

Facilitating Career
Development

Chapter 6

NCDA | National Career
Development
Association

Providing Career Services to **Multicultural Populations**

Learning Objectives:

Disclaimer: Diversity, equity, and inclusion is an all-consuming topic that impacts communities and citizens across the world. The NCDA tries its best to incorporate global perspectives within its materials. However, please note that the data, resources, and materials referenced in this chapter focus on U.S. perspectives. Because of this, we ask readers to consider the unique social and cultural issues and systems of oppression that exist in their own country in addition to the perspectives mentioned in this chapter. Additionally, the NCDA also recognizes that language and understanding of diversity, equity, and inclusion are ever-changing and we endure to make every effort to keep this chapter updated to meet the changing times.

When you complete this chapter, you will be able to:

1. Describe the importance of diversity, equity, and social justice in the workplace.
2. Recognize your own attitudes and biases toward historically excluded and marginalized populations.
3. Express the importance of cultural competency and social justice when providing career services to historically excluded and marginalized populations.
4. Explain and understand the complexity of issues and challenges historically excluded and marginalized populations face in today's workforce.
5. Embody the characteristics that a culturally competent, social justice-oriented person uses in working with diverse and underrepresented populations across industry sectors.

NCDA Competencies Covered:

- Diverse Populations
- Helping Skills
- Labor Market Information
- Consultation



Instructor Tip: Ask students if they have any unanswered questions from the previous chapter(s). Explain to students when they complete this chapter, they will be aware of key trends and data in the multicultural labor force of the U.S., giving them a wider perspective on the diverse nature of American workers. They will also build their cultural competence and be able to recognize the unique career-related needs of individuals from different backgrounds and be better informed to adapt career services to meet those needs. For virtual courses, if this information is not presented verbally, consider writing a chapter summary and including it in the course materials and/or creating a video introduction for inclusion in your learning management system. **Appendix I-1** offers tips for planning lessons.

Understanding the Importance of Diversity, Equity, and Social Justice

(Learning Objective 1)

Whether you live in a suburban or metropolitan area, the United States, or another country, no population of individuals looks the same. Each person has a unique cultural background and set of social identities that can contribute to our understanding of diversity, equity, and inclusion, especially as it relates to today's workforce. It's necessary that career services providers understand how elements of diversity, equity, and inclusion shape the professional development and career trajectory of students and clients today — particularly those whose identity has been historically excluded, marginalized, and underrepresented in the professional work setting.

First, we must understand and define diversity, equity, and inclusion (DEI).

Diversity recognizes the individual difference between persons, groups, and communities based on their social identity and the customs, traditions, and experiences of their specific culture. Furthermore, the representation of varying identities and cultures in a specific environment — such as a non-binary person of color from California and a first-generation Latina from Florida — creates the conditions for a diverse working environment.

Equity goes further to consider how the ability and resources available to the individuals have been shaped by historical, political, and social forces. These forces may include institutions in society that assert power and authority over people and communities such as K-12 education, state governments, or even religiously-affiliated organizations.

Finally, inclusion considers the marginality and oppression that different identities and cultural groups experience because of differences in power and resources and seeks to bridge the gap in power and include the perspective of those missing from the conversation.

Though the definitions for DEI are brief in this first section, there are important elements to understand when working with diverse, underrepresented, and historically marginalized individuals that are seeking guidance and assistance from career service providers. These elements will be explained in more detail throughout the chapter. We will explore how attitudes and implicit bias may impact the ability to provide adequate career guidance; how trends in the U.S. workforce reveal disparities in professional development among marginalized populations; and lastly, how to adapt career service delivery to understand the challenges these different groups face and prepare them to navigate the job market with the best information and professional development possible.



Instructor Tip: Additional Journal Entry, eLearning, and Discussion prompts are located in **Appendix I-2** of this chapter. The activities are broken down by K-12, Higher Education, Business & Industry, and Workforce Development for your convenience. Each activity can be adapted for face-to-face instruction and instructor-led virtual courses.



Activity 1: Awareness and Knowledge Assessment

Complete **Appendix S-2: “Before and After” Questionnaire – Part 1.**

No one will see this but you. Please keep the “before” copy so that you can compare it with the “after” copy you will complete at the end of the chapter. You can use this to assess your cultural competence, understanding of DEI, what you would like to learn during this chapter, and what you would like to learn beyond this course.

In **Appendix S-3** you will find a **Glossary of Terms.**

Recognize Your Attitudes and Implicit Bias

(Learning Objective 2)

Part of the process of helping people from diverse and multicultural backgrounds is to better understand your own attitudes, stereotypes, and biases. Our thoughts and actions on these issues can be influenced by the way we are socialized within our families, educational experiences, peer groups, and even the media we consume. These thoughts and actions subconsciously show up in the way we treat certain groups and communities based on their social identities. Unfortunately, some people use these attitudes to defend their own place in their social world without realizing it. However, as professionals, there is a legal and ethical obligation to treat people equitably and not let biases color our ability to provide services.

In an article for the *Journal of Ethnic and Cultural Diversity in Social Work*, the authors assert that self-awareness and cultural awareness

are essential building blocks to cultural competence. This is especially important for those career providers that come to this work with considerable privilege, whether it be race, gender, nationality, or education. To that end, David Nylund (2006) believes that to adopt a critical view of multiculturalism and cultural competence, “social work educators and practitioners embrace critical multiculturalism as a form of praxis in unhinging racism.” In other words, it is important to embrace the difference between us, and in a field like social work, applying this approach is crucial to practice dismantling systems of oppression such as racism. Recognizing the differences in identity between you and your client will help in addressing the systemic and historical oppression that exists because of those differences. This step is necessary to build your knowledge and practice.

Each career services provider’s multicultural competence thus includes conscientious, deliberate self-reflection on his or her cultural contexts in the counseling process. The counseling relationship is a cultural experience

that is comfortable depending on clients' individual cultural backgrounds. Career issues emerge and are recognized in career development as the result of a transaction between both the practitioner's and the client's cultural contexts. If the client reports an issue that is not seen as such by the practitioner, it is

easy for the practitioner to overlook that issue or make culturally-insensitive responses. Cultural backgrounds and perceptions, in themselves, can become a barrier. This is another reason, as a career services provider, to understand and challenge your own biases in working with multicultural groups.



Activity 2: Communities of Practice

Communities of Practice can include our immediate families, grandparents, neighbors, church homes, youth groups, and peer groups to name a few. Communities of Practice help forge our identity, complete with thoughts about what distinguishes us from, and in many cases makes us better than, those who are different. Tidwell and Fitzgerald go on to suggest we retain lessons from these communities in the form of voices that continue to whisper to us from childhood to adulthood. Unless we take conscious measures to counter these voices they inform all areas of our lives, including our work.

For the following activity, you will be presented with a series of generalized statements and assumptions we make about different people based on their social identities. For each statement, you will be asked to rate (1= Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree) the extent to which each of the following communities of practices agrees with each statement:

- The people who raised you
- Your schooling (K-12 and Higher Education)
- The media
- Your career industry
- Your friends



Instructor Tip: Appendix S-2 is meant to be a private reflective tool to help students increase their awareness of their own implicit biases and attitudes toward certain identity groups. However, you may invite students to share their reflections with the rest of the class if they are comfortable. There will be an opportunity at the end of the chapter to complete the assessment a second time when students can share their changed knowledge or attitudes. Virtual learners can share their reflections in a Discussion Post if they are comfortable doing so. Encourage students to review **Appendix S-3** so the class is using shared -- and accurate -- terminology.

	People who raised you	Schooling	Media	Industry	Friends
In the United States, if you try hard, you will succeed.					
In some ways, men are just more competent than women.					
People with disabilities are not likely to be the most competent people to do a job.					
People who speak English with an accent are probably less intelligent.					
People who speak English with an accent are probably less intelligent.					
Professional attire rules should be based on a person's gender assigned at birth.					

After completing your ratings, please reflect and respond to the following prompts:

1. To what extent do you agree with these statements? Which communities of practices influenced your opinion?
2. Based on the rating totals, which community of practice did you receive the most implicit messaging from? Provide an example of how they reinforced this messaging.
3. What other generalizations have you adopted from your communities of practice? How does this inform your ability to provide career services to clients?

Cultural Competency for Career Service Providers

(Learning Objective 3)

In Chapter 1, you learned about helping skills that enable you to work more effectively with clients. You will always draw on your helping skills as a career services provider, but especially when you are working with people who have been marginalized and oppressed across career sectors and industries.

You may work with people who are:

- English language learners who are still improving proficiency in literacy and writing
- Veterans or members of military families
- Members of the lesbian, gay, bisexual, transgender, and queer or questioning (LGBTQ+) community
- Living with a physical, mental, or medical impairment
- Currently in transition to affirm their gender identity
- Working through addiction or experiencing homelessness
- Representing mature workers that are adapting to a new workforce
- Currently undocumented, displaced refugees, or working through the citizenship process in the United States

Many of these populations will be described in more detail in this chapter. As a career services provider, you will not be expected to be an expert in all areas of multicultural awareness,

but you may be required to step outside of your own worldview to work effectively with the clients you serve.

We live in a global community in which people are connected around the world economically and socially in ways that allow real-time contact and the ability to see each other using technology. The concept of the workplace has expanded beyond any four walls because of technology, which has transformed work into a universally accessible activity that can be performed anywhere at any time. Technology is a powerful force, and we must be cognizant of issues of access and equity for all clients receiving career services. Because technology has become a pervasive and foundational component in many industries, moving towards social justice means considering the lack of access to technology for certain communities, especially for remote workers that may not have access to reliable internet or those who have been financially impacted by the COVID-19 pandemic.

Each person has needs in common with all others as human beings, as well as some that are unique. Career services providers will want to work with clients with as much understanding as possible about the worldview and heritage they bring with them to the career planning or decision-making process. We all need to be aware of our biases and stereotypes, as well as those held by society. This chapter will describe the key characteristics of various groups. Keep in mind any individual may be a part of multiple groups and hold values and beliefs separate from those described here.

Multicultural Characteristics and Trends in the American Workforce

(Learning Objective 4)

American society continues to become increasingly diverse with multiple, overlapping social identities. Many factors are at play that contribute to the increase in the United States' ever-changing globalized workforce. Before we go any further, it is important to define multiculturalism. Many people use the terms diversity and multiculturalism interchangeably when there are major differences between the two. Diversity is defined as the differences between people. As previously mentioned, these differences can include race, gender, sexual orientation, religion, background, socioeconomic status, and much more.

Multiculturalism goes deeper than diversity by focusing on inclusiveness, understanding, and respect, and by looking at unequal power in society. The demographic changes that determine many of the key characteristics of the workforce happen slowly. Over time, these demographic shifts can compound to make a difference such as what is seen today. A few contributing factors are:

- The US workforce is aging and will continue.
- The US workforce is becoming more diverse.
- Americans will become more educated as time goes on.

Nationality and Citizenship may sound like synonyms to each other, but these words are

quite different. The term citizenship works as a substitute for nationality and vice versa. Both are distinct concepts with different meanings. Nationality is the individual membership that shows a person's relationship with the state and is ethnic or racial. Citizenship is the political status, which states that the person is recognized as a citizen of the country and is legal or juristic. Citizenship is a unique bond that unites people around civic ideals and a belief in the rights and freedoms guaranteed. Deciding to become a U.S. citizen is one of the most important decisions an immigrant can make.

Gender is the cultural meanings (such as masculinity or femininity) assigned to biological sexes within a specific historical and geographic way of being. Typically, the terms "sex" and "gender" are incorrectly used interchangeably. Sex is a social, legal, and medical designation assigned at birth based on a medical assessment of the body. People whose **gender identity** is different than their sex assigned at birth fall under the umbrella of transgender identity. Some individuals identify with a gender identity that is opposite of their sex assigned at birth. Others identify as neither, both, or somewhere in between female or male. Many use the word "non-binary" to describe this identity.

Sexuality is an inherent enduring emotional, romantic or sexual attraction to other people. An individual's sexuality is independent of their gender identity. Over 8 million workers in the U.S. identify as LGBTQ+. Over the years, legislative protection for the LGBTQ+ community has increased. In addition to the prohibitions on sex discrimination under the

federal Title VII of the Civil Rights Act of 1964, legal protections are emerging for LGBTQ+ employees at the state and local levels. Currently, only 20 states and the District of Columbia (D.C.) have laws that explicitly prohibit discrimination based on sexual orientation and gender identity. The Equal Employment Opportunity Commission (EEOC) and a growing number of federal courts have extended protections to include sexual orientation and gender identity — specifically through Title VII’s prohibition on discrimination based on sex. Despite this patchwork of protections, LGBTQ+ workers still report high rates of discrimination when looking for work and on the job.

The U.S. Supreme Court ruled in 2020 that sexual orientation and gender identity or expression are included in the definition of “sex”; therefore, employers cannot discriminate on that basis against individuals in employment.

Disability is any condition of the body or mind (impairment) that makes it more difficult for the person with the condition to do certain activities (activity limitation) and interact with the world around them (participation restrictions). The layers of complexity of the COVID-19 pandemic continue to peel away, revealing greater vulnerabilities yet to be understood and explored. While according to the 2018 American Community Survey over 156 million people over the age of 16 were employed in our economy, people with disabilities represented only about nine million of that number — or 24% of the total population of people with disabilities. These employment statistics for Americans with disabilities were extremely low prior to the current pandemic

crisis but have been even further affected in the wake of COVID-19 as doors to employment have shut.

There are many types of disabilities, such as those that affect a person’s:

- Seeing
- Walking
- Thinking
- Speaking
- Learning
- Communicating
- Hearing
- Working
- Caring for oneself

Although “people with disabilities” sometimes refers to a single population, this is actually a diverse group of people with a wide range of needs. Two people with the same type of disability can be affected in very different ways. Some disabilities may be hidden or not visible. According to the World Health Organization, disability has three dimensions:

1. Impairment in a person’s body structure or function, or mental functioning; examples of impairments include loss of a limb, loss of vision or memory loss.
2. Activity limitation, such as difficulty seeing, hearing, walking, or problem solving.
3. Participation restrictions in normal daily activities, such as working, engaging in social and recreational activities, and obtaining health care and preventive services.

If you would like to learn more, please see the chapter on disability services located with this Instructor Manual.

Generations can vary in the workplace depending on the industry. Currently, there are five generations that occupy the workforce: Traditionalists, Baby Boomers, Generation X, Millennials, and Generation Z. According to Pew Research (Dimock, 2019), it is hard to

approximate the exact beginning and end dates between one generation and the next, and in many cases, a member of one generation may identify with many of the same characteristics of another generation based on external factors in their environment and how they were raised. Given these nuances, the following chart provides a general base for understanding how each generation approaches, assess, and values work in the U.S.:

	Traditionalists (1927-1946)	Baby Boomers (1947-1964)	Generation X (1965-1980)	Millennials (1981-2000)	Generation Z (2001-2020)
Work Ethic	Sacrifice	Workaholic	Self-Reliance	Multi-Task	Hard Work
Work is...	An obligation	An adventure	A challenge	Fulfillment	An opportunity to make social change
Leadership Style	Directive	Consensual	No Layers	NOW	Collaborative
Interactive Style	Individual	Team Player	Entrepreneur	Participative	Inclusive
Communications	Written	Face-to-Face	Direct	Email	Constant and Visual
Rewards	Job well done	Money & Title	Freedom	Meaningful Work	Privacy and Choice
Messages that Resonate	Your experience is respected	You are valued and needed	Do it your way	Work with bright, creative people	You make a positive difference
Work & Family	Work	No balance	Balance	Balance	Balance

Figure 6.1 Cross-Generational Workforce. Adapted from Erin Powers (2017). *Cross-Generational Competence: How to Get Multi-Generations to Work Together Effectively*. NASFAA.

Information compiled by the Society for Human Resource Management (SHRM) and AARP reveals that millennials account for approximately 50 percent of the workforce. Meanwhile, the population of people older than 65 is larger than ever. It's expected to double in the next 20 to 30 years. While these younger and older employees coexist in the workforce, the research reveals they typically want different things from their careers. Younger people tend to prioritize purpose and personal development while older people seek security and stability. According to the SHRM, challenges can also arise due to differences in communication styles, general work practices, collaboration, and expectations from employers. It's challenging address the needs and preferences of so many different groups of employees at once, not to mention that generational differences and work styles can be further complicated based on social identities and personal experiences. Fostering a culture of productive collaboration and mutual respect starts from the top down.

Veterans are persons who served in the active military, naval, or air service and who were discharged or released under conditions other than dishonorable. Military members tend to have transferable skills that can help them succeed in today's business world. However, there may be barriers that must be overcome by both veterans and organizations to ensure successful veteran hires. One of the biggest barriers is isolation. Veterans often come from a cohort — a platoon or a squadron. When veterans come out of the service, they may

lose a sense of team and support, which can sometimes lead to challenges. Organizations must ensure that they have a strong sense of culture and teamwork and that they're providing a place where veterans can work and thrive. Veterans are accustomed to operating in high-velocity environments where they need to assess information, pivot, and take quick action based on those insights. For organizations thinking about how to support their veteran hires, solutions like employee resource groups (ERGs) can provide a powerful mechanism for connection. Organizations that recognize what veterans bring to the table also recognize that transitions into civilian employment can be difficult. In addition to ERGs, mentorship, and mental health support, having an onboarding program that helps veterans acclimate to the values, industry, and other key factors related to your business.

Persons with Justice Involvement Over 600,000 people make the difficult transition from incarceration to the community each year. With continuing education and job training opportunities, many return to their communities with skills and knowledge valuable to employers with openings. Employment helps people with justice involvement gain economic stability after release and reduces the likelihood that they return to incarceration, promoting greater public safety to the benefit of everyone. Despite the overwhelming benefits of employment, people who have been incarcerated are largely shut out of the labor market. Employers cite concerns like liability issues, potential violence, and potential addiction.

According to the National Former Prisoner Survey (NFPS) that has led to an unemployment rate among the people with justice involvement that is five times higher than the general population of the U.S. However, with new laws such as the 2018 First Step Act and advocacy efforts aimed at showing the value of this previously shunned workforce, that tide is turning (Workers with Criminal Records, 2018).

The number of Americans with a criminal history is on the rise, and nearly one-third of the adult working-age population has a record. A new nationwide study commissioned by the Society for Human Resource Management (SHRM) and the Charles Koch Institute (CKI) (SHRM and the CKI 2018) finds that, while these Americans do face additional scrutiny during the hiring process, many employees, managers, and Human Resources (HR) professionals, are open to working with and hiring people with criminal histories. According to the SHRM Foundation and the Center for Employment Opportunities (SHRM 2018) more than 80% of hiring managers recognize workers with a criminal history are just as, if not more, qualified as someone without a record, and almost as many managers find it cost-efficient to recruit and hire them.

According to recent research by SHRM and the Charles Koch Institute, about 3 in 4 hiring managers say there's extreme value in hiring those with justice involvement, in part because it costs relatively little to recruit and hire them, they represent a diverse pool of talent, and there's intrinsic social value in giving people a second chance at employment.

If you would like to learn more, please see the chapter on justice involvement located with this Instructor Manual.

Opportunity Youth previously referred to as “disconnected” or “at risk” youth, are between the ages of 16 and 24 and are neither in school nor working. America’s next generation of workers has the highest poverty rate of all age groups. Nearly one in six children under age 18 (16.2 percent) lived below the poverty line in 2018. It is a critical window of opportunity for youth and young adults to gain an education and/or training that would “...provide the foundation for their occupational trajectories during the rest of their adulthood.” (Mendelson et al., 2018). Young adults (ages 18-24) who are striving to complete education and find pathways to good jobs have a higher-than-average rate of poverty at 15 percent. Many of these youth have disabilities, are homeless, or have been involved with the juvenile justice or child welfare systems. The effects of this disconnection may follow individuals for the rest of their lives, resulting in lower incomes, higher unemployment rates, and negative physical and mental health outcomes. Young adults who are not in school or working represent untapped potential for our nation.

Persons who are English Language Learners are defined as adults or out-of-school youths “who have limited ability in speaking, reading, writing, or comprehending the English language” — and whose native language is a language other than English; or who live in a family or community environment where a language other than English is the dominant language”.

People who are Refugees and Those who are Granted Asylum Through two programs, the U.S. often provides refuge to persons who have been persecuted or who have well-founded fears of persecution. One program is for refugees (persons who have been forced to leave their country due to persecution, war, or natural disasters); the other is for asylees (asylum seekers; persons in the United States who are looking for protection because of persecution in their country). The Deferred Action for Childhood Arrivals (DACA) provides

young undocumented immigrants, who meet certain requirements, temporary protection from deportation and legal work authorization for a renewable period of two years. The Office of Immigration Statistics annual flow report (U.S. Department of Homeland Security, 2019) provides information on the number of people admitted to the United States as refugees or granted asylum in the United States in 2018. A total of 22,405 persons were admitted to the United States as refugees during 2018.



Activity 3: Understanding Diversity in Your Local Area and Industry

1. Look up your state and city data in the census to create a demographic profile of your area. Consider the topics covered in this section and other data points, such as socioeconomic factors, educational attainment, and other threads that contribute to the fabric of diversity in your community.
2. In addition to data sources, like the census, consider other sources, such as local news outlets, or your specific industry in a geographical area that can provide up-to-date current stories that describe local trends in your industry related to diversity.
3. After you have identified the demographics, write a brief one-page essay on how you will integrate this knowledge into your work as a career services provider. In this essay, make sure to note the following:
 - a. What are the local trends for diversity, equity, and inclusion in your industry?
 - b. How does your experience of this industry differ based on other local stories? How much of this experience is related to identity?
 - c. What companies or organizations have developed promising practices that support the recruitment and retention of historically excluded and marginalized identity groups?

The Importance of Diversity in the Workforce

(Learning Objective 5)

In Chapter 4, you learned about multiculturalism and the factors that contribute to the increase in the United States' ever-changing globalized workforce. Diversity can be defined in multiple ways. This chapter will focus on differences in diversity, particularly in the workplace.

Diversity is not just a buzzword of the moment; diversity is a business imperative that any current workplace must include in their company's mission. According to Stephanie Creary, an assistant professor at the Wharton School, diversity can be defined in two ways. Creary asserts that one way is through the lens of difference and believes that it is important to explore those, which is counter-normative to the way many were raised in the U.S. or taught to value in the corporate setting. Dr. Creary also writes that discussing differences is tied to the work that we do, and it can help us think more creatively at work. The more that we can harness the different aspects of ourselves to produce new knowledge, the more we can help our organizations learn and grow.

One of the other ways to think about diversity is through an equity or social justice lens. Two of the most common dimensions of difference that people talk about in the U.S. are race and gender, which invites deeper conversation about fairness and systemic racism and sexism permeating through the modern workplace.

However, this conversation does not always resonate with people who represent a larger portion of the population. There are certainly people in this group who are champions for equity — gender equity and racial equity — and then there are those who are not, because they feel that this conversation might conflict with their cultural values around meritocracy.

Patrick F. McKay, the Fox Stanley and Franny Wang Professor of Human Resource Management at Temple University, believes a diverse work environment is only the first step in helping workers feel comfortable stating their individual ideas. In a conversation with Professor McKay, Jessica Bend sat down with him to discuss the inspiration behind his research on the importance of inclusivity in the workplace.

“Inclusion makes everyone feel valued. Being validated in the workplace makes employees work a lot differently than when they're marginalized and feel like they don't matter. It is simply that, which is why I don't necessarily endorse the diversity concept numerically. Hiring a bunch of different people and putting them together doesn't mean that everyone will automatically care about each other. However, when they begin to understand that their differences are valued, they're more likely to collaborate on new ideas, and that can produce great outcomes. People put their energy into their work once they know they are in a safe work environment.”

Workplace diversity refers to a company or organization that intentionally employs a workforce of diverse individuals with a

wide range of characteristics and talents. In terms of characteristics, this can include any distinct gender, race, ethnicity, age, religion, education, or other aspects that diversify the workforce. Diversification of the workforce is an important element of addressing racism, bias, and prejudice in the workforce at national and systemic levels.

The U.S. Equal Employment Opportunity Commission (EEOC) receives thousands of discrimination charges alleging race and color discrimination every fiscal year. Race discrimination receipts reached 8,682 in 2019, slightly increasing by 1.75% compared to 2018. Color discrimination filings also had a notable increase in 2019 after reaching 3,415, which is the highest record within the last ten years. Race and color discrimination is undeniably still a large issue in work environments everywhere. Employers may think that their actions do not have serious consequences. Victims may not have a clear understanding of protections available to them.

The EEOC enforces Title VII of the Civil Rights Act of 1964 which is a federal law that prohibits employment discrimination based on race, color, sex, national origin, and religion. Under this Act, employers may not treat individuals less favorably in employment aspects (such as hiring, firing, pay, promotion, job training/assignment, benefits, and other work conditions) because of their perceived or actual race/color, as well as association with someone of a certain race.

It is illegal to base employment actions on physical traits commonly associated with a particular race or stereotypical perceptions about the qualities, abilities, performance, and competence of a particular race. Title VII also protects individuals from being harassed because of their race and color. Harassment in this context can take the form of humiliation, derogatory remarks, offensive drawings/illustrations, and unwelcome physical conduct.



Instructor Tip: This activity can be adapted for face-to-face and virtual learners. Invite students to share their findings and observations. Virtual learners can share a response via a Discussion Post. Have students answer the following questions:

- Were they surprised at any of the data they found?
- Is there anything they will do differently in their work as a career services provider as a result of this research, this can include how they might modify their direct interaction with clients, changes they might make to their working environment (such as making materials available in languages spoken in their community), new partner agencies who can help enhance services, or even new programs they would recommend implementing.

Cultural Competence in the Career Development Setting

(Learning Objective 6)

Cultural competence is the ability of a person to effectively interact, work, and develop meaningful relationships with people of various cultural backgrounds. Cultural background can include the beliefs, customs, and behaviors of people from various groups. Gaining cultural competence is a lifelong process of increasing self-awareness, developing social skills and behaviors around diversity, and gaining the ability to advocate for others. It goes beyond tolerance, which implies that one is simply willing to overlook differences. Instead, it includes recognizing and respecting diversity through our words and actions in all contexts. Cultural competence is defined by the National Center for Cultural Competence as “a set of congruent behaviors, attitudes, and policies that come together in a system, agency or among professionals and enable that system, agency or those professions to work effectively in cross-cultural situations.” The following has been adapted from Arredondo, et al (1996) and captures the various dimensions of cultural competence that apply to the career services provider.

1. Career Practitioner Awareness of Own Cultural Values and Biases

A. Attitudes and Beliefs Culturally Skilled practitioners:

1. Believe that cultural self-awareness

and sensitivity to one’s own cultural heritage is essential.

2. Are aware of how their own cultural background and experiences have influenced attitudes, values, and biases and how they may affect the client relationship.
3. Can recognize the limits of their multicultural competency and expertise.

B. Knowledge

Culturally skilled practitioners possess:

1. Specific knowledge and information about discrimination and bias and how it yields serious consequences. For example, stereotypes and bias have been claimed as the foundation for the surge in reported incidences of police brutality and the deaths of African Americans. A substantial body of work has also shown that victims of bias suffer in ways that may be less visible — in their academics, work performance, and other domains of life — even when those biases are subtle. (Racism, Bias, and Discrimination Resources, n.d).
2. Knowledge and understanding that the negative effects are evident not just for the victims of biases. Recent research suggests that

stereotyping, bias, and incidences of microaggressions not only affect the victim but also contribute to a hostile environment for everyone so that people in the broader setting (e.g., workplace) might feel invalidated or even intimidated and abused (Cultural Competence an Important Skill Set for the 21st Century, 2016).

3. Knowledge about how biases and prejudice also negatively affects the very persons holding those stereotyped beliefs. Experimental research shows that individuals with racial biases who interact with people of color show increased levels of cortisol and other stress hormones. Thus, biases and stereotypes have negative effects all around - for individuals and institutions, as well as for the targets of bias and for those holding such biases (Understanding Biases and Their Impact On Our Perceptions, 2018).

C. Skills

Culturally Skilled practitioners:

1. Learn more about other cultures and are aware of current tools to aid in learning about various cultural groups' points of view. When working with people from different cultural backgrounds, it can be useful to learn about their culture's practices, values, and

beliefs (Cultural Competence An Important Skill Set for the 21st Century, 2016).

2. Learn about the languages spoken in their communities, child-rearing practices, or religious traditions to help understand and interact with individuals and groups of various backgrounds (Cultural Competence an Important Skill Set for the 21st Century, 2016).

2. Career Practitioner Awareness of Client's Worldview

A. Attitudes and Beliefs

Culturally skilled practitioners:

1. Understand conflicts that emerge between groups are often rooted in issues that may have deep historical origins. It is very helpful to understand these historical backgrounds that may help explain current events. For example, why do certain words or phrases that seem neutral to some evoke negative reactions with specific populations (e.g., "Where are you from?" or "You really should be appreciative of what I give you")? These phrases are rooted in racist and/or discriminatory behaviors. Some of these phrases reflect long histories and current experiences of oppression and thus evoke hurt and other negative feelings (Guzman et al., 2016).

2. Acknowledge that beyond history, numerous events and policies continue to impact the individuals, families, and cultural groups you interact with. Examples of these include wars and territorial conflicts. For those working with refugees or migrants in a community, it is essential to understand events that underlie their movement from their home countries, (Guzman et al., 2016).

B. Knowledge

Culturally skilled practitioners:

1. Reflect critically on biases and prejudices to help to develop the skills necessary to effectively interact and engage with individuals whose cultural background is different than their own. Realizing that everyone has biases is an important step for building cultural competence. Our biases may stem from our backgrounds, experiences, or personal demographics, and these biases exist whether we are aware of them, (Guzman et al., 2016).
2. Recognize that the problem is when we deny or fail to acknowledge our biases. Our interactions and perceptions of others may be influenced by our biases. These biases may cause us to inadvertently act in ways that are discriminatory

towards others (Guzman et al., 2016).

3. Acknowledge that we all have biases and that we all hold stereotypes (Guzman et al., 2016).

C. Skills

Culturally Skilled practitioners:

1. Know that cultural competence goes beyond “putting up with” differences and instead involves being appreciative, affirming, and inclusive of all cultural backgrounds (Guzman et al., 2016).
2. Try to detect verbal and nonverbal actions that certain cultures may not find appropriate (e.g., hand shaking) to better establish an inclusive environment (Guzman et al., 2016).

3. Culturally Appropriate Intervention Strategies

A. Beliefs and Attitudes

Culturally skilled practitioners:

1. Respect clients’ religious and/or spiritual beliefs and values, including attributions and taboos, because they affect worldview and client behavior.
2. Respect indigenous helping practices and respect help-giving networks among communities of color.

3. Value bilingualism and do not view another language as an impediment to the career development process (see C4 below).

B. Knowledge

Culturally skilled practitioners:

1. Have knowledge of the potential bias in assessment instruments and use procedures and interpret findings keeping in mind the cultural and linguistic characteristics of the clients.
2. Have knowledge of family structures, hierarchies, values, and beliefs from various cultural perspectives. They are knowledgeable about the community where a particular cultural group may reside and the resources in the community.
3. Should be aware of relevant discriminatory practices at the social and community level that may be affecting the population being served.

C. Skills

Culturally skilled practitioners:

1. Engage in a mutually beneficial and reciprocal learning experience. Focus on the behaviors and the situation, not the person. Value-laden statements making the individual the target should be avoided, (Guzman et al., 2016).

2. Take responsibility for interacting in the language requested by the client and, if not feasible, make appropriate referrals. A serious problem arises when the linguistic skills of the career practitioner do not match the language of the client. If this is the case, practitioners should (a) seek a translator with cultural knowledge and appropriate professional background or (b) refer to a knowledgeable and competent bilingual practitioner.
3. Have training and expertise in the use of traditional assessment and testing instruments related to career development, when appropriate. They not only understand the technical aspects of the instruments, but also are also aware of the cultural limitations.
4. Should attend to as well as work to eliminate biases, prejudices, and discriminatory contexts in assisting clients and should develop sensitivity to issues of oppression, sexism, heterosexism, elitism, and racism.
5. Display the culturally competent behaviors of active listening, empathy, and engaging effectively when moving beyond tolerance. These three components will help to create a welcoming environment and establish the appreciation of similarities and differences among cultures.

Why is diversity so integral to success? Unconscious biases typically derail good decision-making. When a diverse group works together, they can help keep each other's biases in check and make smarter decisions as a team. The U.S. is diversifying fast, with the Census Bureau estimating that nearly four out of ten Americans identify with a race other than white. Businesses that cannot reflect these demographics will fall behind those that can. By implementing cultural competence initiatives, organizations will be able to take advantage of other perspectives and compete in a global marketplace (13 Benefits and Challenges of Cultural Diversity in the Workplace, 2019).

Diversity isn't just a passing trend or buzzword. Businesses have been investing in cultural competence for a long time and are now seeing the fruit of their labor. Here are some of the best cultural competence examples in the workplace.

L'Oréal

A 2017 Forbes Top Multinational Performer, beauty company L'Oréal has a presence in 150 countries on five continents. As such, multicultural diversity is at the core of this company's success.

L'Oréal has initiatives supporting employees of different genders, abilities, socio-economic origins, sexuality, and ages. In the US, L'Oréal's LGBTQ employee resource group, OUT@L'Oréal, has won L'Oréal a spot on the list of "Best Places to Work for LGBTQ Employees" and obtained a 100 on the Human

Rights Campaign Corporate Equity Index.

In its 2020 Diversity and Inclusion Key Figures Report, the company is also a top performer when it comes to gender equality: Women account for 69 percent of the workforce and 53 percent of key positions.

Google

This tech giant was in hot water when its 2020 diversity report fell short of expectations. The report showed that just 2.6% of the company's leadership were black, the same figure which it had reported the year before. Chief Marketing Officer Lorraine Twohill said that she regretted being so focused on hiring diverse workers without sufficiently supporting "retention, career progression, or inclusiveness."

Now Google has set some big goals to boost diversity, such as expanding investments in places like Atlanta, Washington DC, Chicago, and London. It will also create a task force to "develop concrete recommendations and proposals for accountability across all of the areas that affect the Black+ Googler experience."

Summary of Guidelines for Providing Equity-Based Services to Diverse Populations

(Learning Objective 7)

When working with any client, the following guidelines will help to maximize the interaction and minimize any unconscious attitudes that can create a barrier:

- Examine honestly your own attitudes and biases.
- Plan to increase your cultural competence.
- Remember that one of the most basic helping skills is respect – this attitude alone will go a long way to make a bridge between you and each of the clients with whom you work.
- Use person-first language.
- Treat people as individuals in the context of their own characteristics and needs and avoid buying into common stereotypes associated with diverse groups.
- If you are not certain how to proceed with a particular client, always seek out consultation from a trusted supervisor or peer.

There are **Additional Training Resources** for the chapter located in **Appendix S-1**.



Instructor Tip: To reinforce these concepts, students should be encouraged to discuss and set goals. Divide students into dyads to discuss the following:

- How will they use helping skills when working with culturally diverse populations?
- How does cultural competence align with the NCEC Code of Ethics?
- What might they consider when using career assessments and career development theory with different groups?
- What three goals will each student want to focus on to become a more culturally competent career professional?

Students may be invited to share their responses to the extent that they are comfortable. For virtual learners, students can pair up offline and/or reflect individually and write their response to an online discussion post.



Activity 4: Post Assessment of Awareness and Knowledge

Go back and complete **Appendix S-4: “Before and After” Questionnaire - Part 2** to assess your increased awareness of working with multicultural populations. Based on your response to this and your cultural competence goals, create an individual development plan for yourself.



Instructor Tip: Encourage students to complete the questionnaire a second time and compare their results. Ask students to complete an entry in their learning journals that incorporates the results their cultural competence self-assessment and Appendix S-4 and summarizes their key learnings.

Additional journal entry, eLearning, and Discussion prompts are located in Appendix I-2 of this chapter. The activities are broken down by K-12, Higher Education, Business & Industry, and Workforce Development for your convenience. Each activity can be adopted for face-to-face instruction and instructor-led virtual courses.

To help access the transfer of learning, a chapter quiz is located in Appendix I-3. For face-to-face students, this quiz can be administered in-person or returned via e-mail to the instructor. For instructor-led virtual classes, the quiz can be downloaded, completed and e-mailed in or completed using an online survey tool, such as SurveyMonkey, or a learning management system.

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Chapter 6

Student **Appendices**

Student Appendices

The following is a list of online references and resources used in or recommended for this chapter of the curriculum. By the very nature of the Internet, this list cannot be inclusive of all available resources. As such, the authors and NCDA invite recommendations from NCDA instructors and participants on references and resources for all chapters.

This list will be updated on NCDA's website (www.ncda.org) periodically. Additionally, the authors recommend the use of *The Internet: A tool for career planning*, third edition. A list of updated links from this book is maintained on NCDA's website.

Note: The National Career Development Association and the authors and editors of this list of resources make no claim as to the accuracy and validity of the information presented on the websites below. The content of the sites below is the property of their respective owners and editors.

No warranty, either express or implied, is made by the inclusion of a website on this list

Counseling

- **Career Counseling Without Borders** - www.stemcareer.com/richfeller/pages/classes/2012FA/EDCO500Campus/Week%201/Documents/Chapter%204%20Career%20Counseling%20without%20Borders.pdf
- **Improving Cultural Competence Quick Guide for Clinicians** - <https://store.samhsa.gov/sites/default/files/d7/priv/sma16-4931.pdf>
- **AMCD Multicultural Counseling Competencies** - https://www.counseling.org/resources/competencies/multicultural_competencies.pdf

K-12

- **The School Counselor and Cultural Diversity** - <https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Cultural-Diversity>
- **Meeting the Needs of Diverse Students: Enhancing School Counselors' Experience** - <https://newprairiepress.org/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1131&context=edconsiderations>

Higher Education

- Diversity, Equity, and Inclusion Resources - American College Counseling Association - <http://www.collegecounseling.org/page-18340>
- Professional Development DEI Certificate - University of Michigan - <https://rackham.umich.edu/about/strategic-vision/professional-development-diversity-equity-and-inclusion-dei-certificate/>
- Diversity, Equity, and Inclusion (DEI) Career Resources - <https://careerservices.uic.edu/students/dei-career-resources/>
- Best Practices - Diversity, Equity, and Inclusion - NACE - <https://www.naceweb.org/diversity-equity-and-inclusion/best-practices/>

Business Industry

- Diversity in High Tech - <https://www.eeoc.gov/special-report/diversity-high-tech>
- Introduction to the Human Resources Discipline of Diversity, Equity and Inclusion - https://login.shrm.org/?request_id=id7841AC6FDE7DCE&relay_state=id-df1f701d-c2e1-4c7a-9669-1d68ce55d534&issuer=aHR0cHM6Ly9zc28uc2hybS5vcmcvSURCVVMvU0hSTS9JRFAvU0FNTDlvTUQ=&target=aHR0cHM6Ly9zc28uc2hybS5vcmcvSURCVVMvU0hSTS9QT1JUQUwtU1AvU0FNTDlvTUQ=
- 12 Ways Companies Are Boosting Their DEI - SHRM - <https://www.shrm.org/resourcesandtools/hr-topics/behavioral-competencies/global-and-cultural-effectiveness/pages/12-ways-companies-are-boosting-their-dei.aspx>
- The State of Diversity, Equity, and Inclusion Efforts: Progress, Priorities, and Opportunities - <https://www.lever.co/recruiting-resources/research/DEI-Report-2021/>

U.S. Government

- Bureau of Labor Statistics - <https://www.bls.gov/>
- U.S. Census Bureau Quick Facts - <https://www.census.gov/quickfacts/US>
- Equal Employment Opportunity Commission - <https://www.eeoc.gov/>
- U.S. Department of Labor - <https://www.dol.gov/>
- U.S. Department of the Interior, Indian Affairs - <https://www.bia.gov/>

Glossary of Terms

- **Affirmative action:** Setting goals for the hiring and upward mobility of women, people with disabilities, African Americans, Hispanic/Latino Americans, Asian American/Pacific Islanders, and/or Native Americans. Goals are based upon the difference between the availability of these groups in the population and their actual representation in the organization. Affirmative action does not impose quotas, but instead uses goals and/or targets.
- **Ageism:** Prejudice or discrimination against a particular age group, usually the very young or the elderly.
- **Anti-Semitism:** Oppression of Jewish peoples based on their religion or ethnic identity.
- **Assimilation:** Being absorbed into the culture of an existing group; conforming to a corporate culture.
- **Bias:** Prejudice in favor of or against one thing, person, or group compared with another, usually in an unfair or negative way. Unconscious bias, also known as implicit bias, is defined as “attitudes and stereotypes that influence judgment, decision-making, and behavior in ways that are outside of conscious awareness and/or control”. Work on implicit bias and its relationship to diversity was pioneered by Harvard Professor Mahzarin Banaji (with Tony Greenwald).
- **Bisexual:** Gender-neutral term preferred by people who can be attracted to more than one gender.
- **Black Lives Matter:** Black Lives Matter is a human rights movement, originating in the African-American community, that campaigns against violence and systemic racism toward black people. The movement began with the use of the hashtag #BlackLivesMatter on social media after the acquittal of George Zimmerman in the shooting death of African-American teen Trayvon Martin in February 2012.
- **Classism:** The subjugation or subordination of those from a lower social rank; goes beyond being merely class-conscious.
- **Cultural appropriation:** Originally coined to describe the effects of colonialism, cultural appropriation generally entails adopting aspects of a minority culture by someone outside the culture, without sufficient understanding of its context or respect for the meaning and value of the original. Cultural appropriation done in a way that promotes disrespectful cultural or racial stereotypes is considered particularly harmful.

- **Discrimination:** To treat differently; to differentiate or discern between two or more people or things (racial or sexual discrimination means to treat people differently based on their race or sex).
- **Diversity:** The condition of being different or having differences. Differences among people with respect to age, class, ethnicity, gender, health, physical and mental ability, race, sexual orientation, religion, physical size, education level, job and function, personality traits, and other humandifferences. Some describe organizational diversity as social heterogeneity.
- **Equal employment opportunity (EEO):** The right to fair treatment in employment, promotion, training, and other personnel actions without regard to race, color, religion, sex (which includes gender, sexual harassment, and pregnancy), age, national origin, reprisal (for prior EEO activity), physical or mental disability, genetic information, status as a parent, and sexual orientation.
- **Equality:** Fair treatment for all while striving to identify and eliminate inequities and barriers.
- **Ethnocentrism:** A belief in the superiority of one's own race/ethnicity or culture.
- **Gaslighting:** First popularized in the 1944 movie Gas Light, it means a deliberate attempt to undermine a victim's sense of reality or sanity. In a work context, it usually means behaviors that undermine the success, self-confidence, self-esteem or wellbeing of the target. For people in underrepresented or less powerful groups, it is more likely to occur, with more severe and harmful cumulative effects. Tactics can include withholding (critical information, meeting invitations, silent treatment), isolation (exclusion, causing conflict with coworkers), and discrediting (consistently shooting down the target's ideas, ignoring or taking credit for them).
- **Gay:** A term used to identify those who are homosexual in their sexual orientation or preference; often used exclusively to describe males when using the term "lesbian" to describe females.
- **Gender identity:** A set of constructed behaviors defined by society as appropriate for men and women, solely on the basis of their gender.
- **Homophobia:** Irrational fear of homosexuality or homosexuals (generally misused to describe hatred rather than fear).
- **Hostile environment:** One type of sexual harassment claim; frequent, nontrivial acts of a sexual nature that create the effect of a hostile, offensive, or intimidating work environment.
- **Intersectionality:** The complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect, and their multiple effects on the same individuals or groups. Also refers to the view that overlapping and interdependent systems of discrimination and inequality can more effectively be addressed together.

- **Lesbian:** Term most preferred by women who form their primary emotional/sexual relationships with other women (see also Gay).
- **LGBTQ:** An abbreviation for lesbian, gay, bisexual, transgender, and queer.
- **Managing diversity:** Creating an environment in which differences are valued, encouraged, and leveraged to meet the needs of the business or organization. A strategically driven approach to recognizing, valuing, and fully utilizing all employees' talents, skills, backgrounds, life experiences, and perspectives to achieve business-related objectives. This approach views diversity as an asset, rather than a problem, and employs a pragmatic approach where the organization benefits, and morale, profit, and productivity increase.
- **Microaggression:** A comment or action that unconsciously or unintentionally expresses or reveals a prejudiced attitude toward a member of a marginalized group, such as a racial minority. These small, common occurrences include insults, slights, stereotyping, undermining, devaluing, delegitimizing, overlooking or excluding someone. Over time, microaggressions can isolate and alienate those on the receiving end, and affect their health and well-being.
- **Mosaic population:** Diversity is a mosaic of people who bring a variety of ethnic and cultural backgrounds, styles, perspectives, values and beliefs as assets to the groups and organizations with which they interact (Guion, 1999).
- **Multicultural organization:** An organization whose employees are of different backgrounds, races, ages, genders, and other dimensions of diversity.
- **Neurodiversity:** When neurological differences are recognized and respected as are any other kind of human differences or variations. These differences can include Dyspraxia, Dyslexia, Attention Deficit Hyperactivity Disorder, Dyscalculia, Autistic Spectrum, and Tourette syndrome.
- **Non-binary:** A term to describe any gender identity that does not fit exclusively into the gender binary of male or female.
- **Pluralism:** An organization or state in which members of diverse racial, ethnic, or social groups maintain his or her own culture and traditions, and differences are valued.
- **Prejudice:** To pre-judge, to form an opinion without knowing the facts. A feeling, unfavorable or favorable, toward a person or thing prior to, or not based on, actual experience. A prejudice, unlike a simple misconception, is actively resistant to all new evidence ("My mind is made up: don't confuse me with the facts.").

- **Privilege:** An unearned, sustained advantage that comes from race, gender, sexuality, ability, socioeconomic status, age, and other differences. For example, readers are invited to “unpack” white and male privilege in these papers by Wellesley College’s Peggy McIntosh.
- **Pronouns:** Words to refer to a person after initially using their name. Gendered pronouns include she and he, her and him, hers and his, and herself and himself. “Preferred gender pronouns” (or PGPs) are the pronouns that people ask others to use in reference to themselves. They may be plural genderneutral pronouns such as they, them, their(s). Or, they may be ze (rather than she or he) or hir (rather than her(s) and him/his). Some people state their pronoun preferences as a form of allyship.
- **Queer:** An umbrella term used by people who wish to describe themselves as neither heterosexual nor cisgender.
- **Quid pro quo:** A type of sexual harassment claim; unwelcome activity of a sexual nature in exchange for tangible job benefits or the loss of tangible job benefits owing to the rejection of such activity (“If you do this for me, I’ll do this for you...”).
- **Racism:** A belief that racial differences produce or are associated with inherent superiority or inferiority. Racially-based prejudice, discrimination, hostility or hatred. Institutionalized racism, also known as systemic racism, refers to forms of racism that are engrained in society or organizations. It is when entire racial groups are discriminated against, or consistently disadvantaged, by larger social systems, practices, choices or policies.
- **Reasonable person:** The judicial construct of a mythical individual who thinks and responds the way an ordinary, logical, and careful person would under the same conditions; a standard for behavior used in courts of law.
- **Secondary diversity:** Characteristics that differentiate people that can be changed, such as work background, education, marital status, religious beliefs, geographic location, political beliefs, or income.
- **Sex:** A system of categorizing persons according to their reproductive organs and chromosomal composition (often confused with the term gender, which refers to the characteristics defined as “masculine” or “feminine”).
- **Sexism:** The subjugation or subordination of a person or group of persons based on their sex; stereotyping of males and females on the basis of their sex; the treatment of people in society based on the belief that sex is an indication of ability or relevant worth.

- **Sexual harassment:** Unwelcome and repeated conduct of a sexual nature toward an employee in the workplace, which can involve a hostile environment or quid pro quo.
- **Social similarity:** The widespread tendency for people to hire and promote persons similar to themselves along sex, racial, ethnic, or religious dimensions.
- **Stereotype:** A relatively rigid and oversimplified conception of a group of people in which all individuals in the group are labeled and often treated based on perceived group characteristics.
- **Transgender:** An umbrella term used to describe a person whose gender identity is something other than their Sex Assigned at Birth (SAAB). The SAAB is a person's first association with gender, typically based on physical sex characteristics.
- **White Fragility:** Coined by Robin D'Angelo, it is used to describe the privilege that accrues to white people living in a society that protects and insulates them from race-based stress. D'Angelo argues that this builds an expectation of always feeling comfortable and safe, which in turn lowers the ability to tolerate racial stress and triggers a range of defensive reactions.

Chapter 6

Instructor **Appendices**

Appendix I-1: Planning Your Lessons

Chapter 6 consists of three main Instructional Blocks as described below. The “Instructor Tips” inserted throughout as a guide to provide you with strategies for reinforcing concepts within the text. Instructors are encouraged to add material that suits the learning environment and student Needs.

Instructional Block 1

Time to Teach: 2 -3 hours

Focus: Learning Objectives 1 – 2

Instructional Block 2

Time to Teach: 2 - 3 hours

Focus: Learning Objectives 3 - 4

Instructional Block 3

Time to Teach: 2 - 3 hours

Focus: Learning Objectives 5 - 6

Appendix I-2: Instructor Supplemental Assignments**Journal Entries:**

- **K-12:** You have been meeting with a young cisgender man who wants to be a hedge fund manager for one of the top investment firms in the state. After his first two meetings, you decide to set up a job shadow experience at a local firm. He comes back from the job shadow and says he enjoyed learning about the company, but overheard employees make disparaging comments about the LGBTQ+ community. How do you handle this situation?
- **Higher Education:** On any given campus you may see students with different social identities whether it be a student with a disability, a student of Muslim faith, or a non-binary individual. What policies or services do your campus have to serve them? Do you have any barriers within your office that may discourage these different populations from seeking out your services? Please explain.
- **Business & Industry:** How would you deal with an employee who was very productive, but then had an accident at the factory? After many months of rehabilitation, she is now in your office trying to determine where she might best fit in the company. What do you do?
- **Workforce Development:** A recent veteran who fought in Iraq and Afghanistan enters your one-stop center looking for employment assistance. What barriers might you encounter with this person as they try to find employment? What strengths can you draw upon from their military service?

eLearning Activities:

- **K-12 & Higher Education: My campus setting:** After reviewing the questions below, step out into your campus or school environment. Take a few moments to observe and interact with the students as they move around the campus/school.
 1. What are some of the different communities, micro-communities, or cliques that your students belong to? What are some of the roles they occupy? Examples may include students, athletes, family members, etc.
 2. What are some of the multiple perspectives that students bring to your classroom as a result of these different community identities?
 3. How do these perspectives impact the ways in which students interact with one another? With you? With their other teachers?

Please submit your reflection and findings about your campus to the online platform.

- **Business & Industry: My identity:** For this eLearning exercise, you are placed into four different groups. Groups 1 & 2 will discuss item A and Groups 3 & 4 will discuss item B. Your discussion can take place using the online chat feature, email, or Zoom.
 - A. You have the opportunity to work with a group of career services providers who are exactly like you in every way: they share the same social identities and life experiences as you as well as the same strengths and weaknesses.
 - B. You have the opportunity to work with a group of career services providers completely different from you. Within your group, there are multiple social identities represented and each person comes with a unique life experience to add to the conversation. They come from different backgrounds, look different, and behave differently. They use different skills and ideas.

Using the following questions to lead your discussion:

- What are the pros and cons of your group?
- Will your group have more conflict and disagreement?
- Regardless of your group, how will you consider each others perspectives to present multiple solutions to a problem?

Please submit your reflection on this exercise to the online platform. Does it help you see the benefits of different people and cultures?

Appendix I-3: Transfer of Learning: Chapter Quiz

This quiz may be used as a part of your assessment of student learning. The instructor key is below (correct answers are marked in bold in the instructor key), followed by a reproducible version that you may use with students. This quiz can be administered in person or returned via e-mail to the instructor for face-to-face students. For instructor-led virtual classes, the quiz can be downloaded, completed, and e-mailed in or completed using an online survey tool, such as Survey Monkey, or uploaded into a learning management system.

Chapter 6 Quiz – Providing Equity-Based Career Services for Diverse Populations**Instructor Key**

1. Briefly define equity as it is discussed and described in the text.
 - a. **Equity can be defined as the consideration of how resources available to historically excluded and marginalized identity groups have been shaped by historical, political, and social forces and the subsequent pursuit to balance those resources to ensure fair and equal access for all groups.**
2. All of the following are best practices for culturally skilled career practitioners except?
 - a. Practitioners should consider each client’s worldview, social identity, and career development trends related to the client’s social identity.
 - b. Practitioners should consider the possible impact that discrimination has had on their clients.
 - c. **Practitioners should assume that there is a considerable similarity among people within diverse groups.**
 - d. Practitioners should be open to discussing how the family may be involved in the client’s career expectations and decisions.
3. Match the following terms with the correct definition:
 - a. Discrimination - To treat differently; to differentiate or discern between two or more people or things (racial or sexual discrimination means to treat people differently based on their race or sex).
 - b. Racism - The subjugation or subordination of a person or group of persons based on their race; belief that one group of people is superior to another and therefore have the right to dominate and the power to institute and enforce their prejudices.

- c. Bias - Prejudice in favor of or against one thing, person, or group compared with another, usually in an unfair or negative way.
- d. Stereotype - A relatively rigid and oversimplified conception of a group of people in which all individuals in the group are labeled and often treated based on perceived group characteristics.

4. Cultural competence is

a. A developmental process that evolves over an extended period.

- b. Predetermined and unchangeable values and beliefs.
- c. Knowing how to say hello in more than one language.
- d. None of the above.

5. It is important to understand and challenge your own biases in working with different identity groups

a. True

- b. False

(Skip to next page for student quiz)

Chapter 6 Quiz - Providing Equity-Based Career Services for Diverse Populations

Date: _____

Student Name: _____

Instructor Name: _____

1. Briefly define equity as it is discussed and described in the text.
2. All of the following are best practices for culturally skilled career practitioners except?
 - a. Practitioners should consider each client’s worldview, social identity, and career development trends related to the client’s social identity.
 - b. Practitioners should consider the possible impact that discrimination has had on their clients.
 - c. Practitioners should assume that there is a considerable similarity among people within diverse groups.
 - d. Practitioners should be open to discussing how the family may be involved in the client’s career expectations and decisions.
3. Match the following terms with the correct definition:
 - a. Discrimination
 - b. Racism
 - c. Bias
 - d. Stereotype

_____ To treat differently; to differentiate or discern between two or more people or things (racial or sexual discrimination means to treat people differently based on their race or sex)

_____ The subjugation or subordination of a person or group of persons based on their race; belief that one group of people is superior to another and therefore has the right to dominate and the power to institute and enforce their prejudices

- _____ Prejudice in favor of or against one thing, person, or group compared with another, usually in an unfair or negative way
- _____ A relatively rigid and oversimplified conception of a group of people in which all individuals in the group are labeled and often treated based on perceived group characteristics

4. Cultural competence is:

- a. A developmental process that evolves over an extended period.
- b. Predetermined and unchangeable values and beliefs.
- c. Knowing how to say hello in more than one language.
- d. None of the above.

5. It is important to understand and challenge your own biases in working with different identity groups.

- a. True
- b. False

