

**TEACHING PLAN**

**CULTURAL AWARENESS**

**FOR TRAINING PURPOSES ONLY**

**DO NOT USE ON THE JOB**

*The references cited in this lesson are used for training purposes only and support the training objectives. Trainers must refrain from using non-federal government sources and references, which express opinions or information that do not meet the learning objectives.*

**TABLE OF CHANGES**

CURRICULUM REVISION	COMMNETS
Removed reference <a href="http://www.defenseculture.org">www.defenseculture.org</a> and replaced with <a href="http://www.cultureready.org">www.cultureready.org</a>	

## **PART I: SYNOPSIS**

### **OVERVIEW**

In the Armed Forces, it is important to understand and recognize cultural awareness and differences and commonalities that all members of the service branches share. This lesson will inform personnel on *Human Relations* matters critical to an effective workforce and mission readiness. Specifically, this lesson will enlighten students on the Concept of Cultural Competence; Cross Cultural Competency (3C); Race and Ethnicity; OMB Race and Ethnic groups. This teaching plan is used in conjunction with the standardized DoD Human Relations training template called, *Cultural Awareness*.

### **TEACHING STRATEGY**

One of the most effective strategies for teaching about *Human Relations* issues is Socratic instruction. This strategy is commonly used when teaching about social issues and mainly involves structured *questioning* by the presenter or facilitator. The presentation of this lesson should foster critical thinking, evaluation, and knowledge application in your audience. Socratic questioning should be used as much as possible during the lesson presentation to ensure students understand the content. As you present the material in this lesson consider the following strategies:

1. Provide time for student reflection and thinking. During the presentation, allow students time to consider questions, as well as, their response before requesting them to answer.
2. Avoid yes-no questions (e.g. “Does this make sense to you?”). These types of questions (Polar questions) lead nowhere and do not promote thinking or discussion.
3. Ensure students have a basic understanding of the learning material, as well as, the resources to respond to the questions posed. For the audience to make progress it is important for you (Trainer/Presenter/Facilitator) to understand their levels of knowledge and experience.
4. Employ open-ended and closed questions. Open-ended questions promote critical thinking, while closed questions can focus attention. Always try to ask open-ended questions that encourage your audience to express their thoughts. Questions that begin with “How” and “Why” will give the audience an opportunity to relate themselves to the question.
5. Include clarifying questions, such as, “How does the environment an individual grew up in affect their perspectives on these types of activities?” Be prepared to offer the audience guidance as they reflect on possible answers.
6. Use questions from all levels of thinking. The goal is to help the audience develop higher levels of critical thinking, not just to expand their knowledge and comprehension of the training material.

### Guidance for Instructors:

- The information presented herein is intended for education and training purposes only and applies solely to the cultural awareness training content and in no other context.
- Instructors using this Teaching Plan can personalize the training to meet Service needs. However, any changes to the content of the training must be coordinated through the local Military Equal Opportunity office or DEOMI-trained Equal Opportunity Advisor, as well as, the local Office of the Staff Judge Advocate, and approved at the appropriate level in the chain of command. Please refer any questions regarding the template or its contents to your respective Component or Military Service Military Equal Opportunity Office.
- Although cultural issues are discussed in this material, it is important to note this training provides only a basic foundation to cultural awareness
- The training emphasis must be placed on the behaviors and effects, as well as, ways to improve cultural awareness.

### INSTRUCTIONAL METHOD

Method	Time
• Informal Lecture	
• Socratic Questioning	
<b>Total Time:</b>	
<b>Note:</b> Break times are at the discretion of the Instructor/Facilitator.	

### REFERENCES

1. Air Force Culture and Language Center
2. Bennett, Milton J., Basic Concepts of Intercultural Communication, Intercultural Press, 1998.
3. Dept. of Defense 3C Cross Cultural Competence, [www.cultureready.org](http://www.cultureready.org)
4. Department of Defense Directive 1350.2, Military Equal Opportunity (MEO) Program, (November 21, 2003)
5. Defense Language and National Security Education Office, Language and Culture: Changing Perspective, February 2011.
6. Farley, John E., Majority-Minority Relations, Prentice-Hall, 1995.
7. Martin, M. and Vaughn, B., (2007). Strategic Diversity & Inclusion Management magazine, pp. 31-36. DTUI Publications Division: San Francisco, CA.
8. Parrillo, Vincent N., Strangers to These Shores, Seventh Edition, Pearson Education Inc., 2003
9. U.S. Army and Marine Corps Counterinsurgency Field Manual, (2007).
10. US Army Training and Doctrine Command; <http://www.tradoc.army.mil/dcspl/documents/Policies/AG/tc26-6.pdf>.
11. U.S. Office of Management and Budget; Standards for the Classification of Federal Data on Race and Ethnicity; Federal Register, August 28, 1995.

## **INSTRUCTIONAL MATERIAL**

Locally Developed

## **AUDIOVISUAL AIDS AND EQUIPMENT**

Power Point Slide Presentation, computer, Screen, and Audio Speakers

## **TEACHING SYLLABUS**

### **Learning Objective**

The objective of this lesson is to understand how increased cultural awareness enables individuals to adapt effectively in cross-cultural environments in order to enhance mission effectiveness. Specifically students must:

1. Recognize the concept of culture (Cultural Awareness)
2. Describe Cross Cultural Competency (3C)
3. Identify the Characteristics of Race and Ethnicity
4. Define OMB Race and Ethnic Groups

## PART II: LESSON

Discussion Point	Instructional Guidance
<p><i>The references cited in this lesson are used for training purposes only and support the training objective. Referenced material from non-federal government sources may not be used for any purpose other than training.</i></p> <p><i>Unless specifically identified as a Department of Defense or other U.S. government source, DEOMI does not endorse the content of any specific reference material, or the organization that is the source of the material</i></p> <p><i>Reference materials from non-federal sources are included in this material solely to expose students to varying points of view and to generate discussion.</i></p> <p><i>The content of this lesson is designed to increase student knowledge while generating academic discussions and debate. The content of this lesson should not be taken out of context.</i></p>	<p><b>Note: Instructors must refrain from providing their personal opinions throughout this training, and avoid presenting specific solutions as the preferred or recommended way to resolve issues. Instead, instructors should demonstrate how to apply statutory/regulatory guidance, use case-by-case analysis, and evaluate the record of each case as a whole (totality of the circumstances) in presenting the material and answering students' questions.</b></p> <p><b>This training is structured to prepare them to identify individual or organizational behaviors which are contrary to DoD policy and that could be detrimental to mission readiness.</b></p> <p><b>Emphasize to the student that any training, consultation, or advice they give to their command or organization must align to DoD policy and guidance.</b></p> <p><b>Slide #1: Cultural Awareness</b></p> <p><b>Attention:</b> <i>Locally Developed</i></p> <p><b>Motivation:</b> <i>Locally Developed</i></p>
<p><b>Objective:</b></p> <p>Understand how increased cultural awareness enables individuals to adapt effectively in cross-cultural environments to enhance mission effectiveness</p>	<p><b>Slide #2: Objective</b></p> <p><b>Instructor Guidance:</b></p> <ul style="list-style-type: none"> <li>• The information presented herein is intended for education and training purposes only</li> </ul>

Discussion Point	Instructional Guidance
	<ul style="list-style-type: none"> <li>• Although cultural issues are discussed in this material, it is important to note this training provides only a basic foundation to cultural awareness</li> <li>• The training emphasis must be placed on the behaviors and effects, as well as, ways to improve cultural awareness.</li> <li>• Cultural competence is becoming increasingly necessary for work, home, community social lives.</li> </ul> <p>The objective of this lesson is to understand how increased cultural awareness enables individuals to adapt effectively in cross-cultural environments in order to enhance mission effectiveness.</p>
<p><b>Overview:</b></p> <ol style="list-style-type: none"> <li>1. The Concept of Culture</li> <li>2. Cultural Awareness (Cross Cultural Competency)</li> <li>3. Race and Ethnicity</li> <li>4. OMB Race and Ethnic Groups</li> </ol>	<p><b>Slide #3: Overview</b></p> <p>Specifically (students) must know:</p> <ol style="list-style-type: none"> <li>1. The Concept of Culture</li> <li>2. Cultural Awareness (Cross Cultural Competency (3C)</li> <li>3. Race and Ethnicity</li> <li>4. OMB Race and Ethnic Groups</li> </ol>
	<p><b>TRANSITION:</b></p>
<b>CONCEPT OF CULTURE</b>	<b>TIME:</b>
<p>➤ <b>Concept of Culture:</b></p> <p><b>Culture</b></p> <p>The concept of culture is very complex. In Vincent Parrillo’s book, <i>Strangers to These Shores</i>, he defines culture as:</p>	<p><b>Slide #4: Concept of Culture</b></p>

Discussion Point	Instructional Guidance
<p><i>Physical or material objects as well as the nonmaterial attitudes, beliefs, customs, lifestyle, and values shared by members of a society and transmitted to the next generation.</i></p> <p>Culture thus consists of all the customs, ideas, artifacts, and languages that human beings share with and learn from one another, collectively and handed down through many generations.</p>	
<p>➤ <b>Concept of Culture: (Continued)</b></p> <p>1. Attributes of Culture:</p> <ol style="list-style-type: none"> <li>a. System of shared beliefs, values, customs, behaviors, and artifacts that members of a society use to cope with their world and one another</li> <li>b. Learned through enculturation</li> <li>c. Shared by members of a society (no “culture of one”)</li> <li>d. Patterned</li> <li>e. Changeable</li> <li>f. Internalized</li> </ol>	<p><b>Slide #5: Concept of Culture (Attributes)</b></p> <p>Content from: <a href="http://www.cultureready.org">www.cultureready.org</a></p> <p>Patterned, meaning that people in a society live and think in ways forming definite, repeating patterns</p> <p>Changeable, through social interactions between people and groups</p>
<p>➤ <b>Concept of Culture: (Continued)</b></p> <p>Understanding other cultures is critical to mission effectiveness</p> <ol style="list-style-type: none"> <li>1. Regardless of whether our attitude toward cultural differences matches our behaviors, we can all benefit by improving our cross-cultural effectiveness.</li> <li>2. A common goal of any diversity professional is to create inclusive systems that allow members to work at maximum productivity levels.</li> <li>3. Better working relationship will yield greater mutual benefits.</li> </ol>	<p><b>Slide #6: Concept of Culture (Critical to Mission Effectiveness)</b></p> <p><b>Lead-off Question (LOQ):</b> <i>Locally Developed</i></p> <p><b>Anticipated Response:</b> <i>Locally Developed</i></p> <p><b>Follow-up Question:</b> <i>Locally Developed</i></p> <p><b>Anticipated Response:</b> <i>Locally Developed</i></p>



Discussion Point	Instructional Guidance
	<b>TRANSITION:</b>
<b>CULTURAL AWARENESS (CROSS-CULTURAL COMPETENCY)</b>	<b>TIME:</b>
<p>➤ <b>Cultural Competence</b></p> <ol style="list-style-type: none"> <li>1. Cultural competence is defined as the ability to interact effectively with people of different cultures and socio-economic backgrounds, particularly in the context of human resources, non-profit organizations, and government agencies whose employees work with persons from different cultural/ethnic backgrounds (Martin, M. &amp; Vaughn, B., 2007).</li> </ol> <p>Developing cultural competence takes work and education, but is well worth the investment.</p> <ol style="list-style-type: none"> <li>2. The Defense Equal Opportunity Management Institute (DEOMI) and the Defense Language and National Security Education Office (DLNSEO) indicate that learning cross-cultural competencies is important because it will allow individuals to maximize the chances that their multicultural workplace will be productive, efficient, and harmonious.</li> </ol>	<p><b>Slide #7: Cultural Competence</b></p> <p><b>Slide #8: Cultural Competence</b></p>
<p>➤ <b>Cultural Awareness</b></p> <ol style="list-style-type: none"> <li>1. Cultural awareness leads to an understanding of how a person’s culture can inform their values, behavior, beliefs, and basic assumptions.</li> <li>2. Cultural awareness recognizes that we are all shaped by our cultural background, which influences how we interpret the world around us, as well as, perceive ourselves and relate to other people.</li> </ol>	<p><b>Slide #9: Concept of Culture (Cultural Awareness)</b></p> <p><b>Lead-off Question (LOQ):</b> <i>Locally Developed</i></p> <p><b>Anticipated Response:</b> <i>Locally Developed</i></p> <p><b>Follow-up Question:</b> <i>Locally Developed</i></p> <p><b>Anticipated Response:</b> <i>Locally Developed</i></p>

Discussion Point	Instructional Guidance
<p>3. You don't need to be an expert in every culture or have all the answers to be culturally aware; rather, cultural awareness helps you to explore cultural issues with a level of curiosity and sensitivity.</p>	
<p>➤ <b>Cultural Competence: (Continued)</b></p> <p>Culturally competent individuals enable the DoD to attract and retain high-quality workers of diverse ethnic or cultural backgrounds. Increasing ones <i>cultural awareness</i> provides:</p> <ol style="list-style-type: none"> <li>1. Harmony and well-being in the workplace through understanding the motivations and perspectives of others</li> <li>2. Enhanced communication despite accent and language barriers</li> <li>3. Motivate workers through accurate interpretation of behaviors and design of culturally aware motivation strategies</li> <li>4. The accurate evaluation of culturally diverse applicants and employees through increased understanding of presentation styles, behaviors, and language facility</li> </ol>	<p><b>Slide #10: Cultural Competence</b></p> <p><b>Lead-off Question (LOQ):</b> <i>Locally Developed</i></p> <p><b>Anticipated Response:</b> <i>Locally Developed</i></p> <p><b>Follow-up Question:</b> <i>Locally Developed</i></p> <p><b>Anticipated Response:</b> <i>Locally Developed</i></p>
<p>➤ <b>Cross Cultural Competency (3C):</b></p> <p><b>Cross-cultural competence</b> refers to the knowledge, skills, and affect/motivation that enable individuals to adapt effectively in cross-cultural environments. Cross-cultural competence is defined here as an individual capability that contributes to intercultural effectiveness regardless of the particular intersection of cultures. Although some aspects of cognition, behavior, or affect may be</p>	<p><b>Slide #11: Cross Culture Competency (3C)</b></p> <p><b>Additional Information:</b> Cross-cultural competence is not an end in itself, but is a set of variables that contribute to intercultural effectiveness.</p>

Discussion Point	Instructional Guidance
<p>particularly relevant in a specific country or region, evidence suggests that a core set of competencies enables adaptation to any culture (Hammer, 1987).</p> <ol style="list-style-type: none"> <li>1. Culturally competent individuals have a set of cultural-general knowledge, skills, abilities, and attitudes (KSAs) developed through education, training, and experience</li> <li>2. Culturally competent leaders and soldiers adapt and act effectively in a cross cultural environment (US Army Training and Doctrine Command)</li> <li>3. Increased cross-cultural competencies allow leaders the ability to quickly and accurately comprehend and act in culturally complex environments (<i>Air Force Culture and Language Center</i>)</li> </ol>	<p><b>Slide #12 &amp; 13: Cross Culture Competency (3C)</b></p>
<p>➤ <b>Cross Cultural Competency: (Continued)</b></p> <ol style="list-style-type: none"> <li>1. Cross-cultural management minimizes: <ol style="list-style-type: none"> <li>a) Worker alienation that can result from misunderstandings of etiquette, values, and behaviors.</li> <li>b) Costly discrimination suits that arise from poor communication and worker alienation.</li> <li>c) Unnecessary terminations that result from communication breakdown and misinterpretation of employee behavior.</li> <li>d) Your managers' reluctance to hire and work with culturally diverse workers.</li> </ol> </li> <li>2. Inadequate cultural competencies can impact Sexism, Racism, and other forms of discrimination, which results from misinterpretations of the behaviors of others.</li> </ol>	<p><b>Slide #14: Cross Culture Competency (3C)</b></p> <p><b>Lead-off Question (LOQ):</b> What are some other concerns associated with managers and supervisors lack of cross-cultural competency?</p> <p><b>Anticipated Response:</b> <i>Locally Developed</i></p>

Discussion Point	Instructional Guidance
<p>➤ <b>Cross Cultural Competency: (Continued)</b></p> <ol style="list-style-type: none"> <li>1. Navigating cultural differences can present operational, strategic, and tactical challenges to our forces.</li> <li>2. Effective leaders and operators must be able to adapt across these cultural lines and differences daily.</li> <li>3. Here is a model of how Cross Culture Competency develops and impacts your effectiveness.</li> </ol>	<p><b>Slide #15: Cross Cultural Competency (3C) Model</b></p> <p><b>Instructor Note:</b> See 3C Model</p>
<p>a) <b>Self:</b></p> <p>It is important to understand your own beliefs, and personal and cultural values as one way of appreciating multicultural identities.</p>	<p><b>Slide #16: Cross Cultural Competency (3C)</b></p> <p>We work in organizations that consist of people with diverse cultural backgrounds. Being aware of your own cultural background and identity increases awareness of personal assumptions, values, and biases</p>
<p>b) <b>Unit / Joint Agency:</b></p> <p>In order to communicate, cooperate, or lead such teams, one must have the cross-cultural competence to work with and lead individuals who are different from themselves</p>	<p><b>Slide #17: Cross Cultural Competency (3C)</b></p> <p><b>Lead-off Question (LOQ):</b> <i>Locally Developed</i></p> <p><b>Anticipated Response:</b> <i>Locally Developed</i></p>
<p>c) <b>Coalition / Host Nation:</b></p> <p>Effective coordination and integration of these commands depends upon understanding and addressing differences effectively to create a truly integrated team</p>	<p><b>Slide #18: Cross Cultural Competency (3C)</b></p> <p><b>Lead-off Question (LOQ):</b> <i>Locally Developed</i></p> <p><b>Anticipated Response:</b> <i>Locally Developed</i></p>
<p>d) <b>Adversary:</b></p> <p>Lack of cultural knowledge about the adversary can have grave consequences for military war-fighters,</p>	<p><b>Slide #19: Cross Cultural Competency (3C)</b></p>

Discussion Point	Instructional Guidance
<p>civilians, and our nation as a whole</p>	
<p>➤ <b>Strategies to Increase Cultural Awareness</b></p> <ol style="list-style-type: none"> <li>1. Be aware of your own cultural influences.</li> <li>2. Be aware of judging other people's behavior and beliefs according to the standards of your own culture.</li> <li>3. Be aware of making assumptions about cultural influences and applying generalizations to individuals (stereotyping).</li> <li>4. Understand that the behavior and beliefs of people within each culture can vary considerably.</li> <li>5. Understand that the extent to which people adopt practices of their new country and retain those from their cultural background can vary within communities, even within families.</li> <li>6. Understand that not all people identify with their own cultural or religious background.</li> <li>7. Understand that culture itself is a fluid entity, undergoing transformations as a result of globalization, immigration, and migration.</li> <li>8. Increase your knowledge about different cultural practices and issues through cultural background information sessions and/or resources and cultural awareness training.</li> <li>9. Understand the importance of appropriate communication.</li> </ol>	<p><b>Slide #20 &amp; 21: Cultural Awareness Strategies</b></p> <p><b>Lead-Off Question:</b> What could be some other strategies to increase your cultural awareness?</p> <p><b>Anticipated Response:</b> (<i>Locally Developed</i>)</p>
	<p><b>TRANSITION:</b></p>

Discussion Point	Instructional Guidance
<p><b>RACE AND ETHNICITY</b></p> <p>➤ <b>Race and Ethnicity:</b></p> <p><b>Race:</b> (Definition)</p> <ol style="list-style-type: none"> <li>1. "A division of human beings identified by the possession of traits that are transmissible by descent and that are sufficient to characterize persons possessing these traits as a distinctive human <u>genotype</u>." -DoD Directive 1350.2</li> <li>2. "... a group of people who are generally considered to be physically distinct in some way (e.g., skin color, hair texture, or facial features such as size and shape of the head, eyes, ears, lips, nose, color of eyes) from other groups and are generally considered by themselves and/or others to be a distinct group." -<i>John Farley, Majority-Minority Relations</i></li> </ol>	<p style="text-align: right;"><b>TIME:</b></p> <p><b>Slide #22 &amp; 23: Race and Ethnicity</b></p>
<p>➤ <b>Race and Ethnicity: (Continued)</b></p> <p><b>Ethnicity:</b> (Definition)</p> <p>A cultural concept in which a large number of people who share learned or acquired traits and close social interaction regard themselves and are regarded by others as constituting a single group on that basis. -Vincent Parrillo, <i>Strangers to These Shores</i></p> <p>Ethnicity based on cultural characteristics:</p> <ol style="list-style-type: none"> <li>1. Customs</li> <li>2. Traditions</li> <li>3. Language</li> </ol>	<p><b>Slide #24 &amp; 25: Race and Ethnicity</b></p> <p>Ethnicity differs from race in that members within a racial category may identify with one or more ethnic groups based on cultural or national origin characteristics (e.g., customs, traditions, language) either retrained or passed on through generations.</p> <p>Ethnic groups sometimes live within the same communities and maintain many of their traditional cultural features.</p> <p><b><i>Ethnicity</i></b>, as noted by Parrillo, is a cultural concept in which a large number of people who share learned or acquired traits and close social interaction regard themselves and are regarded by</p>

Discussion Point	Instructional Guidance
	others as constituting a single group on that basis.
	<b>TRANSITION:</b>
<b>OMB RACE AND ETHNIC GROUPS</b>	<b>TIME:</b>
<p>➤ <b>OMB Race and Ethnic Groups:</b></p> <ol style="list-style-type: none"> <li>1. In order to obtain data that represents more accurately how Americans see themselves the Office of Management and Budget (OMB) developed <u>five</u> race and <u>two</u> ethnic groups to: <ol style="list-style-type: none"> <li>a. Provide common language</li> <li>b. Promote uniformity</li> <li>c. Provide comparability of data for research</li> </ol> </li> <li>2. OMB takes into account social/cultural characteristics and ancestry.</li> </ol>	<p><b>Slide #26: OMB Race and Ethnic Groups</b></p> <p>These standards are used for data collection such as census-taking, household surveys, administrative forms (e.g., school registration, mortgage applications), and medical research.</p> <p>OMB defines the concept of race as outlined for the US Census as not "scientific or anthropological" and takes into account "social and cultural characteristics as well as ancestry", using "appropriate scientific methodologies" that <b>are not</b> "primarily biological or genetic in reference."</p>
<p><b>OMB Race and Ethnic Groups:</b></p> <ol style="list-style-type: none"> <li>1. Five race groups: <ol style="list-style-type: none"> <li>a. American Indian or Alaska Native</li> <li>b. Asian</li> <li>c. Black</li> <li>d. Native Hawaiian or Other Pacific Islander</li> <li>e. White</li> </ol> </li> <li>2. Two ethnic groups: <ol style="list-style-type: none"> <li>a. Hispanic or Latino</li> <li>b. Non-Hispanic or Latino</li> </ol> </li> </ol>	<p><b>Slide #27: OMB Race and Ethnic Groups</b></p> <p><b>Categories and Definitions</b></p> <p>The minimum categories for data on race and ethnicity for Federal statistics, program administrative reporting, and civil rights compliance reporting are defined as follows:</p> <p>-- <b>American Indian or Alaska Native.</b> A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.</p> <p>-- <b>Asian.</b> A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent</p>

Discussion Point	Instructional Guidance
	<p>including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.</p> <p>-- <b>Black or African American.</b> A person having origins in any of the black racial groups of Africa. Terms such as "Haitian" or "Negro" can be used in addition to "Black or African American."</p> <p>-- <b>Hispanic or Latino.</b> A person of Cuban, Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race. The term, "Spanish origin," can be used in addition to "Hispanic or Latino."</p> <p>-- <b>Native Hawaiian or Other Pacific Islander.</b> A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.</p> <p>-- <b>White.</b> A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.</p>
	<b>TRANSITION:</b>
<b>SUMMARY</b>	<b>TIME:</b>
<p><b>Summary:</b></p> <p>Being aware of different cultures may help you realize the benefits of a multicultural working environment and possibly identify patterns of discrimination.</p> <p>Understanding different cultures, as well as, the different race and ethnicities is important to help us suspend our own biases as much as possible and to take a cultural relativity approach.</p> <p>As defenders of freedom, we must not let our own cultural biases</p>	<p><b>Slide #28: Summary</b></p>



Discussion Point	Instructional Guidance
<p>get in the way of understanding the lives of other people. This is a very difficult task given the emotionally charged feelings and deep beliefs that most people have concerning different cultures, races, and ethnicities. However, suspending these attitudinal barriers in order to gain a better understanding of the phenomena is worth the effort.</p>	
<p><b>Summary:</b>            Training today focused on:</p> <ol style="list-style-type: none"> <li>1. The Concept of Culture</li> <li>2. Cultural Awareness (Cross Cultural Competency)</li> <li>3. Race and Ethnicity</li> <li>4. OMB Race and Ethnic Groups</li> </ol>	<p><b>Slide #29: Summary</b></p>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Bennett, Milton J., <u>Basic Concepts of Intercultural Communication</u>, Intercultural Press, 1998.</li> <li>• Dept. of Defense 3C Cross Cultural Competence, <a href="http://www.cultureready.org">http://www.cultureready.org</a></li> <li>• Department of Defense Directive 1350.2, Military Equal Opportunity (MEO) Program, (November 21, 2003).</li> <li>• Defense Language and National Security Education Office, Language and Culture: Changing Perspective, February 2011.</li> <li>• Farley, John E., <u>Majority-Minority Relations</u>, Prentice-Hall, 1995.</li> <li>• Martin, M. &amp; Vaughn, B. (2007). Strategic Diversity &amp; Inclusion Management magazine, pp. 31-36. DTUI Publications Division: San Francisco, CA.</li> <li>• Parrillo, Vincent N., <u>Strangers to These Shores, Seventh Edition</u>, Pearson Education Inc., 2003.</li> <li>• U.S. Air Force Culture and Language Center, Military Cross-Cultural Competence: Core Concepts and Individual Development, (2007).</li> <li>• U.S. Army and Marine Corps Counterinsurgency Field</li> </ul>	<p><b>Slide #30 and 31: Resources</b></p>

Discussion Point	Instructional Guidance
<p>Manual, (2007).</p> <ul style="list-style-type: none"> <li>• US Army Training and Doctrine Command;  <a href="http://www.tradoc.army.mil/dcspil/documents/Policies/AG/tc26-6.pdf">http://www.tradoc.army.mil/dcspil/documents/Policies/AG/tc26-6.pdf</a></li> <li>• U.S. Office of Management and Budget; Standards for the Classification of Federal Data on Race and Ethnicity;  Federal Register, August 28, 1995.</li> </ul>	