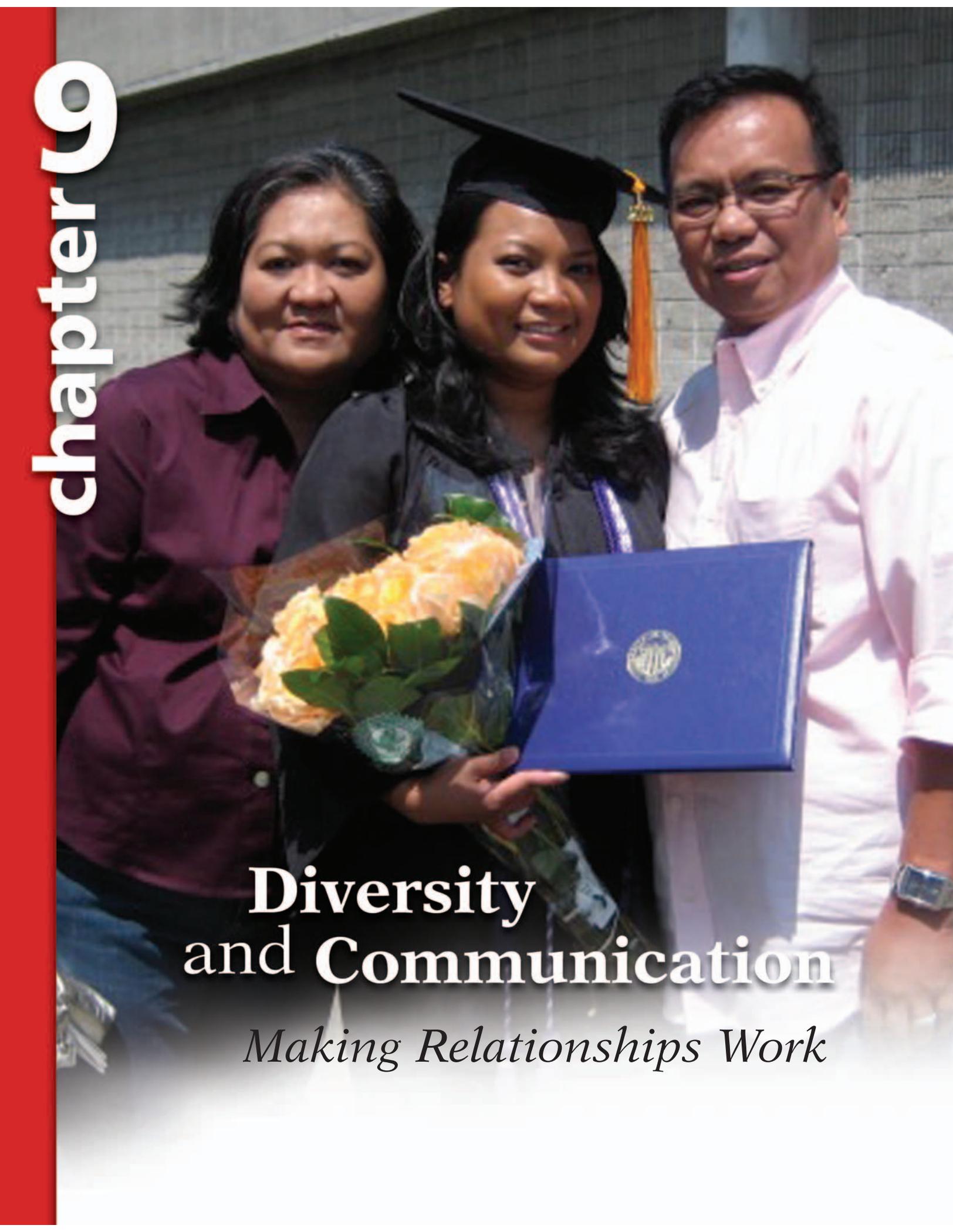


chapter 9



Diversity and Communication

Making Relationships Work

What Would You Do?



Think about this problem as you read, and consider how you would approach it. This chapter focuses on the diversity of today's student body, effective communication with others, and connecting with others.

In her native Philippines, Gaile Edrozo was on track to earn a biology degree and begin medical school. However, financial difficulties derailed her plans. Needing more opportunity to work, she and her family came to the United States in 2004. Gaile enrolled as a nursing student at Highline Community College in the fall of 2004. She was considered an international student at that time because she had not yet become a U.S. citizen.

Even as Gaile got started toward a productive goal, the financial burden of her education caused excessive stress and sleepless nights. The cost of her education was too high for her family to manage, even with the many sacrifices her parents were making. Even more frightening was the possibility that Gaile would lose her immigration status if she were unable to stay in school and would have to return to the Philippines alone, without her family.

Gaile felt overcome with fear that her dream to become a nurse and have a career she loved, as well as to contribute to her family financially, would be taken away as it had been in the Philippines. She threw herself into her schoolwork, hoping to be eligible for scholarships or other aid. However, none of the scholarships she explored was available to an international student. Sensing it was time to reach out for help, Gaile took the advice of fellow

students and registered for Honors 100, a course at Highline for both citizens and international students that helps students explore scholarship opportunities, prepare portfolio and resumé materials, and look at four-year institutions. She hoped her instructor could help her avoid losing her dream a second time. (To be continued . . .)

Connecting with others opens up possibilities and can help you live your dreams. You'll learn more about Gaile, and revisit her situation, within the chapter.

In this chapter, you'll explore answers to these questions:

- How can you develop cultural competence? p. 240
- How can you communicate effectively? p. 247
- How do you make the most of personal relationships? p. 253



ANALYTICAL



CREATIVE



PRACTICAL

STATUS *Check*

► How developed are your cultural competence and communication skills?



For each statement, circle the number that feels right to you, from 1 for “not at all true for me” to 5 for “very true for me.”

► I am constantly working to develop cultural competence.	1 2 3 4 5
► I seek to incorporate diverse people and cultures into my life.	1 2 3 4 5
► I believe even positive stereotypes can hurt my ability to get to know someone.	1 2 3 4 5
► I understand the difference between tolerating those different from me and accepting and celebrating those differences.	1 2 3 4 5
► I am able to adjust to different communication styles when necessary.	1 2 3 4 5
► I pay attention to and interpret meaning from nonverbal and body language.	1 2 3 4 5
► I use positive relationship strategies to strengthen my personal connections.	1 2 3 4 5
► I know the warning signs of destructive or hostile relationships.	1 2 3 4 5
► I am aware of common date rape drugs and know how to protect myself.	1 2 3 4 5
► I manage electronic communication effectively and do not let it run my life.	1 2 3 4 5

Each of the topics in these statements is covered in this chapter. Note those statements for which you circled a 3 or lower. Skim the chapter to see where those topics appear, and pay special attention to them as you read, learn, and apply new strategies.

REMEMBER: No matter how developed your cultural competence and communication skills are, you can improve with effort and practice.

“Successfully intelligent people question assumptions and encourage others to do so. We all tend to have assumptions about the way things are or should be . . . but creatively intelligent people question many assumptions that others accept, eventually leading others to question those assumptions as well.”

—Robert Sternberg

Resource Link: See Ch. 9 PowerPoint Slides 3–12 for an overview of the chapter and this section. Have students visit MyStudentSuccessLab, Communication topic, to view video or for extra practice.

How can you develop cultural competence?

A century ago it was possible to live an entire lifetime surrounded only by people from your own culture. Not so today. American society consists of people from a multitude of countries and cultural backgrounds. In fact, in the 2000 census, U.S. citizens described themselves in terms of sixty-three different racial categories, compared with only five in 1990.¹ Cable television, the Internet, and the global marketplace have increased cultural awareness.

What diversity means

Differences among people

On an interpersonal level, *diversity* refers to the differences among people and among groups that people are a part of. Differences in gender, skin color, ethnicity and national origin, age, and physical characteristics are most obvious. Differences in cultural and religious beliefs and practices, education, sexual orientation, socioeconomic status, family background, and marital and parental status are less visible but no less significant.

Differences within people

Another layer of diversity lies within each person. Among the factors defining this layer are personality traits, learning style, strengths and weaknesses, and natural talents and interests. No one else has been or will ever be exactly like you.

In college, at work, and as you go about your daily life you are likely to meet people who reflect America's growing diversity, including the following:

- ▶ Bi- or multiracial individuals
- ▶ People from families with more than one religious tradition
- ▶ Nonnative English speakers, like Gaile, who may have emigrated from outside the United States
- ▶ Students older than the “traditional” 18- to 22-year-old
- ▶ People living with various kinds of disabilities
- ▶ Gay, lesbian, bisexual, or transgender individuals
- ▶ People practicing different lifestyles—often expressed in the way they dress or their interests, friends, or leisure activities

Interacting effectively with all kinds of people is the goal of *cultural competence*—the ability to understand and appreciate differences among people and adjust behavior in ways that enhance, rather than detract from, relationships and communication. Cultural competence is crucial to both school and life success. According to the National Center for Cultural Competence, developing cultural competence is based on five actions:²

1. Valuing diversity
2. Identifying and evaluating personal perceptions and attitudes
3. Being aware of what happens when different cultures interact
4. Building knowledge about other cultures
5. Using learning to adapt to diverse cultures that are encountered

In developing cultural competence, you learn practical skills that enable you to connect to others, bridging the gap between who you are and who they are.³

Action 1: Value diversity

Valuing diversity means having a basic respect for the differences among people and an understanding of what is positive about those differences. No one likes everyone they meet, but if you value diversity, you treat people with tolerance and respect whether you like them or not, avoiding assumptions and granting them the right to think, feel, and believe without being judged. This attitude helps you to take emotionally intelligent actions, as shown in Key 9.1.

It is important to note that valuing diversity is about more than just passive *tolerance* of the world around you (not causing conflict but not seeking harmony either). Moving further than that, toward *acceptance*, you value diversity by actively working toward teamwork and friendship, celebrating differences as an enriching part of life.



- When you share goals with someone, personal differences may fade into the background. This teacher and student share a goal of repairing an internal computer component.
- © David Barber/PhotoEdit

Powerful Question: Ask students: “How can I acculturate to a community without giving up who I am?” (Hint: Adjust attitudes and communication to connect with a different culture.)

Teaching Tip: Discuss the difference between tolerance and acceptance. Ask students for examples of each and talk about how the attitudes affect communication.

Activity: Ask students to spend 1–2 minutes writing about what “living in a diverse world” means to them (topics may include different backgrounds, cultures, values). Discuss their answers.



APPROACH DIVERSITY WITH EMOTIONAL INTELLIGENCE

YOUR ROLE	SITUATION	CLOSED-MINDED RESPONSE	EMOTIONALLY INTELLIGENT RESPONSE
Fellow student	For an assignment, you are paired with a student old enough to be your mother.	You assume the student will be clueless about the modern world. You get ready to react against her preaching about how to do the assignment.	You acknowledge your feelings but try to get to know the student as an individual. You stay open to what you can learn from her experiences and realize you have things to offer as well.
Friend	You are invited to dinner at a friend's house. When he introduces you to his partner, you realize that he is gay.	Uncomfortable with the idea of two men in a relationship, you pretend you have a cell phone call and make an excuse to leave early. You avoid your friend after that.	You have dinner with the two men and make an effort to get to know more about them, individually and as a couple. You compare your immediate assumptions to what you learned about them at dinner.
Employee	Your new boss is of a different racial and cultural background than yours.	You assume that you and your new boss don't have much in common. Thinking he will be distant and uninterested in you, you already don't like him.	You acknowledge your stereotypes but work to set them aside so that you can build a relationship with your boss. You adapt to his style and make an effort to get to know him better.

Action 2: Identify and evaluate personal perceptions and attitudes

Bringing the first and second parts of emotional intelligence into play, you identify perceptions and attitudes by noticing your feelings about others and then you evaluate these attitudes by looking at the effect they have on you and on others. Many who value the *concept* of diversity experience negative feelings about the *reality* of diversity in their own lives. This disconnect often reveals prejudices and stereotypes.

Prejudice

Almost everyone has some level of **prejudice** that involves prejudging others, usually on the basis of characteristics such as gender, race, sexual orientation, disability, and religion. People judge others without knowing anything about them because of factors like the following:

- ▶ *Influence of family and culture.* Children learn attitudes—including intolerance, superiority, and hate—from their parents, peers, and community.
- ▶ *Fear of differences.* It is human to fear and to make assumptions about the unfamiliar.
- ▶ *Experience.* One bad experience with a person of a particular race or religion may lead someone to condemn all people with the same background.

PREJUDICE
A preconceived judgment or opinion formed without just grounds or sufficient knowledge.

STEREOTYPE
A standardized mental picture that represents an oversimplified opinion or uncritical judgment.

Stereotypes

Prejudice is usually built on **stereotypes**—assumptions made, without proof or critical thinking, about the characteristics of a person or group of people, based on factors such as the following:



BOTH POSITIVE AND NEGATIVE STEREOTYPES MASK UNIQUENESS

POSITIVE STEREOTYPE	NEGATIVE STEREOTYPE
Women are nurturing.	Women are too emotional for business.
African Americans are great athletes.	African Americans struggle in school.
Hispanic Americans are family oriented.	Hispanic Americans have too many kids.
White people are successful in business.	White people are cold and power hungry.
Gay men have a great sense of style.	Gay men are overly effeminate.
People with disabilities have strength of will.	People with disabilities are bitter.
Older people are wise.	Older people are set in their ways.
Asian Americans are good at math and science.	Asian Americans are poor leaders.

- ▶ *Desire for patterns and logic.* People often try to make sense of the world by using the labels, categories, and generalizations that stereotypes provide.
- ▶ *Media influences.* The more people see stereotypical images—the airhead beautiful blonde, the jolly fat man—the easier it is to believe that stereotypes are universal.
- ▶ *Laziness.* Labeling group members according to a characteristic they seem to have in common takes less work than asking questions about who each individual really is.

Stereotypes derail personal connections and block effective communication; pasting a label on a person makes it hard to see the real person underneath. Even stereotypes that seem “positive” may be untrue and get in the way of perceiving uniqueness. Key 9.2 lists some of the “positive” and “negative” stereotypes often heard in media or conversations.

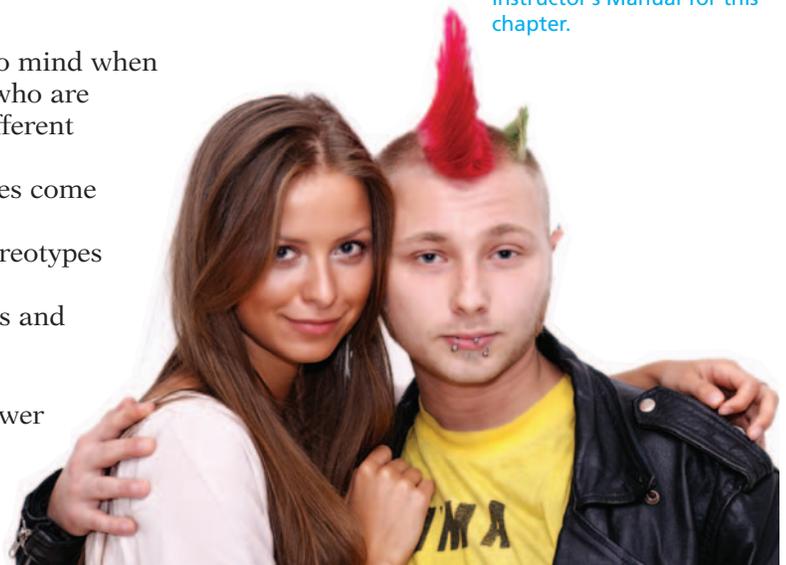
To identify attitudes that hinder cultural competence, ask analytical questions about your own ideas and beliefs:

- ▶ How do I react to differences?
- ▶ What prejudices or stereotypes come to mind when I see people, in real life or the media, who are a different color than I am? From a different culture? Making different choices?
- ▶ Where do my prejudices and stereotypes come from?
- ▶ Are these prejudices fair? Are these stereotypes accurate?
- ▶ What harm can having these prejudices and believing these stereotypes cause?

With the knowledge you build as you answer these questions, move on to the next stage: looking carefully at what happens when people from different cultures interact.

Teaching Tip: Remind students that stereotypes can be either negative or positive using Key 9.2, and that either way, they are inaccurate.

Resource Link: To help students begin to examine themselves, consider assigning “Personal Differences Assessment” from the Instructor’s Manual for this chapter.



GET CREATIVE!



Expand Your Perception of Diversity

The ability to respond to people as individuals requires that you become more aware of the diversity that is not always on the surface. Start by examining your own uniqueness. Brainstorm ten words or phrases that describe you. The challenge: Keep references to your ethnicity or appearance (brunette, Cuban American, wheelchair dependent, and so on) to a minimum, and fill the rest of the list with characteristics others can't see at a glance (laid-back, only child, 24 years old, drummer, marathoner, interpersonal learner, and so on).

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Next, pair up with a classmate you do not know well. List on a separate sheet of paper any characteristics you know about him or her—chances are most of them will be visible. Then talk with the classmate. As you talk, you should round out your lists about each other with what you have discovered from your conversation. Finally, answer two questions.

What stands out to you about what you learned about your classmate, and why?

What about your description of yourself would you like people to focus on more often, and why?

Action 3: Be aware of what happens when cultures interact

Resource Link: To learn about cross-cultural communication challenges, have students complete the related optional assignment in MyStudentSuccessLab, Communications topic.

DISCRIMINATION ←
Denying equal access to employment, educational, and housing opportunities or treating people as second-class citizens.

Interaction among people from different cultures can promote learning, build mutual respect, and broaden perspectives. However, as history has shown, such interaction can also produce problems caused by lack of understanding, prejudice, and stereotypic thinking. At their mildest, these problems create roadblocks that obstruct relationships and communication. At their worst, they set the stage for acts of discrimination and hate crimes.

Discrimination

Federal law says that you cannot be denied basic opportunities and rights because of your race, creed, color, age, gender, national or ethnic origin, religion, marital status, potential or actual pregnancy, or potential or actual illness or disability (unless the illness or disability prevents you from performing required tasks and unless accommodations are not possible). Despite these legal protections, **discrimination** is common and often appears on college

campuses. Members of campus clubs may reject prospective members because of religious differences or race, for example, or instructors and students may judge one another according to their weight, accent, or body piercings.

Hate crimes

When prejudice turns violent, it often manifests itself in *hate crimes*—actions motivated by a hatred of a specific characteristic thought to be possessed by the victim, usually based on race, ethnicity, or religious or sexual orientation. Because hate crime statistics include only reported incidents, they tell just a part of the story—many more crimes likely go unreported by victims fearful of what might happen if they contact authorities.

Focusing on the positive aspects of intercultural interaction starts with understanding the ideas and attitudes that lead to discrimination and hate crimes. With this awareness, you will be better prepared to push past negative possibilities and open your mind to positive outcomes. Dr. Martin Luther King Jr. believed that careful thinking could change attitudes.

The tough-minded person always examines the facts before he reaches conclusions: in short, he postjudges. The tender-minded person reaches conclusions before he has examined the first fact; in short, he prejudges and is prejudiced. . . . There is little hope for us until we become tough minded enough to break loose from the shackles of prejudice, half-truths, and down-right ignorance.⁴

Action 4: Build cultural knowledge

The successfully intelligent response to discrimination and hate, and the next step in your path toward cultural competence, is to gather knowledge. You have a personal responsibility to learn about people who are different from you, including those you are likely to meet on campus. What are some practical ways to begin?

- ▶ *Read* newspapers, books, magazines, and websites that expose you to different perspectives.
- ▶ *Ask questions* of all kinds of people, about themselves and their traditions.
- ▶ *Observe* how people behave, what they eat and wear, how they interact with others.
- ▶ *Travel internationally* to unfamiliar places where you can experience different ways of living.
- ▶ *Travel locally* to equally unfamiliar but close-by places where you will encounter a variety of people.
- ▶ *Build friendships* with fellow students or co-workers you would not ordinarily approach.

Some colleges have international exchange programs that can help you appreciate the world's cultural diversity. Engaging with students from other countries—whether they have come to your college or you have chosen to study abroad—can provide a two-way learning experience, helping each of you learn about each other's culture.

Building knowledge also means exploring yourself. Talk with family, read, and seek experiences that educate you about your own cultural heritage; then share what you know with others.

Action 5: Adapt to diverse cultures

Here's where you put cultural competence to work and bring in the final stage of emotional intelligence—taking action with the intent of bringing about a

Resource Link: Using Ch. 9 PowerPoint Slides 8 and 9, remind students that the best way to solve a problem is to address the cause, not the effect. Combating prejudice, then, is the key to taking things in a more positive direction.

Powerful Question: Cite a diversity-related statistic about your school (differences in how long it takes students to graduate, race/ethnic percentages in the student body, religious group membership, etc.). Invite reaction and discuss.



positive outcome. Choose actions that feel right to you, that cause no harm, and that make a difference, however small. Let the following suggestions inspire your own creative ideas about how you can relate to others.

▶ *Look past external characteristics.* If you meet a woman with a disability, get to know her. She may be an accounting major, a daughter, and a mother. She may love baseball,

politics, and science fiction novels. These characteristics—not just her physical person—describe who she is.

▶ *Move beyond your feelings.* Engage your emotional intelligence to note what different people make you feel, and then examine the potential effect of those feelings. By working to move beyond feelings that could lead to harmful assumptions and negative outcomes, you will improve your chance for successful communication.

▶ *Put yourself in other people's shoes.* Ask questions about what other people feel, especially if there's a conflict. Offer friendship to someone new who is adjusting to your school community.

▶ *Adjust to cultural differences.* When you understand someone's way of being and put it into practice, you show respect and encourage communication. For example, if a study group member takes offense at a particular kind of language, avoid it when you meet.

▶ *Climb over language barriers.* When speaking with someone who is struggling with your language, choose words the person is likely to know, avoid slang expressions, be patient, and use body language to fill in what words can't say. Invite questions, and ask them yourself.

▶ *Help others.* There are countless ways to make a difference, from providing food or money to a neighbor in need to sending relief funds over the Internet to nations devastated by natural disasters. Every act, no matter how small, makes the world that much better. Remember Gaile's story and how she needs help to complete her education, which will enable her to help others as a nurse.

▶ *Stand up against prejudice, discrimination, and hate.* When you hear a prejudiced remark, notice discrimination taking place, or suspect a hate crime, ask questions about how to encourage a move in the right direction. You may choose to make a comment or to get help by approaching an authority such as an instructor or dean. Support organizations that encourage tolerance.

▶ *Recognize that people everywhere have the same basic needs.* Everyone loves, thinks, hurts, hopes, fears, and plans. When you are trying to find common ground with diverse people, remember that you are united first through your essential humanity.

Just as there is diversity in skin color and ethnicity, there is also diversity in the way people communicate. Effective communication helps people of all cultures make connections.

Fast Fact: Research indicates that people with significant multicultural experiences had higher creativity levels than those without such experience. (Source: Leung, A. K., et al. (2008). Multicultural experience enhances creativity? *American Psychologist*, 63(6), 169–181.)

Change the CONVERSATION



Challenge yourself and your friends to ask—and answer—tough questions. Use the following to inspire discussion in pairs or groups.

▶ What stereotypes seem to stay in your head whether or not you want them to? For each one you can name, identify a person who reinforces it *and* a person who contradicts it.

▶ Has a point of difference ever kept you from connecting with someone? What makes you hesitate? What might you gain from overcoming your hesitation?

▶ **CONSIDER THE CASE:** Fellow students gave Gaile advice that led her to the course that helped her most. When have fellow students helped you—or not helped—when you needed it? When have you chosen to help—or to avoid—someone who needed support?



student profile



Jad El-Adaimi

California Polytechnic State University, San Luis Obispo, California

About me:

I went to school in Lebanon. Then I came to Cupertino, California, where I went to De Anza College and attained my A.S. degree in biological sciences. After two years and a degree I transferred to Cal Poly in San Luis Obispo and graduated in June of 2010 with a B.S. in molecular and cellular biology. I started my master's program in September of 2010.

How I faced a challenge:

I grew up in Lebanon, where almost everyone was Lebanese. I was open and friendly with everyone, but had never lived with those from other

cultures. When I came to college in the U.S. that all changed. I met people from around the world. I worked and studied with people from different backgrounds. In the beginning I felt disconnected and tried finding friends from my regional area. This did not help me adjust, but instead made me feel homesick. As soon as I started broadening my perspective of cultures and communicating with everyone, everything changed. We learn from everyone around us. I started being less secluded and more outgoing and close with people from all over the U.S. and the world, which included learning a few words from each language, eating their food, celebrating some of their holidays, and respecting their traditions. I think that broadening my commu-

nication allowed me to adjust to different cultures and people and helped me transfer successfully from De Anza to Cal Poly.

What will help me in the workplace:

We build our personality and experiences through the people around us. When you start a new job you will be meeting new people. Learn to adjust to everyone and accept them for who they are within your limits. This way you can do your work at the highest standard and still maintain a social aspect and enjoy your workplace. Accepting people or at least adjusting to them in some manner will help in any situation.

How can you communicate effectively?

Spoken communication that is clear promotes success at school and work or in personal relationships. Thinking communicators analyze and adjust to communication styles, learn to give and receive criticism, analyze and make practical use of body language, and work through communication problems.

Adjust to communication styles

When you speak, your goal is for listeners to receive the message as you intended. Problems arise when one person has trouble “translating” a message

Work/Life Link: Communication is a top-ranked work competency. Have students brainstorm communication issues in the workplace. Ask them how their communication style might help or hinder conflict resolution.

Resource Link: See Ch. 9 PowerPoint Slides 13–16 for a review of this section. See also the two practice activities in MyStudentSuccessLab, Communications topic, which focus on adjusting your communication to suit the audience. (*Time: about 35 minutes for both activities*)



Communication with others is essential to every school and work goal, from team projects to study groups to on-the-job collaborations.
© Shutterstock

coming from someone using a different communication style. Your knowledge of the Personality Spectrum (see Chapter 3) will help you understand and analyze the ways diverse people communicate.

Identifying your styles

Successful communication depends on understanding your personal style and becoming attuned to the styles of others. The following styles are associated with the four dimensions of the Personality Spectrum. No one style is better than another. As you read, keep in mind that these are generalizations—individuals will exhibit a range of variations within each style.

■ **Thinkers communicate by focusing on facts and logic.** As speakers, they tend to rely on logical analysis to communicate ideas and prefer quantitative concepts to conceptual or emotional approaches. As listeners, they often do best with logical messages. Thinkers may also need time to process what they have heard before responding. Written messages—on paper or via e-mail—are useful because creating them allows time to put ideas together logically.

■ **Organizers communicate by focusing on structure and completeness.** As speakers, they tend to deliver well-thought-out, structured messages that fit into an organized plan. As listeners, they often appreciate a well-organized message that defines practical tasks in concrete terms. As with Thinkers, a written format is often an effective form of communication to or from an Organizer.

■ **Givers communicate by focusing on concern for others.** As speakers, they tend to cultivate harmony, analyzing what will promote closeness in relationships. As listeners, they often appreciate messages that emphasize personal connection and address the emotional side of an issue. Whether speaking or listening, Givers often favor in-person talks over written messages.

■ **Adventurers communicate by focusing on the present.** As speakers, they focus on creative ideas, tending to convey a message as soon as the idea arises and then move on to the next activity. As listeners, they appreciate up-front, short, direct messages that don't get sidetracked. Like Givers, Adventurers tend to communicate and listen more effectively in person.

What is your style? Use this information as a jumping-off point for your self-exploration. Just as people tend to demonstrate characteristics from more than one Personality Spectrum dimension, communicators may demonstrate different styles.

Put your knowledge of communication styles to use

Compare these communication styles to your own tendencies and also consider how others seem to respond to you. Your practical thinking skills can help you figure out what works well for you. However, you are only half of any communication picture. Your creative skills will help you shift your perspective to

think about the other person's thoughts and feelings and what might work best interacting with that person's communication style.

■ **Speakers adjust to listeners.** Listeners may interpret messages in ways you never intended. Think about practical solutions to this kind of problem as you read the following interaction involving a Giver (instructor) and Thinker (student):

Instructor: "Your essay didn't communicate any sense of your personal voice."

Student: "What do you mean? I spent hours writing it. I thought it was on the mark."

- ▶ *Without adjustment:* The instructor ignores the student's need for detail and continues to generalize. Comments like "You need to elaborate," "Try writing from the heart," or "You're not considering your audience" might confuse or discourage the student.
- ▶ *With adjustment:* Greater logic and detail will help. For example, the instructor might communicate better by saying, "You've supported your central idea clearly, but you didn't move beyond the facts into your interpretation of what they mean. Your essay reads like a research paper. The language doesn't sound like it is coming directly from you."

■ **Listeners adjust to speakers.** As a listener, improve understanding by being aware of differences and translating messages so they make sense to you. The following example with an Adventurer (employee) and an Organizer (supervisor) shows how adjusting can pay off.

Employee: "I'm upset about the e-mail you sent me. You never talked to me directly and you let the problem build into a crisis. I haven't had a chance to defend myself."

- ▶ *Without adjustment:* If the supervisor is annoyed by the employee's insistence on direct personal contact, he or she may become defensive: "I told you clearly what needs to be done. I don't know what else there is to discuss."
- ▶ *With adjustment:* In an effort to improve communication, the supervisor responds by encouraging the in-person exchange that is best for the employee. "Let's meet after lunch so you can explain to me how you believe we can improve the situation."

In addition to the Personality Spectrum, multiple intelligences can also provide clues about communication style. The multiple intelligences table in this chapter (see p. 250) presents different communication strategies suggested for use in a study group for a criminal justice course.

Knowing yourself is an important aspect of successful communication. However, adapting to differences between yourself and others, such as generational differences, is essential as well.

Adjust to communication styles between generations

Like other groupings of people, generations come with personal and lifestyle characteristics that can affect intergenerational communication. Being able to recognize and adapt to differences caused by generation gaps can help you communicate successfully. Key 9.3 contains helpful communication tips for interacting with people of different ages.

Activity (small group): Break students into groups with as many communication styles represented as possible (i.e., Thinker, Giver). Have groups brainstorm communication techniques for each type and present their ideas to the class. (Time: about 25 to 30 minutes)



Apply Different Intelligences to Improve a Criminal Justice Study Group

INTELLIGENCE	USE MI STRATEGIES TO IMPROVE COMMUNICATION	APPLY MI COMMUNICATION STRATEGIES TO LEARN ABOUT THE U.S. COURT SYSTEM*
Verbal-Linguistic 	<ul style="list-style-type: none"> Find opportunities to express your thoughts and feelings to others—either in writing or in person. Listening to words is at least as important as speaking them. 	<ul style="list-style-type: none"> Divide your group or pair into two parts. One person or subgroup should teach the historical development of the state court system. The other should teach the historical development of the federal court system.
Logical-Mathematical 	<ul style="list-style-type: none"> Allow yourself time to think through a problem before discussing it. Write out an argument on paper and rehearse it. When communicating with others whose styles are not as logic-focused, ask specific questions to learn the facts you need. 	<ul style="list-style-type: none"> Ask questions to evaluate the effectiveness of the state and federal court systems: What works well? Where are the breakdowns? What improvements could you suggest?
Bodily-Kinesthetic 	<ul style="list-style-type: none"> Have an important talk while walking, running, or performing a task that does not involve concentration. Work out to burn off excess energy before having an important discussion. 	<ul style="list-style-type: none"> Assign roles for group members to arrange a courtroom “set” in the classroom. Choose a case to recreate and perform a “mock trial” to illustrate an example of how a trial works in a state or federal court.
Visual-Spatial 	<ul style="list-style-type: none"> Make a drawing or diagram of points you want to communicate during an important discussion. If you are in a formal classroom or work setting, use visual aids to explain your main points. 	<ul style="list-style-type: none"> In a pair or group, each individual or group half draws a diagram—one showing the structure of the state court system and one showing the structure of the federal court system.
Interpersonal 	<ul style="list-style-type: none"> If you tend to dominate group conversation, focus more on listening. If you tend to prioritize listening to others, work on becoming more assertive about expressing your opinion. 	<ul style="list-style-type: none"> Select a landmark Supreme Court case. In a pair or group, each person or half of the group should argue one side of the case. Give everyone time to communicate clearly.
Intrapersonal 	<ul style="list-style-type: none"> Be as clear as possible when expressing what you know about yourself, and recognize that not all communicators may be self-aware. When you have a difficult encounter, take time alone to decide how to communicate more effectively next time. 	<ul style="list-style-type: none"> Select the court system topic or segment that you know you will comprehend best. Suggest that you handle that topic or segment when the group divides up material for each group member to learn and present to the others.
Musical 	<ul style="list-style-type: none"> Before communicating difficult thoughts or feelings, work through them by writing a poem or song. Be sensitive to the rhythms of a conversation. Sense when to voice your opinion and when to hang back. 	<ul style="list-style-type: none"> Create a song or rhythmic mnemonic device together that helps you remember the vocabulary associated with the court system, such as <i>appeal</i>, <i>jurisdiction</i>, and <i>judicial review</i>.
Naturalistic 	<ul style="list-style-type: none"> Use your ability to recognize patterns to evaluate communication situations. Employ patterns that work well and avoid those that do not. When appropriate, make an analogy from the natural world of plants or animals to clarify a point in a conversation. 	<ul style="list-style-type: none"> In a pair or group, talk through the process of how a trial moves from the lowest state level all the way to the Supreme Court. Make a timeline that shows the pattern of how the case progresses.

*For information on the federal court system, see Frank Schmalleger, *Criminal Justice Today: An Introductory Text for the Twenty-First Century*, Upper Saddle River, NJ: Prentice Hall, 2005.



COMMUNICATE WITH INTERGENERATIONAL AWARENESS

GENERATION	COMMUNICATION STYLE	COMMUNICATION CHALLENGES	TIPS FOR COMMUNICATING
Baby Boomers (1946–1964)	<ul style="list-style-type: none"> Focus on personal growth and achievement Politically correct Inclined to use both face-to-face and electronic communication 	<ul style="list-style-type: none"> Can easily misunderstand instant electronic communication (texts, IMs, blogs, etc.) Uncomfortable with conflict Judgmental 	<ul style="list-style-type: none"> Be open and direct (baby boomers are the “show me” generation) Use face-to-face or electronic communication Provide details
Generation X (1965–1980)	<ul style="list-style-type: none"> Casual Pragmatic Skeptical Unimpressed by authority Use e-mail 	<ul style="list-style-type: none"> Impatient Cynical Communication can be limited to e-mail or other noninteractive forms of communication 	<ul style="list-style-type: none"> Use e-mail as primary communication Ask for feedback Keep it short to hold attention Use an informational style
Generation Y or Millennials (1980–1994)	<ul style="list-style-type: none"> Value self-expression over self-control Respect must be earned Comfortable with online communication Spend a lot of time online 	<ul style="list-style-type: none"> Overly focused on accessing information electronically Teaching older generations to use technology erodes sense of respect for elders Inexperience dealing with people 	<ul style="list-style-type: none"> Use e-mail, voice mail, and texts Communicate with visuals Use humor Respect their knowledge Encourage them to break rules when thinking

Note: The majority of people from all generations prefer face-to-face communication to written or electronic communication.

Source: Some information from a table on different generations by Greg Hammil, “Mixing and Managing Four Generations of Employees.” *FDU Magazine*, Winter/Spring 2005 (www.fdu.edu/newspubs/magazine/05ws/generations.htm)

Know how to give and take criticism

Criticism can be either constructive or unconstructive. **Constructive criticism** is a practical problem-solving strategy, involving goodwill suggestions for improving a situation. In contrast, unconstructive criticism focuses on what went wrong, doesn’t offer alternatives that might help solve the problem, and is often delivered negatively, creating bad feelings.

→ CONSTRUCTIVE CRITICISM
Criticism that promotes improvement or development.

When offered constructively, criticism can help bring about important changes. Consider a case in which someone has continually been late to study group sessions. Which comment from the group leader would better encourage a change in behavior?

- ▶ *Constructive.* The group leader talks privately with the student: “I’ve noticed that you’ve been late a lot. We count on you to contribute. Is there a problem that is keeping you from being on time? Can we help?”
- ▶ *Unconstructive.* The leader watches the student arrive late and says, in front of everyone, “If you can’t start getting here on time, there’s really no point in your coming.”

At school, instructors criticize classwork, papers, and exams. On the job, criticism may come from supervisors, co-workers, or customers. No matter the source, constructive comments can help you grow. Be open to what you hear, and remember that most people want you to succeed.

Teaching Tip: Point out Key 9.3 for examples of how communication differs between generations and ask for examples from students’ experience. As an exercise in perspective, have them imagine communication differences between them and the next generation.

Work/Life Link: First, have students list workplace communication issues that could occur due to cultural, gender, and generational differences. Next, have them write for 1–2 minutes about steps they can take now to avoid such issues later.

■ **Offering constructive criticism.** Use the following strategies to increase its effectiveness:

- ▶ *Criticize the behavior, not the person.* Avoid personal attacks. “You’ve been late to five group meetings” is preferable to “You’re lazy.”
- ▶ *Define the specific problem.* Try to focus on the facts, backing them up with specific examples and minimizing emotions.
- ▶ *Suggest new approaches and offer help.* Talk about practical ways to handle the situation. Brainstorm creative options. Help the person feel supported.
- ▶ *Use a positive approach and hopeful language.* Express your belief that the person can turn the situation around.

■ **Receiving criticism.** When on criticism’s receiving end, use the following techniques:

- ▶ *Analyze the comments.* Listen carefully and then evaluate what you hear. What does it mean? What is the intent? Try to let unconstructive comments go without responding.
- ▶ *Ask for suggestions on how to change your behavior.* Be open to what others say.
- ▶ *Summarize the criticism and your response.* The goal is for all to understand the situation.
- ▶ *Use a specific strategy.* Apply problem-solving skills to analyze the problem, brainstorm ways to change, choose a strategy, and take practical action to make it happen.

Criticism, as well as other thoughts and feelings, may be communicated nonverbally. You will become a more effective communicator if you understand body language.

Understand body language

Body language has an extraordinary capacity to express people’s real feelings through gestures, eye movements, facial expressions, body positioning and posture, touching behaviors, vocal tone, and use of personal space. Why is it important to know how to analyze body language?

▶ *Nonverbal cues shade meaning.* What you say can mean different things depending on body positioning or vocal tone. The statement “That’s a great idea” sounds positive. However, said while sitting with your arms and legs crossed and looking away, it may communicate that you dislike the idea. Said sarcastically, the tone may reveal that you consider the idea a joke.

▶ *Cultures use body language differently.* In the United States, for example, looking away from someone may be a sign of anger or distress; in Japan, the same behavior is usually a sign of respect.

▶ *Nonverbal communication strongly influences first impressions.* First impressions emerge from a combination of verbal and nonverbal cues. Nonverbal elements, including tone of voice, posture, eye contact, and speed and style of movement, usually come across first and strongest.

Although reading body language is not an exact science, the following practical strategies will help you use it to improve communication.

Teaching Tip: Nonverbal communication is a huge part of communication. Review the chapter’s suggestions and ask for examples of cultural differences in body language from personal experience.



GET ANALYTICAL!

Give Constructive Criticism



Think of a situation that could be improved if you were able to offer constructive criticism to a friend or family member. Describe the situation and name the improvement you seek:

Imagine that you have a chance to speak to this person. First describe the setting—time, place, atmosphere—where you think you would be most successful:

Now develop your “script.” Analyze the situation and decide on the most constructive approach. Use a separate sheet of paper to freewrite what you would say. Keep in mind the goal your communication seeks to achieve.

Finally, if you can, make your plan a reality. Will you do it? Yes _____ No _____

If you have the conversation, was it worth it? Yes _____ No _____

► *Pay attention to what is said through nonverbal cues.* Focus on your tone, your body position, and whether your cues reinforce or contradict your words. Then do the same for those with whom you are speaking. Look for the level of meaning in the physical.

► *Adjust behavior based on cultural differences.* In cross-cultural conversation, discover appropriate behavior by paying attention to what the other person does and by noting how others react to what you do. Then consider changes based on your observations.

► *Adjust body language to the person or situation.* What body language might you use when making a presentation in class? Meeting with your advisor? Confronting an angry co-worker? Think through how to use your physicality to communicate successfully.

One of the primary goals of successful communication is to build and maintain good relationships with family, friends, and others you encounter in daily life. All of the communication and cultural competence strategies you’ve read will contribute to that goal. Read on for more ways to navigate your relationships successfully.

How do you make the most of personal relationships?

Personal relationships with friends, classmates, spouses and partners, and parents can be sources of great satisfaction and inner peace. Good relationships can motivate you to do your best in school and on the job. When conflict arises

Resource Link: See Ch. 9 PowerPoint Slides 17–19 for a review of this section.

or relationships fall apart, however, it can affect your ability to function in all areas of your life. Relationships have enormous power.

The following straightforward approaches can help make your personal relationships as good as they can be while also showing how to manage problems when things move in the wrong direction.

Use positive relationship strategies

When you devote time and energy to education, work, and activities, results are more likely to be positive. The same is true of human connections. Here are a few ways to nurture relationships:

- ▶ *Approach people and conversations with emotional intelligence.* The more you can notice feelings, understand what they mean, and handle them in ways that bring people closer to you instead of pushing them away, the better your relationships will be.

- ▶ *If you want a friend, be a friend.* If you treat others with the kind of loyalty and support that you appreciate, you are likely to receive the same in return.

- ▶ *Spend time with people you respect and admire.* Life is too short to hang out with people who bring you down or encourage you to ignore your values.



- ▶ *Work through tensions.* Negative feelings can fester when left unspoken. Get to the root of a problem by discussing it, compromising, forgiving, and moving on.

- ▶ *Take risks.* It can be frightening to reveal your deepest dreams and frustrations, to devote yourself to a friend, or to fall in love. However, if you open yourself up, you stand to gain the incredible benefits of companionship, which for most people outweigh the risks.

- ▶ *Find a dating pattern that suits you.*

Some students date exclusively and commit

early. Some students prefer to socialize in groups. Some students date casually. Be honest with yourself—and others—about what you want in a relationship.

- ▶ *If a relationship fails, find ways to cope.* When an important relationship becomes strained or breaks up, analyze the situation and choose practical strategies to move on. Some people need time alone; others want to be with friends and family. Some need a change of scene whereas others let off steam with exercise or other activities. Whatever you do, believe that in time you will emerge stronger from the experience.

Plug into communication technology without losing touch

Modern technology has revolutionized the way people communicate. Not even 30 years ago, the telephone, mail, and telegrams were the only alternatives to speaking in person. Today, you can call or text on a mobile phone; you can write a note via e-mail, instant message, or Twitter; you can communicate through blogs and chat rooms; and you can learn about one another on social networking sites such as Facebook.

Younger students, who grew up with technology, tend to use it most. A recent Kaiser Family Foundation study found that 8- to 18-year-olds averaged 6½ hours a day in various media interactions, including texting, cell phones, and networking sites. AOL reports that among Americans aged 16 to 21, 66 percent prefer instant messaging to e-mail.⁵

Social Media: Use communication technology to enhance in-person communication, not replace it. Discuss ideas for matching communication mediums to situations such as knowing when to use e-mail, the phone, and face-to-face interaction.



ELECTRONIC COMMUNICATION HAS POSITIVE AND NEGATIVE EFFECTS

Advantages of electronic communication	Disadvantages of electronic communication
Able to communicate faster.	Easy to reveal too much personal information, which can impact jobs or careers.
Able to communicate with more people at a time.	Easy to misunderstand or misinterpret messages.
Can build communication and multitasking skills.	Can be addictive and negatively impact study time.
Can build confidence for face-to-face situations.	Can limit interpersonal abilities and face-to-face interaction skills.

Although communication technologies allow you to communicate faster, more frequently, and with more people than ever before, they also have drawbacks. Key 9.4 shows some positive and negative aspects of communication technology. Keep in mind that revealing too much about yourself on social networking sites may cause trouble, because many employers check these sites for information about prospective job candidates.⁶ See Appendix B for more information on social networking and media.

Notable among the problems with electronic communication is that it can hamper your ability to communicate in person and make friends. As freeing as it may be to communicate electronically in an anonymous, faceless environment, real life demands the ability to interact effectively face-to-face. The ideal is to communicate electronically to enhance real-time interaction rather than replace it, but this ideal can be tough to achieve.

Ultimately, you will develop your own personal communication “recipe,” consisting of how—and how much—you want to communicate. Analyze situations carefully, think creatively, and make practical decisions about how to move forward. How do you prefer to communicate with others? What forms of communication do you overuse, and what effects result?

If you’re concerned about the time you spend using forms of electronic communication, consider keeping a time journal. Any time you use an electronic device, log the time you start and stop. Review the log after a week, and think about any changes you need to make to bring your life back into balance.

Whether online or in person, conflict occurs within nearly every relationship. It can cause anger and, if taken too far, even violence. With effort, you can manage conflict and anger (and stay away from those who cannot).

Social Media: Emphasize the ways in which texting, IM-ing, and “friending” on social networking sites like Facebook can be superficial, deceptive, and/or time consuming. Prompt with examples from the text, such as the time drain of e-mailing friends.

Manage conflict

Teaching Tip: Have students think of a time when someone didn't do his or her share of the work for a group project. Ask students to discuss (without using names) how the group handled the conflict.

Conflicts, both large and small, arise when there is a clash of ideas or interests. You may have small conflicts with a housemate over a door left unlocked. You may have major conflicts with your partner about finances or with an instructor about a failing grade. Conflict, as unpleasant as it can be, is a natural element in the dynamic of getting along with others. Prevent it when you can—and when you can't, use problem-solving strategies to resolve it.

Conflict prevention strategies

Some strategies can help you to prevent conflict from starting in the first place.

■ **Send “I” messages.** “I” messages communicate your needs rather than attacking someone else. Creating these messages involves some simple rephrasing: “You didn’t lock the door!” becomes “I was worried when I came home and found the door unlocked.” “I” statements soften the conflict by highlighting the effects that the other person’s actions have on you, rather than focusing on the person or the actions themselves.

■ **Be assertive.** Most people tend to express themselves in one of three ways—aggressively, assertively, or passively. *Aggressive* communicators focus primarily on their own needs and can become impatient when needs are not satisfied. *Passive* communicators focus primarily on the needs of others and often deny themselves power, causing frustration. *Assertive* communicators are able to declare and affirm their opinions while respecting the rights of others to do the same. Assertive behavior strikes a balance between aggression and passivity and promotes the most productive communication. Key 9.5 contrasts these three communication styles.

What can aggressive and passive communicators do to move toward a more assertive style? Aggressive communicators might take time before speaking, use “I” statements, listen to others, and avoid giving orders. Passive communicators might acknowledge anger, express opinions, exercise the right to make requests, and know that their ideas and feelings are important.

Conflict resolution

All too often, people deal with conflict through *avoidance* (a passive tactic that shuts down communication) or *escalation* (an aggressive tactic that often leads to fighting). Conflict resolution demands calm communication, motivation, and careful thinking. Use analytical, creative, and practical thinking skills to apply the problem-solving plan from Chapter 4 when things heat up.



ASSERTIVENESS FOSTERS SUCCESSFUL COMMUNICATION

AGGRESSIVE	ASSERTIVE	PASSIVE
Blaming, name-calling, and verbal insults: “You created this mess!”	Expressing oneself and letting others do the same: “I have thoughts about this—first, what is your opinion?”	Feeling that one has no right to express anger: “No, I’m fine.”
Escalating arguments: “You’ll do it my way, no matter what it takes.”	Using “I” statements to defuse arguments: “I am uncomfortable with that choice and want to discuss it.”	Avoiding arguments: “Whatever you want to do is fine.”
Being demanding: “Do this.”	Asking and giving reasons: “Please consider doing it this way, and here’s why . . .”	Being noncommittal: “I’m not sure what the best way to handle this is.”

GET PRACTICAL!



Conflict Prevention Strategies

List two ways to manage conflict that seem effective to you.

1. _____
2. _____

Think of a conflict you were involved in over the past year—one that was not resolved well. Choose which of the two listed strategies you believe would have helped you prevent it or at least manage it more effectively. In the space below, describe the impact you think the strategy would have had on the situation. What might the other party's reaction have been?

Now, ask yourself *why* the technique would have been beneficial. Is it because you tend to use “you” statements? Or because the other party tends to be aggressive? Write the reason here:

Using what you've discovered about this technique, make a plan to use it again in the future. List two other situations where it might prove useful and describe how you think it would play out.

1. _____
2. _____

Trying to calm anger is an important part of resolving conflict. All people get angry at times—at people, events, and themselves. However, excessive anger can contaminate relationships, stifle communication, and turn friends and family away.

Manage anger

Strong emotions can get in the way of happiness and success. It is hard to concentrate on American history when you are raging over a nasty e-mail or a bad grade. Psychologists report that angry outbursts may actually make things worse. When you feel yourself losing control, try some of these practical anger management techniques.

- ▶ *Try to calm down.* Breathe. Slowly repeat a phrase like “Take it easy” or “Relax.”

Teaching Tip: You may want to discuss that it is hard to not attack when attacked. This is a good segue into the topic of anger. Like conflict, anger is a reality, and one key to managing it is controlling your temper.

- ▶ *Change your environment.* Take a break from what's upsetting you. Take a walk, go to the gym, or see a movie. Come up with a creative idea that will help you settle down.
- ▶ *Think before you speak.* When angry, people tend to say the first thing that comes to mind, even if it's hurtful. Instead, wait until you are in control before you say something.
- ▶ *Problem-solve.* Instead of blowing up, analyze a challenging situation, make a plan, and begin. Even if it doesn't work, making the effort may help cool your anger.
- ▶ *Get help if you need it.* If you can't keep your anger in check, you may need the help of a counselor. Many schools provide professional mental health services to students.

Avoid destructive relationships

On the far end of the spectrum of conflict and anger are relationships that turn destructive. Knowing the facts about the following situations will help you to avoid them.

Sexual harassment

Both men and women can be victims, although the most common targets are women. There are two basic types of sexual harassment:

- ▶ *Quid pro quo harassment* refers to a request for a sexual activity in exchange for something else. "If you don't do X for me, I will fail you/fire you/make your life miserable."
- ▶ *Hostile environment harassment* indicates any situation in which sexually charged remarks, behavior, or items cause discomfort. Examples include lewd jokes and pornography.

If you feel degraded by anything that goes on at school or work, address the person responsible or speak to a dean or supervisor. College administrators will enforce rules against sexual harassment but they first have to know that an incident took place.

Violent relationships

Violent relationships among students do occur.⁷ One in five students has experienced and reported at least one violent incident while dating, from being slapped to more serious violence. Although relationship violence can happen to anyone at any age, women in their teens and twenties are more likely to be victims than older women. One theory is that they are more uneasy about leaving destructive relationships or may believe that violence is normal.⁸

Analyze your situation and use problem-solving skills to come up with practical options. If you see warning signs such as controlling behavior, unpredictable mood swings, personality changes associated with alcohol and drugs, and outbursts of anger, consider ending the relationship. If you are being abused, call a shelter or abuse hotline or seek counseling at school or at a





KNOW ABOUT DATE RAPE DRUGS

	APPEARANCE	EFFECT ON DRINK	RESPONSE
Rohypnol	A small white or green-gray pill. It can be round or oval.	Looks different. Dye in the pill causes clear liquids to turn bright blue and dark drinks to turn cloudy. However, there are pills available without dye.	Feelings similar to drunkenness: You may have trouble standing, your speech may slur, or you may pass out.
GHB	A colorless liquid, white powder, or a pill.	Tastes slightly salty. Often, it will be mixed with a sweet, fruity drink to mask the saltiness.	Dizziness, tremors, sweating, a slowed heart rate, and dream-like feelings.
Ketamine	A white powder or clear liquid.	Tastes normal. Ketamine is odorless and colorless.	Distorted perceptions of sight and sound, out-of-body experiences, impaired motor control, and problems breathing.

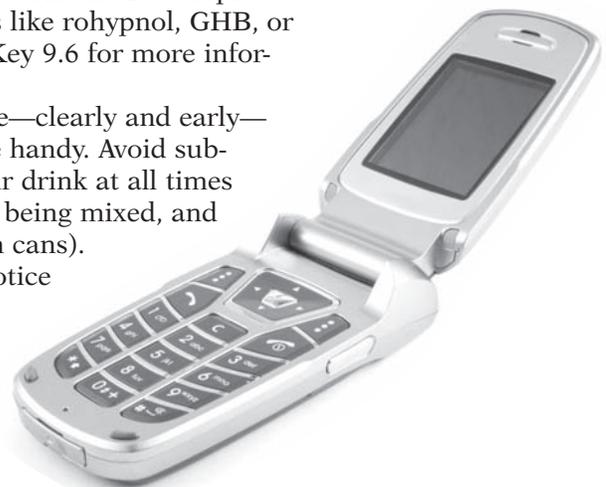
community center. If you believe that your life is in danger, get out and obtain a restraining order that requires your abuser to stay away from you.

Rape and date rape

Any intercourse or anal or oral penetration by a person against another person's will is defined as rape. Rape is primarily an act of rage and control, not sex. Acquaintance rape, or *date rape*, refers to sexual activity during an arranged social encounter that is against one partner's will, including situations where one partner is too drunk or drugged to give consent. Date rapists sometimes sedate victims with odorless, tasteless drugs like rohypnol, GHB, or ketamine, which are difficult to detect in a drink. See Key 9.6 for more information on each.

Prevention is the first line of defense. Communicate—clearly and early—what you want and don't want to do. Keep a cell phone handy. Avoid substances that impair awareness. Maintain control of your drink at all times (drink from a container you open, or watch your drink being mixed, and avoid open-source containers like punch bowls or trash cans). If you feel drunk without having had alcohol, or you notice stronger effects than usual, get help immediately.

If you are raped, whether by an acquaintance or a stranger, seek medical attention immediately. Talk to a friend or counselor. Consider reporting the incident to the police or to campus officials. And continue to get help through counseling, a rape survivor group, or a hotline.



Case Wrap-up



What happened to Gaile? Gaile's Honors 100 course instructor Dr. Barbara Clinton, also the head of the Highline honors program, helped her see the positive in her challenges and express those strengths in her portfolio and resumé. After Gaile shared her financial concerns, Dr. Clinton helped her find—and win—scholarships for which she was eligible. With the confidence she gained from her mentor, Gaile got employment authorization from the Immigration and Naturalization Service and worked as a critical care nurse technician while finishing her studies. She graduated in 2007 and started working as a registered nurse. She has completed a B.A. in nursing from the University of Washington at Tacoma and will soon change her immigration status to permanent resident.⁹

What does this story mean for you? Everyone needs a person who can help to bring out strengths, give helpful information, and provide support and encouragement. Who could you find to be for you what Gaile considers Dr. Clinton—a resource for life? Make two lists, each with at least five people's names (friends, family, faculty, work acquaintances, anyone you know personally). One lists people whom you know well and are confident already support you and care about you. The other lists people you don't know as well but admire and feel that you could learn from. Choose one person from each list and brainstorm a short paragraph about what you think you need from that person as a mentor.

What effects go beyond your world? Your needs are important—and so are the needs of others. Reach beyond your world to mentor someone who could use your help. Check out www.mentoring.org as a start to find out more about what mentoring involves and what kinds of programs are already in place for people who want to mentor someone. Look into a program from that website, a program at your college or in your community, or start making more regular contact with someone in need on your own. Your presence will make a difference—both to the person you mentor as well as yourself.

Resource Link: See Ch. 9 PowerPoint last three slides to discuss and review the case.

Activity (group): After considering the story of Gaile, have a large or small group discussion that focuses on how students can find mentors.
(Time: 10 minutes)



Successful Intelligence *Wrap-up*

HERE'S HOW YOU HAVE BUILT SKILLS IN **CHAPTER 9** :

ANALYTICAL THINKING



- You examined how prejudice and racism can negatively affect your ability to communicate with a diverse population.
- In the Get Analytical exercise, you developed a script to tackle situations in need of constructive criticism and analyzed its effectiveness.
- You explored the positive and negative effects of using communication technology.

CREATIVE THINKING



- You explored how shifting your perspective can help you adjust to different communication styles.
- In the Get Creative exercise, you looked at yourself and others from a new perspective and took action against the preconceptions of stereotypes.
- You explored different possibilities for what body language may be communicating.

PRACTICAL THINKING



- You explored practical actions that help you to adapt to diverse cultures.
- In the Get Practical exercise, you put conflict prevention strategies to work.
- You reviewed how to protect yourself against damaging relationships and avoid dangerous social situations.



Word for Thought

The **Arabic** word *taraadin* (tah-rah'-deen) refers to a “win-win” solution to a problem, an agreement that brings positive effects to all involved.¹⁰ With the cultural competence that enables you to accept and adjust to diverse people, you can come up with win-win solutions. When you can bring about *taraadin* in your life, you will benefit as much as those around you.

Activity (individual): Ask students to write a responsive essay to the word *taraadin* in which they describe an incident or *taraadin* that they experienced and what the benefits were for them and others. (Time: 5 minutes to think and write)

Building Skills for College, Career, and Life



Steps to Success

Make a Difference

BUILD BASIC SKILLS. Looking again at the five actions for cultural competence earlier in this chapter, reread the suggestions for Action 5: Adapt to Diverse Cultures on pages 245–246. For the three strategies listed here, give a real-life version (something you’ve done or know someone else has done). For example, by choosing to wear a blindfold for an entire day as part of a “Blind for a Day” experience, students are putting themselves in other people’s shoes.

Look past external characteristics: _____

Put yourself in other people’s shoes: _____

Help others in need: _____

TAKE IT TO THE NEXT LEVEL. Make these strategies into personal plans. Rewrite any of them as specific actions you are willing to take in the next 6 months. For example, “Help others in need” might become “Sign up as a tutor for the Writing Center.”

1. _____

2. _____

3. _____

MOVE TOWARD MASTERY. Choose one plan that you will put into action in the next 30 days (or even tomorrow, if you can). Choose wisely—recall your knowledge of SMART goals and pick the one that is most attainable and realistic. Circle your choice. Describe the goal of your plan—how you want to make a difference.

Finally, do it. (Check here when you can honestly say you have taken your planned action.)



Teamwork

Create Solutions Together

PROBLEM SOLVING CLOSE TO HOME

Goal: To work as a group on solving a real and relevant problem.

Time on task: 10 minutes as a group; 20 minutes as a class

Instructions: Divide into groups of two to five students. Assign one group member to take notes. Discuss the following questions, one at a time:

1. What are the three largest problems your school or community faces with regard to how people get along with and accept others?
2. What could we do to deal with these three problems? (At this point, if the group prefers, focus on one problem of your choosing.)
3. What can each individual student do to make improvements? (Talk specifically about what you think you can do.)

When all groups have finished, gather as a class and hear each group's responses. Observe the variety of problems and solutions. Notice whether more than one group came up with one or more of the same problems. If there is time, one person in the class, together with your instructor, could gather the responses to question 3 into an organized document that you can send to your school or local paper.



Writing

Build Intrapersonal and Communication Skills

Record your thoughts on paper, in a journal, or electronically.

EMOTIONAL INTELLIGENCE JOURNAL

Your experience with prejudice. Have you ever been discriminated against or experienced any other type of prejudice? Have you been on the other end and acted with prejudice yourself? Describe what happened and your feelings about the situation (if you have no personal experience, describe a situation you have seen or heard about). Outline an emotionally intelligent response that you feel would bring something positive or helpful out of the situation.

REAL-LIFE WRITING

Improve communication. Few students make use of the wealth of ideas and experience that academic advisors can offer. Think of a question you have—regarding a specific course, major, or academic situation—that your advisor might help you answer. Craft an e-mail in appropriate language

to your advisor, and send it. Then, to stretch your communication skills, rewrite the same e-mail twice more: once in a format you would send to an instructor and once in a format appropriate for a friend. Send either or both of these if you think the response would be valuable to you.



Personal Portfolio

Prepare for Career Success

WRITE A JOB INTERVIEW COVER LETTER

21st Century Learning Building Blocks

- Communication and Collaboration
- Financial, Economic, Business, and Entrepreneurial Literacy
- Leadership and Responsibility

Complete the following in your electronic portfolio or on separate sheets of paper.

To secure a job interview, you will have to put your communication skills to the test—on paper—by creating a cover letter to accompany your resumé. With this key communication tool, you can pull your best selling points out of your resumé and highlight them to a potential employer.

For your portfolio, write a one-page, three-paragraph cover letter to a prospective employer, describing your background and explaining your value to the company. Be creative—you may use fictitious names, but select a career and industry that interest you. Use the format shown in Key 9.7.

Introductory paragraph: Start with a statement that convinces the employer to read on. You might name a person the employer knows who told you to write or refer to something positive about the company that you read in the newspaper or on the Internet. Identify the position for which you are applying, and tell the employer that you are interested in working for the company.

Middle paragraph: Sell your value. Try to convince the employer that hiring you will help the company in some way. Center your “sales effort” on your experience in school and the workplace. If possible, tie your qualifications to the needs of the company. Refer indirectly to your enclosed resumé.

Final paragraph: Close with a call to action. Ask the employer to call you, or tell the employer to expect your call to arrange an interview.

Exchange your first draft with a classmate. Read each other’s letter and make marginal notes to improve impact and persuasiveness, writing style, grammar, punctuation, and spelling. Discuss and then make corrections. Create a final draft for your portfolio.



Social Networking

CONTROL YOUR COMMUNICATION

Many people these days are overwhelmed by the volume of electronic communication that comes their way each day. Make sure that LinkedIn is more helpful than overwhelming by establishing how you want to be contacted. Sign in to your account and proceed as follows:

- Click on “Edit My Profile.”
- Scroll to the bottom, and click on the Edit button next to “Contact Settings.”
- Indicate what type of messages you would like to accept on LinkedIn.
- Indicate what kinds of opportunities you are looking to receive from the network you are building.
- If you choose, include advice to users contacting you. (For example, if you feel like it will take too much time to accept InMail as well as manage your regular e-mail, you can instruct users to contact you using your regular e-mail account.)



A COVER LETTER SHOULD **EXPRESS YOUR JOB INTEREST**
AND SUMMARIZE WHY YOU ARE A STRONG CANDIDATE

First name Last name
1234 Your Street
City, ST 12345

November 1, 2008

Ms. Prospective Employer
Prospective Company
5432 Their Street
City, ST 54321

Dear Ms. Employer:

On the advice of Mr. X, career center advisor at Y College, I am writing to inquire about the position of production assistant at KWKW Radio. I read the description of the job and your company on the career center's employment-opportunity bulletin board, and I would like to apply for the position.

I am a senior at Y College and will graduate this spring with a degree in communications. Since my junior year when I declared my major, I have wanted to pursue a career in radio. For the last year I have worked as a production intern at KCOL Radio, the college's station, and have occasionally filled in as a disc jockey on the evening news show. I enjoy being on the air, but my primary interest is production and programming. My enclosed resumé will tell you more about my background and experience.

I would be pleased to talk with you in person about the position. You can reach me anytime at 555/555-5555 or by e-mail at xxx@xx.com. Thank you for your consideration, and I look forward to meeting you.

Sincerely,

Sign Your Name Here

First name Last name

Enclosure(s) *(use this notation if you have included a resumé or other item with your letter)*