

# Valuing Cultural Diversity



Presented by:  
Human Resources Department  
Training & Development Unit

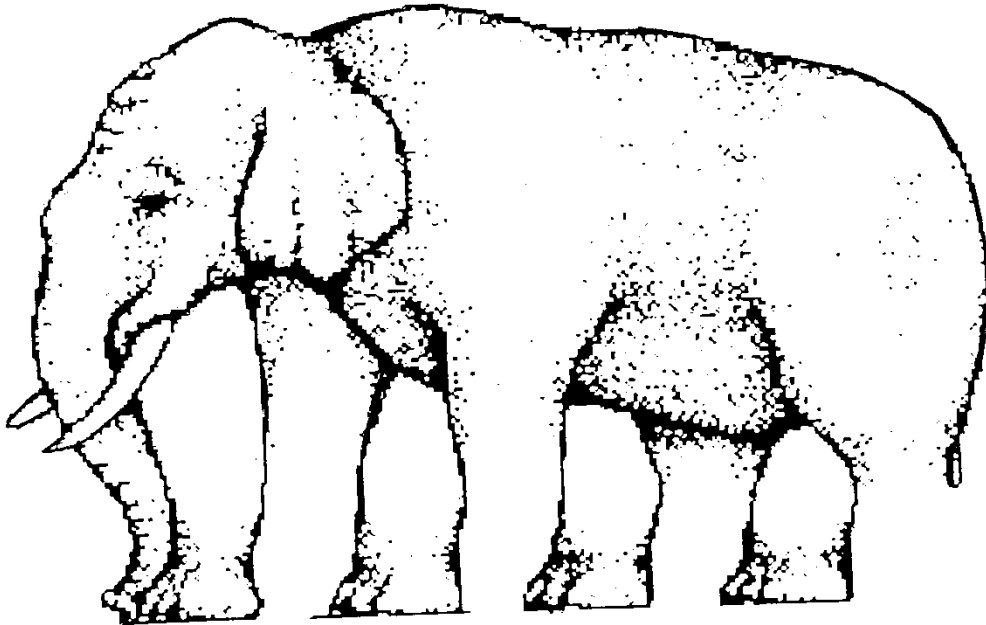
<b><u>TABLE OF CONTENTS</u></b>	<b><u>PAGE #</u></b>
<b>COURSE OBJECTIVES.....</b>	<b>3</b>
<b>DIVERSITY TEASERS.....</b>	<b>4</b>
<b>DEFINITIONS .....</b>	<b>7</b>
<b>CATEGORIES OF DIVERSITY.....</b>	<b>8</b>
<b>CULTURAL COMPONENTS.....</b>	<b>9</b>
<b>INFLUENCES ON THE INDIVIDUAL.....</b>	<b>10</b>
<b>DIVERSITY FACTORS.....</b>	<b>11</b>
<b>DIVERSITY SUBGROUPS.....</b>	<b>12</b>
<b>BARRIERS TO DIVERSITY.....</b>	<b>13</b>
<b>WORLD'S 15 MOST POPULOUS COUNTRIES...</b>	<b>15</b>
<b>WORLD'S 15 MOST POPULOUS CITIES.....</b>	<b>16</b>
<b>ADMINISTRATIVE ORDER 7-6.....</b>	<b>17</b>
<b>DIVERSITY PROBLEM-SOLVING.....</b>	<b>21</b>
<b>WORKPLACE FLEXIBILITY.....</b>	<b>22</b>
<b>THE PATH TO VALUING DIVERSITY.....</b>	<b>23</b>
<b>QUOTES.....</b>	<b>24</b>
<b>BIBLIOGRAPHY.....</b>	<b>25</b>
<b>HR PRODUCTS &amp; SERVICES.....</b>	<b>26</b>

### Course Objectives

Upon completion of reviewing this online manual, you the participants will have acquired knowledge and skills in the following areas and will:

- Demonstrate an increased understanding of inter-relationships among race, culture, and ethnicity.
- Examine the causes of cross-cultural miscommunication and discover effective strategies for more effective methods of communicating.
- Understand the value of diversity and how it relates to the workplace.
- Examine ourselves as we relate to all forms of diversity.
- Recognize the role of stereotypes, assumptions, and other barriers to diversity, and the effect that they can have in the workplace and in our personal lives.
- Apply knowledge and skills learned in this course to the work-site.

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Diversity Teasers



**HOW MANY LEGS DO YOU SEE?**

**See answer on Page 6.**

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How old is the person in the picture below?



See answer on Page 6.

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**Answer to Page 4:** Trick question. Some people see 4 legs, some people see 5 legs, all the way up to eight legs.

**Answer to Page 5:** Trick question. Some people see a young woman and some people see an old woman. If you look closely enough, we all should see the young woman and old woman in the picture. The young woman's ear is the old woman's eye. The young woman's chin is the old woman's nose. The young woman's necklace is the old woman's mouth. You should see both women by now.

**So...**

A good starting point for valuing diversity is to view everyone as different from us, and as people about whom we can't make assumptions.

Appearances are deceptive; people who appear to be very similar to us are often different, and those who appear to be very different can turn out to be quite similar.





### DEFINITIONS

**DIVERSITY:** An extremely broad term that people use to refer to all sorts of differences. Workforce diversity ranges from differences that can be concealed, such as a particular lifestyle, to differences that can't be as easily concealed such as gender or color.

**CULTURE:** The values beliefs, standards, behavioral norms, styles of communications, and patterns of thinking developed by a group of people and passed on to new members in order to ensure group survival.

**MAINSTREAM CULTURE:** The prevailing social, economic, political norms, values, and beliefs for a particular environment (often referred to as the dominant, core, or majority culture).

**SUBCULTURE:** A group of people who share cultural characteristics, which are unique and can be differentiated from others within the society (a culture within a culture).

**ORGANIZATIONAL CULTURE:** The written and unwritten rules that are observed in a particular organization (What is valued in an organization).

## **Categories of Diversity**

### **DIFFERENCES**

**Racial:** Race refers to observable differences in physical characteristics like skin color or facial features.

**Gender:** Gender refers to differences in genetic and physical makeup. Basically speaking, there are two forms of gender: masculine or feminine (male/female referring to sex).

**Ethnic:** Ethnicity refers to groups within the larger society that display a unique set of cultural traits. Group members often share a sense of community resulting from some sense of regional or geographic heritage.

**Religious:** Religious groups are composed of individuals who express a belief in and reverence for a supernatural power who is usually recognized as the creator and governor of the universe.

**Ability:** Disabled refers to an individual with a substantial limitation to one or more major life functions as a result of a physical or mental impairment. Individuals who have a history of an impairment or are regarded as having an impairment may also be considered disabled.

**Other:** Anyone who is in some way different from the “norm” and has not been mentioned above. Immigrants from other countries, someone with a “different” sexual orientation, and a person who might be considered elderly would fall into this category.



## **CULTURAL COMPONENTS**

### **1. CULTURAL RULES (NORMS)**

Cultural rules are evident in forms of government, education, the family, religion, and other political and or economic systems which reflect basic cultural patterns.

### **2. CULTURAL BEHAVIORS (TRADITIONS)**

Culture may be viewed as the unique characteristics or behavior of a group of people. These characteristics include thoughts, feelings, speech, and actions, which may be created by people and passed down to future generations. These characteristics or behaviors make up the total personality of the group.

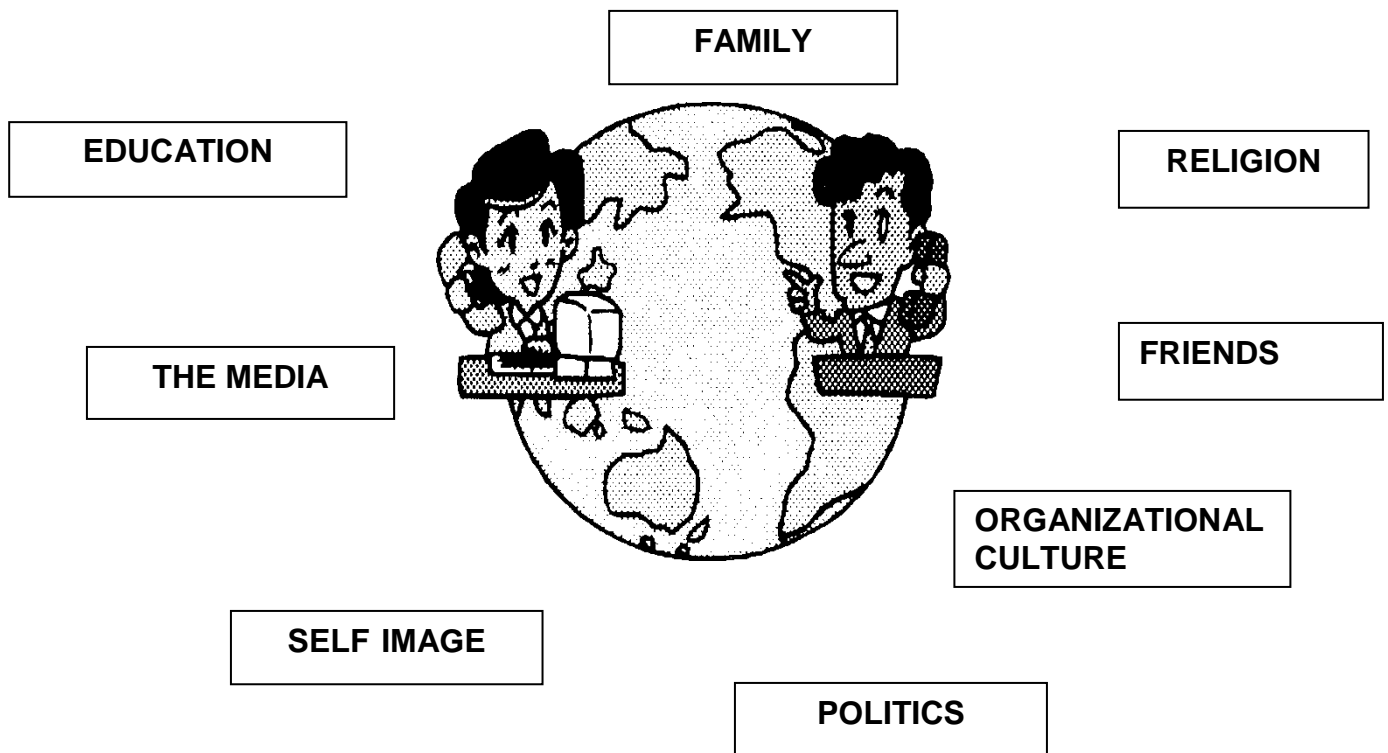
### **3. CULTURAL GROUPS (ETHNICITY)**

An ethnic group is a group of people who originate from the same geographical location and share similar ways of thinking, feeling, and acting. These characteristics may be reinforced when groups remain together over many generations. As a rule, culture cannot exist without people. In most cases, membership is ascribed by birth.



## **INFLUENCES ON THE INDIVIDUAL**

Have you ever considered all the things which influence us as individuals? Picture yourself standing in the middle of all the things we are surrounded by: our family, friends, media, etc. Whether we realize or not, the below are some of the primary things which shapes and defines who we are as individuals.



## **DIVERSITY FACTORS**

Dr. Janet Elsea, in the book *The Four Minute Sell*, lists nine factors that people notice when meeting one another. The ranking below is in order of perception from 1 (most significant) to 9 (least significant).

1. SKIN COLOR
2. GENDER
3. AGE
4. APPEARANCE
5. FACIAL EXPRESSIONS
6. EYE CONTACT
7. MOVEMENT
8. PERSONAL SPACE
9. TOUCH

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### Diversity Subgroups

*Just to name a few*

<b>WHITE</b>	<b>BLACK</b>	<b>HISPANIC</b>	<b>ASIAN</b>	<b>NATIVE AMERICAN</b>
ANGLO-SAXONS	BLACK AMERICANS	MEXICANS	CHINESE	263 TRIBES & GROUPS
ENGLISH	WEST INDIANS	PUERTO RICANS	FILIPINOS	NAVAJO
CELTICS	HAITIANS	CUBANS	JAPANESE	IROQUOIS
WELSH		DOMINICANS	KOREANS	CHEROKEE



## **BARRIERS TO DIVERSITY**

### **1. ETHNOCENTRISM:**

Ethnocentrism is the tendency to view one's culture as superior; the inclination to judge other groups by your own standards and values.

### **2. DISCRIMINATION:**

Discrimination is the negative treatment of an individual or group based upon impartiality or bias.

### **3. CULTURAL PITFALLS:**

A cultural pitfall is a problem resulting from a cultural misunderstanding; usually due to a lack of awareness or understanding on the part of a well-meaning supervisor.

### **4. HARASSMENT:**

Harassment includes offensive language, gestures, physical contact, or any other conduct which destroys the healthy work environment by making individuals feel uncomfortable or unwanted.

### **5. STEREOTYPES**

Stereotypes are overly simplistic, exaggerated beliefs about a person or group which is held and sustained by individuals who choose to ignore contrary information.

### **6. RACISM:**

Racism is any attitude, action, or process which subordinates a person or group on the basis of color or ethnic origin. Often used as the basis for unequal distribution of society's resources: wealth, prestige and power.

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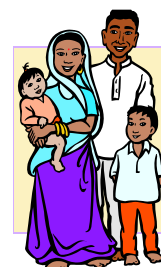
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### 7. PREJUDICE:

Prejudice is an unfavorable opinion or belief about an individual or group, which is formed beforehand without knowledge or thought.

***If you change the way you think, you will change the way you act.***

## GLOBAL FIGURES



### World's 15 Most Populous Countries: 2015

Rank	Country	Population (est.)
1.	<b>China</b>	<b>1,367,485,388</b>
2.	<b>India</b>	<b>1,251,695,584</b>
3.	<b>United States</b>	<b>321,368,864</b>
4.	<b>Indonesia</b>	<b>255,993,674</b>
5.	<b>Brazil</b>	<b>204,259,812</b>
6.	<b>Pakistan</b>	<b>199,085,847</b>
7.	<b>Nigeria</b>	<b>181,562,056</b>
8.	<b>Bangladesh</b>	<b>168,957,745</b>
9.	<b>Russia</b>	<b>142,423,773</b>
10.	<b>Japan</b>	<b>126,919,659</b>
11.	<b>Mexico</b>	<b>121,736,809</b>
12.	<b>Philippines</b>	<b>100,998,376</b>
13.	<b>Ethiopia</b>	<b>99,465,819</b>
14.	<b>Vietnam</b>	<b>94,348,835</b>
15.	<b>Egypt</b>	<b>88,487,396</b>



## World's 15 Most Populous Cities - 2014

	Name	Country	Est. population (in millions)
1.	<b>Tokyo</b>	<b>Japan</b>	<b>37.8</b>
2.	<b>Delhi</b>	<b>India</b>	<b>24.9</b>
3.	<b>Shanghai</b>	<b>China</b>	<b>22.9</b>
4.	<b>Mexico City</b>	<b>Mexico</b>	<b>20.8</b>
5.	<b>Sao Paulo</b>	<b>Brazil</b>	<b>20.8</b>
6.	<b>Mumbai</b>	<b>India</b>	<b>20.7</b>
7.	<b>Osaka</b>	<b>Japan</b>	<b>20.1</b>
8.	<b>Beijing</b>	<b>China</b>	<b>19.5</b>
9.	<b>New York City</b>	<b>USA</b>	<b>18.5</b>
10.	<b>Cairo</b>	<b>Egypt</b>	<b>18.4</b>
11.	<b>Dhaka</b>	<b>Bangladesh</b>	<b>16.9</b>
12.	<b>Karachi</b>	<b>Pakistan</b>	<b>16.1</b>
13.	<b>Buenos Aires</b>	<b>Argentina</b>	<b>15.0</b>
14.	<b>Calcutta</b>	<b>India</b>	<b>14.7</b>
15.	<b>Istanbul</b>	<b>Turkey</b>	<b>13.9</b>



Source: [www.worldatlas.com](http://www.worldatlas.com)



## **ADMINISTRATIVE ORDER**

Personnel Policy on Equal Employment Opportunity

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**A.O. No.: 7-6**  
**Ordered: 2/15/1972**  
**Effective: 3/1/1972**

AUTHORITY:

**Section 4.02 of the Metropolitan Dade County Charter**

SUPERSEDES:

**This administrative order supersedes previous Administrative Order No. 7-6, dated August 1, 1963.**

STATEMENT OF POLICY:

**The policy of Dade County is to foster, maintain, and promote equal employment opportunity. The County will select candidates for employment on the basis of candidates' qualifications for the job and treat them with respect to compensation and opportunity for training and advancement, including upgrading and promotion, without regard to sex, race, color, religion, or national origin. Equality in such opportunities continues to be the basic policy of the County.**

IMPLEMENTATION OF POLICY:

## Valuing Cultural Diversity

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**All personnel whose duties encompass recruiting and employment will continue to review, regularly, the implementation of these personnel policies and the relevant practices to assure that equal employment opportunity based on valid job requirements is being actively observed to the end that no employee or applicant for employment shall suffer discrimination because of sex, race, color, religion or national origin.**

### RECRUITMENT AND HIRING OF MINORITY APPLICANTS:

**The County will continue to expand its efforts to attract minority group applicants. This policy applies to all County departments and locations. All executives and supervisory personnel, especially those whose duties encompass recruiting and employment, have been made aware of this policy. The County expects all management personnel to aid in these efforts.**

### RECRUITMENT SOURCES:

**The recruitment sources shall be advised periodically of the County's Equal Employment Opportunity Policy. The County includes among its recruitment sources organizations and media which are utilized by and are available to minority group candidates. Detailed information about the County job openings, as well as County hiring processes, will be provided to these recruitment sources. Employees, including minority group employees, are encouraged to refer friends and family for employment with the County.**

### JOB ADVERTISEMENTS:

**Employment advertisements shall continue to contain assurances of equal employment opportunity and shall comply with Federal and State Statutes regarding expression of sex, and other qualifications.**

### APPLICATIONS FOR EMPLOYMENT:

**All applicants are given the opportunity to file an application for employment. Comfort, convenience, and all due dispatch will be assured all applicants.**

### APPLICATION RESERVE FILE:

**All applicants are informed as to the possibility or probability of current or later job openings. Applications of all job applicants are kept in a reserve file for a reasonable period.**

**To the extent that it is practical, reference to these files shall be made periodically in connection with the County's employment requirements. This program is designed to insure equal consideration to both minority and non-**

## Valuing Cultural Diversity

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minority applicants.

### QUALIFICATIONS AND TESTING:

**(a) The County's policy includes the responsibility for ensuring that hiring qualifications for both entry and experience-level jobs are fair and shall continue to be fairly administered. These qualifications are subject to regular review to assure that they conform to the actual job performance requirements and to changing and novel situations. The County has continuing responsibility to perform its services and functions efficiently. In keeping with these responsibilities, the County will make use of special programs to test job performance, and develop orientation and training programs aimed at the elimination of deficiencies of minority groups. Use of aide, intern or enrollee classifications to test job performance is an example of the special programs that will be developed.**

**(b) Tests which may be administered by the County shall be only those that will measure the skills actually required for the job. Tests are tools employed solely to aid in the selection of the right person for the right job. Tests shall conform to applicable legal regulations and shall be appropriately validated.**

**(c) All tests given to applicants shall be administered and evaluated by qualified employees who are fully acquainted with County policy as to equal employment opportunity.**

### COMPENSATION:

**The policy of the County is to pay compensation which is, to every extent possible, competitive with local rates for the work performed so that compensation does not create a barrier to the recruitment of minority-group personnel. Opportunities for performing overtime work or otherwise increasing compensation will be afforded to all qualified employees without discrimination based on sex, race, color, religion, or national origin. It is the policy of the County to compensate all employees equally, based upon job classification, experience, and ability.**

### EQUAL EMPLOYMENT NOTICES:

**Notices with regard to equal employment shall be posted in conspicuous places on County premises, where notices are customarily posted.**

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### **PROMOTION AND TRAINING:**

1. The policy of the County is to provide every reasonable means to see that employees succeed on their jobs and are given opportunities to prepare themselves for full use of their talents and potential. On-the-job training will be provided to prepare employees to meet the full requirements of their new jobs, and special programs developed to meet specialized training needs.

2. Candidates for promotion are chosen on the basis of existing or forecasted job openings and on their qualifications and work record - without regard to sex, race, color, religion, or national origin. Performance appraisals and work records for all personnel, including minority groups, will be carefully examined when openings for higher-level positions occur.

### **RECORD KEEPING:**

1. The County's data processing and other systems will maintain up-to-date records. These records reflect the County's efforts in maintaining its equal opportunity policies. These records include:

(a) Statistics on current employment in the County by:

- (1) Dictionary of Occupational Title: job categories code
- (2) Racial and ethnic group code classification
- (3) Sex code
- (4) Job location code

(b) Schedules of job classifications and salary ranges.

(c) Records of all employees hired, including job classifications and salary. These records will identify minority group employees.

(d) Job and salary records of employees promoted, including old and new job classification and salaries.

(e) Records of employees resigned or terminated with the reasons thereof, when known.

(2) An Equal Employment Opportunity Report will be produced semi-annually - thus providing for an analysis of the status of actual equal opportunity within the County system and for an evaluation of progress made in this regard.

This administrative Order is hereby submitted to the board of County Commissioners of Dade County, Florida.

R. Ray Goode

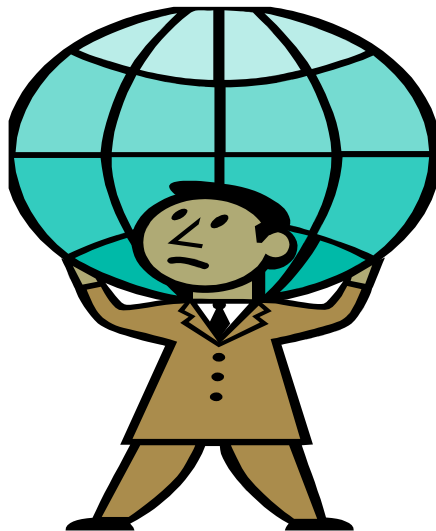
### DIVERSITY PROBLEM-SOLVING

- Not every conflict develops as a result of individual differences.
- Avoidance allows most problems to become more serious.
- There are two sides to every story. With cross-cultural conflict each person may be right, from his/her point of view.
- When listening, it is important to be open-minded and non-judgmental while focusing on feelings as well as on the obvious complaint.
- Summarizing and paraphrasing can be used to put the speaker's statement into the proper context.
- When possible, allow employees to come up with their own solutions to the problem. If employees participate in seeking solutions, they will be more committed to sticking with them.
- Open communication is the key to success. Often, reaching common ground is just a matter of understanding the other person's point of view.

## WORKPLACE FLEXIBILITY

Did you know...?

- 3 of 4 couples – both spouses are employed
- Record household debt and bankruptcies
- Jobs more demanding and stressful
- “Home” & “work” merging
- 63% of moms with kids < 5 years old are employed
- 45% of children <1 year old in day care regularly
- 1 in 4 children live with one parent
- Flexibility rebuilds employee commitment



## ***THE PATH TO VALUING DIVERSITY***

### ***1. DEVELOP SELF-AWARENESS***

First, become aware of your own perceptions and biases so that you will be able to keep them in check when interacting with people who are different.

### ***2. INCREASE AWARENESS OF OTHERS***

Observe, listen, think, do research if necessary, in order to become more aware of the values, beliefs, expectations, customs, and practices of the people you supervise.

### ***3. ACKNOWLEDGE DIFFERENCES***

Acknowledge the unique differences among the people you supervise. Do not try to view everyone from the same frame of reference.

### ***4. MAINTAIN TWO-WAY COMMUNICATION***

Maintain an environment that is conducive to open two-way communication. This reduces the chance of misunderstandings and leads to increased understanding of other cultures.

### ***5. INCREASE UNDERSTANDING***

By trying to learn more about others, you gain additional insight, which leads to improved problem-solving.

### ***6. DEVELOP MUTUAL RESPECT AND APPRECIATION***

Give equal consideration and view others with equal importance. This leads to mutual respect and appreciation of other individuals.

### ***7. VALUE DIVERSITY***

You will begin to fully value diversity when you realize all the benefits.

# QUOTES



"We have an American problem. It can only be solved by all Americans working together ....I want you to find strength in your diversity. Let the fact that you are black or yellow or white be a source of pride and inspiration to you. Draw strength from it. Let it be someone else's problem, but never yours. Never hide behind it or use it as an excuse for not doing your best. We all have to live here together....Divided, fighting among ourselves, walking our separate lines of diversity; we are as weak as newborn babies."

*Gen. Colin Powell*

*Former U.S. Chiefs of Staff*

"Please be patient with me, I am still under construction"

*Unknown source*

"Tribal identification comforts and reassures us. It makes us think - falsely -that we can tell the good guys from the bad guys simply by sight."

*Robert L. Steinback Herald*

"The more you like others, the more they will like you."

*Unknown source*

"People are easy to kill, but ideas can live for ever"

*Unknown source*

You see things; and you say, "why" but I see things that never were; and I say, "why not."

*George Bernard Shaw*



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## **Valuing Cultural Diversity**

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### Human Resources Department

### Training & Development Unit

## **Products & Services**

#### **Professional Development Clinics (PDC)**

- Conflict Management Resolution (CMR)
- Creative Problem Solving Strategies (PROB)
- Developing Performance Measures (DPM)
- Documenting For Results (DOC)
- Management/Professional Performance Appraisal (MPPA)
- Employee Recognition (RECG)
- Highly Effective Teams (HET)
- Leadership: Developing the Leader Within You (LEAD)
- Making Meetings Work (MMW)
- The Secret Behind Motivation & Delegation (MODE)
- Managing Multi-Generational Employees (MGE)
- Engaging Employees In Changing Times (EECT)
- Marketing Your Department (MKT)
- Managing Up (MUP)
- Managing Across (MAS)
- Lean Six Sigma Yellow Belt (LSYB)

#### **Expanded Classes**

- Orientation to Personnel Procedures (OPP)
- Fair Employment Practices (FEP)
- Proactive Performance Appraisal (PPA)
- Progressive Discipline (DIS)
- Supervisory Safety (SUS)
- Business Writing I (BUS L1)
- Business Writing II (BUS L2)
- Conflict Resolution Skills (CRS)
- Cultural Diversity (CUD)
- Customer Service & Communication (CSC)
- Mediating Workplace Disputes (MWD)
- Structured Interviewing & Selection Techniques (STI)
- Violence in the Workplace (VIW)
- Dealing With Difficult People (DWDP)
- Maintaining Work-Life Balance (MWLB)
- Art of Oral Presentation (AOP)

#### **Basic Classes**

- Customer Service & Communication (CSCN)
- Interviewing Made Easy (IMEN)
- Stress Management (STMN)
- Time Management (TMSN)
- Valuing Cultural Diversity (VCDN)
- Violence in the Workplace (VIWN)

#### **Clinics**

- Grammar Writing (GRAMN)
- Mind Mapping (MMPN)
- Resume Writing (RESN)

#### **New Employee Orientation (NEO)**

- New Employee Orientation (NEO)
- Ethics Phase V (ETHN)
- Know Your County Government (KYCG)
- Service Excellence (SE)
- SecureIT

#### **Supervisory Leadership Development Program**

##### **(SLDP)**

- Developing Others
- Problem Solving & Technical Credibility
- Teamwork and Group Leadership
- Decisiveness

#### **Communications Certificate Program (CCP)**

- Grammar Essentials
- Writing For Government
- Writing For Results
- The Art of Public Speaking