

Basic Training Module Specifications

<u>Functional Area:</u>	II. Patrol Procedure
<u>Subject Area:</u>	B. Ethics in Policing and Interpersonal Relations
<u>Module Title:</u>	3. CULTURAL COMPETENCE AND SEXUAL HARASSMENT
<u>Hours:</u>	Not less than 8 hours

Notes to Instructor:

This training module was designed to be administered by instructors with current expertise in *cultural competence*. The module addresses culture, prejudice, cross-cultural communication, and sexual harassment. The expectation is that individual instructors will contribute relevant detail in the form of lesson plans, resource materials, and practical exercises, to facilitate an interactive learning environment in the classroom. If practicable, this module should be administered using the “team teaching” model, involving a diverse pair of instructors.

The ability of a law enforcement officer to work and effectively communicate in various cultures is an important attribute and invaluable skill. Many believe the first step toward nurturing this ability is having the recruits participate in a self-assessment exercise to better understand their own culture and view of the world. Once they realize how their own culture and life experiences shape the way they think, perceive, and behave, they can better understand and accept the thought process, perception, and behavior of individuals from different cultures.

Accordingly, the first training objective in this module contains exercises that are meant to cause the recruits to explore their own culture and realize how culture can influence the performance of official duties. Although basic knowledge acquisition is an important component of any training, the focus of this module should be on experiential (contextual) learning and interactive training in the classroom. For cultural competence training to be effective, it must have an emotional impact on the recruits.

Recruits will also be subjected to a variety of role plays and practical exercises throughout their basic training experience. These practical exercises provide a great opportunity to expose the recruits to realistic and relevant issues involving culture.

When covering discrimination (II.B.3.7.) and sexual harassment (II.B.3.13. - II.B.3.16.), instructors should reference the relevant legal modules (II.B.2.1. and II.B.2.2.), including the academy’s policy regarding harassment. Instructors shall also reference the legal module II.B.2.5. when discussing hate crimes.

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II.B.3.1. Participate in Facilitated Discussions Regarding Culture

- a. Using an interactive classroom exercise that causes each recruit to explore and assess their own culture, actively participates in a facilitated discussion on culture, including:
 - (1) the officer's own culture and views of the world;
 - (2) the culture and world views of others (e.g., other recruits, groups in the officer's policing area, employing LE agency personnel, etc.);
 - (3) how culture may affect behavior and perception; and
 - (4) culture-based behavior that may complicate or impede the normal law enforcement steps of resolving the situation (e.g., touching and personal space issues, eye contact, male officer addressing a female citizen directly, etc.).

- b. Using a table-top scenario or a video clip that depicts a law enforcement officer's response to an incident involving individuals from a different culture, actively participates in a facilitated discussion of the incident by evaluating the officer's ability to:
 - (1) recognize different cultures;
 - (2) identify the cultural issues involved in the incident;
 - (3) perform official duties in an unbiased manner;
 - (4) effectively communicate with individuals from different cultures;
 - (5) recognize how culture may affect subject, witness, and officer behavior and perception; and
 - (6) differentiate suspicious behavior from behavior likely attributed to culture.

Notes to Instructor

Participating in these discussions first will help provide the foundation upon which the recruits can build on as the remaining objectives are taught. For paragraph "a," instructors shall cause the recruits to individually explore and assess their own culture and view of the world by facilitating the "Who am I?" classroom exercise (refer to Handout #1 in Facilitator Guide).

For paragraph "b," instructors shall generate a group discussion with the recruits by debriefing a law enforcement scenario involving cultural issues. Ask questions like "why is culture an issue in this scenario," "who benefits from officers being able to effectively communicate across cultures," "is officer safety compromised by differences in culture," and "how culture affects the behavior of the officer, subject, and witnesses."

Understandably, the recruits will not have all the answers to the instructors' questions but will nevertheless be able to identify some of the key issues and make valuable contributions to the discussions. The intent is for the instructors, through meaningful class discussions, to pique the recruits' interests on this topic, and provide meaning and context for the objectives that follow.

Additionally, it is generally accepted that adult learners pay more attention to classroom topics and training materials when they clearly understand the personal benefit associated with the new information. This seems to be especially true for law enforcement personnel, including recruits.

II.B.3.2. Demonstrate an Understanding of the Basic Nature of Culture.

- a. Realizes that culture is:
 - (1) an external or conscious part that includes:
 - (a) customs, clothing,
 - (b) language, food,
 - (c) rituals, behaviors, etc.;
 - (2) an internal or unconscious part that includes:
 - (a) beliefs,
 - (b) thought patterns,
 - (c) core values,
 - (d) shared views acting as the major determinate of behavior;
 - (3) a coping system that makes life easier by:
 - (a) organizing the world into meaningful/manageable parts;
 - (b) defining appropriate behavior;
 - (c) establishing a "social comfort zone";
 - (d) providing common ground that allows for effective communication;
 - (e) providing survival skills to manage difficult situations and reduce stress;and
 - (4) an issue of pride.
- b. Defines culture as the totality of socially shared and transmitted values, behavior patterns, traditions, arts, religious beliefs, customs, dress, institutions, history, folklore, and all other products of human behavior and thought characteristics of a particular community or population.
- c. Understands that law enforcement officers are members of a sub-culture within society that:
 - (1) shares in the overall culture of the society;
 - (2) holds distinctive characteristics that may be separate from society; and
 - (3) involves shared values (including, but are not limited to):
 - (a) officer safety and loyalty to each other;
 - (b) courage, integrity, and honesty;
 - (c) ingrained suspicion of others;
 - (d) unique sense of humor; and
 - (e) decisiveness or a "take charge" mentality.
- d. Considers how the "police culture" may negatively affect community relations if it involves:
 - (1) cultural preference and low tolerance for diversity;
 - (2) ethnocentrism,
 - (3) stereotyping and prejudice;
 - (4) racism;
 - (5) xenophobia; and
 - (6) a defensive posture or attitude and the "us versus them" mentality.

Notes to Instructor:

For II.B.3.2 (a), instructors should facilitate a classroom discussion about culture. This discussion could involve participation from members of the community groups who can relate personal experiences regarding cultural issues and interactions with law enforcement in the relevant policing area. For paragraphs “b” and “c,” instructors should facilitate a classroom discussion highlighting the positive and negative aspects of the police culture. This discussion could involve participation from veteran officers from local law enforcement agencies who can relate personal experiences regarding cultural issues involved in law enforcement. These experienced officers could also illustrate how working as a law enforcement officer can affect perception and judgment over time.

II.B.3.3 Demonstrate an Understanding of a Multi-Cultural Society.

- a. Understands that society in the U.S. is a mosaic:
 - (1) which is composed of many different and unique cultures; with
 - (2) each contributing to the total cultural makeup of our society (e.g., our laws, music, art, language, and literature reflect this diversity).

- b. Assesses the demographic patterns in the United States as constantly changing (e.g., Diversity in the U.S. increased from 2010 to 2022. In **2022**, the **white (non-Hispanic)** group made up **58.9%** of the population compared with **63.8%** in **2010**. Between **2010** and **2022**, the share of the population that is **Hispanic/Latino** grew the most, increasing **2.7** percentage points to **19.1%**. The **white (non-Hispanic)** population had the largest decrease dropping **4.9** percentage points to **58.9%**.). [US population by year, race, age, ethnicity, & more | USAFacts](#)

- c. Considers the impact of these changing patterns upon law enforcement agencies and officers in terms of the necessity for:
 - (1) the agency's workforce to be representative of the community's cultural makeup, and
 - (2) officers to achieve cultural competence within both the community and law enforcement agency.

- d. Illustrates the demographic patterns and cultures that make up the recruits’ living and working environment.

Notes to instructor:

For paragraphs “a” and “b,” instructors should illustrate the national demographic patterns with up-to-date information. Instructors can assess current data on the official U.S. Census Bureau web site (www.census.gov).

Where possible, paragraph “d” is meant to address the specific local groups in the area the officer will likely live and work. If the recruit is a pre-service candidate, then the recruit should

consider the demographic patterns and cultures that make up the academy area for this objective. The history behind the cultures might be especially beneficial to the recruits, adding the “why” behind many of the customs and beliefs of the local groups they will encounter on patrol.

II.B.3.4 Describe the Benefits of Understanding Diverse Cultures That Make Up the Officer's Living and Working Environment.

- a. Recognizes the personal benefits of cultural competence as helping the officer:
 - (1) be more effective in performing duties;
 - (2) improve interpersonal communication;
 - (3) strengthen relationships within the community;
 - (4) demonstrate professionalism; and
 - (5) enhance officer and citizen safety by creating a safer environment.
- b. Recognizes the organizational benefits of cultural competence as:
 - (1) creating a professional atmosphere for the department;
 - (2) reducing citizen complaints and enhancing agency reputation;
 - (3) strengthening the department through greater community support;
 - (4) greatly reducing the "us versus them" attitude; and
 - (5) enhancing community policing efforts.

II.B.3.5. Demonstrate an Understanding of Stereotyping.

- a. Defines stereotype as a standardized mental picture held by an individual or group:
 - (1) about other individuals and groups who are deemed “different”;
 - (2) which is an oversimplified opinion, attitude, or belief;
 - (3) which overlooks individuality; and
 - (4) which assumes members of the group have similar characteristics.
- b. Explains stereotyping behavior as the act of forming an oversimplified positive or negative mental picture which is:
 - (1) uncontested and unchallenged;
 - (2) about things or persons, the individual is categorizing at a given time;
 - (3) accepted as "fact" while the individual may not even be aware the process is going on at the time; and
 - (4) universal (i.e., we all engage in stereotyping).
- c. Identifies sources of stereotypical beliefs as:
 - (1) parents,
 - (2) mass media,
 - (3) educational system,
 - (4) peer groups (e.g., other officers),
 - (5) institutions (e.g., law enforcement agency), and
 - (6) individual experiences with individuals or groups.

II.B.3.6. Demonstrate an Understanding of the Characteristics of Prejudice.

- a. Defines prejudice as an opinion or judgment:
 - (1) based upon information supplied through stereotyping;
 - (2) preconceived, and strongly held; and
 - (3) usually adverse, emotionally charged, and highly resistant to change.
- b. Realizes the impact of prejudice on behavior as:
 - (1) not inherently harmful; but
 - (2) creating harm when acted upon through:
 - (a) difference in treatment;
 - (b) hurtful or demeaning language;
 - (c) physical violence;
 - (d) an infringement on civil liberties; or
 - (e) failure to act when required or appropriate.

I.B.3.7. Demonstrate an Understanding of How Prejudice Influences Behavior.

- a. Realizes how prejudices left uncontested and unchallenged may transform into destructive behavior (e.g., discrimination, racism, sexism, ethnicism, etc.).
- b. Describes the characteristics of prejudicial behavior as:
 - (1) an assignment of some type of inferiority to the subject(s);
 - (2) an assignment of superiority given to the owner(s) of the prejudice;
 - (3) often unintentional, and occurring individually or institutionally; and
 - (4) leading to discrimination (e.g., assigning women officers only to juvenile duties).
- c. Recognizes how prejudicial behavior may occur in law enforcement:
 - (1) individual officers may be prejudice and demonstrate discriminatory behavior;
 - (2) the department may create and carry out prejudicial disparity through its policies, procedures, or practices (e.g., racial profiling); or
 - (3) community groups may create pressures to perform in a discriminatory manner.

II.B.3.8. Communicates Across Cultures Effectively.

- a. Evaluates the community the officer is working in and distinguishes the various cultures and customs of its people.
- b. Acknowledges that community groups possess cultural traits such as:

II.B.3.8. Communicates Across Cultures Effectively. (continued)

- (1) relationship with nature (e.g., is there a sacred/supernatural kinship to the earth - [Native American] or is there a desire to control nature with science and technology - [Euro American]?);
 - (2) time focus (e.g., focus on connection with heritage and history - [African American], or focus on relationships rather than time - [Latino-American]);
 - (3) family (e.g., communal, family oriented, paternalistic - [Asian American] or individualistic, self interest - [Euro American]); and
 - (4) non-verbal communication (e.g., direct eye contact, physical distance - [Euro American] or deferred eye contact and physical closeness - [Latino American]).
- c. Realizes that among different groups and cultures there are commonly held values (e.g., safety, security, family, sense of community, etc.).
- d. Applies the knowledge of group values and traits to effectively communicate by:
- (1) respecting the values and religious beliefs of the group;
 - (2) listening carefully to what is being communicated;
 - (3) empathizing, not sympathizing (i.e., showing understanding, not showing pity);
 - (4) considering the ethnic and cultural perspective of the individual(s) involved;
 - (5) avoiding stereotyping based on gender, race, or ethnic background;
 - (6) monitoring one's own tone of voice, body language and gestures;
 - (7) recognizing shared values with others;
 - (8) paying appropriate attention to cultural influences during professional interactions;
 - (9) basing decisions or actions on professionally responsible and unbiased criteria;
 - (10) considering the individual's merit in an un-prejudiced manner; and
 - (11) understanding the context in which a communication occurs (e.g., comments made to a friend in private may be inappropriate when made in the presence of others).
- e. Realizes that effective cross-cultural communication does not require an officer to compromise officer safety or abandon appropriate patrol procedures.

II.B.3.9. Demonstrate an Understanding of Barriers to Effective Cross-Cultural Communication.

- a. Describes problems officers may encounter during cultural contacts:

II.B.3.9. Demonstrate an Understanding of Barriers to Effective Cross-Cultural Communication. (continued)

- (1) assumptions that there are sufficient similarities among peoples of the world to make communication easy;
 - (2) differences in language (language barriers);
 - (3) non-verbal misinterpretations (body language, social distances, etc.);
 - (4) preconceptions and stereotypes;
 - (5) a tendency to approve or disapprove the statements or actions of another group based upon one's own value system; and
 - (6) anxiety associated with interacting with unfamiliar cultures.
- b. Recognizes officer behaviors that may cause problems in a cross-cultural contact:
- (1) sarcasm, put-downs, or wise cracks related to judgmental or stereotyping prejudices;
 - (2) demeaning or disrespectful attitude or manner (e.g., facial contortions, disrespectful gestures, etc.);
 - (3) use of slang terms, foul language, or racial epithets/slurs (e.g., "boy", "beaner", "spic", "wop", "red man", "cracker", etc.)
 - (4) mimicking or mockery of an individual's personal and unique differences (e.g., mimicking the accent or responses of a person's speech);
 - (5) use of distancing terms (e.g., "you people," "your kind," etc.)
 - (6) demonstrating fear or hatred of strangers or foreigners (e.g., "so what planet are you from?");
 - (7) use of blaming or scapegoating to make up for a sense of helplessness in communication efforts (e.g., "why can't you speak English like the rest of us?").
 - (8) attempting to copy mannerisms, or using "street talk" in trying to become accepted by the group;
 - (9) unintentional statements that demonstrate the officer lacks cultural competence; and
 - (10) police procedures and protocols that are offensive to certain cultures (e.g., touching to direct or escort, violating personal space, etc.).
- c. Initiates a personal action plan that will assist in lessening one's own prejudices:
- (1) develop networks with people from cultures most frequently encountered;
 - (2) find colleagues who have a good understanding of people and discuss interpersonal relations in the community;
 - (3) resolve to accept and see the differences in cultures and affirm them as unique and positive;
 - (4) review one's own culture and world views with the intent to eliminate any prejudices and stereotypes;
 - (5) reassess personal "police culture and values"

II.B.3.10. Demonstrate an Understanding of Barriers to Effective Cross-Cultural Communication. (continued)

- (6) challenge discriminatory remarks, racial or ethnic slurs, and help create an environment that prohibits these actions;
- (7) participate in cultural groups and their festivals, special celebrations, etc.; and
- (8) maintain professionalism in the face of prejudice and racism.

II.B.3.11. Interact with Co-workers and Supervisors, Within the Law Enforcement Organization, in an Unbiased Manner.

- a. Demonstrates sensitivity regarding differences in socio-economic background, race, gender, sexual orientation, religious affiliation, etc.
- b. Demonstrates respect for others in language, gestures, and actions.
- c. Recognizes the subtle forms of prejudicial behavior and discrimination such as:
 - (1) resistance to officers in the minority caused by:
 - (a) unsupported beliefs that minority officers are not as competent; and
 - (b) unfounded fears that minority officers will disturb the cohesiveness of the work group;
 - (2) “tokenism” in the form of employing very small numbers of minority officers to give the appearance of equality which results in:
 - (a) a tendency for the “tokens” to be kept separated and alienated;
 - (b) continual stress of always being on display; and
 - (c) minority group blame, what one minority officer does will reflect on all minority officers; and
 - (3) discrimination in:
 - (a) assignments,
 - (b) information dissemination,
 - (c) assistance to career advancement, and
 - (d) being singled out for discipline.

II.B.3.12. Demonstrate an Understanding of Cultural Competence.

- a. Summarizes cultural competence as a set of behaviors, attitudes, and policies that enable officers and agencies to work effectively in cross-cultural situations:
 - (1) officer and agencies acquiring knowledge about individuals and groups of people that make up the policing area; and
 - (2) integrating this knowledge about individuals and groups of people into specific policies, practices, and protocols applied in the performance of law enforcement duties and while interacting with the community.

II.B.3.13. Demonstrate an Understanding of the Law Regarding Sexual Harassment.

- a. Recognizes behavior that may constitute sexual harassment as:
 - (1) unwelcome sexual advances,

II.B.3.12. Demonstrate an Understanding of the Law regarding Sexual Harassment.
(continued)

- (2) requests for sexual favors, and
 - (3) other verbal or physical conduct of a sexual nature.
- b. Realizes such behavior becomes illegal when:
- (1) submission to such conduct is made either explicitly or implicitly a term or condition of employment (i.e., Quid Pro Quo);
 - (2) submission or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual (i.e., Quid Pro Quo); or
 - (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.
- c. Describes the law as applicable to officers in their interaction with the public (e.g., an officer frequents a restaurant and continually makes sexual remarks to a waitress).

II.B.3.13 Demonstrate an Understanding of the Causes of Sexual Harassment

- a. Recognizes gender issues that contribute to the problem such as:
- (1) male roles assigned by society (e.g., compete to win at any cost, decision maker, protector/provider);
 - (2) female roles assigned by society (e.g., cooperate to avoid conflict, nurturing and responsibility for emotional care of family, pregnancy, and childcare) and;
 - (3) the extension of these issues into the police culture which results in:
 - (a) changing role expectations,
 - (b) fear that women are competing for jobs traditionally thought of as a man's job,
 - (c) confusion about the boundaries of proper conduct because of the work setting, and
 - (d) inappropriate behavior such as sexual jokes and touching that is meant to show acceptance.
- b. Describes the "power" issues as they relate to sexual harassment as:
- (1) using one's position to request dates or sex;
 - (2) exclusion from certain work activities;
 - (3) subservient status;
 - (4) insensitive interruptions; and
 - (5) failure to remove harasser from the situation after it is reported.

II.B.3.14. Demonstrate an Understanding of the Costs Associated with Sexual Harassment.

- a. Considers the impact on victims in terms of:
 - (1) emotional pain felt by the victim;
 - (2) psychological stress and physical ailments;
 - (3) low productivity and morale;
 - (4) stigma attached to reporting misconduct; and
 - (5) resignation/termination from the department.
- b. Describes organizational costs in terms of:
 - (1) depressed work environment (e.g., lack of trust),
 - (2) low productivity,
 - (3) tarnished reputation,
 - (4) job turnover, and
 - (5) monetary awards to victims through civil action.
- c. Describes the impact on the accused in terms of:
 - (1) psychological stress;
 - (2) low productivity;
 - (3) departmental discipline;
 - (4) personal liability;
 - (5) tarnished reputation; and
 - (6) possible loss of job.

II.B.3.15. Demonstrate an Understanding of the Responsibility Assumed in Preventing Harassment.

- a. Illustrates the organizations responsibility as:
 - (1) developing policy and procedures which clearly state the organizations posture on discriminating behavior;
 - (2) training all personnel in the recognition of offensive behavior, resolution options, and personal liability associated with such behavior; and
 - (3) investigating all harassment complaints fairly and disciplining wrong doers.
- b. Describes individual complaint resolution options as:
 - (1) personally, addressing the offender;
 - (2) reporting the complaint to a supervisor or designated individual within the organization;
 - (3) contacting the labor representative;
 - (4) seeking the services of a private attorney; and
 - (5) filing a complaint with the EEOC, Michigan Civil Rights Commission, or Circuit Court.
- c. Describes the responsibility for eliminating harassment in the workplace as shared between, management, supervision, line officers and staff.

Notes to Instructor:

The following organizations are supportive resources to academy personnel regarding training material, up-to-date demographical data, and instructor availability:

Anti-Defamation League (www.adl.org)

Michigan Department of Civil Rights (www.michigan.gov/mdcr)

U.S Census Bureau (www.census.gov)

U.S. & World Population Clocks (<https://www.census.gov/popclock/world>)

Community Relations Service (CRS), a component of the U.S. Department of Justice. CRS, created by the Civil Rights Act of 1964, is the only federal component dedicated to assist state and local units of government, private and public organizations, and community groups with preventing and resolving racial and ethical tensions, conflicts, and civil disorders, with the intent of restoring racial stability and harmony. Web Site: www.usdoj.gov/crs ; Contact Information: askcrs@usdoj.gov or (202) 305-2935.

Module History

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