



***“All of us as librarians, library educators, administrators, and workers are charged to take a leadership role, by those in our past, present, and future - those that have fought for civil rights and human rights - in South Africa, in the USA, and around the world.”***

## ***A Space, a Place and a Time: Locating One’s Self in a Multicultural World***

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### **Introduction**

When working internationally, opportunities and linkages abound when you least expect it, reinforcing the idea and the hope that indeed, we are connected, even across the miles and perhaps more deeply than virtual communications allow for. We first met each other as presenters at the American Library Association International Relations Round Table (IRRT) preconference in June 2006, in New Orleans, Louisiana, USA at the invitation of Chair of the IRRT, Susan Schnuer, Associate Director at the Mortenson Center. Susan had worked individually with both of us, was wise enough to create a new linkage, and had the insight to inform us that our presentations complemented one another. Although they differed in style and content, they demonstrated the deep commitment that many South African and United States librarians share in order to strive for equity and to promote the acknowledgement and acceptance of diversity, in the context of our nations’ distinct histories, norms, and values. All of us as librarians, library educators, administrators, and workers are charged to take a leadership role, by those in our past, present, and future - those that have fought for civil rights and human rights - in South Africa, in the United States, and around the world. We are obligated, then, to be tenacious and persistent about working through what it means and what it looks like to co-exist, to mutually respect, to reciprocate, to go beyond tolerance, and to ultimately co-create libraries and library services that are welcoming and reflective of the multicultural world that exists today.

Susan invited us to create a joint presentation for the Thinking Outside the Borders leadership institute to be held in November 2006, in Allerton Park, Illinois. We had four months to work via e-mail and were able to meet the night before our joint presentation. It was a meeting that went late into the night and included our own process of international relations, i.e. exchanging, learning, and asking questions.

*Ujala's and Sandra's International Conversation the Night Before*

Sandra: Ujala, What do you mean when you say...?

Ujala: Sandra, it is different in South Africa in this way...

Sandra: Our work in libraries in the USA parallels what you are doing...

Ujala and Sandra: Inclusiveness takes time and new strategies.

Ujala: Why do you have "ethnic caucuses"? In South Africa, having been separated on the basis of colour, even at an organized level, we want to have "one" inclusive library association?

Sandra: As a result of exclusion, many 'librarians of color' created parallel associations that now work "with" the major associations.

Ujala and Sandra: Hmm, inclusive but excluding and excluded but now inclusive! Different circumstances, different understanding...

A pause.

Ujala and Sandra: Timing. History. Context. Make a difference.

Sandra: Ujala, tell me about "Ubuntu."

Ujala: "Umuntu ngumuntu ngabantu - I am a person through other human beings."

Sandra and Ujala: Our concerns are the same and our strategies may have differed but we share a universal dream - one that transcends borders of any kind.

Librarianship is practiced according to the same international principles with which we are all familiar. However the support, management and governance of libraries differ in countries. The country presentations enable the participants to experience, through the presenters, the status and support of libraries in the countries they represent. It becomes a rallying point for common problems and challenges, as well as the opportunity to share and learn. After delivering our individual country presentations, namely, "Developing an Informed Nation: Challenges and Opportunities for South African LIS Leadership" and "Diversity and Multiculturalism in USA Libraries," we began our joint session, entitled "Perspectives on Multiculturalism and Diversity in Libraries." After two days of both absorption of and engagement with the Thinking Outside the Borders curricula, we asked the participants to take a collective pause and to reflect on "Why are we here?" It was important for us to elicit the level of awareness and/or understanding of these concepts and the openness and commitment to work differently.

These answers were recorded on easel sheets for all to view.

### **Why Are We Here?**

- To increase our consciousness of change
- To think more non-Eurocentric
- To get ideas from all here and take back a full suitcase
- To network with agents of change
- Because we are lucky
- Because it is mandatory
- To think outside the borders
- To change our mind-set

We welcomed the honesty and diversity of responses as a result of informal questioning and brainstorming.

### **A Space, a Place, and a Time**

All of us involved with the Thinking Outside the Borders institutes had been given a space, a place, and a time, to delve deeply into the topics of global libraries and global leadership. Soon, however, the space would belong to other hosts and other guests. The time for gathering face-to-face would come to an end. Soon, we all would be returning to our respective homelands, countries, states, families, friends, and familiarities. Thus, it was important to discuss not only what is easiest to share – our universal and common concerns – but the differences that enhance

our learning and increase our competence, differences based on our own national, cultural, family, spiritual values and norms. An effective global leader must be challenged yet capable of facilitating outcomes and visions that involve differences in world views.

We took a look at “difference” by taking note of two of the leadership characteristics and values offered by other presenters throughout the institutes: self-reflection and self-assessment. In asking the participants “What does it mean to be a global leader?” – we included exercises that allowed participants to first locate themselves within their own worldview and their own capacity for communicating cross-culturally. The exercises were meant to engage people with each other as a full group (40 people), small work groups (3-6), dyads (2), and as individuals interacting with themselves, using journals, index cards, post-its, and survey/questionnaire instruments. These various groupings allowed for participants to practice interacting in the large groups and small groups, both intimately and publicly, and to practice reflecting as individuals. Use of the exercises was intended to help the group look outside their own borders, begin to be nudged out of them, and to expand them. We concluded the session with a visualization exercise that allowed us to move beyond borders completely and into the transformative realm, transcending our own mental borders.

With these exercises, participants had to take risks in order to exchange, learn, teach, disagree, and pull the collective wisdom together. Those that felt free to talk without holding up their hand to be recognized or those that were used to spouting out opinions and assumptions quickly, had to consider holding back and listening more. Those that felt hesitant because they were more introverted, comfortable with raising their hand to speak, or maybe uncomfortable with English (in this case the host language) fluency, had to consider speaking up more frequently, quickly, and sometimes in the home or native language. As Thinking Outside the Borders leaders, the whole group had to take responsibility for seeking to understand and/or facilitate the understanding of each colleague’s meaning and intent while speaking.

This module will take you through the exercises. The participants sat at round tables with 6-8 people at each table. The round tables provided an atmosphere conducive to group discussion, as well as breaking off into partnerships of two, or smaller groups of three. We were lucky enough to have breakaway rooms or common areas to move into, if necessary, including outdoors. The number of facilitators, scribes, and supplies that are recommended in this module are for a group of 45 participants. In our case, participants represented 9 countries and we shared the role of facilitator and scribe. We have shared, here, a few of the brainstorming and recording results in the side-boxes of this publication in order to give you an idea of participants' reflections and processing. We ask you to keep in mind, as you read them that the comments are made in the context of serious reflection, deep assessment, purposeful sharing with the intent of learning, and finally to practice courage to discuss not only how we are the same but how we are different. The final exercise, in our minds, returned us to a universally shared space, place, and time.

## **Module Overview**

Part 1 Locating Yourself in a Multicultural Environment - Brainstorming, dyads, and group work

Part 2 Multiculturalism in the Workplace - Journaling and group work

Part 3 Our Life World View - Self-assessment and reflection, filling out questionnaires and full group discussion

Part 4 Taking the Lead - Small group work, dyads, full group discussion

Part 5 Global Leadership - Visioning, brainstorming and full group discussion

(Refer also to Appendix A)

### ***Part 1: Locating Yourself In A Multicultural Environment***

#### **Brainstorming, Dyads, and Group Work**

Identify Cultural Groups and/or Languages and Traditions:

1. In your country
2. In your workplace - co-workers and colleagues
3. Among your clientele, your users, your patrons

The purpose of this exercise is to take notice of:

- a) The diversity within each participant's country
- b) To demonstrate that diversity and multiculturalism are worldwide. We find diversity and multiculturalism in countries where we may least expect to find it because we know so little of the depth and complexities of one another's national demographics.

### *What You Will Need:*

2-3 Easels with easel pads (flip charts) and markers in colors that can be seen by the full group (black, dark blue, dark green, red are suggested colors)

Masking or scotch tape to display easel pad sheets or you may have the easel pads that have sheets with “sticky tape” on the back.

1-2 Recorders/scribes

1-2 Facilitators

1 timekeeper

### *Timeframe:*

#### 1. In Your Country:

Allow 3 minutes per country for brainstorming

#### 2. In Your Workplace:

Allow a dyad (2 people) to discuss diversity in their workplace for about 10 and 20 minutes (depending on the time you have available.) Each participant in the dyad should have half of that allotted time as each practices both speaking and listening, making sure that each is heard when the time is up.

#### 3. Among Your Clientele:

Allow 10-15 minutes as a group or 10-20 minutes for dyad work with a return to the larger group.

### *A few cultural groups identified in three countries during one of the institutes:*

#### MEXICO:

Mayas	Tarahumaras	Chinese
Koreans	Lebanese	Tsotsiles
Huicholes	Africans	Spanish

#### UNITED STATES:

Latinos	African Americans	Polish
Native Americans	Frontier People (on the Borderlands)	
Appalachians	Irish	Amish
Jewish	Arabs	Mormons
Navajo		

#### SOUTH AFRICA:

Zulu	Xhosa	Pedi
Ndebele	Indian	Afrikaner
Malay	English	

## Process

During the “In Your Country” part of this session, participants from each country have 3 minutes to reflect on their answers and report them. At least 2 scribes are needed to write down the contributions on easel pads for the group to see. At our institute, the total group size was about 45 people from 9 countries. We acted as both scribes and facilitators. If our spelling was incorrect, we kept writing quickly to ensure that everyone’s thought was at least documented and we checked the spelling later. The momentum of the group’s participation was the priority. The group was aware that the written list of groups only provided a peek into each country’s diversity and did not represent the totality of diversity within the country. When we got to the last of the 9 countries, there was a concern by the group about “repeating” cultural groups that had already appeared in other countries’ lists. This should not be a concern. Many of us come from a history of diaspora, immigration, emigration, and migration, and we will find many ethnic/cultural groups worldwide. It is a natural group tendency, however, to not want “to repeat” and some participants began to highlight groups that they thought might be “distinctive” to their countries.

### ***Identify Cultural Groups Amongst Your Clientele***

There are class differences  
The educated and un-educated  
“The poor”  
People that live “on the street”  
Teenagers  
Single mothers  
The illiterate  
People with disabilities  
People that are indigenous to our country but that may not speak or read in our national language

The energy during this part of the session was vibrant and contagious, especially since it was following the World Soccer Cup of 2006. Every time either one of us called out the next country to “report out” their cultural groups, participants were eager to represent their country with pride.

The purpose of both the “In Your Workplace” and “Among Your clientele” components of this session is to reflect on what this diversity means to us as librarians in terms

of who we work with and who we provide services to and design services with. In the workplace, library organizations, and in traditional library service areas, diversity is sometimes not as evident, obvious or visible. For this reason it is practical to approach these two parts of the exercise in dyads (twos), triads (threes) or small groups, for 10-20 minutes, to allow participants more time to exchange more detail and context about their library as a workplace and about their library services. At the end of the time given, people may return to the larger group, share their answers and pieces of their discussions, and offer up questions. A facilitator is available to lead the discussion.

With the library organization or region of the country, city, or village being described, along with cultural or ethnic groups, the observation of diversity becomes more complex, as it should. The dialogue begins to focus on not only who the library currently serves but who they may choose not to serve under the current mission as well as who they could potentially serve in the near future.

## ***Part 2: Multiculturalism in the Workplace***

### **Personal Journaling and Group Discussion**

Identifying Qualities, Behaviours, Attitudes and Language by Colleagues, Patrons, Students, and Clients:

1. What are the behaviors that annoy you or upset you?
2. What are the behaviours that you value?

### ***What Annoys You***

- Changing languages when others come in, to purposely exclude them
- Religious decorations on staff doors and cubicles
- Patrons from a different country that only ask reference questions of my male colleagues
- People who dominate conversations and don't let others speak
- Parents that let their small children crawl on the carpet in front of our circulation desk rather than watching them
- Cultures that make noise when they drink tea or coffee
- Asking a minority to speak for their group or all minorities
- When a colleague tells you all the time that you speak with an accent
- Groups who speak loudly to each other no matter where they are
- People that are given preferential treatment by virtue of their color

After identifying the diversity within our national and work environments we begin to take a closer look at how we live with this diversity and how we work with it and within it. It is natural that we will bump up against cultural traditions or values that we do not understand or that jolt our senses. We are used to living and working around people that have been conditioned and socialized with the same values and norms as ourselves.

### ***What You Will Need:***

4 Easels with easel pads (flip charts) and markers in colors that can be seen by the full group (black, blue, dark green, red are the suggested colors)

2 easels are labeled "What Annoys You"

2 easels are labeled "What You Value"

Small Post-it Pads but that are large enough to write a sentence or two and that have sticky glue for participants to post and display.

1-2 Facilitators/Readers

1 timekeeper

### ***Timeframe:***

Identifying What Annoys You:

15 minutes

Identifying What You Value:

15 minutes

Group Discussion

15 minutes



In this exercise participants were to reflect on and answer both questions, one at a time and separately. First, we ask them to take personal, individual time to reflect on moments

**What You Value**

- A smile on the face when someone approaches me
- Abrazos (Hugs)
- Being consulted on issues that impact me
- I love people who say “Thank you”
- Making an effort to pronounce my name correctly
- Asking questions about my heritage when genuinely interested
- People who are multilingual or at least comfortable with being around other languages being spoken
- Eye contact
- One foot (.3048 meters, 30.48 centimeters) of personal space
- Patrons who wait their turn and don’t interrupt others
- When people do not assume that I am married or heterosexual
- Understand that we aren’t alike but that we try to adapt to one another

in which they felt confused, annoyed, unwelcome, uncomfortable, or even angry – at an interaction with a library user or a colleague that appeared to be different. The participants were to write down on their post-its, 1-3 responses. They did not add their names to their responses (anonymity was emphasized so that participants did not feel constrained). They took 15 minutes for “What Annoys You”. When all participants were finished they walked up to the appropriately labeled easel pad and placed their sticky note on it. After everyone had posted their responses we addressed the next question: “What You Value”. Here, we asked them to think about interactions in which they felt welcomed, comfortable, at ease, “in sync”, or understood. After taking 15 minutes to write 1-3 responses, the group again added their post-its to the flipchart with the corresponding heading. (We strongly suggest a break at this point in the session.) Following the break, we as facilitators alternately read from each flipchart. One of us would read an “annoying behaviour” aloud and then the other of us would read a “valued behavior” and so on.

The participants as a group are asked to listen without judgment and only self-observation of their own reactions. We asked them to acknowledge their sense of agreement, recognition, or confusion.

Sometimes, a participant may see himself or herself at either end of the encounters described. What might be annoying or repulsive to one person is totally “normal” for another. On one day a person may be the one who facilitates cultural understanding and the next day the same person may contribute to a misappropriation of their cultural values upon someone else. How do we bridge these differences in values?

What do we do if we are interacting with a culture that does not always smile or make eye contact in a business interaction? What if the comfort level with personal space is closer or farther?

Cross-cultural competence begins with awareness and moves into increased knowledge and then experience. With these first two exercises we have begun to stimulate our awareness of our own biases, preferences, and prejudices. This is where we start. Then, we must realize



that if one is a leader that is truly interested in effective international and multicultural interactions, one will learn more about other cultural values and behaviors and learn that the differences are neutral not hierarchical or, in other words, one person's value is not better than another's, just different. As we educate ourselves through awareness, knowledge, and cross-cultural, multicultural, and global experiences we increase our competence for not only tolerating difference but respecting difference and being willing to reciprocate and exchange ideas and strategies at the level of the shared vision. Part 3 also focuses on assessment, but from a different angle.

### ***Part 3: Our Life World View***

#### **Personal Assessment with Worksheet Tools and Group Discussion**

- How We Develop and Respond to Different World Views Worksheet
- Assessing My Life Experiences – Instructions
- Assessing My Life Experiences – Worksheet

#### ***Assessing My Life Experiences***

- I enjoy being different and being around others that are different.
- Am I really that different than everyone else?
- I noticed a difference between in-house behavior and leaving the house. The world with family is different than my world with other people.
- I can learn a lot about other cultures in my work environment without going anywhere.
- I realized religious diversity in my upbringing. Now in libraries - there is little political and religious tolerance, there is sometimes a "phony liberalism" in libraries.
- Part of self-assessment, awareness, growth...is painful .
- I am re-evaluating assumptions, facing some white privilege, class and education come into the mix, as well. Painful. Resources are not allocated equally.
- There is a common humanity. We all have feelings.

Our behaviours, attitudes and thought patterns have been influenced by various factors that have had conscious and unconscious impact upon us as individuals. We often attribute it to "the way I have been raised", "it is part of my culture" or "we have been socialized to think like this".

Now that we work in multicultural environments, our interactions with colleagues often reflect certain behavior patterns that may be overt or subtle. We may choose to associate with certain "types" of people, tolerate or be intolerant of certain mannerisms, make "sweeping statements" based on generalizations, stereotype people, etc. With these exercises we ponder: Where does this come from? What prompts these behavior patterns?"

#### ***What You Will Need:***

The instructions and worksheets

Exercise 1: Assessing my Life Experiences - Appendix B (Instructions and Worksheet, 2 pages)

## Exercise 2: How We Develop and Respond to Different World Views - Appendix C

A quiet place for each participant to reflect and self-assess as individuals away from the group

A facilitator

*Timeframe:*

40 minutes for participants to complete the exercise

20 minutes for group discussion

*Process:*

With these exercises participants will be able to:

1. Assess life experiences – How broad has been your experience both personally and professionally?
2. Identify what has been the source(s) that has influenced your behavior
3. Reflect on how your understanding of different people has been affected by these sources of learning

The facilitator asks the participants to find a quiet place in the institute location and to be truthful with herself or himself. After 40 minutes of completing the worksheets, participants are asked to return to the lecture room. Be aware that participants may feel a bit awkward and uncomfortable. Some may not want to speak and some many want to engage immediately. The facilitator may ask:

1. “How did you feel doing these exercises?”
2. “What have you learned from these exercises?”

The facilitator allows up to 20 minutes for discussion and concludes with the reminder to participants that the exercises are designed to make them more aware of their own behaviours and mindsets and that they should not judge themselves.

At our institute, participants had the option of going outside in the patio and garden areas. It was wondrous to see each of them find their own space, place, and time, leaning against a step or sitting near a tree with their worksheets and a refreshment offered during the break time. If being “outdoors” is an option and the weather is pleasant, this is a great scenario and conducive to self-reflection.

### ***Part 4: Taking The Lead***

#### **Small Group Work, Dyads, Large Group Discussion**

After discussing our multicultural environments and how we might have attained our perspectives and views regarding cross-cultural or international interactions, we also realize that as designated leaders in libraries, we must juggle self-assessment and ongoing learning

with “setting the tone” in our libraries. We are both obligated and compelled to take the lead in modeling for others and creating with others, an environment that generates effective multicultural communication – in our meetings, at our conferences and trainings, and with our clients and patrons inside and outside of the library.

*What You Will Need:*

A recorder/scribe within each small group of 3-5

*Timeframe:*

20 minutes to discuss questions 1 and 2

25 minutes to discuss and create answers to question 3 and record them (on a notepad or on an easel pad) with the intent to share with the larger group

20 minutes to report out to the group for larger group discussion

*Process:*

Discuss the questions in small groups of 3-5:

1. What have you done to understand or make your colleagues from another culture, another country, or that speaks another language, more comfortable?
2. What have you done to facilitate a transaction with a library patron that seems to be annoying a colleague, due to cultural differences?
3. What is the ideal environment that could be engendered for effective multicultural communication? How do you go about creating it?

While you are discussing in your small groups make sure that everyone is heard and has contributed. Be mindful, in international groups, of fluency in the host language. Allow the time and space needed for everyone to share.

Return to the larger group for a full discussion. You may choose to record strategies and ideas on flipcharts. The full group may decide to use the suggestions as a draft of “guidelines/tips” to “Taking the Lead in Creating a Multicultural Environment”.

**Tips/Guidelines/Questions for Cross Cultural Communication:**

1. Become aware of how your own values, lenses, and beliefs block or facilitate your cross-cultural communication skills. Ask yourself: “How willing am I to understand & respect another person’s values, lenses, and beliefs despite some of my own deeply-held values?”
2. Understand that “respect” is demonstrated differently by different cultures so you must learn what is appropriate and consider if you can demonstrate respect in the way that it is understood and accepted. Discuss this.
3. Don’t assume that what you meant was understood and don’t assume that what you understood is what was meant. Be patient.

4. Understand that gestures have different meanings in different cultures. Discuss this.
5. For those of us that talk a lot – try to listen more. For those of us that do not talk very much – try to speak more and ask questions. Practice new skills in the new multicultural environment.
6. Silence may mean agreement, disagreement, deference, approval, or disapproval. Discuss this. Ask – How will we denote agreement or disagreement?
7. Be aware of “direct” and “indirect” communication styles. Being “direct” may appear disrespectful and being “indirect” may appear as if one is apathetic or goes “around” someone in a deceitful way. Assigning “directness” or “indirectness” from our own cultural perspective is a misattribution! However, if we want to communicate in spite of them – consider the differences in comfort level and discuss them. How do you want to be told something? How do you want to accept critique or suggestions for improvement?
8. Be aware of dimensions of culture involving: a) time, b) “power distance” in regards to how we relate to authority, c) identity (collective or individual), d) the preference for “context over content” or “content over context” in any interaction and e) autonomy vs. “honor.”
9. Try to view any dimension or characteristic of culture as a continuum and not as an exact formula. People will fall in either category or somewhere in between. Cultures are complex and can be dynamic (changing).
10. Remember – that the relationship at hand (with a co-worker, a library patron, a community member or leader, a friend, a business partner etc.) is the most important.

### ***Part 5: Global Leadership***

#### ***World Leaders Who Have Been Effective Globally?***

Jimmy Carter  
 Bill Gates  
 Nelson Mandela  
 Gandhi  
 Mother Theresa  
 Eleanor Roosevelt  
 Martin Luther King  
 Franklin Roosevelt  
 Albert Lutuli  
 César Chávez  
 Malcolm X  
 Nadine Gordimer  
 Oscar Arias Sánchez  
 Bono

#### **Visioning Exercise and Full Group Discussion**

The purpose of this exercise is to conclude the session and move participants from individual retrospection, some small group work and partnership, to full group envisioning and visualization beyond borders of the institute, the library profession, and beyond their own countries. It is intended to create a space, place, and time to imagine, envision and pay homage. In addition to creating a vision, it is a practical exercise, in that we begin to list our own leadership characteristics for global leadership, characteristics that are inconclusive of different world views regarding the words “leader” and/or “leadership.”

*What You Will Need:*

Imagination

Some research on world current events

1-2 easels with easel pads

Markers

1 facilitator and 1 scribe

*Time Frame:*

15 minutes

*Process:*

Facilitator's script: (Of course, it may be adapted)

We are coming to the end of our day/session.

Close your eyes.

Clear your mind.

Push your papers aside.

Now, picture the world. The globe. Mother Earth.

Each of our cultures or languages have a different name for the world.

Picture the globe turning, rotating, as it does.

Orbiting the sun.

In your mind scan different regions of the world.

What do you know is going on there?

In the Middle East? In South America? In India? Nigeria? Japan? In the United States of America?

What are the current events that are occurring globally?

Let's pause again.

Now let's ask ourselves:

- Who are the leaders that have been able to work across these regions and through these issues, and be effective globally, cross-culturally, multiculturally, internationally? (Scribe begins to create a list)
- What are the qualities that they embody? (Scribe begins to create a list)

## Conclusion

As people offered up the list of global leaders, the electricity and intensity in the air was palpable. Some stood up as they contributed a name of someone they admired or respected. We, as facilitators and scribes, were acknowledging the answers quickly and writing the names on the flip charts as quickly as possible. We ran out of time but discussed the characteristics that they embodied. The room got very quiet as people realized the enormous simplicity of the characteristics and qualities of great leaders. In some ways, these named leaders needed no explanation. Their names alone demonstrated, for any of us, a certain power of global leadership. Ujala Satgoor (co-presenter and co-author of this article) said it best when she said: "What the leaders had in common was that they transcended their own mental borders." Sandra Ríos Balderrama (co-presenter and co-author of this article), wrote these final powerful words of the day up on the flipchart.

## Appendix A

### Multicultural Norms & Leadership Styles

#### 1. Locating Yourself in a Multicultural Environment

Identify Cultural Groups and/or Languages and Traditions in your country, in your workplace, and among your clientele, users, and patrons.

#### 2. Multi-culturalism in the Workplace

Identify the various traditions and languages represented in your workplace

What are the qualities you value about your colleagues?

What are the behaviours that annoy or upset you?

#### 3. Our life worldview

How we develop and respond to different world views?

How has your understanding of different people been affected by these sources of learning?

#### 4. Taking the Lead

What have you done to understand or make your colleagues or library patrons more comfortable?

What is the ideal environment that could be engendered for effective multicultural communication?

#### 5. Effective Multicultural/Global Leadership

What are the elements for effective cross-cultural, multicultural, global relations? Cite examples of world leaders and the qualities they embody.

## Appendix B

### Assessing My Life Experiences

#### Instructions

Assess how diverse your life experience has been to date. (Diversity includes race, gender, culture, religion and language, ethnicity, socio-economic status, occupation)

1 = Not diverse

4 = Somewhat diverse

10 = Very diverse

For example, if your mother was Italian and your father was Italian, and your relatives were Italian, you could rate your family of origin 1. But, if your mother was Chinese and your father was Brazilian, your mother was Christian and your father was Muslim, your mother spoke Mandarin and your father spoke Spanish, you may want to give yourself a 10.

Family of origin	1	2	3	4	5	6	7	8	9	10
Neighborhood as a child	1	2	3	4	5	6	7	8	9	10
Primary School	1	2	3	4	5	6	7	8	9	10
High School	1	2	3	4	5	6	7	8	9	10
First work experience	1	2	3	4	5	6	7	8	9	10
Work experience – 5 years ago	1	2	3	4	5	6	7	8	9	10
Current work experience	1	2	3	4	5	6	7	8	9	10
Neighbourhood where I live	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10

*Adapted from material used by Absolute CRD (PTY) Ltd 2006. Developed by Dr Barbara Love, University of Massachusetts, Amherst and Dr Don Bratcher, Georgia Institute of Technology.*



## Assessing My Life Experiences Worksheet

Look at your ratings

- What do you see? Which are lower? Which are higher?
- At what point of your life did your experiences become more diverse?
- Were you prepared for living/working in a diverse environment?
- What impact did diversity have on you when you found yourself in a multicultural environment? How did you feel about being with people different to yourself?
- What about your current work situation? Is it diverse? How do you feel about it? How does the diversity impact on your work? Your team?
- What have you learned from this exercise?

## Appendix C

### **How We Develop and Respond to Different World Views**

How has your understanding of different people been affected by these sources of learning?

Source of learning	Learned attitudes and behaviours
Family	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>
Friends	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>
School	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>
Work	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>
Media	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>