

Inter-Cultural Communications Workshop (Revised)
12-15 August 2003

Introductions

Bob Dunn, Bill Gwaltney

Karen Steed - Greetings from NPS local office – San Antonio Missions National Historical Park. Will do breakfast at Mary Lou's via bus (Maria Louisa's) – Spanish speaking only to order (menus, etc.).

Introduction from Bill Gwaltney – Purpose is to improve our cultural competency. Federal agencies working together
Daily communications plus

Introduction from Bob Dunn – Did not have PPT file, so handouts were used
Low visibility of Corps among ethnic groups
Poor written, verbal, and non-verbal communication with ethnic groups
Under-representation of minorities in the workforce
Need cultural competency and cultural understanding – contextual understanding of behavior from different cultures
Exposure alone is not sufficient – must be an active learning process
Non-evaluative and non-judgmental interactions
Translations are challenging due to different dialects and different cultures – Mexican, Cuban, Columbian, etc. – One size doesn't fit all.
Assistance can come from – academia, private consultants, academia outside the US, ethnic media like Univision and Telemundo, and Hispanic + marketing firms.
Think of diversity as a resource
ERDC research – It is multi-purpose and multi-stage. This is a pre-pilot to a cultural competency course for both Corps and NPS. Need first to determine the appropriate level of cultural competency needed by field personnel and how we can improve communications.
Report – Managing for Ethnic Diversity – ranges from pay incentives for attending language skill training, to hiring minorities or bilingual employees, etc.
Often need to develop concurrent communications products for different languages concentrating more on visuals. – Works better than taking an English brochure and trying to translate that text as is. Lynda Nutt brings in people of different Hispanic dialects and gets them to agree to a common translation. Manages the Corps' National Water Safety program for HQ.

ERDC Research Areas:

- Level of cultural competency
- What level of understanding and language is appropriate?
- Need a strategic plan for improving our cultural competency – training, recruitment, incentives, etc. – hire more Hispanic rangers, etc.
- Overcome dialect translation problems – Hispanic, multiple Asian communities
- Language, cultural understanding, overcoming dialect challenges

Safety – Little Rock just had a drowning this past weekend because a Hispanic visitor could not read the safety signs.

Robert Dent – Has a PPT that deals with language use in law enforcement communications – Bob will send out information on how to order this. Passed around small manual – The “Complete Spanish Field Reference Manual for Public Safety Professionals”. Different reading levels, different dialects, etc.

Participant also pointed out the need to communicate information about noxious and poisonous plants & animals. – Need simple and correct language.

4 Major Groups to Discuss

Ethnic cultures workgroup 1997-1999 – Very basic work. Ask the people what they want and they will tell you. – Focus groups, OMB approved survey, etc. A publication is on the Gateway – “Methodology for Ethnic Recreation Data Acquisition”. Bob worked with Dave Quebedeaux on analyzing the data. Found focus group provided a great detailed, but narrow overview, and the survey provided a shallow but much broader overview. – Need a combination of methods.

Native Americans – did 3 focus groups in Oklahoma, South Dakota, etc.

- Want larger recreation group areas – 50-100 folks
- Educational & interpretive programs
- Perceived discrimination
- Want to use facilities during evening hours
- High unemployment/financial hardship on some for paying recreation fees – practical and ideological (our land)
- Desire for Indian friendly facilities – dance arbor (shade)

African Americans – Alabama River Lakes Project – good relationship there. At Carlyle Lake in Illinois – opposite situation

- Economic differences outweigh ethnic differences. Support for marginality hypothesis
- Strong interest in dynamic outdoor team sports
- Fishing & boating preferred water recreation (middle class)
- Predominant use of Corps projects by local groups
- Strong interest in holding community activities at Corps projects
- Desire for large group shelters for family reunions and community events

Hispanics – Canyon Lake

- Largest minority population and still growing
- Major family interest
- On-site food preparation facilities needed
- Preference for developed facilities over primitive camping
- Selective acculturation – language retention
- Greater interest in overnight camping than other minority groups

Asian Americans – So vast, great variation

- Different levels of acculturation

- Corps communication difficulties with least acculturated groups
- Subsistence fishing and hunting occurring
- Recreation features similar to whites – camping, water sports, etc.
- Note – Hmong are suspicious of rangers – they will freeze in their presence as they try to figure out the ranger
- Predominant day use by large family units
- Interest in educational and interpretive exhibits
- One Hmong visitor said they needed a mechanism to express information about their culture for other visitors.

Bill Gwaltney noted that uniforms could create a problem. Think a part of this is that the Immigration folks also use approximately the same uniform as the NPS and the Corps.

Bill Gwaltney & Costa Dillon – Lunchtime at Great Falls

Divide into 4 groups. Minorities in Agriculture, Science, etc. group. Went to Great Falls Park in Virginia – tell the story of geology, C&O Canal, etc. Has become a magnet for the diversity in the DC area. On the weekends, you will see and hear many different ethnic groups. Imagine this is the first day on the job as a park ranger there. One group has a pet – family with a goat on a leash, but, this isn't a pet, it is lunch. The family wishes to slaughter and cook the goat onsite. Take this situation with a plan of what you would do. – Practical exercise, a real scenario. There is no federal regulation to prevent this for the NPS, so it is not a law enforcement issue for them. You may assume that they speak enough English to communicate. Haven't identified the ethnic group. Title 36 does have a provision for livestock – considered livestock while on the hoof - and something relative to cruelty to animals.

Practical Exercise Group Report-Outs

Group 1 – Tim MacAllister. Had a similar event occur at a Texas Corps project with pigs and goats. Would try to help concerned family understand that it isn't brutal, and is a social custom. Could also provide a more suitable area similar to fish cleaning stations.

Group 2 – Virginia DuBow. Her park has no cooking facilities. Would try to diffuse the situation by trying to explain the culture. Explain regulations in the area – example no cooking site. Could also suggest killing offsite and preparing onsite. Provide other alternatives, etc. Would also be concerned about the noise from the goat. Group also discussed butchering a dog scenario. At New Mexico Corps projects, Phil Martinez mentioned that they have pits designed just for cooking goats by a group shelter. Butcher lamb – fried blood with onions, etc. They are doing the butchering off site there. – Surrounded by forest where they can.

Group 3 – Tim Gibson. Try to work with others to understand the culture. Best option may be to work with the other family if small group. Will likely have more trouble with the offended group that the group wanted to do it. Public killing of animals is not allowable in most ethnic groups. Dave Quebedeaux talked about explaining hunting

ethics, what goes into preparing meat for Safeway, etc. Bill noted that some visitors expect rangers to take a pro-animal position most of the time.

Group 4 – Pat Hooks. Talked about communicating whether or not this is a pet. Explaining to both cultures the other side – try to balance and accommodate both as best they can. This situation may be strictly isolated, or you may anticipate that it will recur. It could potentially accelerate if you use a strong-arm technique. Try to determine the cultural requirements – for example is it necessary to kill the animal where they eat it, etc.? Can the activity be shielded, etc.? Need a long-term plan for dealing with if deemed to be a common future event. Would not need to force all 400 parks to build a pit, etc., just make information, etc. available to all who are dealing with the situation. Visitors should have the right to go to a park and not be subjected to unpleasant scenarios. Costa – Do we have a responsibility on public lands to protect people from being offended? Example – He worked at Independence Hall and encountered people who were offended that African Americans were allowed to enter. Bill discussed a survey done in 2002 for a new African American History Museum. One respondent supported the museum, but wanted black people to visit on Wednesdays only.

Solution to Exercise – Need to try to find the middle ground to support both groups. As Amy says: It is not either or, it is both/and. This is the major challenge for service providers. The quick “No” is not the answer.

Pro Group – Amy Loges

ELM - Experiential Learning Model

Playing Cards – Barnga Count off 1-5. Grouped folks accordingly. Played cards. Provided with a rules sheet for the practice round. Winners of each round would move to another table – up 1, down 2, etc. Learned later that the groups were given different rules.

What were you thinking and feeling?

- Learned the rules, became familiar
- Didn't know which way was up or down for tables – wasn't part of the rules
- Some were told low score is high and high score is low
- Were a winner, yet went to a new location where they knew nothing
- Had a wolverine in their group – an aggressive player
- At the last round, they realized that the people coming in had different rules and tried to establish signals to decipher it. Decided to all play diamonds. – Synergistically changed all the rules.
- Cruz understood that she had to play by different rules at each table. She took advantage of them where she could and played victim elsewhere.
- Frustration came from not being able to communicate verbally – our visitors may feel stressed if they cannot communicate.
- Frustrated by people who were not willing to try.
- Once you learn the rules, the rules change

What specific real life situations does this simulate? Think of both internal and external customers.

- We have to communicate change in the workplace. Not everyone knows the rules. Not everyone understands them the same way.
- NPS and Corps uniforms are similar, yet projects are different, they enforce different rules, etc., yet public thinks they are the same.
- Differences in the letter and the spirit of the law
- Corps trying to get to 1 Door to the Corps – Example – trying to get 4 districts in the state of AR more consistent – meeting this week to discuss.
- Related to the rigidity of our enforcement – don't care if someone understands, that is just the rule. – Not flexible.
- Lack of clear, concise communication
- Internal leadership may be unclear about what we do.
- Frustration with the inability to communicate.
- Different cultures have different histories – Example, Native Americans don't think they should pay fees.
- NPS – depends on the site you are in – historical park, Everglades, etc. Each type of park has a different purpose.
- Struck by the varying degrees of competitive drive
- We don't always understand why people do the things they do.
- Feelings – can't read, can't understand, stupid jerks, withdraw and play it out, all strangers here – if we knew each other we probably wouldn't give them as much leeway. If you are the only female, only black male, etc. will that cause other concerns? – They've changed the rules again, isn't that the way. Maybe I better go along since I am outnumbered.
- Who has the power? Does that play out?

What is culture?

- Social norms (perceived to be normal)
- A way of life, lifestyle
- Mores
- A way of looking at things
- Blueprint to live
- What you are taught and accept
- Shared beliefs
- Values
- Rituals
- Religion
- Traditions
- Programming – Can we really give the rules? No, so much has been ingrained in us.
- What behavior we know is right and right for us. Example, standing up for someone who is older on the bus.
- Culture is learned from a variety of sources

- Unaware of our own culture until we encounter someone different
- Culture is a lot of what we see and don't see

What is above the iceberg?

- Physical appearance
- Language
- Food
- Non-verbal mannerisms, body language
- Music
- Interactions with others, reaction to authority
- Group size
- Ceremonies, games
- Odor - Hygiene
- Personal space
- Symbols of authority (badge) and religion (cross, etc.)
- Body ornamentation – tattoos, etc.

What is below sea level?

- Customs
- Values
- Motivation
- Family dynamics
- Feelings
- Expectations
- Personal history
- Sexuality
- Education
- Drug preference
- Nationality
- Legacy of illness, addictions, abuse

Halo Effect – Triggers to hidden culture items like perception of tattoos, holiday foods, etc. Food is basic. If you are going to do mediation, she suggests placing fruit on the table so folks have something in common. The Because System – we do it that way because it is the way we have always done it.

Perceptions – We see what we are programmed to see. Old lady, young lady picture.

- Trying to exchange values, feelings, etc. between people of different cultures. – Intercultural communication
- An agency culture may supercede individual culture while at work.
- LOLO – Lock on to the things that connect with our values; lock out the things that disconnect.
- We see what we expect to see.
- Culture is an important factor in perceptions.

- Perceptions are learned, selective, etc.

To Do – Swiss German. Value what you do.

To Be – Arab. Who you are is what is important. – Family, heritage, etc.

Line Up Exercise

Class aligned themselves on the wall IAW 3 questions

- Are you always on time – time conscious, or less concerned about time?
- Dealing with conflict – bring it on, or avoid at all costs
- Are you a get it done, get it done now person? Or, a take care of your people, show appreciation and keep the group together person?

Basic Cultural Values

- Egalitarian
- Hierarchical
- Direct Communication
- Indirect Communication
- Emphasis on Individual
- Emphasis on Group
- Linear/Logical
- Lateral/Intuitive
- Task Focus
- Relationship Focus
- Confrontation in Conflict
- Preference for Harmony
- Change-Oriented
- Tradition-Oriented
- Strict Time Consciousness
- Elastic Time Consciousness

How do you know if you have a conflict? (mental clash)

- Response from others
- Feel tension in yourself and others
- You withdraw or speak of them disparagingly

What do you Know and Don't Know About Diversity?

- Things I know I know.
- Things I know I don't know.
- Things I think I know but don't know (assumptions, biases).
- Things I don't know I don't know (clueless).
- We judge ourselves by what our intentions are. We judge others by what their actions are.

Diversity Dimensions

- Language between individuals, between organizations, between functional areas within an organization
- All of the pieces in the circle on page 20.
- When there is a shift, everything goes back to 0.

Tolerance Scale – Takes 3-5 seconds to make this decision

- Appreciation
- Acceptance
- Tolerance
- Avoidance – energy spent getting away from them
- Repulsion – energy spent communicating they should get away from you

First Look

- Rated people on a video on tolerance scale
- Some scored all the same – accept all
- Some looked at their eyes
- Some responded more favorably to smiles
- May have appeared mild mannered, easy to work with
- The dress style – clean-shaven, etc.
- Experience is part of the mix
- May have provided higher scores to folks who look like you
- Thin – heavy may be an issue
- First impressions can be changed by getting to know someone
- May rate someone lower if they feel they are threatening
- How do we know how we are being treated/rated – body language, dismissed, asked to join or not, people not really listening to you.
- It may take more energy to tolerate some more than others. Sometimes, we have to behave our way into something even if we don't believe it.
- “Attractive” people tend to score higher.

Examined Tolerance Scale by Reactions to Questions (Response in the 5 areas of scale)

- Greeting
- They ask for help or assistance
- They are hesitant, cautious and stumbling as they speak
- They stand within your 18” of space
- If they were your customers, what level of service will they say they received?

Second Tolerance Scale Exercise – Groups were assigned pictures to analyze and create stories for. What energy does it take for you to try to increase your tolerance/appreciation, etc. for someone?

Local Emersion Exercise – Breakfast at a Mexican Restaurant

Wait staff had been told to speak only Spanish and give us Spanish menus. Everyone had a great time.

White Americans – Costa Dillon

Costa is Greek and is classified as a white American. Bill is lighter skinned, but classified as a black American. What is race and what is culture? Race categories – White, Black, Asian, Native American, Hawaiian. Hispanic is an ethnicity, not a race. What is white culture? – If you are Arab, you are classified as white. White also includes European, East Indian, Slavic, Irish, Italian, French, and Spanish. Native Americans have to show a proof of blood certification card from the Bureau of Indian Affairs, etc. in order to prove tribe affiliation and obtain benefits. The tribe decides who is actually a member, not the federal government. The Federal Government does recognize tribes for additional legal benefits. So, are all white Americans the same? If you hire someone from Spain, you don't receive credit for hiring a Hispanic. They are considered to be a white European. You cannot assume that all of these white people will speak English. English is rapidly dominating the world – due to American culture and computer systems based on English.

Religion helps define people – White culture may include: Muslim, Christian, Jewish, Catholic, Protestant, Lutheran, Mormon, Buddhist, Hindu, etc. Approximately 6 million Jewish folks are in the US, 3 million Arab folks in US (2.4 million of them are Christian – 40% are Catholic). There are 8 million Muslims in the US (from African, Asians, Arab, and some Eastern Europeans). Most populous Muslim countries are Indonesia and Pakistan. Greeks are Orthodox Christian – second largest Christian religion in the world. 75% of US population is white. There is some case law – Lemon Grove Case (near San Diego). In 1931, town decided to segregate Mexican American kids to a different school due to crowding. There was a pending bill to classify Mexicans as Indians. Indians received the right to vote in 1924. Supreme Court decided Mexicans were white in that case. Prior to the 1900's most whites in US were Protestant. Then, more Catholics began coming in from Italy, Greece, etc. Ku Klux Klan were not just against blacks, but these other “non-white” folks and Catholics. Concept of what a white American is changed. Anglos were from France, Saxons were from England and they were very dominant in the world. Caucasian came from the Caucus Mountains in Russia.

St Augustine in Florida is the oldest settlement in US, Santa Fe is the second oldest. Yet, we are taught our nation's founders landed in the East and moved West. Costa gave a short history quiz – listed several items that are false, but commonly accepted such as: No one survived the Battle of Little Big Horn – several thousand Indians did; Betsy Ross sewed the first flag – False; Columbus was the first to discover the world was round; US signed the Constitution on 4 July – actually 2 July, etc.

African Americans – Bill Gwaltney “Meeting on the Middle Ground”

What is normal? - Nothing, except diversity. Will discuss African Americans in outdoor recreation settings. Attracting other ethnic groups improves our visitor support for the

future. Bill is currently working on an African American Ecology exhibit. They have a long history of an agrarian lifestyle – for millennia in Africa. Some groups (Rice, Indigo) were specifically enslaved due to their farming expertise (southern rice farming based on this). Sharecropping replaced slave labor. During 1890-1940, folks started moving north and began losing connection with land. Indians used cottonwood roots to carve Kachina dolls. Mexicans used the wood to carve other items (botas?). Trappers would use cottonwood bark in winter and feed it to their horses. Cottonwood could also be a sign that there could be water underground. In Texas, African Americans found that it was a popular tree for lynching – begins branching about 8’ up. With the northern moves, anything country or woodsy was considered to be bad. Reasons for not coming to recreation areas: Power of fear present – fear of isolation and fear for physical or psychological safety. Power of Presumption – racial intolerance and willful disinterest. Average black family stays closer to home when recreating. Four hypotheses developed to explain differences in outdoor use between ethnic groups:

- Marginality – Historical lack of economic resources and patterns of discrimination. – Doesn’t account for growing black middle class
- Sub-Cultural – use is a reflection of specific cultural values, norms & sub-culturally specific interests. – Gives them no credit for flexibility
- Assimilation – Recreation patterns reflect the acquisition of the values of the dominant society. – Doesn’t account for people who have just immigrated, or for blacks that were refused assimilation by white society.
- Discrimination – Use of formal resources is directly linked to real or perceived discrimination and the fear of isolation with concerns for psychological and physical safety.

Feedback received from African American visitors to our projects:

- Won’t be made to feel welcome
- Tend to approach African American colleagues versus white employees
- At Vicksburg Park, information on where black troops fought is available, but some white park rangers haven’t learned it. There is a new publication available to address this.

Other Reasons Given Not to Come:

- Not enough time
- Don’t know where you are
- Rules change and are hard to understand
- Have to sleep on the ground
- Needs of extended family
- Requires expensive and unfamiliar equipment
- Don’t know or trust rangers
- Don’t know or trust other users
- Don’t see Black rangers/managers

42 M African Americans by 2020 – already larger than seniors. – A major recreation market

8% of AA versus 9% of white Americans belonged to an environmental organization in 2000.

“Pick up and Go” – A publication that encourages blacks to go outdoor recreating. Costa said the couple that runs the newsletter are very receptive and willing to work with you.

Prefer:

Closer to home

More developed

Mowed with formal tree plantings

Want higher social interaction

Widespread distrust of Law Enforcement, especially Good Ole Boys

Mask of white deception developed during slavery is still around

Like to:

Picnic

Social dance and listen to music

Cook

Fish

Collect plants for folk medicine

Medium to large group size

Organized sports

Unfamiliar with many traditional outdoor pursuits

In some areas of south, horseback riding is a preferred activity. Lack of swimming ability for black children can be a factor, yet more cities are providing this now.

Verbal Communications:

Speech patterns and vocabulary varies

Verbal attacks are often in fun and prove verbal proficiency (The Dozens)

Talking or arguing loudly may have little or nothing to do with anger or conflict

Many slang words have to do with trust (straight, word, dope, down, righteous)

Backgrounding – chance for them to feel you out; do you know their culture?

Silence can be in-group cooperation

Verbal skills are prized and the most verbal person may be the leader

Non-Verbal:

Upward nod of head is recognition

Fist – solidarity

Variation of handshakes

Clothing may reveal self-expression, attitude

Attitude may be a way to defend self or probe intentions

Constraints:

Past, present recreation use is a good predictor of future – work with family

Perception that parks are where white people go to do white things

History and culture can act as leisure constraints

Structural:

Time

Money

Work Issues

Time Off

Crowds

Interpersonal:

Perceived discrimination

Country or woods perceived as ignorant

Perceived danger

Poor health

Advanced age

Lack of interest

Personal experience:

Memory lives for 4 generations

Projects with proximity to hate groups, red necks, etc.

Poor service

How real is the threat?

When you map hate groups, they are near many NPS and Corps projects

Solution:

Ethnic media use

Reach kids early

Use ethnic photos in publications

Reach out to churches, schools, etc. with familiarization tours

Connect with adult community leaders like ministers

Appreciate culture

Continue focused research

Look within your agency for local racism

Train all contact personnel

Make every American mean every American

University of Michigan study – 22 June 2003: African Americans' environmental concerns are equal to or greater than whites.

Joined temporarily by Lee Coffee – diversity trainer in San Antonio with NPS.

Dr. Cruz Torres – Hispanic Americans

Like the iceberg Amy discussed, we can only see 10% of a person's cultural attributes.

We tend to make assumptions based on the visible portion, the 10% we see.

Cultural competence requires that we look beneath the surface.

Look at clothing, gender, skin color, visible, accents, age, ethnicity, language, able bodied, economic status, personality, intellectual ability, values and beliefs.

You must be comfortable in your own skin in order to have competencies in multiple cultures. Some people own the stereotypes, and some don't. Stereotypes are based on a grain of truth. Look for the common base – example migrant farm workers are the same regardless of race, same as Appalachian poor, etc.

Latinos in the US:

Very heterogeneous group that represents over 25 national origin groups

At least 25 dialects or versions of Spanish

Wide range of demographic characteristics – lots of famous Latinos (23 Hispanics on Capital Hill, etc.)

Live in every state in the union

Participate in every social arena

1 in every 20 companies in US owned by Hispanics

Group growing the most are those in non-metropolitan area

38.8 M and counting or 13% of population in US – largest minority in the US

9.8% increase since 2000 census

Will reach 98 M by 2050 or ¼ of US population

Approximately 2/3rds are native born

Many are English speaking only

32% had both parents native born

May consider Law Enforcement folks as attackers/harassers

Uniform appearance and color may emulate border patrol – fear and avoidance

Demographic Overview

Mexican – 66%

South Central American – 14.5%

Puerto Ricans – 9%

Cuban – 4%

Have regional niches among these groups – more Mexican in West

Age – non-Hispanic whites are aging, but with Hispanics 38% are under 18. Cuban Americans are the exception. Median age for Cubans is 41, 24 for Mexican, Hispanic 28, and non-Hispanic 35. - A very young population to work with. Start working with them in elementary schools. 36% of Mexicans have 5 or more people in the household, 31% of Hispanics, and 12% of non-Hispanic whites. New immigrants may be innocent and begin recreating immediately since they haven't been beaten down. They don't have the same perception of society. The younger ones will have smaller families. Full time employment with earnings of \$35K or more – 21% Mexican, 23% Hispanic, 49% non-Hispanic white, Cuban is 34%? Experiences with dominant population or immigrant populations differs. – Immigrant versus native born, immigrant vs. refugee, legal versus

undocumented, level of acculturation. Cubans were given citizenship, economic opportunities, etc., not the same situation as the Mexican Americans. NPS in Intermountain Region has translated their junior ranger booklet into Spanish. - The kids actually speak English, but it helps them reach the parents and other relatives. Personalities & identities are dynamic, we continue to change.

Hurdles to Overcome:

Agency visibility – lack of, who are you? Need to identify the facilities and the personnel. Do some psa's, etc. Are you in the phone book, church bulletin, and school programs?

Common language does not equal good communication

You must navigate the nuances in dialects, etc.

Greater peril is when we think we understand and we don't

Frankness/directness may be considered to be rude in some cultures. With Latinos, need some small talk before important discussions/decisions.

Must learn to speak a different culture like a language. Columbia is formal, Venezuela is informal.

Respeto is often different than Respect – deference and propriety toward an individual and not deference to power or position. Courtesy is very important, polite to all.

The use of You is not always "tu". Never address an elder or boss with "tu". Use "usted". Only use "tu" with permission. Que dominos juntos? – Do we sleep together is asked if offended.

Non-Verbal

2/3rds to ¾ of all communication is non-verbal

Time sense – differs between Mexicans, Columbians, etc. Mexicans used to waiting.

Columbians have no qualms about breaking into the front of the line. Columbians will not act that way in Mexico, but they will in America because they view us as being rude and impolite.

Body language

Space sense

Physical characteristics – extensions of self – a red power suit on a woman

Speech characteristics – drawl, accent, tone of voice

Perceptions of language challenges – Latino, white Americans and agency

Recreational Style Issues

Family orientation/interaction

What is the Latino contribution to the conservation of natural resources?

Food preparation, play activities (open spaces for softball, volleyball, etc.), organized sports. At Easter, will range from newborn to elderly. Will have piñatas, fishing, food, skeet shoot for adults, kids fly kites.

Outdoor use patterns – want a table to sit on

Frequency of the problem – more often than not, don't feel welcome, may not be able to access reservation information.

What is the immediacy of the problem? – Can be life threatening.

Communication Points to Ponder

Appropriate written communications for the intended audience

More effective ways of information delivery

Over reliance on English as feedback mechanism – your office personnel, receptionists may be where the problem is

Overuse of agency jargon/acronyms

Over reliance on technology as vehicle for communication

Needed basic ingredients:

A conviction that things should be different

A commitment to make things different

A series of experiences that assures us that things can be different

Diversity is here to stay and is value added.

Hispanic cultural competency course:

Training on this could be at least a week in length. Might begin with a general session like Amy did and then focus on individual groups for a longer time. Need to have representation from different parts of the Hispanic groups – Cubans, Mexicans, etc. – but, you might have conflict between these groups.

Lynda Nutt asked about using regional focus groups. It is not who is there, but who didn't get invited and why, or chose not to come that is the most important.

Stacy Halfmoon – Native Americans

When you meet someone, you explain who you are and where you come from in NA culture. Stacy is from the Halfmoon family – Caddo, Delaware, Choctaw, French-Irish - and grew up in Oklahoma. One grandmother only spoke Caddo. She was raised by grandparents since she had a young mother. Her grandfather was a tribal chairman, coached a Golden Gloves boxing team, and was an archery champion. Her grandmother worked to get an Indian health clinic in Oklahoma City. Many of the Delaware people are very fair-skinned. Had some American Indian students at her high school and started an Indian club. Obtained a degree in anthropology. Worked with Caddo tribe until moving to DOD. Caddo come from the great bend in the Red River. Caddo gave up land non-voluntarily in 1935 in Louisiana. In the past, they were affiliated, but not a true tribe. Tribe names mean “the people”. She works on cultural preservation and language preservation issues. Usually does a 3-day course on this.

Brief History of Federal Policy Toward Indian Nations

Relationship between tribes and federal government is a political relationship.

Govt to Govt is based on Tribal sovereignty. Trust responsibility is there, and there is a consultation requirement. Includes Alaska Natives in American Indian designation.

It is important to note that power was not given to tribes by the feds, it was inherent.

Reservations are something they retained, and were not given to them. – Common misperception. Retained rights to some lands by giving up others. Congress does have

plenary power so they can play with Tribal sovereignty. – Some tribes want this eliminated.

Trust responsibility – Made by Justice John Marshall in the 1800's. The Marshall Trilogy of Laws. Established the US as the trustee for tribes.

Tribal governments predate the US government.

Pre 1492 – Pre-Columbina period

1492-1828 – Colonial Period Treaty-making

1828-1887 – Removal/Relocation. Military had the first Indian agents.

1887-1934 – Allotment and Assimilation Period – 160 acres of land per member (Dawes Act). - This act did a lot of damage, tracts were very dispersed. More than 90 million acres were deemed surplus. Attempted to assimilate natives by removing them from their family and sending them to Indian boarding schools. – Both of Stacey's grandparents were sent to boarding schools. People would remove the children at age 5. If you spoke your language at the boarding school, you would be beaten. They had to cut their hair and become American. Some boarding schools were Catholic. One person Stacey works with at DOD ran away from the school 26 times. Her grandfather had some good boarding school experiences.

Chito-Harjo led a rebellion against the allotments (turn them down). Many of his followers were jailed.

1934-1945 – Indian Reorganization Period (Wheeler-Howard Act). Ended the allotments and began trying to restore lands and Tribal economies.

1945-1968 – Termination Period – Congress decided to terminate over 100 tribes and placed them under state rule. Also emphasized relocation from native lands to urban areas – Denver, Los Angeles, Chicago. This was a time of expansion for DOD.

1968-Present – Self-Determination – President Nixon supported this and is popular with Natives in 1975. They could now control federally funded programs and services. Much flux earlier, but the last 4 decades have been more stable and supportive of self-governance.

1983 – President Regan's Indian Policy

1988 – Gaming policy passed

1991 – Bush government to government policy

1994 – Tribal self-governance made permanent

Clinton's Policy – Several executive orders on consultation, sacred sites, environmental justice, etc.

Bush Current – No negation so far and little else.

Some sacred sites legislation is pending now.

Homeland Security – Tribes feel they have been left out since the money has to go through the state.

Philip Martinez noted pending legislation in New Mexico concerning water rights.

562 federally recognized tribes

56.2 million acres of land held in trust – reservations and other lands

4.1 M population according to 2000 Census – 2.5 M said they were Indians alone

Native Americans – Is a term used by DOI and Bureau of Indian Affairs. Most tribes don't refer to themselves as Native Americans. Refer to tribal name to be safe. Other

tribes say American Indian. According to BIA, you must select 1 tribe to affiliate with. Stacey recommends using the term “American Indian” (AI).

Each tribe has the right to determine their own criteria.

Tribal criteria – blood quantum, lineal descent, etc. – Usually $1/8 - 1/4$

Federal criteria – member of Federally-recognized Tribe, blood quantum, self-declaration, etc. Cherokees in particular have very low limits to qualify as members

Alaska Native Claims Settlement Act – 1971 – $1/4$ blood required. Includes Indians (Tlingit, Haida, Tsimpsians, Athabascans, Eyak), Aleuts, Eskimos (Yupik, Inupiaq, Alutig. Alaska has half of tribes in US.

Reservation system created new Tribal groupings. Federally recognized and non-recognized. Pueblos are also a recognized tribe.

Common to all NA Cultures

Consensus – original Democracy – takes a while to get group consensus

Influence of past on the present

Humility in person-nature relations

Pragmatic view of work

Reverence for ancestors – you do not walk on a grave

Importance of children and elders in the community – concept of putting people in a nursing home is foreign to NA's. Sometimes have trouble working since they are caring for elders. At gatherings, elders are served first, and then the men.

Interconnection of Health, Culture & Environment

Expression of spiritual connection to the land, river, etc. – specific sites. May want to visit, protect these sites, and do a ceremony there.

Nature's connection to healing and spirituality – animals, plants are vital spiritual resources. Power depends on purity measured by nature's way. May want to collect or grow some native plants for medicinal purposes, etc.

Sacred sites/Traditional Cultural Properties

Subsistence

Perception of Time

AI/AN place a high value on the past

Majority culture tends to place greatest importance on the present and future

AI/AN are future looking for the seventh generation

One of the most consistent differences between AI/AN cultures and majority culture

Seasonal round (cycles) vs. calendar time (linear) – Not 8-5 necessarily, family comes first.

Prayer

Creation stories – water, sky, under earth

Prayer is a part of everyday life – meetings, meals, etc. Pray to make the correct decisions, etc.

Storytelling

A major method of instruction

Kinship was a major shaper of life for adult AI people – defined people who were related and their social status

Humor is very important – laugh at oneself and others, also in response to hardships

Native American church – forced conversions to Catholics, etc. Most Christian religions sent missionaries. They may use teepees, grass houses, etc. for church

Ghost Dance religion, Wovoka etc.

Tribes organized democratically. Presiding official may be called different things – Chief, President

Governments Today

Unique and stressful circumstances – Chief is responsible for all aspects of Tribal life and welfare

Anxiety over success from casinos and other developments.

Power of non-residents – absentee voters who live off of the reservation. They may swing entire elections even though they don't live there.

Operating Circumstances

Balancing responsibilities

Problems of Federal/Tribal relationship

Relationship to culture

Future?

In 2000, 8 years younger than US median age

Family size is slightly larger

34% over 25 had not graduated from high school. Only 10% graduated from college.

Even less for post-grad

Unemployment is higher than average 35-40% higher

Economic status – some impact from gaming – about equal to Hispanics and African Americans

Health – have the highest mortality rate (alcohol, tuberculosis, suicide, obesity, diabetes, vehicular accidents, etc.) - all higher than national average. Also have mental health issues due to alienation from culture. Inadequate health support – hearing that there are so many Caddos with diabetes the hospitals are amputating versus treating.

Losing culture rapidly – crafts, food preparation, etc. Have to learn archeology to find sacred sites, etc. Caddos welcome archeologists, not all tribes do. Traditional songs and dances and ceremonies are in danger. Large Red Earth annual conference for multiple tribes in Oklahoma annually.

Communication Differences

AI/AN Patterns

Subjective/emotive, speak from the heart

Build, maintain relationships

Past, present are connected, long range into future

Holistic context – need to allow time to hear their stories. Sometimes, particular stories should only be told at certain times of the year.

Deep listening

Documentary style

Indirect use of metaphors

Brief paperwork

Historically oral, transition to oral forms

General English

Importance of graphics

Government

Objective/impersonal (speak from the mind)

Attend to business, ideas, and meeting objectives

Focus on present, any future is typically incremental

Briefing culture

Direct facts and information

Get to the point

Hearing – sitting on the edge of your seat

Volumes of paperwork

Traditional reliance on written word

Heavy focus on specialized language

Importance of words and numbers

Sometimes, there is a disconnect in not sending someone of equal status to meet with the AI reps. Plus the younger you are, the less you are expected to speak. Also, gender-related issues.

Nonverbal Gestures

Facial expressions, hands

Eyes (direct eye contact, eyes averted, winks, angry stares, some close eyes to listen).

May be disrespectful to look elders in the eye or get too close.

Mouth (smile, smirk, grimace, frown)

Pointing (using lips, eyes, chin)

Cutting someone off is very disrespectful, especially elders

Head nodding

Dress/attire

Emotional distance

Physical distance

Touch

Turn-taking/interruptions

Race, pauses

Volume

The context – Location, arrangement of room seating.

American Indian tribes are more isolated.

They are not part of mainstream America

Parks and facilities would need to accommodate: larger groups, tribal gatherings, dances, after hours use. Might be able to encourage more tribal gatherings. Generally, begin dancing after dark and dance all night.

Might be interested in helping with education/interpretation (particularly of AI history) if the correct relationship is established.

Share info on what is available

Working regionally or directly with tribes

Tribal involvement in interpretation and activities

AI rangers

Costa Dillon – Living Up to Our Ideals – Removing Institutional Barriers

Is diversity hiring people from the “credit” categories? – This is an institutional barrier since we are limited to defining diversity by only 6 categories.

Arabs are a larger minority group than Native Americans, yet we receive no credit for hiring them. Yet, Arabs are being discriminated against now since 9 11.

My Big Fat Greek Wedding resulted in many questions about Costa being Greek. Melbourne, Australia has the most Greeks after Athens.

What else makes up a diverse workforce? (some protected by law)

Gender

Religion

Age

Education

Socio-economic status

Political affiliations

Marital status

National origin – not the same as ethnicity. Can be Italian but Hispanic, etc.

Color

Sexual orientation

Size

Disabilities

Ethnicity

HR 280 Proposed Legislation

Currently has 50 co-sponsors

A current bill proposed that would prohibit federals from using non-English language – pertains to publications, signs, etc. Only exceptions would be to teach foreign languages,

folks over 62, and for religious purposes. Another law proposed in CA to stop reporting all ethnic statistics.

Overcoming Obstacles at Federal Agencies

Incentives do exist for hiring for linguistic skills, recruitment, retention, etc., but many federal agencies don't take advantage of them.

Top reasons for going to work – Sense of self-worth, achievement and recognition.

44 M adults are functionally illiterate and 60% have English as a primary language. Use plain language for all visitors.

Bill Gwaltney – Removing Individual Barriers to Cross-Cultural Communication

Government investment

Agency investment

Regional investment

Corps Lake or Park investment

Training investment

What is the investment in your own skill sets in cultural competencies and cross-cultural communication?

Formal Training Opportunities

Cultural competencies

Cross-cultural competencies

Racism awareness (Southern Poverty Law Center plus Study Circles Resource Center/Tolerance.org) - <http://www.tolerance.org/>.

Diversity awareness (Study Circles) -

<http://www.studycircles.org/pages/issues/youthhome.html>. and

<http://www.asu.edu/provost/intergroup/resources/divresources.html>.

May need to think differently – Example, may need to provide cash for meals, hotel, gas to return home, etc. A check won't suffice.

Informal Training

Cultural fairs

Community centers

Cultural immersion scenarios training

Personal involvement and self-selected experiences

Offsite is away from your location

Outreach is people you don't know yet

Dept of Army has diversity training held in GA (some folks go for 9 months)

Domestic and international travel

Language courses

Immersion courses

Ethnic grocery stores and other stores

Ethnic media – radio, newspapers, television, etc.

Try to think like someone else.

Look for hidden meanings or opportunities for misunderstandings.

Attempt to guide your agency away from policies and procedures that are exclusive.

What if people don't have computers or Internet?

Reinforce others doing the right thing for cross-cultural communication

Act with acceptance and appreciation

Challenge those who make demeaning, derogatory, or stereotype-based comments. –

Silence is acceptance, complicity.

Engage in life-long learning about culture.

Listen hard

Question if stereotypes are at work – Can look at airport gift shops for Mexican taking a siesta next to a cactus.

Identify behavior that is race-based

Read and research

Understand the nature of racism

Look for that which is human

Go the extra mile

Obtain and use tools – Southern Poverty has a web site with a bias quiz

Teaching tolerance

Spend Time

Work through existing structure

Communicate relevance

Are you comfortable? Don't be

Inventory personal bias

Put people first

Acknowledge the other

Check your thinking with others

Be genuine

Where are you on the appreciation-repulsion curve?

Address the kid's interests

Share the agency name and mission

Sophisticated thinking

Shared information

Applied learning

Real leadership

Gentle reminders

Useful products

Build bridges

Change agency culture

Believe change is possible

Commit to positive change

Develop tools

Change

Become a diversity change agent
Take appropriate action
Take appropriate risk

Dr. Sandra Wawrytko – Asian Americans

Red associated with Yang – forceful
Green associated with the Yin – waiting
Need both sides in the Asian culture
Ghengis Khan, Mongols, believed to have 16 M descendants or .5% of the world’s total male population based on genetic testing.

3rd Century – Iceberg

Tip of iceberg is the written word

Then, the spoken word under the surface

Then, thinking behind it

Perception, sensory data

Actually, believe there is something deeper – notion of the image & story telling. Many times, Chinese thoughts will be expressed as images. Give a man a fish and he will live for 1 day, or you can teach a man to fish and he will live forever.

With exception of West coast, Asians are relatively new to North and South America.

Asian group may be the most elusive to federal agencies.

60% of world’s population lives in Asia

East – Korea, Japan

Southeast - Cambodia, Vietnam, Laos, Indonesia. Hmong

South - India, Pakistan, Bangladesh

Central - Afghanistan, other stans

Never assume one Asian group is like another. There are many conflicts between groups, including neighboring groups. Don’t try to jump to a conclusion as to what type of Asian they are – could be insulting if you pick the wrong one. Asians who live in America and then return are treated as outsiders. Inner and Outer distinction – not racially determined, very important in China. Inner is the inner circle, the family circle. Outer is anyone not in the immediate family. Can become part of the extended family, even if not Chinese or Asian. To become part, you must be civilized (think, act like Chinese, norms of behavior). The opposite of that is Barbarian (Outsiders). – Have different social behavior, etc. Barbarian is just a description, not seen as impolite. Will be treated politely as an outsider usually. China has one of the oldest written languages and is the oldest, continuous and ongoing civilization in human history.

See handouts

Perceptions, Appearances and Assumptions concerning self and others

Page 2 – Ways of Thinking of Eastern Peoples

How can something imperfect be perfect?

Asians versus Americans – see pages 4 & 5 of handouts

Commonly, Asians think Americans are too aggressive, loud and noisy. See American football as being too violent.

Force of law in China is very weak, even with Totalitarian government. – Don't see laws as absolutes.

Idea of public space is beyond many Asian cultures – they see it as a wilderness, - it belongs to no one and anything goes. – Why run into violations of hunting and fishing laws. Some are used to corrupt governments and don't trust government employees. The issue of what is democracy can be very slow to be understood.

To communicate this, it is better to stress the mores, social aspects versus legal issues.

Generational Conflicts

First – Adrift, isolated

Second – Seeking to be American, depressed, suicidal – may reject their roots, yet their parents need them as a conduit

Third – Return to roots

Multi-race – often occurs by third generation

Story of buying inexpensive canned food and discovering that it is dog food.

Asian and Nature

Western culture often puts Nature beneath us, see as impure. Human society rises above Nature.

Eastern culture – Nature includes everything. Earth is not inferior.

Buddha is not a God. He is a person who woke up. Anyone has the potential to be a Buddha.

Whaling – maintaining self-identity in Japan. – Even though many Japanese youth hate whale meat, they still take them. Young environmentalists protest this.

Chinese – taking endangered species for historical medicine, and for great economic profit. May go to China and then sell to Hong Kong and elsewhere.

Most Asian homes are very small, so they have to go outside to entertain groups.

Enjoy going on family nature hikes – leisurely pace. Enjoy Nature, not try to introduce all of the comforts of home into an outing.

Nature education, hikes, etc. are very popular with Asian families at home. – Need to accommodate kids, parents and grandparents. – Design for gentle rises, etc. East Asians are particularly driven by education. NPS does long-term training with Thailand and Japan in interpretation.

Course – Need to focus on a region such as Southeast Asia for the San Diego area.
Sacramento – Hmong, Filipino

Bob Dunn - Non-Verbal Communication

See handout

Many Asian cultures are low contact – even shaking hands with an Asian woman may be frowned upon.

Cruz said machismo is defined as taking care of the family, earned respect versus slapping folks around, etc.

Campground – Mom or Grandmother are running the show. – Deal with them. Must show deference to them. Go to the older female in a group.

Law enforcement T-stance means you are ready to draw on me. – Smaller target with gun away from a person. Avoid hands on hips stance.

For teaching non-verbal – don't rely just on books, but use field observation or discussions with other people (in field, different cultures, etc.).

General Lessons Learned

Outreach is not the same as offsite

What is an American?

Operational paranoia

Will “parks” change?

Cultural assertion

Infrastructure change – must change facilities to adapt to new customers, listen to them and be proactive, don't wait for them to find us

Relevance

No going back

Changing clues

Interpretation can be a great tool, but it needs to reflect different cultures. – Hard for someone of a different culture to interpret someone else's.

Demo projects started in the Corps to study the effects of modifying our facilities for different cultures.

Toss race concept out the window, but use ethnic cultures.

Folks on the frontline are rangers. Rangers lead the way.

Report Outs

Phil Martinez, Corps – Pledge of Allegiance – last 2 words are “for all” and our parks should accommodate that. North Mexico used to teach Spanglish. 5 of 6 rangers in his park are Spanish and speak Spanish. – Most of them are teachers, coaches and have influenced the local youth. Dave Dutton is his manager – has the insight to know how to deal with different cultures even though he isn't bilingual. Do a lot of school outreach with bilingual water safety messages. Do a lot of high school job fairs in uniform. Do a

lot of television taping with Univision out of Albuquerque, radio stations, etc. – free psa’s. Do a lot of community celebrations, parades, state fairs, etc. Have large group shelters with 8-9 tables, pits for large cooking. Some bring their own cookers made of farm equipment disks with propane, etc. Have loud music, beer, etc. Have 1st – 3rd generation Hispanics. Very rarely have some Chinese visitors who usually come to see Los Alamos. Also have some pueblo Indians, but they don’t come to Abiquiu because they have better lakes of their own. Working on Hispanic signage – concentrate on image such as person drowning versus just words. Hosting National Public Lands day for first time in September 2003. Will bring in local artisans to exhibit there. Work with high school science and environmental groups. Need a PROSPECT class for rangers that reflects these values.

Karen Steed, NPS – HR Specialist. Plans to prepare a publication that helps others know how to apply for a position. Will find it difficult to do with current workload. Plans to apply knowledge to her personal life.

Tim MacAllister, Corps – Has lived in many towns across Texas. Grew up Methodist German. Lived in large African American dominated communities and Hispanic dominated communities. At his lake, Lewisville, do a media blitz including Univision. Bilingual videos with local Red Cross, bilingual posters and signs, use universal signs where possible due to high illiteracy rates, adopt-a-school program in an Hispanic elementary school, do a Valentine celebration where they talk about the Corps in the school. Need to look into different recreation use patterns – have looked at superficially, need multi-use ball fields for soccer, etc., larger picnic areas and group picnic areas, rangers need to be trained in different cultures, will tell rangers about Teaching Tolerance.org and the bias tests, actively recruit from a young age, be cognizant of words and actions, there to serve everyone, learn more about Asian populations and Native Americans, to be safe say “American Indian” or ask what tribe they are in. Native American has had a lash back. Some people from the Caribbean do not want to be called African American; some people don’t want to be called black.

Jerry Gurule, NPS – We discussed differences among cultures, but the number of similarities struck him. He does Spanish translations, and would like to work with others on doing more of this. Noted that it is important to work with children to make government work attractive, etc. for their future.

Aaron Mahr, NPS - Wants to develop a new paradigm on how people use national lands, and what a new park looks like. Would like to have parks serve the similarities among different cultures. Need larger picnic sites, etc. Wants to be part of the new movement.

Rebecca Miner, Corps - Wants to focus on American Indians - more visitors and more hires of by next summer. Needs to socialize, etc. to expand her personal knowledge and understanding.

Lynda Nutt, Corps – Feels she hasn't been serving all of the public. Has done some small-scale work, and wants to expand the work of her team to address this. Wants to communicate cultural competency need to leadership.

Robert Moreno, Corps – Wants to work on recruiting more Hispanics and Asians and attracting these visitors. Working in area of water safety. In some regions, we aren't reaching diverse visitors with existing products. Need to communicate to leadership that a need is present. Not like the old days, we need to serve everyone. Closing parks at sunset may not be the best thing. – Might need a demo project to see if this works. Will try to self-educate with information learned.

Virginia DuBow, NPS – Will be called in Monday AM to be debriefed. Will they listen qualitatively to what she has to say? Have an old, established military park that interprets the Civil War. Do they focus on all cultures, or predominantly African American? – One answer is that the Civil War has to do with different cultures if they are all Americans. Has learned that she cannot tell different cultures what their cultures are like. She tends to get approval for trying new things. Need to do things correctly, don't just go out and build an exhibit. Needs to judge success by visitors. Are we perceived as being sensitive to cultural diversity?

Michelle Oehmichen, NPS – At flip chart. View park constituents as coming from the Miami urban area – 6.5 M people. Lived overseas previously and tried to dispel American stereotypes. Uses demographics in her job, but they can be overwhelming. Doing a population study during the next year (would like to share with the Corps) for their area. Will have surveyors in 6 South Florida counties asking folks if they know about the NPS, have visited, views on water management, conservation, how well agencies are reaching out, what would you like to see in national parks, etc. NPS standard has been to do onsite surveys. Their park is comprised largely of marine resources, so they can't do this. Even locals don't know the official park names, etc. and they share land boundaries with other agencies. Need to use study information obtained to improve facilities, etc. And, will need to do follow-up work in 5 years or so to see if improvement has been achieved. Want people to find enjoyment, peace and recreation in a way they feel comfortable with. Peace Corps phrase – lower your expectations – be patient, observe, take care of yourself. Look for both tangible and intangible opportunities.

Dave Quebedeaux, Corps – Wants to work at a place where new things and new ideas are supported. Too often, new ideas are expressed and shot down. Appreciative of the information presented. It is a great beginning. If we are to continue to be viable tomorrow, we have to take care of current visitors and plan for the new ones coming today and in the future. We aren't currently taking care of the potential users. Aren't doing enough to serve populations that do come out and don't find what they need. - Example, folks that come out with large family units. We must change with the population. Our lands must be for all Americans regardless of arrival time. He intends to go some places he hasn't been before and try some new things.

Bill Gwaltney, NPS – What skills do we need to convince leaders of these needs? Then, customers can use the political system to help make improvements. - I pay for these services and I want something a little different. Also, each of us needs to go to multiple meetings with peers and transfer this information. Have to prove to higher ups that it can be done – Logic and persistence. Suggested that participants let their boss and Scott Jackson at ERDC know what value they found in this course.

Costa Dillon, NPS – Sites that are a unique part of our history helps everyone define what it means to be an American. – Even new immigrants want to know this from varying cultures.

Mike Loesch, Corps – Translation issue is being handled in the Corps by a recreation team. Proponent for 7 years, almost there, will continue to pursue with Task Force. Works in a division office, and doesn't have a lot of field contact with visitors. Also has a duty to be Native American coordinator, and doesn't have information for that. Plans to attend DOD course and revitalize his Spanish language skills. He will have to work on his higher leadership to support this.

Scott Hyatt, Corps – Came as a facility manager. Wants to get language skills into their ranger force in Mobile. Currently, no rangers are bilingual. Wants to hire folks. Have recruited some minorities. – Can accommodate up to 5 students, but usually only get 2. Corps is updating facilities design at this time. Will take a new cultural look at new draft facilities design regulation now. Most of his managers recognize that change is needed. They had an underused campground that was turned into a special day use area that has been great for meeting group needs, etc.

Melissa Wolf, Corps – Came as a district office person, wants to share with staff. Feels we have just scratched the surface here. Now is the time in GA to do outreach, rehab/redesign areas due to major changes in population. She is also a visitor assistance instructor. They have considered adding cultural items to that training. – Sees the need for a PROSPECT course. In visitor assistance, might want to include an hour or so to touch the light basics – how to show respect for different cultures is the most important thing. Then, make them aware of other diversity training available.

Alan Bland, Corps – Needs a focus group for projects in his area of AR. They are the fifth largest growing area in Nation. Tyson Foods is a major employer of different cultures. He wants to improve his relationship with Latino radio stations, papers, etc. Also has to deal with AR rednecks that don't like Hispanics. – Conflicts have resulted from this even when Hispanics have done nothing wrong. Have some Native Americans at the border, but very few African-Americans. Bill - Office of Community Relations at Dept of Justice – has a team that will come in and help you figure out how to prevent/stop this type of conflict from happening. They will even come on their own dime at times. Alan also sees a need to improve signage for Hispanics. Have no Hispanic rangers, no luck recruiting so far. Could do more in 1 week if Robert or Phil came to their projects to talk with visitors, make suggestions for changes in facilities. – Come there for a week as a consultant to talk with visitors, determine needs, etc.

Rick Dwyer, Corps – Very limited African American usage. Had some in the past, had a shooting, and then banned alcohol. – No Asian American visitors yet. Oversees 3 lakes now with very little use by Hispanics and Asians at Greeson. DeGray Lake has a large day use area and 2 large beaches. Now, the whites use the beach on 1 side and the beach on the other side is divided between Hispanics and Asians. Has seen a lot of friction between Asian's and Hispanics. LE called in almost every weekend. – Bill felt this site could be a great demo area for how negative issues could become positive learning. Rick – Hot Springs area Hispanic population goes up during horse racing season, and down after. Would like to work on his situation at home.

Elizabeth Dupree, NPS – Sees the need for more outreach to the local community and how to bring locals back to the missions. - Perhaps special events that relate to the family group on the weekend on extra lands. – Wasn't supported when she suggested this previously. She hopes that this session will help reinforce her ideas. Likes the ideas about the phone books – we need to show up in areas beyond Government pages. Would like to see more research on mission history genealogy to appeal to locals more that have historic ties. Need more advertisement that we are here come see us. – Might be able to combine this with recruitment.

Tim Gibson, Corps – Don't think we need to feel this is something new. US has always been a mix of cultures. Comes from a German family. Signs are an issue – wants Linda to look at signs on a bridge plaque in 3 languages by Schilo's deli in San Antonio. His focus will be on the division-level visitor assistance course - inserting cultural awareness in a 1-hour module. Tim was unaware the Corps had a committee working on diversity for 7 years. He is looking for practical information for new rangers, new seasonals, etc. His training may be all that they receive. Need to switch focus to what we don't know about different cultures. – How what we think we know may not be correct. Need ground-truthing. He will be improving the training each year. Need to continue to improve, and not be comfortable with what he is training (complacent). Time, money, fragmentation, HR recruitment terrible (even trouble recruiting Hispanics in Texas) are barriers. Finally added an attribute that speaking Spanish is required – hired someone but they turned out to be a fluent Anglo. They have a large Cambodian population in the suburbs of Dallas. Local police have an office in that community that he can tap into for information & suggestions. Don't try to beat down the person arguing with you since they may be the only one who is actually listening.

Maurice Simpson, Corps – One of the reasons this week was successful was good instructors, good to have different agencies – would like to add USFS to the mix. Don't read a book by its cover. Don't assume low vocal folks have nothing to say. His mom is Japanese, his dad is American. Came over for a visit to the US and his dad left him and his older brother in US with a grandmother in CA without speaking English. When mom returned 2 years later, they didn't want to return to Japanese, etc. Now, encourages youth not to lose their heritage. – He only shared this because Bob asked him to. Normally, wouldn't volunteer that. Is a former Marine, has a training background, etc. Need to take time to get to know folks. He wants to keep up the awareness, and his leadership is

supportive. Need to avoid concept that 1 person is responsible for cultural diversity – everyone’s job. Wants to do a day of ranger training, etc. right away. Wants a PROSPECT course, but doesn’t want to wait for it. Will look for opportunities to improve facilities.

Stacy Halfmoon, DOD – Has enjoyed and learned from the week. She wants to visit sites like the Trail of Tears – start with her family and her tribe. Will be a little more work involved in drawing them out, but they will be able to see the value of the education. We are all students and we are all teachers. Maurice invited her to Trail of Tears in Nashville area as well. Feel free to contact her for help.

Lessons Learned for Future Training

Intercultural Communications Training Needed? - Consensus of Yes

Type of Training

- Majority wanted it classroom style, but wanted it to be exportable versus based out of Huntsville or a single location.
- Online training was not recommended since employees had no time to do it, and it precluded interaction with people of different cultures.
- Field visits as part of the training
- Including panels of local community members
- Exchange of rangers within an agency – sending Hispanic rangers to other locations for a period of duty, etc.
- Exchange of rangers between land management agencies such as NPS and Corps
- Both rangers and managers need training
- Some portion needs to be included in the basic ranger training

Cultures Needed?

- 16 voted to combine
- 7 voted for separate courses
- Noted that the DOD course could serve as a basic overview of cultures
- All agreed the content need would be regionally-based
- Most widely needed cultural information – Hispanics, SE Asians, Native Americans, Caribbean
- The intent should be to become more culturally aware of all cultures and to modify behavior accordingly – tolerance. Goal = defining the minimal level of cultural competency needed.

Length

- Most believed a 1 week (full 40 hours) would be needed
- Possibility of having 1-2 general days, followed by exportable plug in courses for particular cultures needed for that region.

Location - Regional

Content

- Facilities design
- Field trips into local communities
- Involve local user and community groups
- Lessons learned from the field – successes and failures
- Return on investment from addressing cultural issues – fewer accidents and security incidents, increased visitation for targeted groups, etc. Managers need to see that it has practical value.

Combine Land Management Agencies?

- Yes
- Add more agencies – USFS, USFWS, BLM, and Bureau of Reclamation. If done regionally, you could include state and county park personnel, key partners like major concessionaires, etc.

Type of Instructors

- Agency personnel – different levels
- Academia
- Consultants – about ½ voted for this, but qualified it by saying that they must be well versed in the agency cultures.

Most Beneficial Aspects of San Antonio Course

- Asian culture dealing with their minds and behavior
- Case studies
- Academia – historical perspective of cultures
- Sharing field experiences
- Importance of influence of the past on the present and the present on the future
- Learning more about other agencies – One NPS attendee noted that Corps rangers might be more like traditional land management park rangers since they could not rely on a sidearm
- Scale exercise from Amy Loges
- Understanding who is white

Need to Add

- The optional videos Bill showed each evening. They are excellent and should be a part of the course. - Race is an empty concept. Some eye-opening Supreme Court decisions
- More group dynamics – problem-solving sessions for real-life situations in order to see different perspectives. Attendees or their agencies could submit some current issues for the group to address.
- Need to allow time early in the course for folks to say more about who they are, what they do, and what they are doing WRT cultural competency. We might want to capture this information ahead of time and share it in the form of short bios for both the students and the instructors.

- Might want to consider administering an anonymous bias or cultural knowledge test ahead of time and sharing the results during the course. – Southern Poverty center tests, etc.

Evaluations

Notes: There were some last-minute changes to the program/program titles that may have confused attendees in a few instances. Since some attendees indicated that there was no funding for registration fees, breaks were “on your own” with the exception of having made provision for the “Government on the Go” continental breakfast from the Westin. National Park Service also sponsored a cash bar icebreaker on 11 August. There was an optional potluck luncheon with the local NPS office on 14 August. Handouts consisted of those from individual speakers plus workbooks distributed by ProGroup. Ratings are based on a possible high score of 5 and reflect the average score.

- 1. Lunchtime at Great Falls – Case Study by Bill Gwaltney & Costa Dillon**
4.6
- 2. Diversity Awareness Exercise – Icebreaker/Introduction by Costa Dillon**
4.4
- 3. Cross-Cultural/Attitudes Toward Differences Video – Exercise with photos by Amy Loges**
4.2
- 4. What’s Going On? – Barnga Game by Amy Loges**
4.4
- 5. Cultural Competency Theory & Practice – Lecture Portion by Amy Loges**
4.5
- 6. Cultural Competencies – “Line Up” Exercise by Amy Loges**
4.6
- 7. Communicating Effectively – Tolerance Exercise and Lecture Portion by Amy Loges**
4.4
- 8. White Americans – Lecture by Costa Dillon**
4.4
- 9. African Americans – Lecture by Bill Gwaltney**
4.3
- 10. Hispanics – Lecture by Dr. Cruz Torres**
4.8

- 11. American Indians – Lecture by Stacy Halfmoon**
4.6
- 12. Asian Americans – Lecture by Dr. Sandra Wawrytko**
4.4
- 13. Dimensions in Cross-Cultural Communications – Lecture by Bob Dunn**
4.3
- 14. Living Up to Our Ideals – Lecture and Facilitation by Costa Dillon**
4.4
- 15. Removing Individual Barriers – Lecture and Facilitation by Bill Gwaltney and Costa Dillon**
4.2
- 16. Handouts**
4.3
- 17. Developing an Individual Action Plan – Workbook completion plus report-outs by attendees**
4.3
- 18. Workshop Lessons Learned – Facilitated by Julie Marcy**
4.4
- 19. Community Activity – Optional Hispanic culture emersion breakfast**
4.4
- 20. “The Power of the Illusion” – Optional 3-part video**
4.9

1. Meeting Facility/Room – 4.7

2. Refreshments – 3.2

3. Hotel - 5

4. Overall Satisfaction with Workshop – 4.6

5. Suggested Improvements:

- I understand the “white” concept as presented, but there is a need to emphasize that Anglo-Americans don’t have to change. – The idea here is to appreciate “all” cultures, not tell Anglo Americans they have screwed up since 1776 (or 1492 or a

- number of other dates). I don't feel that has been done, but I am concerned that may be the reaction of some.
- Should be longer – too short. Needs to evolve into at least 2 Prospect courses.
 - Excellent workshop. Could be enhanced by more personal “horror stories”, “success stories”, specific advice on what to do, what not to do in actual situations (like Lunchtime at Great Falls, etc.)
 - More time for individual culture sessions.
 - I would like to see this information/workshop offered as a PROSPECT course.
 - Too much Indian history – just need to know how we can include them in our area.
 - It would be nice to learn how various groups other than just white relate; how African Americans relate to Hispanic cultures, etc.
 - In the East, European and Middle Eastern visitors are increasingly using our parks. In addition, we are seeing ethnic Africans more and more. You may consider covering these cultures some as well.
 - Need to tighten up schedule – probably will need to lengthen course to get it all in or delete some things.
 - Need refreshments during breaks.
 - I'd let various “cultural” reps deliver their presentations before doing the summary. Bill presented before we heard from the Asian perspective. It was seemingly shot-gunned info.
 - More time for one-on-one or small group (3-4 people) discussions.

6. Suggestions for Future Training

- Simply hold the classes in as diverse an environment as possible. Also, include a presenter from your typical Anglo user. The last thing we need is to change things to a degree that we do the wrong thing for the Anglos. We all know there is a happy median that can be achieved.
- Asian American – 1 course. Hispanic & African American – 1 course
- The amount of material requires a weeklong course minimally. The workshop was excellent and a course developed along these lines would be well received. The audience would ideally be managers as well as front-line rangers.
- There was a diverse range in grade levels and job duties. Perhaps gearing it toward individual management levels would be more productive.
- More park rangers, down to actual workers.
- All participants should be included in a handout with all information they are providing.
- Bring in Forest Service, BLM, etc.
- Class should be provided to Parks in Parks if possible. – To all employees who deal with the public.
- Eastern European/Russian session. Recognizing religious activities. Culturally accommodating facilities. Dealing with bigotry/racism both among visitors and co-workers. I see these as sessions in a larger workshop.
- All COE employees as participants.
- Might cover how certain groups relate with others, i.e. African Americans relating to Hispanics.

- Rather than spend so much time on cultural idiosyncrasies, spend more time on steps towards cure. I didn't get all that much from Bob's or Bill's presentations – a lot from cultural reps, but would rather have discussed fixes for them.
- More ideas for practical, hands-on uses; media program development/creation. – My park likes visual/physical results.

7. Did you have any doubts or worries about attending a course about Cross Cultural Communications?

- Yes, but everyone presented their topics and dispelled those worries very quickly.
- I tend to be more reserved and I was a little apprehensive. – Good once I got into it.
- No
- No
- None whatsoever.
- No
- I thought the class would be conducted above my level of understanding, i.e., for management.
- Nope
- No
- Yes
- Not really
- None

8. If so, what were they and did you find that those doubts or worries were well founded in the content of the course itself?

- I was concerned that “finger-pointing” would begin. It did not and that is a credit to the instructors. And, could you have asked for better student/class participation!
- Not founded
- Yes, ideally.
- No
- Instructors were great and sensitive to concerns. Instructors knew a great deal about various cultures.

Additional Comments:

- You all have done a tremendous job! I thoroughly appreciated and enjoyed the entire class. Outstanding Job!
- Great course. Need to push to make it a PROSPECT course. In addition, I think the multi-agency approach is very useful.
- Great job Bob and Bill!
- Good workshop. I am definitely taking ideas to implement back with me.
- Excellent program, and about time COE realized that we need to change to meet our customers' needs.
- I think it is ludicrous to want rangers to change uniforms because they make ILLEGAL ALIENS apprehensive. People that are documented and here legally should have no fear.

- There was a lot of info for a short week. One more day might have made context fit more comfortably. Also, people want to “war story”. Let that happen in advance exchange, i.e., E-mail. Have their stories collected and shared as a handout. It’s easy to be critical, but all merely small issues (length of course, etc.). Overall, this is a terrific start.