
- Bold and courageous long-term commitment to unearthing racism"s root causes and addressing barriers.

Racism

Conduct, words, or practices which advantage or disadvantage people because of their culture, ethnic origin, language, or color. Just as damaging in obvious forms as it is in less obvious and subtle forms, and is still called this whether intentional or unintentional. Only members of the dominant social group can exhibit this because they possess the institutional power to enforce it.

Reverse Discrimination

Term often used to put down efforts to create equity in service and employment for marginalized people, through positive action. It is a misnomer to stem such equity efforts as "reversing" discrimination because increasing access for marginalized groups does not produce systemic inequity for privileged groups. It does not "reverse" board social and historical power imbalances

Root Causes

The underlying causes of inequities. Examples include:

- Unjust decision-making
- Disempowering engagement processes
- Racism, classism, and other forms of discrimination (sexism, homophobia, ableism, ageism, etc.)

Sex

Assigned at birth. The two predominantly acknowledged categories (male/female) into which humans and many other living things are divided into on the basis of their reproductive functions.

Social Construct

A social category or mechanism created and developed by society; a perception of an individual, group or idea that is constructed through cultural or social practice. When we say that something is socially constructed, we are focusing on its dependence variables of our society, rather than any inherent quality. For example, the concepts of good and evil: what these terms include and don"t include and what it means to society, do not exist "out there" in the world but only in and through the social institutions that give them meaning within a culture.

Glossary

Systemic Inequities
The interplay of policies, practices and programs of differing institutions which lead to adverse outcomes and conditions for communities of color compared to white communities that occurs within the context of racialized historical and cultural conditions.

Stereotype
Blankets beliefs and expectations about members of certain groups that present an oversimplified opinion, prejudiced attitude or uncritical judgment. They go beyond necessary and useful categorizations and generalizations in that they are typically negative, are based on little information, and are highly generalized.

Structural/systematic racism
This encompasses:
1. History, which lies underneath the surface, providing the foundation for white supremacy in this country;
2. Culture, which exists all around our everyday lives, providing the normalization and replication of racism including but not limited to media and entertained; and
3. Interconnected institutions and polices, the key relationships and rules across society providing the legitimacy and reinforcements to maintain and perpetuate racism.

White Fragility
A state in which even a minimal amount of racial stress becomes intolerable, triggering a range of defensive moves. These moves include the outward display of emotions such as anger, fear, guilt and behaviors such as argumentation, silence and leaving the stress-inducing situation. Common responses include anger, withdrawal, emotional incapacitation, guilt, argumentation and cognitive dissonance (all of which reinforces not directly addressing racism).

Whiteness
1. A location of structural advantage, or race privilege:
2. A "standpoint," a place from which people at themselves, at others and at society;
3. Refers to a set of cultural practices that are usually unmarked and unnamed because it is considered to be the cultural "neutral" or "norm"

White Privilege
A right, favor, advantage, immunity, specially granted to one individual or group and withheld from another. A historically based, institutionally perpetuated system of:

1. Preferential prejudice for, and treatment of, white people based solely on their skin color and/or ancestral origin from Europe; and
2. Exemption from racial and/or national oppression based on skin color and/or ancestral origin from Africa, Asia, the Americas and the Arab world.

White Supremacy
A historically based, institutionally perpetuated system of exploitation and oppression of continents, nations and peoples of color by white peoples and nations of the Europeans continent, for the purpose of maintain and defending a system of wealth, power and privilege

Instructor Notes

1. Group agreements are to be co-created by everyone in the training - instructor and participants, PRIOR to each instruction session. Place a large sticky note on the wall for all to see throughout the instruction instructor's may need to refer o them as reminders. Include as many comments from the group as possible.

2. This slide offers participants an opportunity to share their views on 'how' inclusive, diverse, and inclusive work environments can be established.
   - Adult learners want acknowledgement for prior life experiences and knowledge
   - Adult learners want to learn specific tasks
   - Adult learners want to experience self-directed processes leading to discovery

3. Spend some time on this slide. It will be important to grasp the reality of some of the issues that exist on job sites. Be prepared to listen to some participants share some personal stories of having such things happen to them. Hold time for such conversations.
   Recall:
   - Adult learners want acknowledgement for prior life experiences and knowledge
   - Adult learners want to experience self-directed processes leading to discovery

4. This activity has the potential to create disagreements. Be prepared to facilitate tension that may arise within the group. Refer to the Group Agreements.

5. Debrief: Invite comments from the group. (Group Agreements Reminders may be needed). Remind participants that the objective of this activity is to explore and provide a window into diverse opinions and worldviews. Further debrief this activity by explaining how experience is often shaped by identity. Invite participants to think about how society values or de-values identities.

6. The purpose of showing this "diversity wheel" is to introduce workshop participants to the complexity of humans. Please remind the participants that this wheel may not represent all aspects of identities, however, ask them to engage in the activity.

7. Hand out 'Check Your Knowledge' brings each module to an end. You may distribute a hard copies to each participant. Give 15-20 minutes or watch for participants who may still be writing. The papers do not have to be signed, nor do participants need to write their names on them. However, everyone should turn one in. The 'Check Your Knowledge' informs instructors help evaluate how much information was understood and comprehended. The 'Check Your Knowledge' also aids in evaluating how participants are developing new knowledge and putting the High-5 skills into practice: into day-to-day application.

8. Effective CQ communication is also known as: multicultural, cross-cultural, cultural aptitude/competency communication. Inclusive work environments: What would that look like? What would be present? What would not be observed or heard?

9. Culture can be thought of as mental software - culture is a personal matter. It is all the elements of who we are and presents itself without us evening being cognizant of it. It is why we behave, believe, and act as we do; in social, spiritual, educational, and intimate matters.

10. HAND OUT: High-5 Team should have a copy of the 5 key elements document in their packet to read, review, and serve as a constant visual aid. DISCUSSION GUIDE: High-5 tools improve communication skills over time. Like any tool; High-5 skills are mastered over time with practice.

11. Effective CQ communication is also known as: multicultural, cross-cultural, cultural aptitude/competency communication. Inclusive work environments: What would that look like? What would be present? What would not be observed or heard?

12. Instructors can chose which scenario (provided as examples in the instructor's manual) are the best fit based on the apprentices attending the training.

13. Instructor Notes: Spend some time engaging the participants in a dialogue about how they may ALREADY be applying the High-5 elements during every job.

14. Engage participants in a discussion by asking: Does this mean I have to agree with the other person's worldviews?

15. You may ask: Does this mean you cannot respectfully express differences of opinion? How do you navigate differences of opinion? How would you keep an open mind?

Instructor Notes

16. Please instruct participants to share with their elbow partner or at their tables How or in what circumstances they are you already applying the High – 5 key communication elements in the job they do.
17. It is important to note that, the High 5 elements are the foundation for an effective culturally intelligent teams across difference. Please reflect with workshop participants how each element of the pyramid is dependent of each other. For example: You can´t get to co-operation without first evaluating the situation navigating differences, negotiating and collaborating.
18. Spend a lengthy bit of time on this slide. Help participants understand that our 'culture' is the lens by which we see the world. When having this discussion, it is also important to have a conversation about unconscious bias and what they are. We are all Biased, it is simply how our brain works and how we learn, our objective is not to. The term "cognitive bias" refers to unconscious patterns of thought—including cognitive categories and shortcuts or heuristics—which have the unintended effect of conferring advantage to some and disadvantage to others. Please be aware that biases are not necessary a bad thing, however it is important to be aware of them and to reflect on how are our biases influencing how we see the world.
19. This video addresses inclusion. After this video is viewed, ask for feedback, comments, questions. Some questions an instructor can ask are: How might some of these people be excluded in working team? Why might one of the people in this video be excluded from working teams? How does exclusion impact productivity in working teams?
20. Hand out 'Check Your Knowledge' hard copies to each participant. Give 15-20 minutes or watch for participants who may still be writing. The papers do not have to be signed, nor do participants need to write their names on them. However, everyone should turn one in. The 'Check Your Knowledge' is for instructors to evaluate how much participants are grasping.
21. This is the final module. Re-emphasizing and reviewing the High-5 skills is key! Complexities are introduced in Module 4 that will require the instruction to s-l-o-w down; do not rush through the complexities. Use the case scenarios to help understand 'difference' and 'diversity.' Spend plenty of time discussing how culturally-based communication exists in diverse working teams, AND, how the High-5 key skills are applied. Objectives for Module 4: To guide critical thinking and offer multiple opportunities to put High-5 skills into practice.
22. Give an example (if comfortable to do so) of who you are by identifying and choosing a few elements of the diversity wheel. Example: I identify as female, am considered as a senior citizen, with a college degree who lives in a rural area. I am tall and have physical limitations. My culture values education and work ethics. My culture is very family and relationship focused. I was born in Guatemala but have become a U.S. citizen. Mu culture places highly values and places a strong emphasis on spirituality and religion. Invite participants to do the same. Additional option: Divide participants into 4 or 5 per table, and have the participants do the exercise as a group.
23. You may wish to distribute a copy of the 'Cultural Iceberg' or refer to the 'Iceberg' graphic for additional context. It is a visual tool for recalling prior instruction.
24. Encourage discussions that explore how diversity and culture identifies the participants THEMSELVES. Be clear about the instructions so that participants do not begin to identify others as this may result in criticisms or judgements (or perceived of others. IF time permits, the instructor may explore stereotypes and assumptions.
25. The 'bird' video offers a bit of levity on the complex and serious topic. After viewing the video ask how: inclusion, exclusion, and, mocking difference is demonstrated.
26. Hand out 'Check Your Knowledge' hard copies to each participant. Give 15-20 minutes or watch for participants who may still be writing. The papers do not have to be signed, nor do participants need to write their names on them. However, everyone should turn one in. The 'Check Your Knowledge' is for instructors to evaluate how much participants re grasping what may need to be reviewed, etc.

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