

Follow-Up Guide



to



VINCE – Cultivating Cultural Competency An On-Line Course

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Follow-Up Guide to
VINCE—Cultivating Cultural Competency
An On-Line Course

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Introduction

The Guide, with its six lessons, is designed to reinforce the content and to give the on-line course user an opportunity to practice selected skills learned from the on-line course, *Virtual Institute for New Court Employees (VINCE)—Cultivating Cultural Competency* which is the result of a collaboration between the Administrative Office of the Courts' Judicial Education Services Section and the Minority and Justice Commission. Before beginning these lessons, each employee should have completed the on-line course.

Each lesson is designed to fit within a 45-minute period, so that the lessons may be taught as part of a brown-bag lunch event. The lessons anticipate that the supervisor/manager would lead the discussions and set up the lessons, including copying handouts, arranging for the DVD player, LCD projector, and overhead transparency (or easel pad paper), as necessary, and in locating and inviting an outside resource person for Lesson IV. However, it is not expected that the supervisor or manager be an actual trainer. Explicit instructions are found in each lesson to facilitate this effort by supervisor/managers.

The last two lessons begin with a short, i.e., 3 to 5-minute, segment from the DVD, *Cultural Competency: Rising to the Challenge (Revised 2000)*, produced by the Washington State Minority and Justice Commission, 2005. Reference to the selected DVD segment is indicated in each lesson (Lessons V and VI). This DVD may be obtained by contacting the Washington State Minority and Justice Commission at 360-357-2109 or through its website: www.courts.wa.gov/ under Boards and Commissions.

Additionally, some lessons include adaptation of materials presently included in the on-line course or in the original discussion manual developed for use with the on-line course.

Format of the Lessons

Each of the six lessons begins with instructional outcomes. These outcomes are specific statements that identify what each employee will be able to do or know at the end of this session. The selected outcomes reinforce and build upon learning outcomes from the on-line course.

The materials needed for each lesson are identified. This includes the equipment needed for each lesson, such as markers, DVD player, the LCD projector, easel pad, etc. Each handout is then specifically identified. Participant handouts are provided on separate pages for photocopying at the end of each lesson. These handouts should be copied in sufficient quantity for the group prior to the session. In addition, for the ease of

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the supervisor/manager, the text of the handouts is reproduced within the steps of the lesson, in a shaded box.

Transparencies or posters printed on easel pad paper are identified. Depending upon what equipment is used the supervisor/manager should either copy the transparency onto a blank transparency sheet or copy the text onto a sheet of easel pad paper. Likewise transparencies/poster content is included in a shaded box within the steps for the instructor, making it easier for the instructor to use.

A further section, “Preparing to Teach This Lesson,” gives steps to take before the session begins.

In Lesson IV a community resource person is suggested. This requires extra effort to locate, prepare, and debrief this individual.

Each lesson also includes a summary, which allows employees to consider the issues from the group and to reflect on changes that they each may make to increase their cultural competency at work.

The lessons themselves are set out in parts with a step-by-step description, along with an indication of the approximate length of each part.

The Guide includes:

Lesson I: Building Cultural Competency: A Look at Triggers

Lesson II: Resolving Conflict

Lesson III: Addressing Deceptive and Passive Bias

Lesson IV: Expanding Cultural Awareness

Lesson V: Identifying Intent and Impact

Lesson VI: Using Clarifying Statements

Lesson I: Building Cultural Competency: A Look at Triggers

Outcomes – At the end of this lesson, participants will be better able to:

- identify and respond to triggers based on cultural differences

Materials Needed

- Overhead transparency machine (optional)
- Easel pad and pens

Handouts

- Triggers Worksheet

Transparency or Poster

- Ground rules
- Definition of cultural competency

Preparing to Teach this Lesson

- Write up and post the lesson objective
- Make copies of the Triggers Worksheet
- Prepare transparency of the (1) ground rules and (2) definition of cultural competency, or copy each onto a separate easel pad sheet (save the ground rules sheet for future lessons)

Community Resource People

- Not applicable to this lesson

Summary

At the end of each lesson is a debriefing or summary section. It is very important that the lesson be timed to allow sufficient debriefing with the employees. During this reflection period employees can discuss the information learned, clarify any concerns and analyze skills that they have practiced. This is a critical step in the learning process and should not be neglected.

Methods

Part 1: Introduction of Lesson and Review of Ground Rules (5 minutes)

- Welcome the employees to this series of lessons that will provide opportunities to practice skills and deepen understanding learned from the on-line course. Explain that these lessons are informal and will involve discussion. Introduce the ground rules and indicate that these will allow for good discussion.

Transparency or Easel Pad Paper

Ground Rules

1. One person speaks at a time.
2. Describe behaviors, not personalities.
3. Maintain confidentiality.
4. Share responsibility - speak up if something is not working for you.

- Get a volunteer to read aloud rule 1. Note that this will not need much explanation.
- Get a volunteer to read aloud rule 2. Ask if anyone can explain this or give an example. For example, in their discussions they might state that when another person interrupts them or finishes a sentence for them, they are upset. They should not describe that they work with a person who is controlling.
- Get a volunteer to read rule 3. Ask what confidentiality means for these lessons. Explain that confidentiality can be defined in many different ways. It is recommended that the employees define it as anonymity, meaning that no names or positions are identified with stories or in post-exercise discussions. This gives people a chance to explore with others what they feel and experience without falling into the tendency to talk about or report what others said. Ideally, the group will define confidentiality to increase comfort and buy-in.
- Get a volunteer to read rule 4. Encourage employees to speak up.
- Ask for agreement on these rules: “Does everyone agree to uphold these ground rules?” and the flipside, “Is there anyone who cannot agree or uphold these ground rules?”
- If there is any disagreement, listen to the disagreement and take responses, if any.

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- In any case, encourage participants to share only what is comfortable for them. Acknowledge that it is a delicate balance to ask people to be revealing, to discuss values, family history, etc., in the work place.

Part 2: Define Cultural Competency (10 minutes)

- Brainstorm definition of cultural competency as it relates to work in the courts and then put the definition on overhead or easel pad. Point out that cultural competency applies to society in general, but the focus of these lessons is how it relates to working with diverse employees and court users.

Transparency or Easel Pad Paper

Cultural Competency

- A set of values, behaviors, attitudes and practices
- Within a court system and among individuals
- Enabling them to work effectively regardless of culture
- To ensure the integrity of the courts

- Ask participants to pick a number from 1 to 10 silently, that represents their personal level of cultural competency -- “1” is the lowest level and “10” is the highest level. Inform them they will never have to reveal this number.
- Ask what makes some people more culturally competent than others. What experiences or facts from their own personal background have expanded their personal competency?
- Inform participants that they’re first going to build on the trigger lesson from the on-line course, especially as it has to do with cultural competency.

Part 3: Explore Triggers (25 minutes)

- Brainstorm definition of trigger.
- Pass out Trigger Worksheet and look at definition of trigger listed there.

Worksheet

Triggers Worksheet

Definition: Triggers are your reactions to something, someone, or an event that does not work for you; something you have decided is unacceptable, offensive, unpleasant, or objectionable.

1. When I am talking to someone at work, I react negatively to words, tone, body language as it relates to race, religion, ethnicity, gender, sexual orientation, color, age, handicap or political views. if...
I usually react by...
This is probably because...
2. I can't stand it when someone at work...
I usually react by...
This is probably because....
3. How would you prefer to act? Why?
4. If I wish to react differently, how can I modify my action to avoid a gut reaction to my trigger?
5. What concrete steps will I take to make the change?

- Remind the group of these percentages:
People interpret meaning based on
 - i. Words 7%
 - ii. Tone 38%
 - iii. Body language 55%
- Ask people to fill it in the Trigger Worksheet. Inform them they are not required to share, but will be invited to do so.
- After 5 minutes or so, brainstorm responses in each area. Remind employees of the ground rule to talk about behaviors not personalities. Start off with your own answers to get the discussion started.
- Identify where there are similarities and where there are unique triggers.
- Explore further with these questions:
 - What steps can you take to modify your reaction to a trigger?
 - How can you contribute to a bias-free work environment when you are triggered?

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- Thanks participants for their input, and remind them that the goal of this effort is to provide a more accessible court system for users and co-workers.

Part 4: Summary (5 minutes)

- Ask employees whether they will work on their reactions to triggers.
- Have each employee think about one thing he or she learned during the session. Ask them to write that down or share with a partner. After a few minutes, ask a few volunteers to share their ideas with the rest of the group.

Ground Rules

- 1. One person speaks at a time.**
- 2. Describe behaviors, not personalities.**
- 3. Maintain confidentiality.**
- 4. Share responsibility - speak up if something is not working for you.**

Cultural Competency

- **A set of values, behaviors, attitudes and practices**
- **Within a court system and among individuals**
- **Enabling them to work effectively regardless of culture**
- **To ensure the integrity of the courts.**

Handout
Lesson I: Building Cultural Competency: A Look at Triggers

Triggers Worksheet

Definition: Triggers are your reactions to something, someone, or an event that does not work for you; something you have decided is unacceptable, offensive, unpleasant, or objectionable.

1. When I am talking to someone at work, I react negatively to words, tone, body language as it relates to race, religion, ethnicity, gender, sexual orientation, color, age, handicap or political views. if...

I usually react by...

This is probably because...

2. I can't stand it when someone at work...

I usually react by...

This is probably because....

3. How would you prefer to act? Why?

4. If I wish to react differently, how can I modify my action to avoid a gut reaction to my trigger?

5. What concrete steps will I take to make the change?

Lesson II: Resolving Conflict

Outcomes – At the end of this lesson, participants will be better able to:

- define conflict
- use conflict resolution skills

Materials Needed

- Overhead transparency machine (optional)
- Easel pad and pens

Handouts

- Scenarios Worksheet

Transparency or Poster

- Ground rules
- Spiral of controversy

Preparing to Teach this Lesson

- Write up and post the lesson objectives
- Make copies of the Scenarios Worksheet
- Prepare transparency of the (1) ground rules (use grounds rules sheet from Lesson I) and (2) spiral of controversy or copy each onto a separate easel pad sheet

Community Resource People

- Not applicable to this lesson

Summary

At the end of each lesson is a debriefing or summary section. It is very important that the lesson be timed to allow sufficient debriefing with the employees. During this reflection period employees can discuss the information learned, clarify any concerns and analyze skills that they have practiced. This is a critical step in the learning process and should not be neglected.

Methods

Part 1: Review of ground rules (2 minutes, optional)

- Review ground rules, as needed.

Transparency or Easel Pad Paper

Ground Rules

1. One person speaks at a time.
2. Describe behaviors, not personalities.
3. Maintain confidentiality.
4. Share responsibility - speak up if something is not working for you.

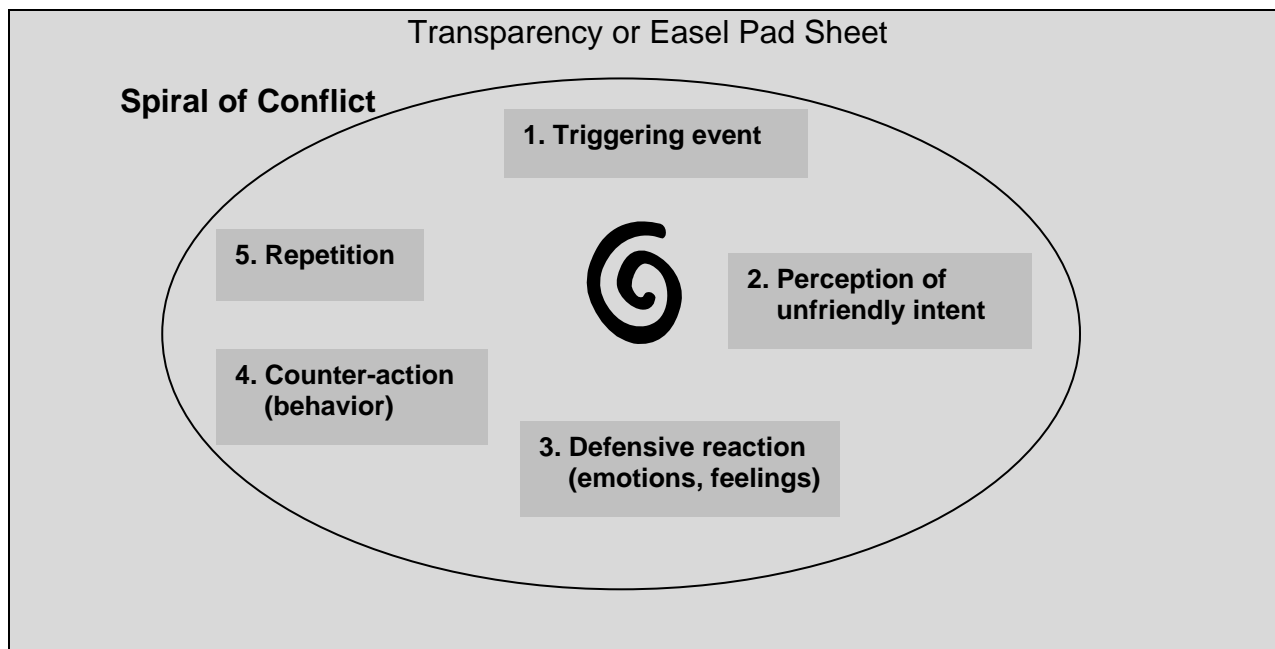
Part 2: What is Conflict? (13 minutes)

- Ask participants to take a sheet of paper and write down all the words they associate with “conflict.” Don’t think it over, just write them down. After about one minute, have participants go back and put a (+) sign next to all the terms they wrote down that were positive, (-) sign next to all terms that they would say are negative, and a (0) next to all terms that are neutral, neither positive nor negative.
- Ask the employees about some of the words they associated with conflict. Don’t take all the words, but get at least one word from each employee.
- Then ask whether they identified the words as positive, negative or neutral.
- Define conflict (*disagreement between people in which one or both persons feel a threat to his or her interests or needs*) and then explain that conflict is generally viewed as negative, but it can also be positive.
- Ask for examples how conflict can be positive:
 - learn something about yourself and the other person.
 - lead to a stronger relationship.
 - bring problems to light, give people the chance to see another side, and to create a solution.
- Explain that conflict can also be negative, depending how it is dealt with. If people get angry and escalate the situation, it may lead to violence. If conflict is ignored, the negative feelings and animosity can grow and the conflict can get larger. One of the negative consequences resulting from the conflict is low morale of staff and within the court system. Also, it can lead to poor service to court users, resulting in lower public trust and confidence in the courts.

- Ask why there are conflicts.
 - Generally they are caused by disagreements over resources, needs, or values.
 - i. Resources: time, money, or property.
 - ii. Not getting basic needs met.
 - iii. Different values: reflect differences in culture.
 - Focus today on differences in culture that may cause conflict. Point out healthy ways to resolve those conflicts.
- Ask participants to think of a conflict they have experience based on cultural differences. How did they handle it? How did their gender, family background or cultural identity affect how they handled it? People don't have to share, but may choose to.

Part 3: Spiral of Conflict (25 minutes)

- Review spiral of conflict transparency or easel pad sheet, which employees will have seen in the on-line course. Ask participants to think about a conflict that they have witnessed or experienced that was caused or made worse by cultural differences. Invite employees to describe such a conflict.



- Use an example to work through the spiral of conflict.
- Explore how the spiral of conflict can be broken at the level of perceiving negative intent and then pausing to reconsider the intent.

Handout of Scenarios
Scenarios Worksheet

Spiral of Conflict

1. Triggering event

2. Perception of unfriendly intent

3. Defensive reaction (emotions, feelings)

4. Counter-action (behavior)

5. Repetition

Directions: Read over these scenarios and analyze how pausing to reconsider the perceived negative intent could stop the spiral of conflict.

Case No. 1:

1. Triggering event: A man comes into the court with dirty clothes and asks in a demanding voice where the courtroom is for his case.
2. Perception of unfriendly intent: This man is a criminal and does not have respect for me or the court.
3. Defensive reaction: I feel insulted.
4. Counter-action: I therefore speak to him in clipped tones and tell him the criminal court is in a different building without giving directions.
5. Repetition: He does not know which building you mean, so he escalates his demands in an angry tone.

Question: How could you have reconsidered your original perception of his unfriendly intent so that you break the spiral of conflict?

Case No. 2:

1. Triggering event: A co-worker takes a call from a defendant. The defendant had called immediately before and spoken to you, but had hung up when he heard your Russian accent. The defendant told your co-worker on the phone that he did not want to speak with anyone who could not speak English. The co-worker then reported to other workers that all customers had problems understanding you.

2. Perception of unfriendly intent:

3. Defensive reaction:

4. Counter-action:

5. Repetition:

Question: How could you have reconsidered your original perception of your co-worker's unfriendly intent so that you break the spiral of conflict?

Case No 3:

Draft your own scenario regarding either a co-worker or a court user.

1. Triggering event:

2. Perception of unfriendly intent:

3. Defensive reaction:

4. Counter-action:

5. Repetition:

Question: How could you have reconsidered your original perception of his or her unfriendly intent so that you break the spiral of conflict?

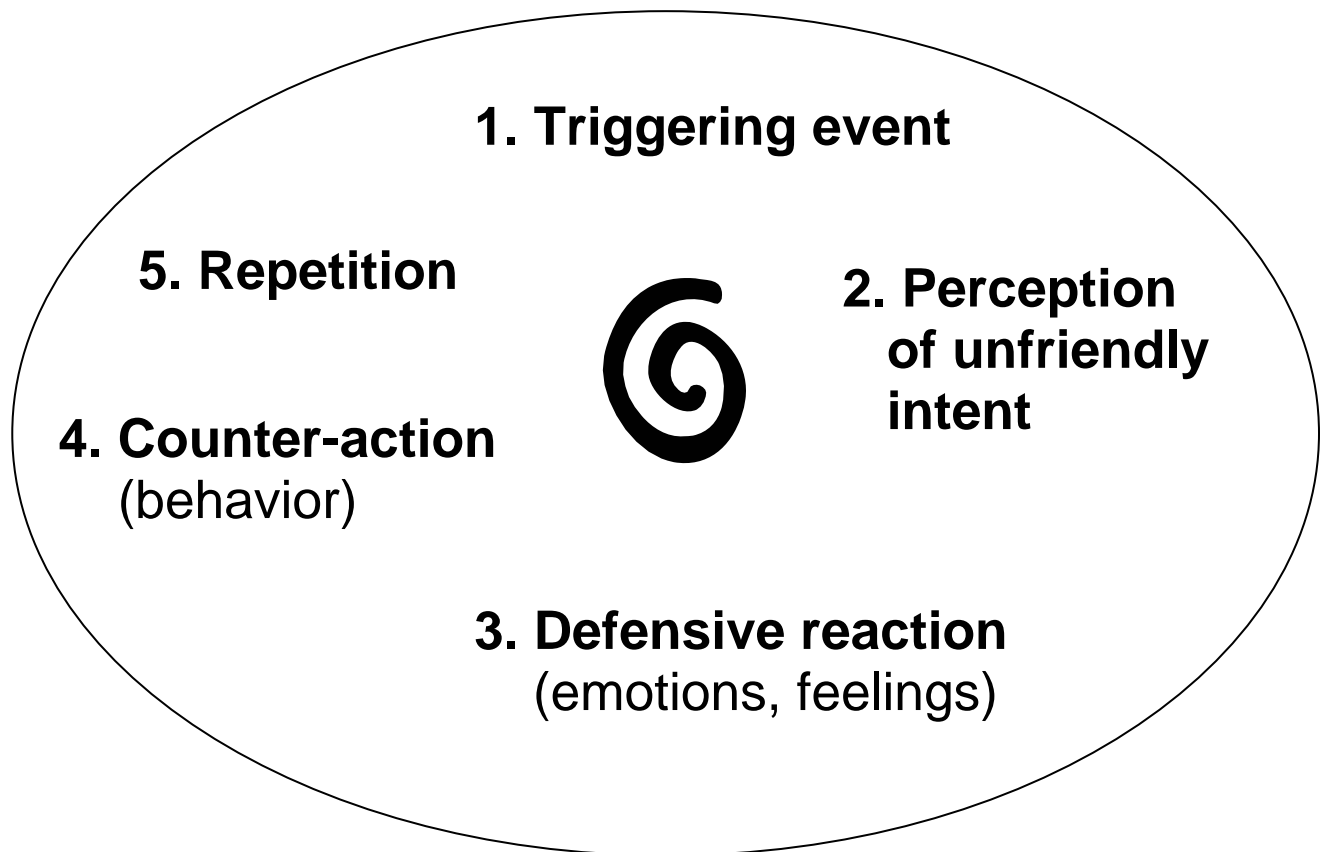
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- Ask participants to pair up and work through the scenarios worksheet.
- After working through scenarios, ask group to report back.
- Ask the pairs to listen to each other and see how the spiral of conflict was broken, by reconsidering the intent.

Part 4: Summary (5 minutes)

- Conclude with summary of issues about conflict and skills for identifying and reconsidering negative intent when the cause of the conflict is cultural difference.
- Have each employee think about one thing he or she learned during the session. Ask them to write that down or share with a partner. After a few minutes, ask a few volunteers to share their ideas with the rest of the group.

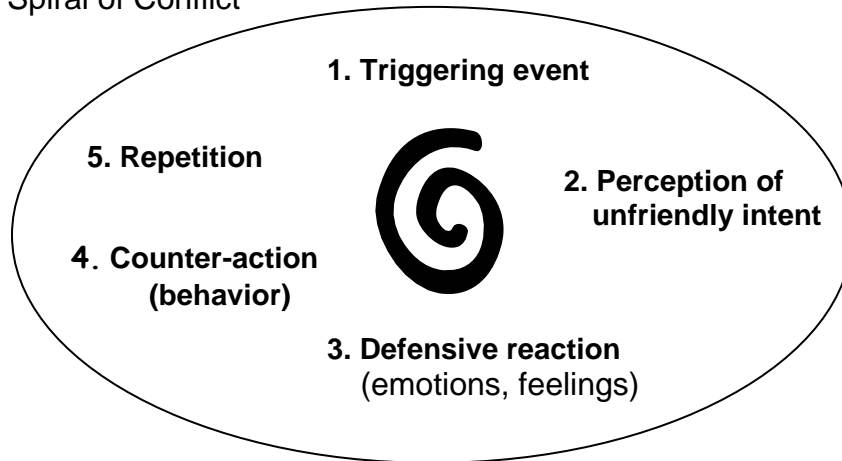
Spiral of Conflict



Handout of Scenarios
Lesson II: Resolving Conflict

Scenarios Worksheet

Spiral of Conflict



Directions: Read over these scenarios and analyze how pausing to reconsider the perceived negative intent could stop the spiral of conflict.

Case No. 1:

1. Triggering event: A man comes into the court with dirty clothes and asks in a demanding voice where the courtroom is for his case.

2. Perception of unfriendly intent: This man is a criminal and does not have respect for me or the court.

3. Defensive reaction: I feel insulted.

4. Counter-action: I therefore speak to him in clipped tones and tell him the criminal court is in a different building without giving directions.

5. Repetition: He does not know which building you mean, so he escalates his demands in an angry tone.

Question: How could you have reconsidered your original perception of his unfriendly intent so that you break the spiral of conflict?

Case No. 2:

1. Triggering event: A co-worker takes a call from a defendant. The defendant had called immediately before and spoken to you, but had hung up when he heard your Russian accent. The defendant told your co-worker on the phone that he did not want to speak with anyone who could not speak English. The co-worker then reported to other workers that all customers had problems understanding you.

2. Perception of unfriendly intent:

3. Defensive reaction:

4. Counter-action:

5. Repetition:

Question: How could you have reconsidered your original perception of your co-worker's unfriendly intent so that you break the spiral of conflict?

Case No. 3:

Draft your own scenario regarding either a co-worker or a court user.

1. Triggering event:

2. Perception of unfriendly intent:

3. Defensive reaction:

4. Counter-action:

5. Repetition:

Question: How could you have reconsidered your original perception of his or her unfriendly intent so that you break the spiral of conflict?

Lesson III: Addressing Deceptive and Passive Bias

Outcomes: At the end of this lesson, participants will be better able to:

- Describe results of court surveys from the National Center for State Courts and Washington State on perceptions of equal treatment in the courts
- Identify biases
- Distinguish between deceptive and passive bias
- Identify steps to take when identifying bias in the workplace

Materials Needed

- Overhead transparency machine (optional)
- Easel pad and pens

Handouts

- Deceptive and Passive Bias Worksheet

Transparency or Poster

- Ground rules
- Chart of survey results from National Center for State Courts and Washington State

Preparing to Teach this Lesson

- Write up and post the lesson objectives
- Make copies of the Deceptive and Passive Bias Worksheet
- Prepare transparency of the (1) ground rules (use grounds rules sheet from Lesson I) and (2) results of National Center for State Courts Survey and Washington State Survey, or copy the transparency as a handout.

Community Resource People

- Not applicable to this lesson

Summary

At the end of each lesson is a debriefing or summary section. It is very important that the lesson be timed to allow sufficient debriefing with the employees. During this reflection period employees can discuss the information learned, clarify any concerns and analyze skills that they have practiced. This is a critical step in the learning process and should not be neglected.

Methods

Part 1: Review of ground rules (2 minutes, optional)

- Review ground rules, as needed.

Transparency or Easel Pad Paper

Ground Rules

1. One person speaks at a time.
2. Describe behaviors, not personalities.
3. Maintain confidentiality.
4. Share responsibility - speak up if something is not working for you.

Part 2: Present Survey Results (Choice 1 – 10 minutes or Choice 2 – 2 minutes)

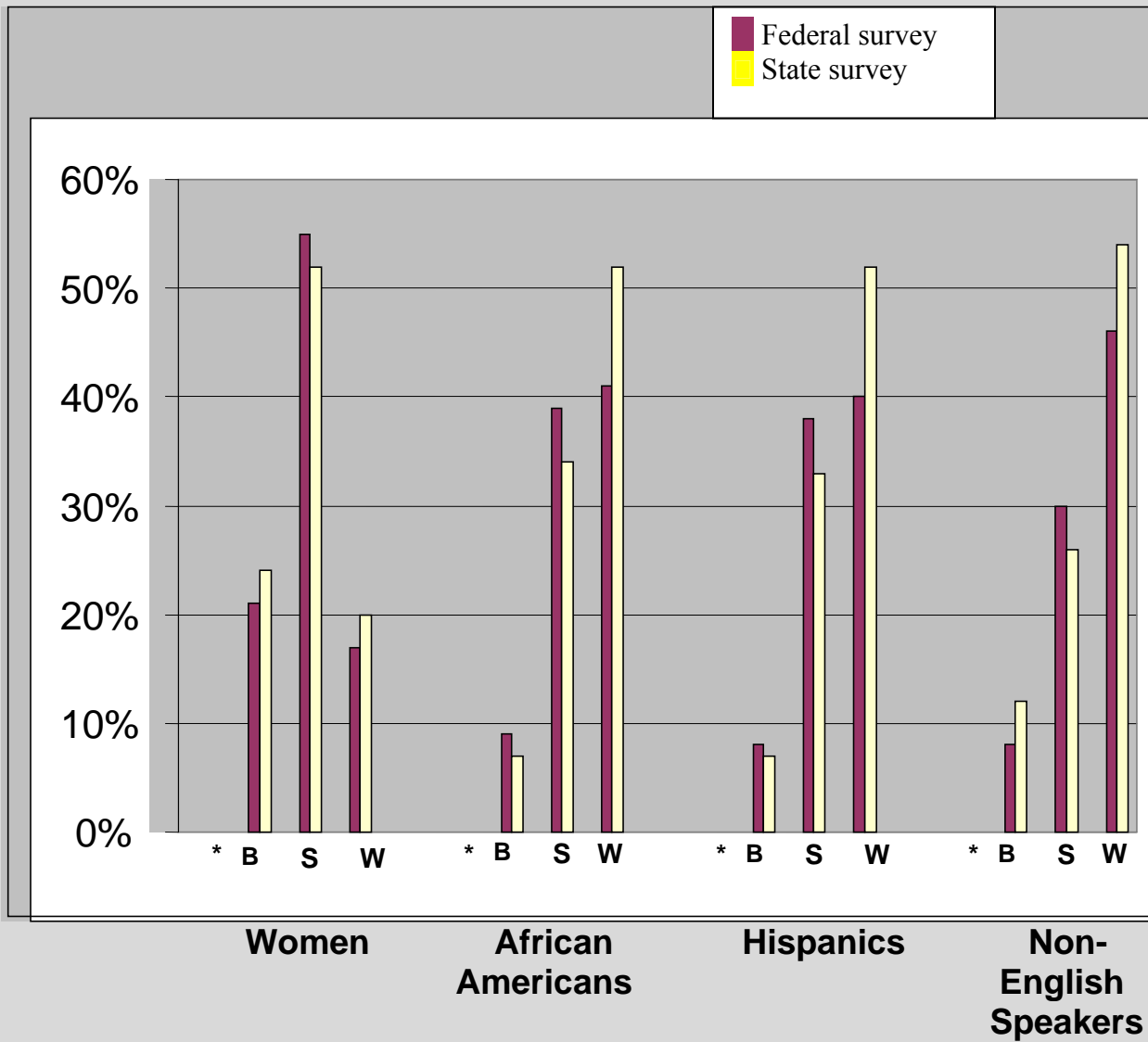
Present survey results using either the chart or summarizing results.

- **Presentation Choice 1:** Use chart: Put transparency on projector of survey results from the National Center for State Courts and Washington State (or pass out chart as a handout) and invite participants to interpret it.
 - Explain that a survey was conducted nationally and then repeated in Washington State in 1999 to determine how people experienced and perceived the courts. The results on the handout are the tabulated responses to the question:
 - Survey Question: What kind of treatment do various groups receive from the courts? There were three possible answers for each group:
 - i. better treatment
 - ii. same treatment
 - iii. worse treatment

Transparency or Easel Pad Paper

Perceptions of Equal Treatment

Survey Question: What kind of treatment do various groups receive from the courts?¹



* (B) - Better Treatment; (S) - Same Treatment; (W) - Worse Treatment

¹ A Study of Public Perception of State Courts/Washington, 1999 GMA Research Corporation sponsored by the Washington State Administrative Office of the Courts, including results of *How the Public Views the State Courts*, A 1999 National Survey by the National Center for State Courts.

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- The chart reports the survey results for women, African Americans, Hispanics and Non-English speakers. The first bar of each answer is the national survey results and the second bar is the state survey results. For example, people surveyed in the national survey reported that they believed women were treated better than others in the courts just over 20% of the time, the state results were about 24% of the time. About 55% of the time, persons reported in the national survey that they believed women were treated the same as everyone else, while there was a result of about 51% in the state survey. Almost 17% of those surveyed in the federal study believed women were treated worse, while the number was up to 20% in the state survey.
- Ask for someone to interpret the outcome for African Americans, then Hispanics and then non-English speakers.
- **Presentation Choice 2:** Alternatively, if the chart seems too complex, you could merely state that there is a perception from both national and state surveys, that women and minorities are not treated equally in the courts.
 - Ask participants for ideas why that might be so. Are court users actually treated unfairly at these rates, or is it just the perception that they are? Why is it important to address the perception of unequal treatment?

Part 3: Explore Types of Bias (33 minutes)

- Explain that the group is going to explore the differences between deceptive and passive bias, which were discussed in the on-line course.
- Ask for a definition of deceptive bias and then for a definition of passive bias.
- Pass out worksheet with definitions.

Handout on Deceptive and Passive Bias

Deceptive and Passive Bias Worksheet

Deceptive Bias: The actor is aware of his or her own bias but phrases it in a politically correct manner. The intent is to deceive. The person who hears it may or may not perceive the bias.

Passive Bias (two types):

Type One:

Actor is not aware of his or her own bias and has no intent to express bias. The recipient may perceive the bias.

Type Two:

The individual perceives the bias expressed by another, but does nothing.

Directions: In pairs, create two realistic situations that could happen in your work; make one an example of deceptive bias and one of passive bias. Be prepared to report one situation to the group.

Deceptive Bias:

Passive Bias:

- Ask the group to work in pairs to create realistic scenarios where deceptive or passive bias could occur with court users and with co-workers.
- Have each group present one scenario and discuss what steps could be taken to change bias.

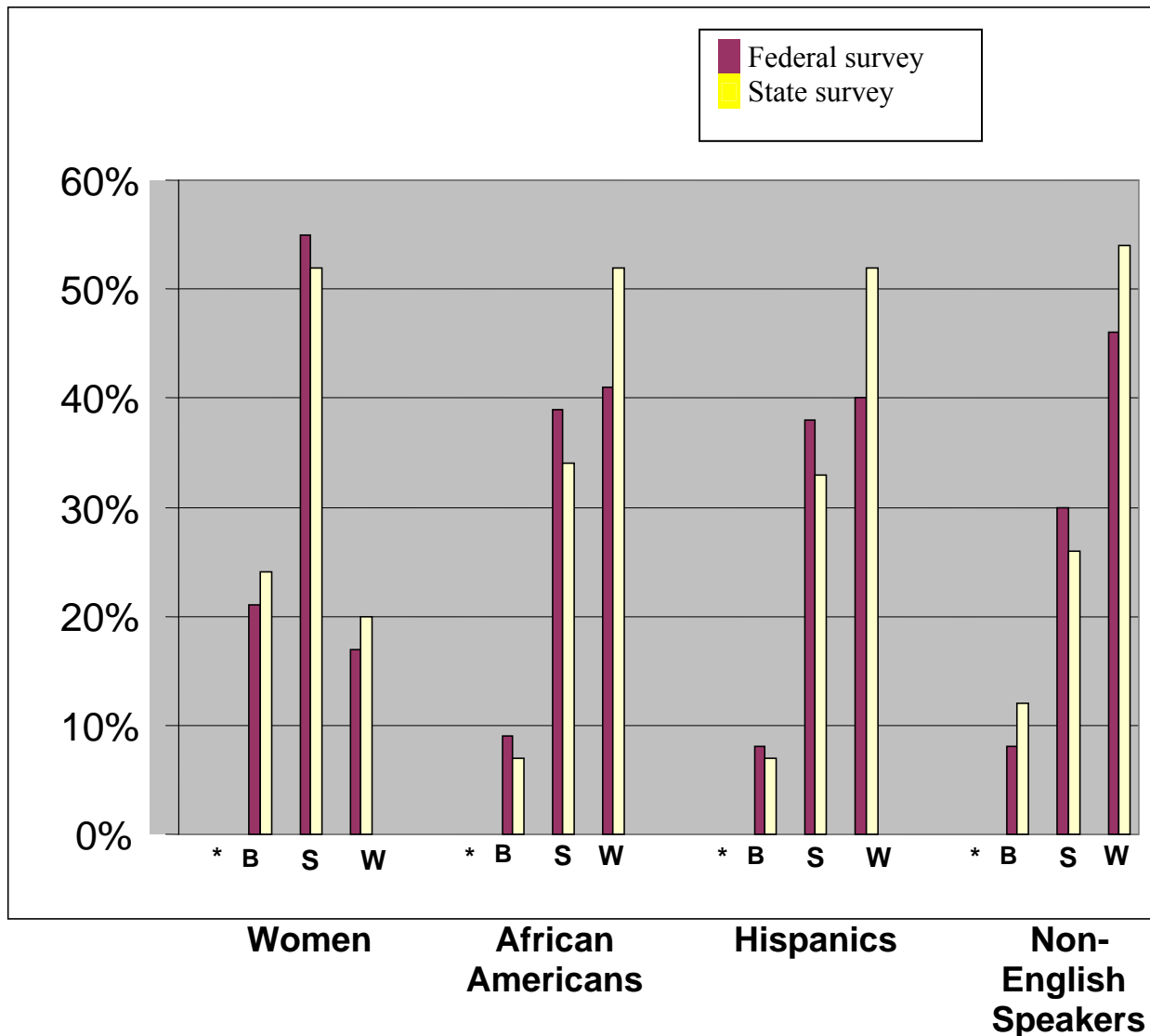
Part 4: Summary (5 minutes)

- Conclude with urging participants to be aware of possible bias and how to respond to it in the work place.
- Have each employee think about one thing he or she learned during the session. Ask them to write that down or share with a partner. After a few minutes, ask a few volunteers to share their ideas with the rest of the group.

Transparency or Easel Pad Paper
Lesson III: Addressing Deceptive and Passive Bias

Perceptions of Equal Treatment

Survey Question: What kind of treatment do various groups receive from the courts?²



* (B) - Better Treatment; (S) - Same Treatment; (W) - Worse Treatment

² A Study of Public Perception of State Courts/Washington, 1999 GMA Research Corporation sponsored by the Washington State Administrative Office of the Courts, including results of *How the Public Views the State Courts*, A 1999 National Survey by the National Center for State Courts.

Handout on Deceptive and Passive Bias
Lesson III: Addressing Deceptive and Passive Bias

Deceptive and Passive Bias Worksheet

Deceptive Bias: The actor is aware of his or her own bias but phrases it in a politically correct manner. The intent is to deceive. The person who hears it may or may not perceive the bias.

Passive Bias (two types):

Type One:

Actor is not aware of his or her own bias and has no intent to express bias. The recipient may perceive the bias.

Type Two:

The individual perceives the bias expressed by another, but does nothing.

Directions: In pairs, create two realistic situations that could happen in your work; make one an example of deceptive bias and one of passive bias. Be prepared to report one situation to the group.

Deceptive Bias:

Passive Bias:

Lesson IV: Expanding Cultural Awareness

Outcomes: At the end of this lesson, participants will be better able to:

- expand their cultural awareness
- identify diversity in all aspects of work

Materials Needed

- Overhead transparency machine (optional)
- Easel pad and pens

Handouts

- Diversity and Proversity© Wheels Handout

Transparency or Poster

- None

Preparing to Teach this Lesson

- Review the Diversity and Proversity© Wheels Handout. Identify a person from the community who embodies some elements of diversity that are different from your staff. Invite this person to join you for a potluck lunch. Explain your goals, specifically, that the person would be able to share some of their differences and commonalities with your staff with the goal to expand the employees' cultural awareness and therefore increase the effectiveness of your staff in working with and serving people who are different from them. You might share the Diversity and Proversity© Wheels Handout.
- Suggestion: if you do not have any ideas how to locate such a person, you might solicit ideas from your staff and also contact organizations in the local area or State that serve specific communities.
- Invite your staff to bring food to a potluck on a specific date. Ask each staff member to prepare some food that reflects a part of their culture, broadly defined.

Community Resource People

- Guest to speak to diversity and Proversity©.

Summary

At the end of this lesson, be sure to send a thank you note to the resource person.

Methods

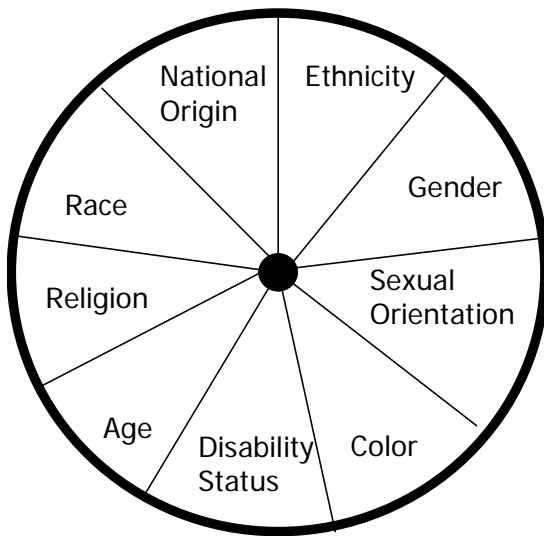
Part 1: Introductions (15 minutes)

- Welcome group and explain today's event.
- Introduce outside resource person.
- Have each staff person introduce themselves and the food that they brought, indicating how it relates to some aspect of their culture (defined in the broadest terms).

Part 2: Present Diversity and Proversity© (30 minutes)

- Allow resource person in an informal manner to talk about the areas of diversity for which they were invited to speak. Additionally, invite the person to share commonalities from the Proversity© wheel that they feel comfortable sharing.
- Thank everyone and encourage them to consider how contact with people of other cultures builds up their cultural competency and helps them to make the courts more accessible.

Diversity and Proversity© Wheels



Diversity



Proversity©

Lesson V: Identifying Intent and Impact

Outcomes: At the end of this lesson, participants will be better able to:

- be confident and informed when working with people who differ from them
- identify intent and impact of communication

Materials Needed

- Overhead transparency machine (optional)
- Easel pad and pens
- DVD player, LCD projector and screen, and DVD, at Chapter 1, “Are We Communicating” of the *Cultural Competency: Rising to the Challenge (Expanded Version)*, produced by the Washington State Minority and Justice Commission, 2005, from 6:03 to 11:00)

Handouts

- Intent and Impact Worksheet

Transparency or Poster

- Ground rules

Preparing to Teach this Lesson

- Write up and post the lesson objectives
- Make copies of the Intent and Impact Worksheet
- Prepare transparency of the ground rules, or copy each onto a separate easel pad sheet (use ground rules sheet from Lesson I)
- Cue DVD to 6:03 on the display clock

Community Resource People

- Not applicable to this lesson

Summary

At the end of each lesson is a debriefing or summary section. It is very important that the lesson be timed to allow sufficient debriefing with the employees. During this reflection period employees can discuss the information learned, clarify any concerns and analyze skills that they have practiced. This is a critical step in the learning process and should not be neglected.

WASHINGTON
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Methods

Part 1: Review of ground rules (2 minutes, optional)

2. Review ground rules, as needed.

Transparency or Easel Pad Paper

Ground Rules

1. One person speaks at a time.
2. Describe behaviors, not personalities.
3. Maintain confidentiality.
4. Share responsibility - speak up if something is not working for you.

Part 2: Explore Intent and Impact (10 minutes)

- Tell participants that they'll begin this session with a short clip from a DVD produced by the Washington State Minority and Justice Commission, specifically developed to enhance cultural competency in judges but also helpful for other court workers.
- Ask participants to look for examples when intent and impact don't match.
- Show short clip, from 6:03 to 11:00 on display clock.
- Ask participants to describe examples when intent and impact didn't match in the DVD.

Part 3: Reflect on Conflict Between Intent and Impact (10 minutes)

- Pass out the Intent and Impact Worksheet.

Handout on Intent and Impact

Intent and Impact Worksheet

Directions: In pairs, work through the questions that follow. You do not need to write down answers to these questions.

1. Briefly describe a situation where your intent did not match the impact of what you said or did. Include what you were trying to do and what actually happened. You can also describe a time when someone's intention did not match the impact it had on you.
2. How did you learn the difference that was intended? Some examples are the person's facial expression, conversations, tone of voice, long period of silence, or break down in the relationship.
3. What did you do to learn about the impact or intention?
4. How did you feel about the misunderstanding?
5. What did you do to help repair the situation?
6. Can you identify any of your behaviors from the Cultivating Cultural Competency Module? Remember some of the specific communication skills like reflecting, or listening, or even the blocks such as advising, or being right?
7. How did your behavior affect your ability to carry out the courts' mission?

- Assign them in pairs to talk through the questions that appear on the worksheet. Tell them they do not need to write out answers, but that you will ask for volunteers to report back after the discussion.
- Go through the worksheet and ask participants to volunteer examples and steps taken.

Follow-Up Guide to
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Part 4: Summary (5 minutes)

- Conclude by reinforcing how crucial it is for everyone to have good communication, with intent matching the impact they intend to make.
- Have each employee think about one thing he or she learned during the session. Ask them to write that down or share with a partner. After a few minutes, ask a few volunteers to share their ideas with the rest of the group.

Handout on Intent and Impact
Lesson V: Identifying Intent and Impact

Intent and Impact Worksheet

Directions: In pairs, work through the questions that follow. You do not need to write down answers to these questions.

1. Briefly describe a situation where your intent did not match the impact of what you said or did. Include what you were trying to do and what actually happened. You can also describe a time when someone's intention did not match the impact it had on you.
2. How did you learn the difference that was intended? Some examples are the person's facial expression, conversations, tone of voice, long period of silence, or break down in the relationship.
3. What did you do to learn about the impact or intention?
4. How did you feel about the misunderstanding?
5. What did you do to help repair the situation?
6. Can you identify any of your behaviors from the Cultivating Cultural Competency course? Remember some of the specific communication skills like reflecting, or listening, or even the blocks such as advising, or being right?
7. How did your behavior affect your ability to carry out the courts' mission?

Lesson VI: Using Clarifying Statements

Outcomes: At the end of this lesson, participants will be better able to:

- provide court service to people from different cultures
- better able to use clarifying statements
- reflect on TRAC Record

Materials Needed

- Overhead transparency machine (optional)
- DVD player, LCD projector and screen, and DVD, *Cultural Competency: Rising to the Challenge (Expanded Version)*, produced by the Washington State Minority and Justice Commission, 2005, from 11:18 -13:36 on the display clock
- Easel pad and pens

Handouts

- Clarifying Statements Worksheet
- TRAC Worksheet

Transparency or Poster

- Ground rules

Preparing to Teach this Lesson

- Write up and post the lesson objectives
- Cue up DVD to Chapter 2, 11:18 on the display clock
- Make copies of the Clarifying Statements Worksheet
- Make copies of the TRAC Worksheet
- Prepare transparency of the ground rules, or copy onto a easel pad sheet (use ground rules sheet from Lesson I)

Community Resource People

- Not applicable to this lesson

Summary

At the end of each lesson is a debriefing or summary section. It is very important that the lesson be timed to allow sufficient time to complete the debriefing with the employees. During this reflection period employees can discuss the information learned, clarify any concerns and analyze skills that they have practiced. This is a critical step in the learning process and should not be neglected.

Methods

Part 1: Review of ground rules (2 minutes, optional)

- Review ground rules, as needed.

<p>Transparency or Easel Pad Paper</p> <p>Ground Rules</p> <ol style="list-style-type: none">1. One person speaks at a time.2. Describe behaviors, not personalities.3. Maintain confidentiality.4. Share responsibility - speak up if something is not working for you.
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Part 2: Intent and Impact (10 minutes)

- Tell participants that again they'll begin this session with a short clip for the DVD produced by the Washington State Minority and Justice Commission, specifically for developing cultural competency in judges but also helpful for other court workers.
- Ask participants to consider the discrepancy between the intent and the impact. These examples in the courtroom don't lend themselves readily to the use of clarifying statements. Consider how clarifying statements might have helped in situations other than the courtroom.
- Show the DVD clip, Chapter 2, "What Are You Communicating" 11:18 to 13:36.
- Ask participants what they saw. Ask them how clarifying statements might have helped if these situations had occurred in the clerk's office rather than the courtroom.

Part 3: How Clarifying Statements Can Help (30 minutes)

- Review steps for using clarifying statements from the worksheet.
 - i. What I observe
 - ii. How it affects me
 - iii. What I want
 - iv. How it will benefit the group or individual

Clarifying Statements Handout

Clarifying Statements Worksheet

Components of a Clarifying Statement:

- What I observe
- How it affects me
- What I want
- How it will benefit the group or individual

Examples:

Work in pairs to make the blaming statements below into clarifying statements. Watch your word choice and written tone. Your goal is to say what you want to say and preserve the other person's dignity. Avoid such words: "always, never, every time, any" words that are big sweeping statements, they are often triggering.

1. "If you interrupt me one more time, I'm walking out!"

Perspective:

Feelings:

Specific Request:

Benefits to All:

2. "We're always changing things; no one ever tells me."

Perspective:

Feelings:

Specific Request:

Benefits to All:

3. "You are so emotional – you break into pieces every time I give you any criticism."

Perspective:

Feelings:

Specific Request:

Benefits to All:

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- Ask the group to work in pairs on the examples provided on the worksheet. Depending upon the time each pair could get a different example to work through.
 - Get input from pairs after working through examples.
 - Use the Answers that follow to respond to pairs.
1. **Perspective:** When I was offering my suggestion you interrupted me.
Feelings: I am frustrated. It's disrespectful.
Specific Request: I am asking you to wait until I finish my thought before you start to talk. Will you do that?
Benefit to all: We all have great ideas and lots to contribute in our meetings; I think it is important for us all to have a chance to speak.
 2. **Perspective:** I am unaware of the new court documents in Russian.
Feelings: I am disappointed and annoyed when I am not informed of changes because I feel left out and I am not able to help the public effectively.
Specific Request: I want to be included (about changes) along with everyone else. How can I get the information?
Benefit to all: If we create a system for communicating/notifying staff of changes (policy/forms/etc) then we will be properly informed and be able to serve the public well.
 3. **Perspective:** When I give you constructive criticism, you cry.
Feelings: I see that you are feeling emotional, and then I hesitate to continue.
Specific Request: What do I need to know about giving you feedback? I want us to find a way to say what I need to say, and for you to feel respected and comfortable during the process.
Benefits to all: Learning how to communicate with each other allows one to express ones needs while respecting the other person. Also, improving our communication skills fosters a supportive work environment where everyone feels valued.

Part 4: Summary (5 minutes)

- Conclude by passing out the TRAC Worksheet, and ask participants to continue working on ways to increase trust, respect, affect and confidence, so that everyone will have an excellent TRAC record at work.

TRAC Record Handout

Trust **R**espect **A**ffect **C**onfidence

What are the components of a solid TRAC Record?

Trust

Respect

Affect

Confidence

- Finally, ask the participants to once again think of a number from 1 to 10, with 1 being low and 10 being high, to reflect how they now view their cultural competency. Invite them to continue expanding and building their cultural competency.

Clarifying Statements Handout
Lesson VI: Using Clarifying Statements

Clarifying Statements Worksheet

Components of a Clarifying Statement

- What I observe
- How it affects me
- What I want
- How it will benefit the group or individual

Examples:

Work in pairs to make the blaming statements below into clarifying statements. Watch your word choice and written tone. Your goal is to say what you want to say and preserve the other person's dignity. Avoid such words: "always, never, every time, any" words that are big sweeping statements, they are often triggering.

1. "If you interrupt me one more time, I'm walking out!"

Perspective:

Feelings:

Specific Request:

Benefits to All:

2. "We're always changing things; no one ever tells me."

Perspective:

Feelings:

Specific Request:

Benefits to All:

3. "You are so emotional – you break into pieces every time I give you any criticism."

Perspective:

Feelings:

Specific Request:

Benefits to All:

TRAC Record Handout
Lesson VI: Using Clarifying Statements

Trust **R**espect **A**ffect **C**onfidence

What are the components of a solid TRAC Record?

Trust

Respect

Affect

Confidence