



**LRPD Recruit Class Diversity Training
March 7, 2016
Participant Manual & Agenda**

Introductions (name, where you grew up, 1st job for pay)

Communication Guidelines (GEARS)

What do we mean when we talk about Diversity? (Rosener Model)

What do we notice first?

Privilege Walk and Who Has the Power?

What Qualities do I want in the officer who backs me up?

Cultural Speed Bumps

Lunch

Two and One/Half

DIE Model of Communications

BLINK

Sources and Nature of Prejudice

My history of Diversity

Changing Demographics

How do we use this information?/Personal Commitment
Eight Tips for improving Law Enforcement

Evaluation

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Philosophy, Purpose & Guidelines for Discussion

Philosophical Perspective for Diversity Training:

- Guilt/moralizing/condemnation/politeness is the glue that holds prejudice in place. Therefore a goal of this training is to REDUCE guilt and shame. There are NO TARGETS in our groups.
- Oppression/discrimination/mistreatment is not fun, but we can help eliminate it with fun (and seriousness, too). Laughter is healing and furthermore, we tend to remember what we laugh at.
- This is a process, not an event; don't be discouraged if some participants do not appear to have experienced a major attitude shift as a result of the workshop.
- Liberating and bridge-building is done by sharing your own story. These create "change moments" which liberate and build bridges between people. These changes "unfreeze powerlessness."
- No one person is expected to be the "voice" of his or her group.
- No one person is expected to "take responsibility" for his or her group.
- Every participant will enrich the experience for all if they bring their heart and voice to the process in an open and honest manner.

Our purpose:

- to identify information and misinformation that we have learned about other groups.
- to understand where we "learn" information about other groups.
- to identify and express pride in the cultural group(s) to which we belong.
- to learn how groups experience mistreatment and the impact of specific incidents of discrimination, particularly based on race, gender, sexual orientation and disabilities.
- to identify ways that we can reduce incidents of misunderstanding or discrimination towards others in our own lives.
- to discover how we can each make our organizations more inclusive.

Guidelines for the workshop:

To be determined by participants

Parking Lot:

If you have information to share or a question regarding a subject that is not currently being discussed, please write the topic or question on the Parking Lot wall. The Teaching Team will review the contents of the Parking Lot during breaks and after every session. We will make every effort to address the topic or question later in the training.

GEARS

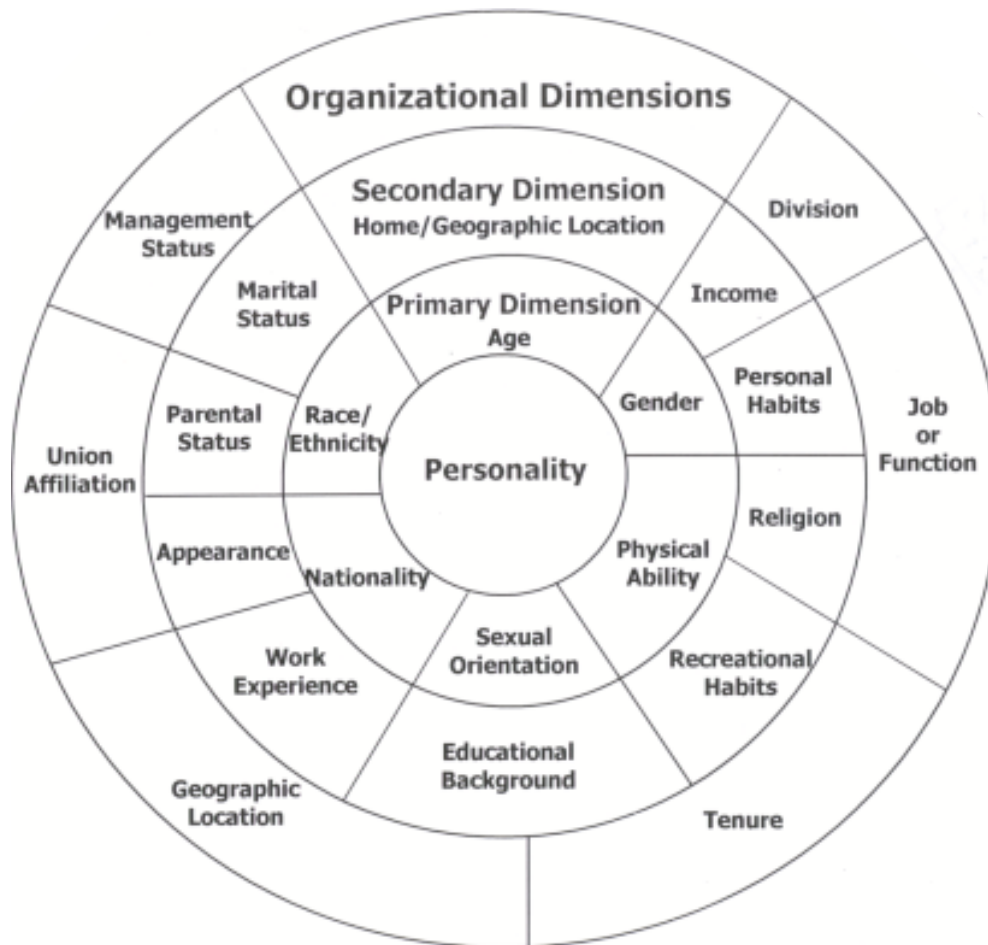
We all generally have three “gears” for listening and communication:

1st Gear- this is your own personal truth that nothing can change- no statistics, no research, no conversation- this is your perspective 100%- this is also where the majority of people live, we ask participants to be aware of when they are in first gear so that they can stretch and grow to move into the other 2 gears that allow us to dialogue on topics we may not be entirely comfortable with and leave enriched.

2nd Gear- this is when you completely suspend your first gear, your perspectives, your inner voice and listen 100% to another’s perspective even if it’s different than your own.

3rd Gear- this is when you can hold both 1st and 2nd gear as being equally true and valid even if they are conflicting and understand each perspective and the relevance within it to some extent.

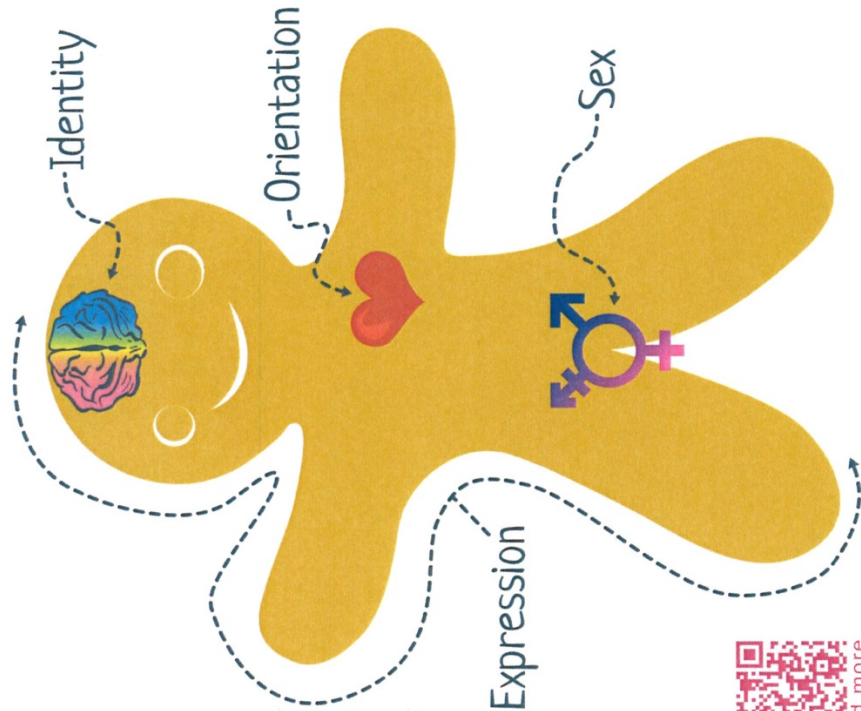
Four Layers of Diversity



Adapted from Lee Gardenswartz and Anita Rowe, *Diverse Teams at Work*, Irwin Publishing, 1994

The Genderbread Person

by www.ItsPronouncedMetrosexual.com



Gender identity is how you, in your head, think about yourself. It's the chemistry that composes you (e.g., hormone levels) and how you interpret what that means.



Gender expression is how you demonstrate your gender (based on traditional gender roles) through the ways you act, dress, behave, and interact.



Biological sex refers to the objectively measurable organs, hormones, and chromosomes. Female = vagina, ovaries, XX chromosomes; male = penis, testes, XY chromosomes; intersex = a combination of the two.



Sexual orientation is who you are physically, spiritually, and emotionally attracted to, based on their sex/gender in relation to your own.



What Do You Notice First?

When we meet a new person, we quickly note many things about that person. Following is a list of personal characteristics, listed in alphabetical order. Take a few minutes, and assign a number (1 to 9) to each characteristic with #1 being the thing you notice first about someone you have just met:

___ Age

___ Appearance

___ Eye contact

___ Facial expressions

___ Gender

___ Movement

___ Personal space

___ Race

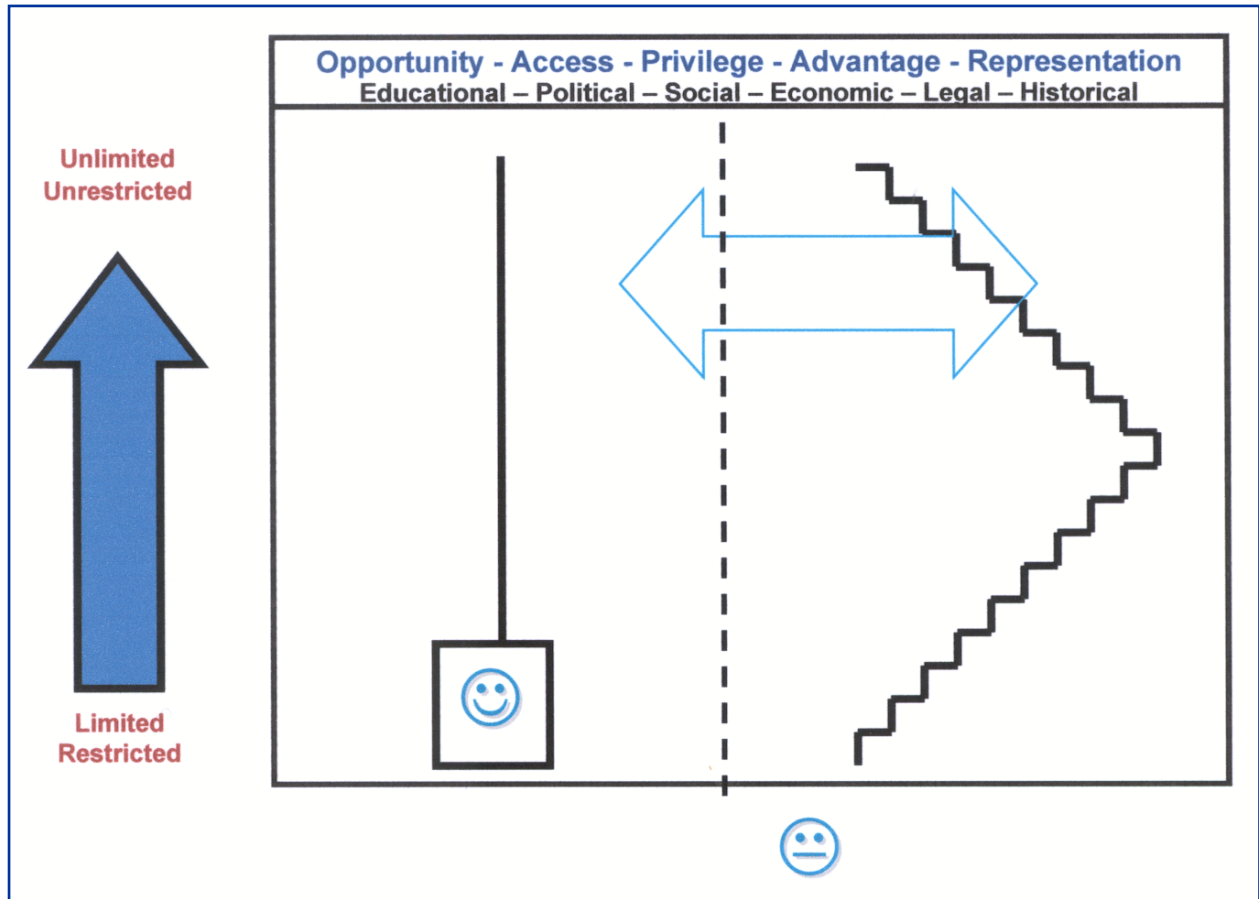
___ Touch

Privilege & Power Grid

(in the United States, 2016)

Category	Holds Power	Does Not Hold Power
Race		
Gender		
Religion		
Sexual Orientation		
Physical Ability		
Physical Appearance		
Socio-Economic Status		
Age		
Citizenship Status		
Language		

Elevator/Stairs Diagram of Privilege



Three Cultural Speed Bumps

Sense of Self and Space

“Too close for comfort” and “get out of my space” are common expressions dealing with the issue of space. If an arm’s length is taken as a good distance in one culture for people with whom we are talking in a business or friendship relationship, closer would be reserved for more intimate contact with family, romantic relationships or friends. Maintaining a greater distance would signify the desire to stay aloof or separate themselves. In another culture, people might stand close enough to feel your breath on their face or smell your scent. In still another culture, a greater distance than arm’s length might be desired.

Regarding sense of self, some cultures are less formal than others, with new acquaintances, bosses and older individuals commonly called by their first names. Others appreciate formal introductions using Mr., Ms. or Mrs. and titles are signs of respect. Greetings vary from hand shakes, bows, kisses or other physical contact.

Sense of Self and Space Questions

- How much space between people having a casual conversation?
- How do you introduce yourself?
- How are people addressed?
- What kinds of greetings are appropriate?

Communication and Language

Language differences often accompany cultural differences. However, it is more than the specific language an individual speaks. It is estimated that over half of communication is nonverbal, including significance of gestures, facial expression, tone of voice, eye contact and intonation patterns. Acceptable noise levels vary in different cultures. Gestures especially can be different in different cultures. For example, the okay sign made with the thumb and forefinger is an obscene gesture in Greece and some parts of South America. Smiling, speaking in a lighthearted manner or laughing can cause problems in situations that others consider serious. Also very important is the degree of directness or indirectness that is culturally acceptable, which has to do with the amount of information stated or implied.

Communication and Language Questions

- What language is spoken?
- Is communication direct or indirect (that is, are topics dealt with forthright or is information implied?)
- What are common gestures?
- What is the appropriate noise level?
- Are there non-verbal expressions that are significant?
- What is the role of eye-contact?

Dress and Appearance

Though we are taught not to judge a book by its cover, in many cultures, we do. The problem is that each culture has different rules about what is appropriate. In some cultures, clothing is a sign of social class and in others, clothing offers a chance to express one's personality and creativity.

Hair can be an appearance hot spot. Turbans, brightly dyed hair, spikes, dreadlocks, ponytails on men are hairstyles that are popular among different cultures. Another hot spot is body odor, which some cultures react negatively to and other cultures value.

Dress and Appearance Questions

- Is clothing a means to express personality? Creativity? Class?
- What is appropriate?
- What are the rules by which clothing is inappropriate?
- How is hair worn? Does this mean something? Is the head covered? What is communicated if the hair norm is ignored?
- What is the role of odor? Is body odor valued or not? Perfumes?

Each individual has many cultural groups to which they belong and in which they understand the "rules" of appropriate behavior.

A CULTURE IS A GROUP OF PEOPLE WHO SHARE A COMMON HISTORY OR A COMMON EXPERIENCE.

For example, each of these groups has a distinctive culture:

My Family

My racial/ethnic group

My Religion

My School

My Neighborhood

My gender group

My Sports team

LRPD

....Others.....

- Do any of your cultural programs conflict with one another?
- Which of these cultural speedbumps might be most likely to create mis-understanding in your work as a police officer?

Source: Managing Diversity, a Complete Desk Reference and Planning Guide, Lee Gardenswartz and Anita Rowe, McGraw-Hill, 1998.

DIE Model of Communications

D—Describe

I—Interpret

E—Evaluate

Step 1: D - Describe

- Describe the object/situation/content in concrete terms.
- What happened in the interaction/experience/situation?
- What was said? What did you see? What did you feel at the time?

Step 2: I - Interpret

- Think of possible explanations for what you observed or experienced.
- What do the words spoken and actions mean to you?
- What adjectives would you use to explain the experience or situation? Try to find at least three interpretations of the interaction or occurrence.
- What cultural information have you used to produce these interpretations?

Step 3: E - Evaluate

- Evaluate what you observed or experienced.
- What positive or negative feelings do you have regarding the experience or situation?
- How might you have felt if you were a member of the same culture and held the dominant cultural values and beliefs?

The BLINK

What do I take into account when encountering any new situation?

When have I gotten my BLINK wrong?

Sources & Nature of Prejudice

Stereotype
(Thought)

Prejudice
(Belief)

Discrimination
(Action)

Oppression
(Pattern—backed up by policies, Laws...)

My History of Diversity—Where Did You Learn
the Rules?

Eight Tips for Improving Law Enforcement in Multicultural Communities:

- Make positive contact with community group members from diverse backgrounds. Don't let them see you only when something negative has happened. Allow the public to see you as much as possible in a non-enforcement role.
- Make a conscious effort in your mind, enroute to every situation, to treat all people objectively and fairly.
- Remember that all groups have some bad, some average, and some good people within them.
- Go out of your way to be personable and friendly with minority group members. Remember, many don't expect it.
- Don't appear uncomfortable with or avoid discussing racial and ethnic issues with other officers and citizens.
- Take responsibility for patiently educating citizens and the public about the role of the officer and about standard operating procedures in law enforcement. Remember that citizens often do not understand "police culture."
- Don't be afraid to be a change agent in your organization when it comes to improving cross-cultural and interracial relations within your department and between police and community. It may not be a popular thing to do, but it is the right thing to do.
- Remember the history of law enforcement with all groups and ask yourself the question, "Am I part of the past, or a part of the future?"

Tips and quotes are from Ondra Berry, retired Assistant Chief of Reno Police Department, 2009. Printed in: Multicultural Law Enforcement, Strategies for Peacekeeping in a Diverse Society, Fifth Edition, by Robert M. Shusta, et. al., 2011.

My Personal Commitment:

To increasing fairness and trust in the community....

**To increasing fairness and trust in the Little Rock Police
Department...**

Little Rock Police Department
Diversity Workshop Evaluation, March 7, 2016

1 Completely Disagree	2 Disagree	3 No Change	4 Partially Agree	5 Completely Agree
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Please rate your personal agreement with each of the following statements by circling the appropriate number and statement:

1. I now have a better understanding of the primary dimensions of diversity.
1 Completely Disagree 2 Disagree 3 No Change 4 Partially Agree 5 Completely Agree

2. In the future, I feel that I will have more awareness of what things I take into account when evaluating a person or situation.
1 Completely Disagree 2 Disagree 3 No Change 4 Partially Agree 5 Completely Agree

3. I now have a better understanding of what unearned privilege is and how it affects my life.
1 Completely Disagree 2 Disagree 3 No Change 4 Partially Agree 5 Completely Agree

4. I have a clearer understanding about who holds power in American Culture.
1 Completely Disagree 2 Disagree 3 No Change 4 Partially Agree 5 Completely Agree

5. I have more awareness of the qualities I look for in an officer who is backing me up.
1 Completely Disagree 2 Disagree 3 No Change 4 Partially Agree 5 Completely Agree

6. I have a better understanding of some cultural speed bumps I may encounter when working with the public.
1 Completely Disagree 2 Disagree 3 No Change 4 Partially Agree 5 Completely Agree

7. I have increased understanding about the DIE (describe, interpret, evaluate) model of incorporating my experience and knowledge into my decision making.
1 Completely Disagree 2 Disagree 3 No Change 4 Partially Agree 5 Completely Agree

8. In the future, I will likely feel more confident about controlling my snap judgments rather than being controlled by them.
1 Completely Disagree 2 Disagree 3 No Change 4 Partially Agree 5 Completely Agree

9. I now have a better understanding of how we all have implicit associations (bias) based on things like race, gender, sexual orientation, religion, class, etc.
1 Completely Disagree 2 Disagree 3 No Change 4 Partially Agree 5 Completely Agree

10. I have a better understanding of how I learned (one or more) negative messages about other groups.
1 Completely Disagree 2 Disagree 3 No Change 4 Partially Agree 5 Completely Agree

11. Because of this workshop, I have some ideas about how I can treat all persons with more fairness and respect.
1 Completely Disagree 2 Disagree 3 No Change 4 Partially Agree 5 Completely Agree

The Most Important thing that I have learned in this workshop is:

My suggestions for what LRPD might do to improve external (and internal) relationships:

My feedback for the facilitators is:
