



Georgia Department of Technical
and Adult Education

Module 10
RESPECT

WORK ETHICS MODULES

LESSON TITLE: Respect

INTRODUCTION: Upon completion of this lesson, students will understand the importance of dealing with legal and ethical issues appropriately. In addition, the objectives listed below should be met.

OBJECTIVES:

- Deal appropriately with cultural/racial diversity
- Does not engage in harassment of any kind

EQUIPMENT AND MATERIALS:

Module 10 Respect

MODULE OVERVIEW:

What is diversity? It's the differences that make each person unique, i.e. biology, ethnicity and culture, family life, beliefs, geography, and experiences. Sometimes we have difficulty accepting others because they are different from us. We make a judgement before we get to know them as an individual; we "pre-judge" them. When we pre-judge someone, we are prejudiced toward him or her. Assuming that everyone in a certain group is the same way is stereotyping the individuals in that group. Such behavior may cause us to limit a person's opportunities or can make the person feel rejected or resentful – both can cause a lawsuit against you, or your employer if you display such behavior at work. It is hard not to form prejudices and stereotypes. However, we can keep our prejudices from affecting how we interact with our classmates or co-workers and save ourselves an embarrassing day in court if we are aware of the legal and ethical issues surrounding our behavior and actions.

Legal/Ethical Issues

Much has been written and reported about legal and ethical issues in the workplace over the past several years. Sexual harassment lawsuits have plagued the news ranging from military scandals, big company settlements, political resignations, and teacher/student accusations. Many have resulted in ruined careers, large cash settlements, devastated families, and dramatic changes in laws. Likewise, the unfair treatment of a person or group of people because of who they are or what they are has resulted in the same action. What was acceptable twenty years ago may not be acceptable today.

Our workforce has changed also. There has been an increase in the number of women and minorities working. More employees have technical training or a college education. A wider range of age groups is in the workforce, too. Because of this, we now have a distinct cultural/racial diversity among our working Americans. So that we all may live and work together in harmony, we must increase our awareness and respect for the differences we each possess (or our cultural diversity). Educators and employers alike have shifted to a standard of NON-offensive behavior in every situation – every time! No one is immune from being measured by this standard – **no one**.

Important Terms to Understand

| | |
|---------------------|---|
| Sexist | Refers to the attitude of a person toward others of the opposite sex. Example: When a man thinks that women are too emotional. |
| Sex Discrimination | When employment decisions are based on an employee's sex, or when an employee is treated differently because of his or her sex. Example: Declining to hire a woman because she might have child care problems. |
| Sexual Harassment | Unwelcome behavior of a sexual nature. Example: A woman telling a man that he looks <i>hot</i> in a new pair of jeans. |
| Quid Pro Quo | Means "this for that." When employment benefits and/or working conditions are based on an employee's acceptance or rejection of unwelcome sexual behavior. Example: A supervisor or manager says to an employee whom he or she supervises: "I will promote you and give you a raise if you have sex with me." |
| Hostile Environment | When unwelcome sexual behavior, which is offensive, hostile, and/or intimidating, adversely affects an employee's (or group of employees') ability to perform his or her job. Example: Continual use of profanity and obscenities. |

Unlawful sexual harassment is unwelcome conduct that does one of the following:

- **Makes granting sexual favors a condition of employment**
- **Retaliates against a person who refuses to grant sexual favors**
- **Creates a hostile, offensive, threatening, or intimidating work environment that impacts the victim's ability to perform his or her job**

Unlawful harassment includes but is not limited to:

- **Verbal harassment: epithets, derogatory comments, or slurs**
- **Physical harassment: assault, impeding or blocking movement, or any physical interference with normal movement when directed at an individual**
- **Visual forms of harassment: posters, cartoons, or drawings that are sexual in nature**
- **Requests for sexual favors: unwanted sexual advances that condition an employment benefit or working condition upon an exchange for sexual favors**

The Equal Employment Opportunity Commission (EEOC) Sexual Harassment Guidelines state:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- 1) **Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment,**
- 2) **Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or**
- 3) **Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.**

29 CFR P 1604.11(a)(2)(1993)

Some examples of conduct that may be considered hostile environment harassment include (but are not limited to):

PHYSICAL

- **Giving a neck or shoulder massage**
- **Touching a person's hair, clothing or body**
- **Hugging, kissing, or patting**
- **Standing close to or brushing up against a person**
- **Touching or rubbing oneself sexually around another person**
- **Unwanted deliberate touching, leaning over, cornering, or pinching**

VERBAL

- Referring to an adult as a “girl,” “hunk,” “doll,” “babe,” or “honey”
- Whistling at someone; cat calls
- Making sexual comments about a person’s body, clothes, looks, anatomy, manner of walking, etc.
- Making sexual comments or innuendoes
- Turning work discussions to sexual topics
- Telling sexual jokes or stories
- Asking about sexual fantasies, preferences, or history
- Repeatedly asking out a person who is not interested
- Making kissing sounds, howling, smacking lips
- Telling lies or spreading rumors about a person’s sex life

NON-VERBAL

- Looking a person up or down
- Staring at someone
- Blocking a person’s path or standing close
- Following a person around
- Giving personal gifts
- Displaying sexually suggestive items (calendars, photographs, comics, food displays, sexual novelty items, etc.)
- Making sexual gestures with hands or through body movements
- Making facial expressions such as winking, throwing kisses, or licking lips

HARASSMENT INCLUDES (but is not limited to):

- Unsolicited/unwelcome written, oral, physical, or visual contact with sexual, racial, or other discriminatory overtones
- Continuing to express personal interest after being informed that such interest is unwelcome, e.g., asking for dates after initial request declined, etc.
- Engaging in explicit, implicit, or inferred coercive behavior which can be used to control, influence, or affect the career, salary, or work environment of another employee
- Making actual, implied, or inferred threats or reprisal after a negative response to actions or statements
- Offering employment advantages or benefits in exchange for sexual favors
- Making any statement or comment, written or oral, to or concerning another employee which can be considered to be sexist, demeaning, derogatory, or offensive

REMEMBER:

- Conduct that may not be offensive to one person may be offensive to another.
- Even if harassment is not intended, your actions may be perceived that way.
- Respect cultural differences. What may be complimentary in one culture could be offensive in another. Recognize the diversity that exists in the classroom or workplace.

Georgia's technical institutes do not tolerate harassing behavior. The school grievance procedure for reporting a sexual harassment complaint may be found in your student handbook or school catalog. If you have any questions about this policy, please refer them to your instructor.

MODULE 10

Respect Activities

Suggested Activities For Module 10 RESPECT

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Module 10 ■ Activity 1 ■ RESPECT

Activity: Test Your Knowledge

Materials Needed: Handouts/Transparency: "Test Your Knowledge," pen or pencil

Directions: Distribute the handout "Test Your Knowledge" to each student. Direct the students to complete the handout by marking a T for true or an F for false by each statement. Give the students plenty of time to complete this assignment. Once everyone has finished, the instructor is to review each statement and tell whether or not it is true or false. Emphasis should be made on why each statement is right or wrong as stated.

Answers:

- | | | |
|----------|-----------|-----------|
| 1. False | 10. False | 19. False |
| 2. False | 11. False | 20. False |
| 3. True | 12. False | 21. True |
| 4. False | 13. False | 22. True |
| 5. False | 14. False | 23. False |
| 6. False | 15. False | 24. True |
| 7. False | 16. True | 25. False |
| 8. True | 17. False | 26. False |
| 9. False | 18. True | |

**Time Required:
60 Minutes**

Module 10 ■ Activity 1 ■ RESPECT

Test Your Knowledge

Indicate whether each statement below is true or false.

- 1. It is harmless to verbally "give someone a hard time" in class as long as you are only joking.
- 2. Kidding around and horseplay do not constitute harassment.
- 3. Preventing sexual harassment is the responsibility of the instructor or school president.
- 4. Since they can't exercise power over another, students cannot be guilty of sexual harassment.
- 5. If a student engages in activity that another student finds offensive, it is sexual harassment only if the intention is to make a sexual overture.
- 6. There is little instructors can do to prevent harassment in the classroom.
- 7. Waiting to investigate a complaint of sexual harassment is a good policy because it:
 - (1.) allows the complainant to calm down; and
 - (2.) allows the accused party to voluntarily correct his or her behavior.
- 8. If an investigation yields evidence of harassment, immediate action should be taken to correct the situation.
- 9. If an organization has a written policy against harassment, it cannot be held liable for the actions of its employees.
- 10. If a student from another program or campus comes to you for advice on how to deal with her instructor who is harassing her and then asks you to keep the conversation confidential, you should respect her request and tell no one of the situation.
- 11. Women who remain in class after being sexually harassed must really enjoy it, or in some way must like it.
- 12. Sexual innuendo, telling off-color jokes, and sharing suggestive cartoons in the workplace is OK if everyone present laughs or participates in the activity.

Module 10 ■ Activity 1 ■ RESPECT

- 13. Your technical school cannot control the behavior of vendors and visitors; therefore, the school is not responsible for their conduct while on the premises.
- 14. Asking another student out for a date constitutes sexual harassment.
- 15. Complimenting another student's appearance, e.g., "That new dress looks nice on you," constitutes sexual harassment.
- 16. An instructor who does not properly respond to a complaint of sexual harassment may be required to personally pay money damages to the student who was harassed.
- 17. To prove sexual harassment, a student must show that the harassment seriously affected his or her psychological well being.
- 18. Rumors of sexual harassment impose a duty on instructors to investigate.
- 19. A male student who used a daily planner or a calendar revealing partially nude females is exercising his first amendment, the right of free speech and expression. Therefore, you cannot prohibit his use of the calendar.
- 20. If your school investigates a harassment complaint and cannot determine who is telling the truth, the school has no obligation to take further action.
- 21. Employers can be liable for sexual harassment by an instructor even if they are unaware of the harassment and they have a policy against it.
- 22. To preserve confidentiality, school officials should talk only to the two parties involved when investigating a sexual harassment complaint.
- 23. Sexual harassment policies should advise employees that they would be disciplined or terminated if they file a false complaint of sexual harassment.
- 24. Sexual harassment is a form of sex discrimination.
- 25. Only companies (employers) can be held liable for sexual harassment.
- 26. The office romance of two employees can be the basis of a sexual harassment claim by others not involved in the affair.

Module 10 ■ Activity 2 ■ RESPECT

Activity: Case Study – Knowing Work Policy

Materials Needed: Handouts/Transparency: Case Study – "Knowing Work Policy," pen or pencil

Directions: Divide students into groups of three. Explain that each group should read the student activity sheet, "Knowing Work Policy." Have each group write down their answers to the questions at the end of the scenario. Allow 10 minutes to complete this task. Ask each group to appoint a spokesperson who will explain the group's answers. Have each spokesperson report to the class the group's comments and beliefs on the scenario. Have the class decide which outcomes are most likely to occur.

**Time Required:
20 Minutes**

Case Study – Knowing Work Policy

Your partner in caring for the four-year-olds at a day care center is an older male who has been too friendly since you began work three weeks ago. He usually behaves in a professional manner when you both are at the job site; but on sunny afternoons when you take the children to a nearby park, he talks about his sexual abilities and lately has been insisting that you go out with him. Another co-worker, who said she transferred to caring for the two-year-olds because he was so obnoxious, has warned you about him. You've tried being assertive, but he persists. During the past few days, he has been so physically bold that even the kids are beginning to notice. You are fed up trying to deal with it alone.

To whom should you speak about the problem?

What could be the outcome?

Module 10 ■ Activity 3 ■ RESPECT

Activity: Obnoxious Co-workers

Materials Needed: Handouts/Transparency: "Obnoxious Co-workers", pen or pencil

Directions: Distribute the handout, *Obnoxious Co-workers*, to students. Explain that they are to read the two scenarios and write a response appropriate to the situation. Allow ten minutes for this task. Once the students have completed this assignment, lead the class in a discussion on the responses they wrote down and what is most appropriate in each situation. Reemphasize what harassment is and why these two cases constitute harassment. Responses may vary.

**Time Required:
30 Minutes**

Obnoxious Co-workers

Identified below are real-life scenarios where workers run into conflict. Read each scenario and write a more effective response to each situation. Recall the discussions held during class concerning legal and ethical issues.

Tom called Karen into the conference room, telling her he wanted some help on a report. When he handed her the papers, the third page was a magazine photo of a nude woman. "Sorry," Tom told her, "it must have gotten jumbled up in my briefcase. Or maybe you'd like to see some others?" She was shocked because this was the second time Tom had tried to show her something that she considered pornographic. Karen yelled, "You scumbag, you oughta be shot!"

Karen should have said . . .

Saechong sat down in the lunchroom and pulled out her ham and cheese sandwich. "Hey," Roberto said, "that looks pretty American. I thought you people ate dog meat." Saechong didn't say anything, even though Roberto embarrassed her in front of others at least once a week.

Saechong could have said . . .

Module 10 ■ Activity 4 ■ RESPECT

Activity: Case Study—Ethical Conduct

Materials Needed: Handouts/Transparency: "Ethical Conduct"

Directions: You may use handouts or a transparency in completing the activity. Lead your students in a discussion of their responses to the case study. Answers may vary.

**Time Required:
5 Minutes**

Ethical Conduct

INSTRUCTIONS: Read the paragraph below and answer the questions that follow.

Sue works in a doctor's office which is next door to a small trucking firm. In order to get to the office, Sue has to walk to an area where the truck drivers gather. During the first work week, Sue wears a short skirt and a tube top. As she passes the trucker's area, she receives several whistles, shouts, and hand gestures. Not knowing what to do, she just smiles.

For several days each time Sue passes the driver's area, she receives whistles and shouts. The following day Sue quits, explaining to her boss that she was "fed up" with the loud whistles and jokes.

1. Do you think that Sue made any mistakes?
2. What would you do if someone whistled at you for a week?
3. Do you think Sue should have gone to her boss with her problem? Why or why not?

Module 10 ■ Activity 5 ■ RESPECT

Activity: Becoming Aware of Cultural Differences

Materials Needed: Activity Sheet (*do not give copies*)

Directions: This activity should be lead by you. The activity sheet labeled Hand Signals and Cultural Differences is designed for the teacher. You share the information provided with the students and then lead them through the activities following each section. Encourage discussion of the activities.

**Time Required:
5-10 Minutes**

Hand Signals & Cultural Differences

HAND SIGNALS

SAY: You can use your hands to give nonverbal communication.

Q: How many nonverbal hand signals can you think of?

(Ask each person to make a hand signal. They might wave hello or goodbye, give thumbs up, meaning "OK," or thumbs down, meaning "bad." They could motion someone to come towards them, or to back away from them. They could point with one finger to direct attention to a certain object. There are many others.)

A hand signal is a movement that is intended to communicate a generally accepted meaning. Gestures are also hand movements. Gestures may be intentional or unintentional. Some gestures are habits.

Q: Describe some unintentional gestures you make because they are habits? (Write suggestions on a flip-chart or chalkboard. If needed, suggest the following examples to help participants get started.)

Some unintentional gestures might be:

- Putting your hand to your forehead when you have a headache
- Resting your head on your hand when you are thinking
- Biting your fingernails when you are nervous

Gestures have meaning only in the specific situation in which they are used. Not many gestures have just one meaning, because a single gesture can mean something completely different from one situation to another.

CULTURAL DIFFERENCES

SAY: People react to situations differently, depending on their individual personalities and their cultures. Facial expressions vary in different cultures. For example, Japanese people often do not let their emotions show in their facial expressions. According to their culture, it is not proper to impose one's grief or sorrow on another person. They are also less likely to share other emotions. Sometimes when Westerners are working with a Japanese person, they feel frustrated because Westerners like to let emotions show in facial expressions and Japanese people don't. Facial expressions are an important part of communication for people in the United States.

Life Skills: Job Skills – Lesson 6 – Nonverbal Communication
1997 The University of Georgia Cooperative Extension Service

Module 10 ■ Activity 5 ■ RESPECT

Q: Which way is correct?

A: Both. Neither is wrong. Every culture has its own language of verbal and nonverbal communication. When a person of one culture attempts to communicate with a person from another culture, good communication depends on both parties recognizing and accepting the differences. If they don't, each will misinterpret what the other person means to communicate. Every culture has its own nonverbal language.

Newcomers to the United States who learn the English language also need to learn the nonverbal cues of our culture. If someone uses the English spoken language with the nonverbal rules of another language, there will be confusion and opportunity for misinterpretation.

Because various cultures give different meanings to gestures and other nonverbal cues, a person who moves to (or even just visits) a different culture has to learn the nonverbal language of the local culture along with that culture's spoken language.

Here are some other examples: (Demonstrate each example).

- An Arab who speaks louder and stands closer than we do may be seen as pushy in our culture. We would be misunderstood in his country, as well.
- A Latina who drops her eyes when speaking with a boss may be seen as unassertive. In many Hispanic cultures, when a person considered to be of higher authority is speaking to you, looking down instead of directly into his/her eyes shows respect, not disinterest. In that culture, looking directly at a person speaking to you is rude. Were we to look directly into our boss's eyes as we speak with him, we would seem pushy and rude in a Hispanic country.

Remember Joe, who never looked at the person talking with him. He always looked at the ground or to the side. This habit gave a negative signal, but in another country it could send a positive message.

Q. Can you think of other cultural differences in nonverbal communication? (Encourage discussion.)

Life Skills: Job Skills – Lesson 6 – Nonverbal Communication
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Module 10 ■ Activity 6 ■ RESPECT

Activity: Self-Assessment on Cultural Diversity in the Workplace

Materials Needed: Handouts/Transparency: "Self-Assessment on Cultural Diversity in the Workplace"

Directions: Have students complete the self-assessment and discuss the necessity of working cooperatively with diverse types of people.

**Time Required:
10 Minutes**

Self-Assessment

How do you feel about your present knowledge and understanding of cultural diversity in the workplace? The following self-assessment will point to current strengths, as well as to areas in which you need improvements, as you learn the importance of Cultural Diversity in the Workplace.

| | | Almost Always | Sometimes | Almost Never |
|-----|---|----------------------|------------------|---------------------|
| 1. | I am completely comfortable with cultural diversity in my current workplace. | | | |
| 2. | I am familiar with my colleagues' cultural backgrounds and traditions. | | | |
| 3. | I communicate effectively with people from different backgrounds. | | | |
| 4. | I understand the role of gender in relationship to management style. | | | |
| 5. | I build mentoring relationships at work. | | | |
| 6. | I can work well in diverse teams to solve problems. | | | |
| 7. | I avoid stereotyping my employees, colleagues, or supervisor. | | | |
| 8. | I clearly communicate expectations. | | | |
| 9. | I plan and/or am alert to the need for evaluations with a sensitivity to diversity. | | | |
| 10. | I understand the interaction between individual culture and organizational culture. | | | |

Module 10 ■ Activity 7 ■ RESPECT

Activity: Expanding Language

Materials Needed: Handouts/Transparency: "Expanding Language"

Directions: Give handouts to students to complete. Call on students to give their newly reworded phrases or words. Discuss the possible stereotyping found in the language.

Suggested Answers:

1. Chair
2. Members of congress, representatives
3. Fire fighter
4. Everyone should turn in his or her report.
5. Same as #4 above
6. All humanity, people and their world, the human race and its world, etc.
7. Substitute operates for "mans." Context would indicate whether it's necessary or not to refer to the wife as "a striking blonde."
8. The pioneer family headed west into unknown territory.
9. Poet
10. Massive job, etc.
11. Set in her (or his) way, etc. Prim and proper
12. Effeminate
13. I'll ask my secretary (or assistant) to copy this for you.
14. Dear Sir or Madam: or Dear Mr. Jones: or Dear Mrs. Walker:
15. Omit "Miss"
16. This name is appropriate in a social context. In business write "Mrs. Fran Rodriquez" or "Fran Rodriquez."
17. Dominated by spouse
18. Your spouse (or husband or wife)
19. Omit "lady." (The whole sentence is really sexist!)
20. Omit entire sentence or rewrite to omit the sexist connotation: The students roared . . . dressed in hilarious costumes. (This whole situation might be offensive to some.)

**Time Required:
15 Minutes**

Expanding Language

DIRECTIONS: Rewrite the following items to be examples of bias-free communication.

1. Chairman
2. Congresswoman
3. Fireman
4. Everyone should turn in his report.
5. Everyone should turn in her report.
6. Man and his world.
7. Mr. McAllister runs the garage in partnership with his wife, a striking blonde who mans the pump.
8. The pioneer headed west, taking their wives and children to unknown territory.
9. Poetess
10. Man-sized job
11. Old maidish
12. Sissy
13. I'll have my girl Xerox this for you.
14. Dear Sir:
15. John Jones and Miss Harriet Hopkins organized the fund drive.
16. Mrs. Ricardo Rodriguez
17. Henpecked
18. Your better half
19. The lady plumber did a surprisingly good job.
20. The students roared when the football team came running out on the court during awards night with their jerseys stuffed with forty inch bosoms. (Actual quotation from a textbook!)

Module 10 ■ Activity 8 ■ RESPECT

Activity: Gender Communications Quiz

Materials Needed: Handouts/Transparency: "Gender Communications Quiz"

Directions: Give handouts to students on Day 1. Instruct students to complete the Quiz and score according to the Answers Sheet. On Day 2, discuss the answers and what this quiz might indicate about the student's perspective of male and female.

**Time Required:
15 Minutes**

Gender Communications Quiz

How much do you know about how men and women communicate? If you think a statement is an accurate description of communication patterns, mark it true. If you think it's not, mark it false.

1. Men talk more than women.
2. Men are more likely to interrupt women than to interrupt other men.
3. There are approximately ten times as many sexual terms for males as for females in the English language.
4. During conversations, women spend more time gazing at their partner than men do.
5. Nonverbal messages carry more weight than verbal messages.
6. Female managers communicate with more emotional openness and drama than male managers.
7. Not only do men control the content of conversations but also they work harder in keeping conversations going.
8. When people hear generic words such as "mankind" and "he," they respond inclusively, indicating that the terms apply to both sexes.
9. Women are more likely to touch others than men are.
10. In classroom communications, male students receive more reprimands and criticism than female students.
11. Women are more likely than men to disclose information on intimate personal concerns.
12. Female speakers are more animated in their style than are males.
13. Women use less personal space than men.
14. When a male speaks, he is listened to more carefully than a female speaker, even when she makes the identical presentation.
15. In general, women speak in a more tentative style than do men.
16. Women are more likely to answer questions that are not addressed to them.
17. There is widespread sex segregation in schools, and it hinders effective classroom communication.
18. Female managers are seen by both male and female subordinates as better communicators than male managers.
19. In classroom communications, teachers are more likely to give verbal praise to female than to male students.
20. In general, men smile more often than women.

ANSWERS

Gender Communications Quiz

- | | |
|----------|-----------|
| 1. True | 11. True |
| 2. True | 12. True |
| 3. False | 13. True |
| 4. True | 14. True |
| 5. True | 15. True |
| 6. False | 16. False |
| 7. False | 17. True |
| 8. False | 18. True |
| 9. False | 19. False |
| 10. True | 20. False |

Scoring

18 to 20 Correct. Professor Henry Higgins has nothing on you. You are very perceptive about human communications and subtle sex differences and similarities. For you, perhaps the most important question is: Do you act on what you know? Are you able to transform your knowledge into behavior that will enhance communications for yourself and for those around you?

16 to 17 Correct. You're not ready to move into the professor's seat, but you can move to the head of the class. You know a good deal about communications and the gender gap. Continue to watch closely, read about the topic, trust your instincts, and act on your knowledge.

13 to 15 Correct. Like most people, you've picked up some information about how people communicate—but you're missing a lot, too. The next time you're in a social situation, step out of the communications flow and watch people closely. Listen to more than words. Watch who talks, how they speak, and how much. Observe those who don't talk at all; silence also carries a message. Look at people's facial expressions, their gestures, and how they move about in the space around them. As you know, nonverbal messages can tell you a lot about the conversational gender gap, about power, about who has it and who doesn't.

Fewer than 13 Correct. You've missed more than your share of these questions. You also may be missing important verbal and nonverbal cues about your own behavior and how to communicate effectively. Reread this quiz more carefully. Stop, look, and listen when you're with a group of people. Analyze the flow of communication. Remember, you may miss your personal and professional goal if you also miss key verbal and nonverbal cues about conversational power, politics and the gender gap.

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Activity: Attitudes About Ethical Issues

Materials Needed: None

Directions: Choose assignments from the following activities for your students. All these assignments are to be done outside of class time.

1. Try to identify a group against which you might be prejudiced. Find out as much about the group as you can. Does your evidence indicate that your beliefs have sound support, or can you see ways you were prejudiced?
2. Visit an employment office and ask an appropriate person there for information about discrimination and affirmative action. Determine your own ideas about affirmative action and reverse discrimination.
3. Ask several employers you know what work-related attitudes they consider important in people they hire. Also ask them whether they have any way of detecting these attitudes in interviews with employment applicants.

**Time Required:
Varies—outside
assignments**

—Derived from Personal Psychology for Life and Work, 3rd Ed., Rita K. Baltus, McGraw-Hill Book Company, 1988.

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Activity: Appreciating Diversity Checklist

Materials Needed: Handouts/Transparency: "Appreciating Diversity Checklist"

Directions: Give students a copy of the handout and ask them to place a checkmark beside each item to which they could answer yes. Afterwards, point out that the more checks students have, the better off they will be in the workplace. To be successful employees, they must be tolerant of others' values and cultural differences. It is not recommended that the instructor ask for individual answers.

**Time Required:
5 Minutes**

--Derived from Twenty Active Training Programs, Mel Silberman; Pfeiffer & Company, 1992, pp. 227.

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Appreciating Diversity Checklist

Multicultural Interactions

Place a check next to the "yes" statements.

When I interact multiculturally, generally I:

1. ____ Accept opinions different from my own.
2. ____ Expect multicultural misunderstandings to occur sometimes.
3. ____ Feel comfortable in groups in which I am a minority.
4. ____ Welcome the challenges of interacting with others who speak or act differently from me.
5. ____ Have a close friend of another race / ethnic / cultural group.
6. ____ Do not tell or listen to ethnic jokes.
7. ____ Catch myself when old assumptions related to one's age, sex, state of physical ability, etc., undermine multicultural interactions.
8. ____ Ask "What's going on here?" and change gears or communication styles when communication problems occur.
9. ____ Am involved in doing something about the social injustices I see in my workplace and my community.
10. ____ Can respect lifestyle differences based on sexual orientation.
11. ____ Give honest and practical feedback; I do not "walk on egg shells" when communicating across cultures.
12. ____ Avoid hot buttons, sexualized expressions, inappropriate touching, and causing public loss of faith.
13. ____ Understand how my family of origin has influenced my attitudes about cultural differences.

—Derived from *Twenty Active Training Programs*, Mel Silberman; Pfeiffer & Company, 1992, p. 227.

Module 10 ■ Activity 11 ■ RESPECT

Activity: Appreciating Diversity

Materials Needed: Handouts/Transparency: "The Heart Transplant Experience"

Directions: Divide your class into groups of 3 to 5 students. Give each student a copy of the handout. The groups' assignment is to decide, as a group, which two of the six candidates for a heart transplant should receive the hearts (within 10-15 minutes). The decision is not an easy one to make, and there is no "right" answer. The activity forces the students to deal with their values and face their cultural and sexual biases. Complete the activity by leading discussion on these questions:

1. What was your initial reaction to being asked to make choices?
2. How comfortable were you in sharing your choices and reasons with your group members? How close were the group's choices to your own?
3. What factors might have prevented you from speaking freely and sharing your thoughts and opinions with others?
4. What were your choices based on?
 - Actual personal experiences
 - The experiences of those close to you
 - Media information
 - Other source(s)

**Time Required:
20-25 Minutes**

—Based on an activity modified by Kenneth Hawkins & Associates, Vacaville, CA, and contained in Twenty Active Training Programs, Mel Silberman; Pfeiffer & Company, 1992, pp. 225-226.

The Heart Transplant Experience

You are a member of a surgical team at the World's Greatest Hospital. All the patients listed below **MUST** receive a heart transplant **TODAY** or else they will die. There are only **TWO** hearts available and **YOU** must decide, from this list, which two patients will be heart-donor recipients.

- A seventy-year-old female U.S. Senator credited with creating and protecting the nation's first National Health Plan.
- A Hispanic ex-offender who is a very successful drug dealer. His "business" allows him to hire community youth, support his entire extended family of fifteen, and be perceived by the community as a leader.
- An African-American Vietnam veteran and amputee who created a national training program for people with disabilities. He is under investigation for possible embezzlement of program funds to support a known gambling addiction.
- A White fifteen-year-old female who tested intellectually "gifted." She is on drugs and supports her habit through prostitution.
- A scientist/researcher who is known to be closely associated with a white-supremacist group and is very close to discovering a cure for AIDS.
- An ex-Roman Catholic priest who works with small children in a daycare center. He is a homosexual and a strong gay rights advocate. His lover recently tested HIV positive.

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