# DIVERSITY TRAINING Pierce County Department of Human Services

Virginia Lea & Babatunde Lea 4.23.14



Diversity and multiculturalism...may range from tolerance, acceptance, respect to affirmation solidarity and critique. At all levels they mean understanding that each individual is unique, and recognizing their individual and cultural differences. These can be along the dimensions of "race," ethnicity, gender, LGBTQ (lesbian, gay, bi-sexual, transgender or questioning sexual orientation), socio-economic class/status, language, age, ability, religious beliefs, political beliefs, or other ideologies. Multiculturalism and diversity involve exploring these differences in a safe, positive, and nurturing environment. Understanding and applying them may, as suggested, mean moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual and their cultural worlds.

Sonia Nieto (1994)

## **Diversity Training Goals**

- a. assess your ethnocentrism and cultural attitudes in a non-threatening and non-identifying way;
- b. learn and practice multicultural sensitivity skills that are useful in a human services arena for all staff;
- c. identify some (more) practices that encourage inter-cultural and intra-cultural competence

### Goal (a)

\*assess your ethnocentrism and cultural attitudes in a nonthreatening and non-identifying way

## ACTIVITY 1....(please be honest)

- Please write down on any or all of the pieces of butcher paper all of the stereotypes you can think of associated with the groups at the top of the sheets;
- Next, please put a dot next to the stereotypes you actually believe to have value.
- Where do these stereotypes come from?

## Be aware of the stereotypes you bring to your practice. You are your practice!



## The stereotypes we hold are largely unconscious...

They develop as a result of the interactions between

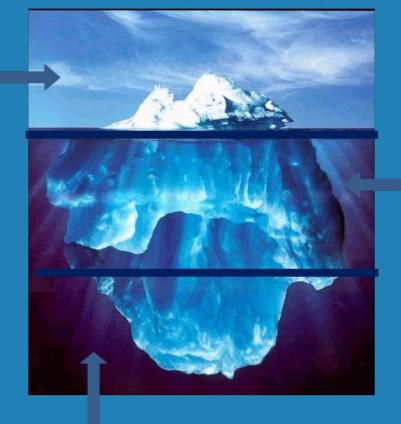
- 1. culture,
- 2. social structure, and our
- personal characteristics (the nature part of us!)

#### 1. Culture

## Culture is <u>complex</u>, <u>coherent</u>, and can only be understood in context

#### Different Levels of Culture

**Behaviors & Symbols** (What we see and hear)



Attitudes (Positive or negative opinions and feelings)

**Beliefs and Values** (Deep-level assumptions about and orientations to what is "real")

# The Habitus & the Adaptive Unconsious Mind

- We hold knowledge, including stereotypes, in our bodies (habitus) & the adaptive unconscious — of which we are unaware!
- Internalized racism
- http://www.youtube.com/watch?v=MqSFqnU
  FOns&feature=related
- Babatunde's scenario. What is your view?

### 2. Social Structure

- Our consciousness is influenced by where we are positioned in the social hierarchy.
- For example, poverty impacts how we see and experience the world, including our opportunities

### **Context**: Power & Privilege

- We live, study and work within the hierarchies of power.
- Power and privilege associated disproportionately with, for example, whiteness, wealth and maleness, mean some of us can avoid making a commitment to change for social justice, if we choose to

### Context: Power & Privilege

- Many clients and colleagues do not have the power and privilege experienced by dominant groups.
- They are often aware of and frustrated by their exclusionary status which many members of the dominant group reinforce unconsciously. The may refuse to cooperate with representatives of the power structure.

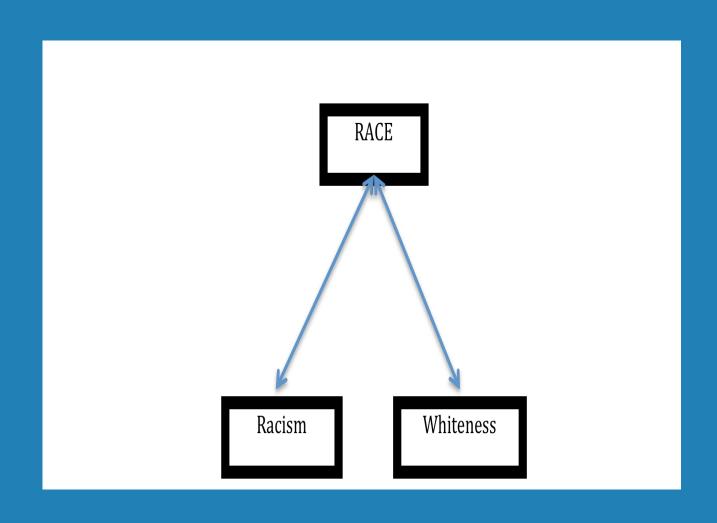
# The dichotomous dominant world view

- Social categories/narratives like "race," social class, and gender are associated with real consequences. They keep us thinking, feeling and believing in dichotomies – often not in our own economic interests. (They never operate alone!).
- E.g. "Race," (whiteness/racism), social class (poor/rich), gender (male/female), LGBTQ (straight/gay), age (young/old), ability (able/disabled), language (English speaking/non-English speaking), etc.

## Our dichotomous social world

- In mainstream contexts, dominant social groups disproportionately, experience <u>power and privilege</u>, and groups on the downside of power experience <u>oppression</u>.
- For example.....

In the U.S., "race' is a double-edged sword. It has an impact on our identities (self concept and self esteem), and the ways we think, feel, believe and act



## An example of what you can do to interrupt the power of "whiteness"

https://www.youtube.com/watch?v
=Wf9QBnPK6Yg

## FOCUS ON OUR own position in the Social Structure

## WE ARE OUR POSITION IN THE SOCIAL STRUCTURE!

Our position impacts what narratives we encounter, and therefore how we think, feel, believe and act

Please share your <u>awareness stories</u>: how have you been impacted by culture and social structure in you life and work?

### Goal (b)

learn and practice multicultural sensitivity skills that are useful in a human services arena for all staff

### ACTIVITY (2)

\* WHAT DO YOU KNOW ABOUT YOUR OWN AND YOUR CLIENTS CULTURE?

Handout

## OUR COMPLEX CULTURAL WORLD

- CULTURE IS VERBAL: We favor different communication styles, depending on the context;
- CULTURE IS NON-VERBAL: We favor different non-verbal communication styles, depending on the context

(Handout)

# And, what is the impact on our identities (self concept and self esteem), and the ways we think, feel, believe and act if we are...

#### Individualistic

(tends to be independent; prefers working alone; part to whole learner; values universal legal framework; favors categorization; acts on the environment; favors the abstract)

#### Collectivist

(tends to be interdependent; prefers working in a group; whole to part learner; values social obligation; favors relationships; adapts to the environment; favors context)

# How do the following processes impact our clients?

Assimilation v Acculturation

**Culture Shock** 

### Goal (c)

a. identify some (more) practices that encourage inter-cultural and intra-cultural competence

# As mentioned – be aware of the stereotypes you may hold



- A plastic surgeon can diminish your ethnicity on the outside.
  - An uncaring social worker, blind to her own cultural capital, can diminish a client's ethnicity on the inside.

## **Building Equity and Inclusion**

- Offer folks a simple <u>frame</u> built on their own cultural norms and values that helps them to understand what is going on in their lives (2.38):
- https://www.youtube.com/watch?v=37pbtz46
  FSU

## Build trust and community by validating the strengths of clients



## **Build Equity and Inclusion**

Share the benefits of working together but do not expect people who have experience the trauma of, for example, racism, to be the ones to explain how structural racism has impacted them

#### Be aware of the effects of the hidden messages embedded in the institutions in which we spend much of our lives

- Confusion
- Class position
- Indifference
- Emotional dependency
- Intellectual dependency
- Provisional self-esteem
- Inability to hide (continuous surveillance)

Take a risk or two! Our professional lives are not independent of the power structure: We may fear that talking about diversity can be a dangerous process that can lead to bad professional evaluations



Tackling white, class & other sociallyconstructed privileges is the right thing to do in a democracy



The categories we occupy are socially constructed.
They maintain hierarchies. We can emphasize the intersections between categories. We can create alternative, affirming understandings of the world.



We do not need all of the right answers to practice multiculturalism. We do need to grow diversity "antennae" so we know when to ask questions!

CONVENIENT

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### Saturday 15 October

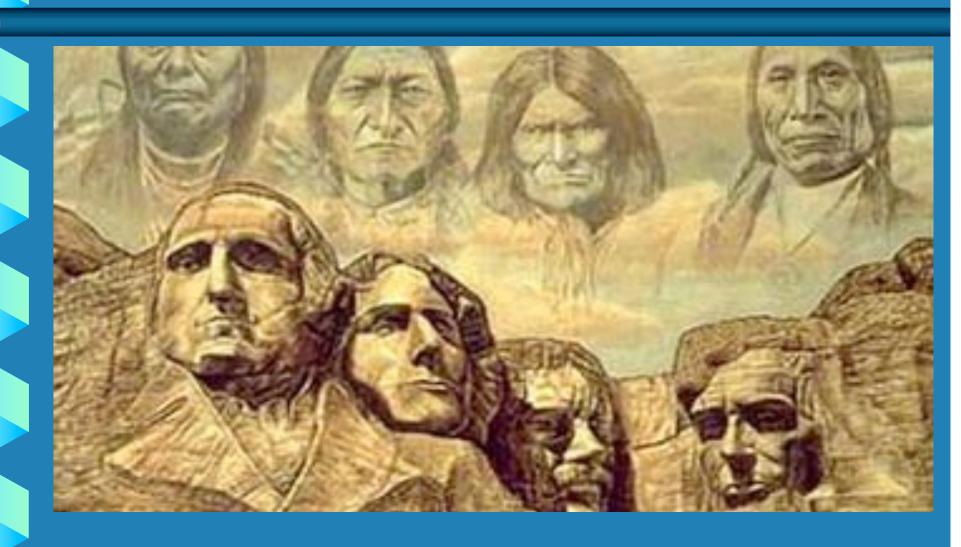
TUC conference centre, Great Russell St, London WC1B 3LS

£20 organisations £10/£5 (concessions)

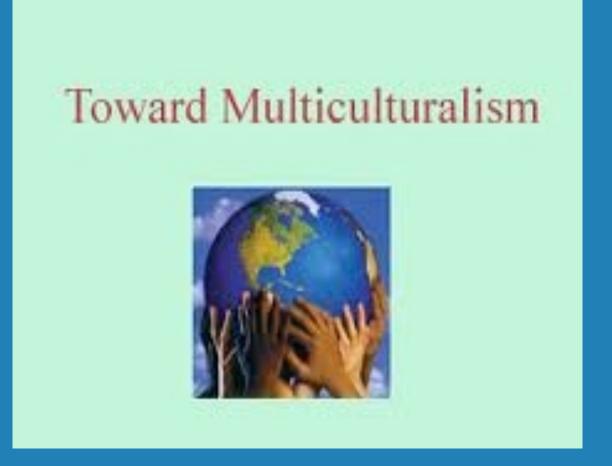


# Celebrate ulticulturalism

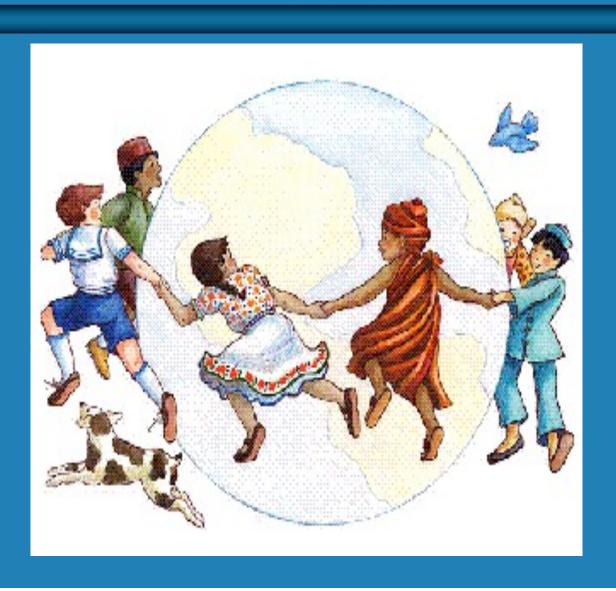
## Human Services can always be addressed from multiple, multicultural perspectives!



# You can find effective models of multiculturalism & diversity that work for your brand of multicultural practice



Look at your overall service goals.
Then, break down the concept of diversity into smaller parts. Integrate these parts into your practice to make it inclusive, equitable and meaningful to all clients



# Use culturally relevant symbols and metaphors throughout your service to help capture clients' knowledge, emotions and actions



## Use multiple disciplines to reach your clients.



## **Building Equity and Inclusion**

Use a combination of tools (film, art, music and narrative) to tell stories of trauma from multiple perspectives

Develop healing dialogue. Change takes time and trust.

BABATUNDE'S PRESENTATION.....

## Polyrhythms as a metaphor for culture

### **Question & Comments**

Share some of the questions and concerns you have concerning diversity and your work

## Thanks for having us!

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