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Culturally Competent Management Certificate Training Program (CCMCT)

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2006 INTERIM REPORT

CULTURALLY COMPETENT MANAGEMENT CERTIFICATE TRAINING PROGRAM



Submitted by
Executive Leadership Institute,
Portland State University

June 29, 2006

2006 Interim Report

CULTURALLY COMPETENT MANAGEMENT CERTIFICATE TRAINING PROGRAM

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2006 Interim Report

CULTURALLY COMPETENT MANAGEMENT CERTIFICATE TRAINING PROGRAM

I. EXECUTIVE SUMMARY

In its 2003-2008 Diversity Development Strategic Initiative, The City of Portland's Citywide Diversity Development Coordinating Committee (CDDCC) recommended cultural competency training for managers and employees as a strategy to improve citywide performance in diversity development, affirmative action/EEO, and ADA. In addition, as part of the Mayor's Bureau Innovation Project, Mayor Tom Potter and the City Council identified increasing diversity and cultural awareness as one of the key areas of priority for the City's 19 bureaus. In response to these recommendations, the City of Portland's Bureau of Human Resources (BHR) submitted a request for proposals (RFP) for assistance in the design, development and delivery of a Culturally Competent Management Certificate Training (CCMCT).

The contract was awarded to Portland State University's (PSU) Executive Leadership Institute. Led by Dr. Masami Nishishiba, this six person team worked closely with BHR to design, develop, deliver and evaluate a culturally competent management certificate training. The training curriculum designed by the PSU team consists of four training modules totaling twenty-four training hours. The training modules were delivered as six separate four-hour training sessions. PSU also designed a four day train-the-trainer sessions and delivered the training to 41 City of Portland employees. These employees were recruited by BHR to become trainers for CCMCT upon expiration of the PSU contract. These forty-one City of Portland employees worked with the PSU team to deliver content from a minimum of two training modules during the pilot phase in January to May 2006. Each PSU trainer was responsible for providing feedback and coaching to the City trainers.

Each module was delivered ten times over a four months pilot period for a total of 61 sessions and 244 training hours. Module one, as a prerequisite to all modules, was delivered an additional three sessions during the pilot phase. Approximately two hundred and fifty city managers from the community Services/administration bureaus and Portland Development Commission attended the training. The program developed under this contract will be used to train all existing (approximately 1,050) and future managers of the City of Portland. Starting in July this mandatory training will be delivered to all remaining City managers from the public utilities and public safety bureaus.

II. BACKGROUND

A. The Office of Diversity Development and Affirmative Action

The Portland City Council adopted Resolution No. 36035 on October 17, 2001, effectively establishing the Diversity Development/Affirmative Action Office. The Office of Diversity Development and Affirmative Action (D/AO) is located within the City of Portland's Bureau of Human Resources. The mission of D/AO is "to support the development of a diverse work force,

oversee the creation of an inclusive work place culture and ensure compliance with Affirmative Action/Equal Employment Opportunity laws, regulations and guidelines.” During the pilot training, the D/AO office was comprised of the following staff:

Joseph Quinones

Diversity Development/ Affirmative Action Manager

Provides leadership by administrating, managing and directing the City EEO/Affirmative Action and Diversity Development plans and programs. Provides technical consultation and training on EEO, civil rights, diversity development, and related issues.

Donny Adair

Human Resources Coordinator

Provides consultation on Diversity Development, EEO civil rights law and BHR Workplace Harassment and Discrimination Prohibited Administrative Rule 2.02. Conducts investigations of Equal Employment Opportunity and Affirmative Action related complaints. Assists bureaus with targeted outreach and recruitment. Provides citywide training for diversity development and EEO related issues

Diane Avery

Senior Human Resource Analyst

Provides consultation on EEO law, regulations and policies, and Bureau of Human Resources Workplace Harassment and Discrimination Prohibited Administrative Rule 2.02. Assists bureaus in Affirmative Action Plan development. Conducts investigations of Equal Employment Opportunity and Affirmative Action related complaints. Assists in bureaus targeted recruitments. Provides citywide training for diversity development and EEO related issues.

Beverly Bolensky Dean

Senior Human Resources Analyst

Provides consultation on Bureau of Human Resources Workplace Harassment and Discrimination Prohibited Administrative Rule 2.02 and EEO civil rights law. Conducts investigations of Equal Employment and Affirmative Action related complaints. Serves as the City’s Shared Neutral Mediation Liaison and assists in placing employees together to find mutually agreed upon solutions to workplace differences. Assists managers in complying with the Americans with Disability Act and facilitates ADA training. Provides citywide training for diversity development and EEO related issues.

Sara Saltzberg

Human Resources Technician

Provides data support and statistical consultation, administers the affirmative action and EEO investigation databases, and prepares reports and communications related to data compilation. Responsible for office operations and administrative support, including maintaining the D/AO website. Staffs the City Diversity Development Coordinating Committee and EEO Representatives meetings. Coordinates special projects, prepares materials for training, and participates in community outreach.

B. The City Diversity Development Coordinating Committee

Resolution No. 36035 charged the D/AO with the creation of a City Diversity Development Coordinating Committee (CDDCC). Formed in 2001, the committee is comprised of City employees (including the D/AO manager) and community members. The committee is responsible for developing the City Diversity Development Strategic Initiative and for monitoring the implementation of the Initiative. The CDDCC mission is to “to cultivate the development of a diverse, culturally competent workforce and the creation of an inclusive workplace culture through strategic initiative planning and implementation.” One of the guiding principles of the CDDCC is that:

All employees are professionally accountable to assess how their beliefs, attitudes, and knowledge affect the City's capacity to serve our diverse community. This principle includes seeking self-understanding, gaining knowledge of other cultures, developing cross-cultural community skills, providing leadership, and supporting appropriate culture change in the City.¹

C. The City Diversity Development Strategic Initiative

The purpose of the City Diversity Development Strategic Initiative (CDDSI) is to provide city bureaus direction, support, and a set of action steps they can implement to build effective programs of diversity development and achieve the City's diversity vision. The CDDSI outlines four directives for City bureaus:

1. Create a Diversity Development Committee that reports to the bureau director;
2. Have a representative participate on the CDDCC
3. Perform an organization assessment based on the bureau's internal structure and needs; and
4. Develop and implement a Bureau Diversity Development Program.

In the CDDSI a five year timeline is proposed to establish a comprehensive and coordinated approach to citywide diversity development.

- Year 1: Assessment of organization and employees
- Year 2: Review of assessment/ design diversity development program
- Year 3: Implement organization development/cultural competent program
- Year 4: Implement organization development/ cultural competent program
- Year 5: Evaluation and revision

The Culturally Competent Management Certificate Training falls within year three of this timeline.

D. The Bureau Innovation Project

In January 2005, the City of Portland Mayor, Tom Potter, launched the Bureau Innovation Project in order to carry out a thorough assessment of all City operations, and propose meaningful, lasting and systemic changes. Mayor Potter identified four key goals for the City's nineteen primary bureaus:

- increasing diversity and cultural awareness;
- improving inter-bureau collaboration;
- improving external and internal customer service; and
- implementing Managing for Results to base citywide decision-making on a shared set of goals.

The Mayor in partnership with City Commissioners created twenty key recommendations. Included in those twenty recommendations was:

- “5. Design and Implement a Citywide Employee Development Program within the Bureau of Human Resources in Collaboration with All City Bureaus.

¹ Excerpt from the 2003-2008 City of Portland Diversity Development Strategic Initiative

Provide greater performance development and recruitment within the City for all employees by **expanding the City's diversity outreach, cultural awareness** and recruitment efforts, increasing internship opportunities, providing training for managers and supervisors, and labor-management relations and exploring opportunities for greater use of performance evaluations as a career advancement tool. Require annual performance evaluations for all bureau directors, including measurements to meet City goals in the areas of Managing for Results, diversity, public service, collaboration and sustainability.”²

E. Culturally Competent Management Certificate Training

To address the diversity training needs of City employees and prepare supervisors and managers to effectively manage multi-cultural work groups, the Bureau of Human Resources created a Request for Proposals for Development and Delivery of *Culturally Competent Management Certificate Training Program* in August of 2005. The project required the development and delivery of a culturally competent management certificate training (CCMCT) program as well as a training of trainers segment. The program developed under this contract was used to train an initial cohort of city managers within the administrative bureaus. The program will eventually be used to train all existing (approximately 1,050) and future managers of the City of Portland. Notice to proceed was given November 28, 2005. The contract expires June 23, 2006 (See Appendix B for project timeline).

The RFP listed the following tasks to be completed:

- a. Develop curricula, including course outlines, lesson plans and instructional materials, for all four categories of training identified in the scope of work section of this RFP in cooperation with project manager or other designated City employees.
- b. Assist project manager or other designated City employees to identify Train-the-Trainer qualifications and expectations and select City trainers.
- c. Develop and deliver a train-the-trainer program that will provide sufficient instruction and practice (including experiencing the training as participants, co-facilitating the training with the vendor and receiving performance evaluation from the vendor) for employees selected as trainers by the City to become competent to conduct each of the training modules developed for the program.
- d. Design and deliver a series of pilot trainings for the purpose of providing city trainers with the opportunity to practice their skills in actual training situations.
- e. Develop and implement, in collaboration with the project manager or other designated City employee, a class-by-class evaluation process to assure training is being well received by attendees in the pilot training series.
- f. Revise and modify training curriculum and materials based on the evaluations provided by participants and trainers of the pilot trainings.
- g. Develop in collaboration with the project manager or other designated City employee a plan for the coordination of all orientation and instructional aspects of the train-the trainers program. Deliver the train-the-trainer in accordance with the schedule determined by the project manager.
- h. Design, develop, and implement program evaluation, including assessment instruments; analyze evaluation data and prepare an evaluation report.

² Excerpt from the RFP for Development and Delivery of *Culturally Competent Management Certificate Training Program*

The contract was awarded to Portland State University's (PSU) Executive Leadership Institute. The team, led by Dr. Masami Nishishiba, consisted of the following six members:

Masami Nishishiba, Ph.D.

Project Manager, Trainer for Modules 1, 2 & 3a

Masami Nishishiba is an Assistant Professor of Public Administration in the Mark O. Hatfield School of Government and Executive Leadership Institute. Dr. Nishishiba has taught courses on intercultural communication and has offered diversity trainings and intercultural communication workshops in the community.

As a project manager, Dr. Nishishiba was responsible for coordinating with BHR, developing initial project definition, specifying and directing the work of the project team, and presentation of program evaluation results. She developed and delivered module 1, module 2 (together with Ed Washington), and module 3a.

Sharron Noone, Ph. D.

Train the Trainer

Sharron Noone has more than 25 years working and consulting in private, public and nonprofit organizations. Her specialty is in Workplace Education and she has developed numbers of mid-level and executive level training and on-line distance education through Executive Leadership Institute, Portland State University.

Dr. Noone developed and delivered the four-day "train-the-trainer" sessions for the City trainers for CCMCT. She also developed a small assignment for those City trainers who expressed an interest to be certified as trainers through Executive Leadership Institute.

Trudy Cooper

Trainer, Module 4

Trudy Cooper has an interdisciplinary masters degree in organizational psychology, political science and community service and public affairs from University of Oregon. She has over twenty years experience working in the public sector, and eleven years experience working as trainer and consultant for variety of organizations, including City of Portland.

Ms. Cooper developed and delivered module 4 and assisted in design and development of the overall CCMCT program.

Yves Labissiere, Ph.D.

Trainer, Module 3c

A social psychologist by training, Yves Labissiere is an associate professor at Portland State University where he teaches psychology classes on oppression and empowerment, diversity, inter- and intra-group relations and conflict. His research interests focus broadly on intra/inter-group relations, and more specifically on the negotiation of notions of Blackness and racial and ethnic identities among groups categorized as Black in the US.

Dr. Labissiere developed and delivered module 3c and assisted in design and development of the overall CCMCT program.

Ed Washington

Trainer, Modules 2 and 3b

Ed Washington graduated from Portland State University in 1974. He currently works for the President of Portland State University as the Community Liaison for the President's Diversity Initiative. He also works for the Director of the Center of Academics Excellence on Diversity Issues. Ed served on the Metro Council from 1992-2000. He is a part time instructor at PCC where he teaches a course on Leadership Skill Development and seminars on Non-Verbal Communication.

Mr. Washington developed and delivered module 2 and 3b, and assisted in design and development of the overall CCMCT program.

Amy Pearson

Program Support

Amy Pearson is a graduate student in the Public Administration Division of Portland State University. She has over 10 years experience working with nonprofit and public sector organizations as a volunteer, consultant and staff member. She was recently selected as a finalist in the prestigious Presidential Management Fellow program.

Ms. Pearson provided PSU-City liaison, program logistical support, edited the training manual, and help developed and compile evaluation information.

III.PLANNING

A. Train the Trainer

PSU designed a train the trainer program to be delivered to approximately forty trainers. The program included two four hour instructional segments as well as a two day practical training to familiarize City trainers with specific training content and offer individualized feedback and instruction on training delivery. The instructional segment, hosted by Sharron Noone, was divided into two four-hour sessions; each session was attended by approximately twenty participants. The practical training was led by the PSU trainers. City trainers were given the opportunity to become expert in two training modules. Each module received approximately ten City trainers. During the practical training, City trainers were able to observe demonstration sessions led by the PSU trainers as well as practice delivery of training content in order to receive feedback from PSU trainers.

A credit option was developed by PSU for City trainers interested in acquiring additional training skills over the course of the pilot program. City trainers had the option of pursuing advanced training certification or obtaining PSU credit through the Executive Leadership Institute. Fifteen trainers received a certificate of completion in advanced training technique awarded by PSU's Executive Leadership Institute (see Appendix C for certification requirements).

B. Pilot Training

PSU developed course curricula for four training modules to be delivered during the ten-week pilot training series. Modules 1, 2, and 4 were designed as four-hour sessions. Module 3 was broken out into three four-hour sessions titled 3a, 3b, and 3c. Course curricula for each module included a course outline, course manual, course handouts, recommended readings and evaluation materials. Although course curricula was designed and developed primarily by PSU, PSU attended several work sessions with BHR to present suggested training designs and incorporate BHR feedback. PSU also worked closely with BHR to develop an effective logistical system for the pilot training delivery.

Logistical support was provided by a designated PSU team member who worked with BHR to prepare training materials, set up training rooms, arrange for audio visual equipment and set-up and address any other unforeseen training needs.

IV. IMPLEMENTATION

The pilot series consisted of ten weeks of direct trainings to City employees. City trainers functioned as co-trainers, partnering with PSU trainers to deliver training content. PSU trainers observed City co-trainers during the trainings and provided feedback to City trainers after each session.

Approximately two to three trainers attended each session as co-trainers (See Appendix D, Module Sign-Ups). Some PSU trainers organized additional meetings with City trainers to prepare for the sessions. Up to five trainers per session were also able to sign up to observe training sessions as an additional way to familiarize themselves with the material. One to two City trainers were assigned to each session as back-up trainers in case a PSU or City trainer was not able to attend the session. At the end of week five, PSU conducted a mid-program assessment of City trainer progress.

Each module was delivered ten times over a four-month pilot period for a total of 61 sessions and 244 training hours. Module one, as a prerequisite to all modules, was delivered an additional three times during the pilot. Approximately two hundred and fifty city managers from the administrative support bureaus participated in the pilot training series.

The modules were designed to be delivered in four hour training blocks with the exception of module three which was divided into three four hour sections.

The training consisted of the following modules:

Module 1, **Orientation to Diversity Development and Cultural Competency**, was designed and delivered by Masami Nishishiba. This four-hour module consisted of the following goals:

1. Provide the participants with an overview of the City's Diversity Development Strategic Initiative.
2. Provide the participants with an explanation of key terms used in the City's Diversity Development Strategic Initiative.
3. Increase the participants' awareness of various kinds of biases.
4. Develop the participants' sense of commitment and action toward improving personal and organizational cultural competency.

Module 2, **Creating a Multicultural Workforce**, was designed and delivered by Ed Washington and Masami Nishishiba. This four-hour module consisted of the following goals:

1. Examine the diversity in the participants' work units to identify areas that can be improved in terms of recruiting and hiring diverse employees.
2. Examine strategies and approaches for hiring diverse employees.
3. Examine cultural barriers in interviewing and the ways to overcome these barriers.
4. Identify ways to ask questions to help candidates to be successful in the interviewing process.
5. Examine the participants' cultural assumptions in the interviewing process

Module 3a, **Managing Diverse Workgroups - Communication Skills, Coaching, and Performance Management**, was designed and delivered by Masami Nishishiba. This four-hour module consisted of the following goals:

1. Improve the participants' intercultural communication skills.
2. Have the participants acquire the knowledge and skills necessary to conduct culturally competent performance evaluation and management.
3. Improve the participants' intercultural coaching skills.

Module 3b, **Managing Diverse Workgroups - Understanding Individual and Group Biases in the Workplace: Impacts on Promotion and Retention**, was designed and delivered by Ed Washington and Masami Nishishiba. This four-hour module consisted of the following goals:

1. Examine how our biases as individuals impact our perceptions of various groups or individuals such as males, females, blacks, gays, Hispanics, etc.
2. Examine the impact of bias on how we select candidates for promotion.
3. Examine the effect of individual and group biases on retention.
4. Foster heightened appreciation of the impact of bias on groups and individuals in the work place with regards to the promotion and retention of a diverse work force.

Module 3c, **Managing Diverse Workgroups - Team Building and Promoting Inclusiveness on Diverse Work Teams**, was designed and delivered by Yves Labissiere. This four-hour module consisted of the following goals:

1. Understand and experience how individuals function as a member of a team.
2. Understand the sharing of resources and information in a multicultural team.
3. Gain an experiential understanding of factors that lead to effective multicultural teams.
4. Observe the emergence of leadership behavior among multicultural teams.
5. Experience and understand social dynamics that get in the way of effective team building (Groupthink, Power, Dominance, Personal and Interpersonal conflict).
6. Learn strategies for setting up, supporting and sustaining multicultural teams.

Module 4, **Creating and Maintaining an Inclusive Work Environment**, was designed and delivered by Trudy Cooper. This four-hour module consisted of the following goals:

1. Define "cultural dominance" and provide examples.
2. Identify examples of ways in which unearned privilege increases the influence of some, and reduces it for others.
3. Identify examples of privilege you experience, that others may not.
4. Practice some communication tools to increase inclusion of non-dominant perspectives, ideas, and styles.

V. EVALUATION

A. Formative Evaluation

PSU developed a class-by-class evaluation process to identify possible areas for program improvement or refinement. Evaluation form 2 (see Appendix E) requires participants to write down things they liked and disliked about the training session and provides additional space for suggestions. After each session, the trainers of the session reviewed the feedback from the participants. Based on the feedback and suggestions provided from the participants, PSU trainers revised and modified training curriculum and materials in order to improve the effectiveness of the training (see Appendix F for sample feedback). PSU trainers also gave feedback to City trainers on their training skills, based on their observations of the City trainers, and also the feedback from the participants.

B. Summative Evaluation

PSU developed a summative evaluation process to determine program effectiveness based on the stated goals and objectives of the training. Evaluation form 1 (See Appendix G), for example, asks participants to “free write” the things they learned in the session. Evaluators used responses from this form to gain a better idea of how well the module accomplished what it set out to do in terms of the stated goals of the session. Preliminary analysis of the participants’ feedback suggest that the participants are learning what each module laid out as the learning objectives.

In order to assess the long term impact of the training, a survey instrument has also been developed to attain additional data for assessing program effectiveness. The survey instrument will be delivered to pilot training participants after their participation in the training. All remaining City managers from the public utilities and public safety bureaus will be asked to complete the survey twice: once before attending a module and again approximately six months after the module. Data from this survey will include quantitative questions as well as areas for respondents to provide open ended feedback. The pretest will help PSU gather baseline data from each participant that will later be used to assess any gains made on the part of the participants in terms of his or her cultural competency. A survey instrument will likely provide additional data in terms of any organizational or cultural changes within the organization that contribute to a more inclusive work environment. Once all pretest and posttest data has been collected and analyzed, PSU will produce a detailed evaluation report for the City.

C. Certification

Each manager, after attending the training module, was required to complete a short homework assignment utilizing the content provided in the training session. The assignment is intended to provide the City manager with the opportunity to process course material at his or her own pace after completion of the session and apply course material to his or her real-life work environment. Assignments will be collected and reviewed by a BHR appointed certification board. The certification board will be designed by an outside consultant and certification criteria will be chosen in concert with PSU recommendations. The PSU team has already begun to review completed assignments provided by managers who attended the pilot trainings.

VI. SUMMARY

During the Pilot phase of CCMCT that took place from January to May 2006, a total of 61 sessions which is equivalent to 244 hours of training were offered. Approximately 250 managers participated in the training. During this Pilot phase, focus was placed on 1) refining the training curriculum, and 2) developing City Trainers' skills in delivering the CCMCT. Process evaluation was conducted on an on-going bases, and PSU trainers kept refining the course content throughout the Pilot training period. The result of the process evaluation will be reflected in the revised training manual of the CCMCT modules, which will be used for the next phase of training in July to September 2006.

Preliminary analysis of the participants' feedback, suggest that each training module is accomplishing its learning objectives. As is the case with any training, however, the learning and the impact of the training can only be assessed on a long term bases. Therefore, summative evaluation, which aims to assess the impact of the training on the participants and the overall organization, will be completed by administering a survey to training participants 6 months after they complete their training. The PSU team is in the process of finalizing the survey instrument which was developed based on an initial analysis of participant feedback.

Overall, the Pilot phase of CCMCT accomplished its initial purpose to develop and deliver a culturally competent management training curriculum. The PSU team will be working with the City until December 2007 to help City trainers continue developing their training skills, and to keep improving the curriculum.

Appendix A: Project Timeline

November 7, 2005	Notice to proceed
11/7-12/12	<p>Develop Training Material Develop Train the Trainer program Develop Trainer's Manual (First Draft) Develop Evaluation Form Develop Credit Option Procedure</p> <p>(Note: Masami will be out of the country 11/3-11/26.) (Note: Each person responsible for the module will send the original draft of the manual to Amy by 12/26.)</p>
1/9, 1/11, 1/12	Training of the trainers: skill's development sessions
1/19, 1/20, 1/21, 1/26	<p>Training of the trainer: content training (Note : Training of the trainers expected to be completed by 1/20)</p>
Week of 1/23	Start Pilot Training series
Week of 4/30	<p>Complete Pilot Training series (Note: Pilot Training series expected to be completed by 4/28)</p>
June 30, 2006	<p>Complete Final Trainers' Manual Complete Program Evaluation Project Ends</p>

Advanced Training Techniques - Training Certificate

Professor: Sharron Noone, Ph.D.
Phone (503)252-7741 e-mail
noones@pdx.edu

Powerpoint Presentations (All three required)

Three powerpoint presentations are available from Sharron Noone that cover in some detail the topics of the train-the-trainer content. Since the materials are copyrighted, I can send them to students but I cannot just give them away. The topics are:

1. Learning Theories and Program Design
2. Transfer of Training
3. Special Topics in Workforce Development: Managing Diversity

Readings

Please read at least three of the following articles - all are available through Sharron Noone:

1. **Training & Development Journal**, Feb 1990 v44 n2 p32(5) Taming the hostile audience, (training to speak publicly in front of hostile audiences) Lawrence L. Tracy.
2. **Public Personnel Management, Fall, 1992, v21 n3 p335 (12)**
Developing the learning climate in public sector training programs.
Ronald R. Sims.
3. **The Public Manager: The New Bureaucrat**, Fall 1999 v28 i3 p27
Training for Reality: How the Public Sector Is Making Training Programs Come Alive. JACKIE BAKER WERTH.
4. **Public Personnel Management**, Summer 1999 v28 i2 p227
Globalization of Human Resource Management: A Cross-Cultural Perspective for the Public Sector. Pan Suk Kim.
5. THE SCIENCE OF TRAINING: A Decade of Progress.

6. **Annual Review of Psychology**, Annual, 2001, by Eduardo Salas, JamsA.Cannon-Bowers
7. Yearning for learning: How to develop a culture that embraces training
Agenda: Training & Development
8. HR Magazine. March, 2002 by Dianne Molvig

Assignments

For a participant to receive a certificate from Portland State University in Advanced Training Techniques, the following three activities are required:

- ◆ Class participation in the training sessions for train-me-trainer
- ◆ Reading/review of the powerpoints and articles as described above
- ◆ Short written summary of major points or ideas or learnings from the classes, written materials and subsequent experience with the modules (may be emailed to Sharron Noone at noones@pdx.edu.)

Certificates will be given at the end of the pilot project.

This report was authored by Masami Nishishiba and Amy Pearson

Appendix C: Module Sign-Ups

Module 1 Sign-Ups

Date	Location	Trainer	Observer	Back-Up
1/30 am	TPB, Fir Creek	Grisha Alpernas	Stephen Bouffard D.J. Darco Amin Wahab	Adrienne Edwards
1/31 am	PPB, 14 th FL	Stephen Bouffard Donny Adair	Gary Odenthal	Becky Chiao
1/31 pm	PPB, 14 th FL	Rich Tyler Chad Withrow	Mary Strayhand	Becky Chiao
2/1 am	PPB, 14 th FL	Grisha Alpernas Chad W. (Tentative)	Destry Ogden Claire Puchy Susan Bailey Trudy Cooper	
2/1 pm	PPB, 14 th FL	Becky Chiao Chad Withrow Rich Tyler	Nell Wagenaar Adrienne Edwards Jenny Martinez Jen Berry	
2/2 am	PPB, 14 th FL	Stephen Bouffard Nell Wagenaar	Elaine O'Keefe Diana Hinton	
2/6 am	CH, Pettygrove	Stephen Bouffard Nell Wagenaar	Kim Mattson Deb Stineback Susan Wheaton	
2/27 am	PPB, 14 th FL	Chris Salazar Adrienne Edwards	Jim Fairchild	Becky Chiao Chad Withrow
3/13 am	TPB, 2 nd FL	Adrienne Edwards Chris Salazar	Chris Herzog	Donny Adair Chad Withrow
3/27 am	TPB, 2 nd FL	Becky Chiao Chad Withrow	Galina Grigoryan	Stephen Bouffard

Module 2 Sign-Ups

Date	Location	Trainer	Observer	Back-Up
1/31 am	1900 Bldg, 2500 B	Deb Stineback	Diane Avery Diana Hinton Claire Puchy D.J. Darco Amin Wahab	
2/7 pm	1900 Bldg, 2500A	Diane Avery Mikal Shabazz	Grisha Alpernas Stephen Bouffard Marie Tabino Rich Tyler Susan Bailey	
2/14 pm	CH Pettygrove	Diane Avery Diana Hinton	Becky Bhiao Deb Stineback	Elaine O'Keefe
2/28 pm	CH Lovejoy	Diana Hinton Diane Avery	Kim Mattson Jenny Martinez Donny Adair	Susan Bailey
3/7 pm	CH Lovejoy	Kim Mattson Mary Strayhand	Jim Fairchild Destry Ogden	Elaine O'Keefe
3/14 pm	PPB, 14 th FL	Susan Bailey	Chris Herzog Gary Odenthal	
3/21 pm	CH Pettygrove	Destry Ogden Mikal Shabazz	Nell Wagenaar Chris Salazar	
4/11 pm	CH Pettygrove	Mikal Shabazz	Jen Berry Galina Grigoryan Susan Wheaton	Destry Ogden
4/18 pm	TPB, 2 nd FL	Susan Bailey Mikal Shabazz	Adrienne Edwards	Elaine O'Keefe Destry Ogden
4/25 pm	CH Lovejoy	Destry Ogden Mary Strayhand		Elaine O'Keefe

Module 3a Sign-Ups

Date	Location	Trainer	Observer	Back-Up
2/2 pm	CH Lovejoy	Mikal Shabazz Rich Tyler		Chris Salazar
2/8 pm	TPB, 2 nd FL	Suzanne Kahn Mary Strayhand	Amin Wahab	
2/15 pm	TPB, 2 nd FL	Rich Tyler Gary Odenthal	Nell Wagenaar	Becky Chiao
3/1 pm	TPB, 2 nd FL	Becky Chiao Nell Wagenaar	Destry Ogden	Chris Salazar
3/8 pm	TPB, 2 nd FL	Gary Odenthal Suzanne Kahn		
3/15 pm	PPB, 14 th FL	Rich Tyler Mary Strayhand		Gary Odenthal
3/22 pm	CH Lovejoy	Rich Tyler Mikal Shabazz		Becky Chiao
4/12 pm	TPB, 2 nd FL	Nell Wagenaar Mary Strayhand	Susan Wheaton Susan Bailey	
4/19 pm	CH Lovejoy	Becky Chiao Rich Tyler	Adrienne Edwards	Chris Salazar
4/26 pm	CH Lovejoy	Chris Salazar Rich Tyler		

Module 3b Sign-Ups

Date	Location	Trainer	Observer	Back-Up
2/7 am	CH Pettygrove	Destry Ogden	Derreck Brooks Jim Fairchild Marie Tabino	
2/14 am	CH Pettygrove	D.J. Darco Donny Adair	Amin Wahab Diane Avery Chad Withrow Marie Tabino	Galina Grigoryan
2/28 am	CH Lovejoy	Destry Ogden Marie Tabino	Mary Strayhand	Chad Withrow
3/7 am	CH Lovejoy	Diane Avery D.J. Darco	Chris Salazar Susan Bailey	Jim Fairchild
3/14 am	TPB, 2 nd FL	Jim Fairchild	Gary Odenthal	Destry Ogden
3/21 am	CH Pettygrove	Jim Fairchild Susan Bailey	Adrienne Edwards	Galina Grigoryan
4/11 am	CH Pettygrove	Diane Avery Susan Bailey	Derreck Brooks Susan Wheaton	D.J. Darco
4/18 am	TPB, 2 nd FL	Galina Grigoryan Jim Fairchild		Destry Ogden
4/25 am	CH Lovejoy	Susan Bailey Derreck Brooks		D.J. Darco
5/2 am	TPB, 2 nd FL	Destry Ogden Derreck Brooks		Susan Bailey

Module 3c Sign-Ups

Date	Location	Trainer	Observer	Back-Up
2/8 am	TPB, 2 nd FL	Grisha Alpernas Deb Stineback	Stephen Bouffard Jenny Martinez Chris Salazar	Jen Berry
2/15 am	1900 Bldg, 2500A	Grisha Alpernas Suzanne Kahn	Deb Stineback Chris Herzog	Adrienne Edwards
3/1 am	TPB, 2 nd FL	Jenny Martinez Amin Wahab Suzanne Kahn	Claire Puchy Diana Hinton Susan Wheaton	Elaine O'Keefe
3/8 am	TPB, 2 nd FL	Susan Wheaton Chad Withrow Diana Hinton	Kim Mattson Chris Herzog	Stephen Bouffard Jen Berry Amin Wahab
3/15 am	1900 Bldg, 2500B	Kim Mattson Stephen Bouffard Claire Puchy	Becky Chiao Elaine O'Keefe	Susan Wheaton
3/22 am	CH Lovejoy	Chris Herzog Diana Hinton Chad Withrow	D.J. Darco Adrienne Edwards	Jen Berry
4/12 am	TPB, 2 nd FL	Stephen Bouffard Jenny Martinez	Destry Ogden Elaine O'Keefe	Elaine O'Keefe
4/19 am	CH Lovejoy	Susan Wheaton Amin Wahab Adrienne Edwards		Chad Withrow Jen Berry
4/26 am	CH Lovejoy	Jen Berry Chris Herzog Adrienne Edwards	Gary Odenthal	Claire Puchy Diana Hinton
5/3 am	TPB, 2 nd FL	Claire Puchy Chad Withrow		Stephen Bouffard Diana Hinton Amin Wahab

Module 4 Sign-Ups

Date	Location	Trainer	Observer	Back-Up
2/9 am	1900 Bldg, 2500 A	Gary Odenthal Donny Adair	Amin Wahab Claire Puchy Grisha Alpernas Stephen Bouffard Diana Hinton	Jim Fairchild
2/16 am	1900 Bldg, 2500 A	Amin Wahab Clair Puchy	Chris Herzog Deb Stineback Marie Tabino	Gary Odenthal Jen Berry
3/2 am	TPB, 2 nd FL	Donny Adair Amin Wahab	Jim Fairchild Diane Avery	Marie Tabino
3/9 am	CH Lovejoy	Jen Berry D.J. Darco	Becky Chiao Jenny Martinez Nell Wagenaar Chris Salazar	Galina Grigoryan
3/16 am	190 Bldg, 2500 A	Jenny Martinez D.J. Darco Jen Berry	Elaine O'Keefe Rich Tyler	Jim Fairchild Claire Puchy
3/23 am	CH Lovejoy	Jim Fairchild Gary Odenthal	Kim Mattson Chris Herzog	Marie Tabino
4/13 am	CH Lovejoy	Jim Fairchild Chris Herzog	Destry Ogden Susan Wheaton	Gary Odenthal Amin Wahab
4/20 am	TPB 2 nd FL	Susan Wheaton	Mikal Shabazz Susan Bailey Mary Strayhand Adrienne Edwards	Jenny Martinez Amin Wahab
4/27 am	CH Lovejoy	Jenny Martinez Claire Puchy		Susan Bailey
5/4 am	TPB, 2 nd FL	Chris Herzog Marie Tabino	Galina Grigoryan	D.J. Darco

Evaluation Form 2: “What I Liked/Disliked About this Session”

Please write down the things that you liked or disliked about this session. Write as many as you can think of. If you can, please include suggestions to improve the things you didn't like about this session.

What I liked about this session:

What I didn't like about this session:

Suggestions:

Appendix E: Sample Feedback

Module 1 – 1/30

ID	Learned	Liked	Disliked	Suggestions
1	Recognized that most effective opposition does not fit the stereotype “redneck”		The assumptions listed on previous page	
1	Assumption that our political leaders know and adhere to this information		Models used very linear- overall approach too cerebral many groups don’t operate that way	
3	VEM model	Moved at a good pace between lecture and activities	--	Provide coffee and donuts!
3	SWOT analysis tool	Better than other sessions I have attended of this type		
3	Positive and negative stereotypes	Good to have two people teaching instead of just one		
3	Definitions of culture and diversity			
4	Some more details of what city is doing on diversity	Lateness policy	Would have been better to tell people about the lateness policy and assignment policy beforehand	Would be good to keep groups together throughout the training. Hard to know if that is possible.
4	That being late is penalized	Interactive not dogmatic	Vagueness about which aspects of “diversity” the city wants to focus on	City should be clearer on what diversity means in practice.
4	That we need to write papers	Ground rules specified		
14	Resistance to diversity exist @	Fast paced	Need to use less jargon.	

ID	Learned	Liked	Disliked	Suggestions
	G.O.P.			
14	Confusion over issues of diversity and employees behavior problems	Highlighted introductory materials		
15	That diversity as defined at the City encompasses more than skin color, age, sex, sexual preferences and religion	What I liked was the active participation		
16	Where the COP is currently at in terms of diversity	Presentation is interesting and engaging	Room too crowded and stuffy	Discuss the perceived threat or fear of majority groups relative to diversity – is affirmative action a point system that will benefit some in minority groups who are not qualified – EX: collage entrance standards.
16	What other bureaus do or do not do as compared to my bureau		Need 15-20 min break	
17	Learned that the City is doing more than I realized	The session was better than I expected. Instructors were great. They balanced each other nicely.	So many “activities” that I think we might have lost some of the “meat” of what was presented.	
18	I learned that I have limited	I feel I have things to learn and can take	Too long could be broken up	None.

ID	Learned	Liked	Disliked	Suggestions
	knowledge of diversity.	back to my work group.	more.	
19	How dismal the City's current workforce is.	Knowledgeable presenters.	Too small a room.	
19	Ways that things can be improved.	Freedom to express opinions	No lights	
19	How people really feel about things.		Threat of job loss	
20	VEM Model	Good pace for a 4 hr training	Difficult setting for small group work	
20	Purpose of the certification	Exercises: just enough – not too much	Working in the dark – no lights.	
21	I learned several things that the City does to increase diversity which I was not aware of.	Professional quality	Can't think of anything	
22	VEM Interventions	I liked the practical tools I can use in my work	Needed a larger work space that accommodates the work groups when we did exercises	
22	A broader view of stereotypes	I valued the academic knowledge/experience that Masami brought to the instruction		
22	I learned that some bureaus have diversity committees			
23	Theory on diversity	None	I think that this issue is an HR function and that HR staff should have to attend these courses and receive certification. If managers have a	Again: This is an HR class not management.

ID	Learned	Liked	Disliked	Suggestions
			diversity issue they should consult with HR and legal.	
25	Definitions of key terms related to cultural diversity and competency	Presenters were knowledgeable and easy-going	Turning in note – so had to copy them over if you wanted to keep them	
25	Role of stereotypes in diversity development and management; bias	Good, friendly, non threatening atmosphere		
26	Tools to assess current stage of diversity in the City	Exercises		Have all sessions in the morning
26	Shared ideas across bureau staff	Participation		
26		Dialogue		
26		trainers		
27	The value of cultural competency	The team delivery style	Some participants found it hard to discuss difficult topics	None. Good.
27	The City's changing demographics	The class participation		
27	The weaknesses the City has related to ??	The exercises		

Evaluation Form 1: “What I Learned in this Session”

Please write down the things that you think you learned in this session. Write as many as you can think of. Do not refer to any of the session material. Do a free write.

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