TANDEM PROJECT

Montréal, Québec, Canada

Roger Maclean
MONTREAL REPRESENTS 120 + DIFFERENT CULTURES
Quebec Requires 50,000 Immigrants a year to grow
Overview

- To present preliminary results on police technology students' awareness of ethnically, culturally and religiously diverse groups
- To explain the Tandem Project –
  - a mentoring initiative where students meet leaders and members of diverse communities
  - Meet for 6 hours a term
  - Students use their interaction, experiences and perspective to develop community based policing approaches
- To eliminate prejudice & stereotyping in police education
WHO WE ARE
John Abbott College

Pre-University College
3 Year Technical Applied Programs
Police Technology

College Population 6500
Montreal Urban Campus
Police Technology Students range in age 18-35 yrs

John Abbott College reflects cultural diversity  (40 different cultural groups)
First Preliminary Research Results on Police Students Awareness & Understanding

- To establish more in depth Teaching and Scenario Approaches
- Better understanding how the students are gaining their Knowledge and Awareness of other cultures
  - Study comprises 186 variables (qualitative & quantitative)
  - Used Organizational Behavioural tools as part of evaluation
- Examined their
  - Ethnocentrism
  - Conflict resolution style
  - Individual vs Collective approaches
  - Social Capital
  - Motivation
  - And other aspects
Raised in Ethnically/Cultural Diverse

[Bar chart showing comparison between 'YES' and 'NO']
Amount of Ethnic/Cultural Knowledge from:

- Very Little: 0-10%
- A Little: 11-22%
- Moderate: 23-35%
- Significant Amount: 36-45%
- A Majority: 46-55%
- Most of Knowledge: 56-100%

Categories:
- Family
- Friends
- Co-Workers
Amount of Ethnic/Cultural Knowledge from:

- Very Little 0-10%
- A Little 11-22%
- Moderate 23-35%
- Significant Amount 36-45%
- A majority 46-55%
- Most of my Knowledge 56-100%

- Television
- Movies
- Online
Amount of Religious Knowledge from:

- Television
- Movies
- Online
Amount of Religious Knowledge from:

- Very Little: 0-10%
- A Little: 11-22%
- Moderate: 23-35%
- Significant Amount: 36-45%
- A majority: 46-55%
- Most of my Knowledge: 56-100%
Amount of Religious Knowledge from Friends by Growing up in Diversity

Statistically significant @ .008
Amount of Cultural/Ethnic Knowledge from Friends by Growing up in Diversity

Statistically significant @ .003
Bottom Line: Police Students

- Future safety depends on increased religious, cultural/ethnic awareness (norm & value differences)
- Exposure and dialogue to overcome stereotypes and prejudices (from both parties)
Tandem Project Birth

- Develop an approach to move from lecture and conversation to *dialogue* between two groups (Police Students & Ethnic Cultural Community)
- Need to talk directly with the community
Cultural/Ethnic Mentors

• Find Local Cultural/Ethnic Mentors (26)
  ◦ Sunni, Shia Muslim (Arabic & Black), Jewish orthodox, Jewish semi-secular, South East Asian Community, Latin American, Spanish, Black Haitian, Black English, East Indian.......

[Image of various cultural symbols and children smiling]
Tandem Groupings

- Logistics and more logistics
  - organize students to where they have the least cultural knowledge (brief questionnaire)
- Dialogue format of Police students with Mentors pre-designed in 3 sections:
  - Community Perceptions,
  - Community Etiquette,
  - Team Problem Solving Vignette
- Gain community awareness and develop mutual respect
One Student from Each Group form a New Group

- Jewish Mentor
- Arab Shia Mentor
- Black English Mentor
- Black Haitian Mentor
- Colombian Mentor

Police Students 1 2 3 4 5

New community Profile
Jewish, Shia Arab, Black (Haitian, English) Colombian

Maintain Journal
Results

- All Mentor’s community had a consensus of:
  - Thank you for giving us importance, we matter to you!!
  - Empowering of Community to correct past mistakes of Police, new start...
  - We have shown them respect....
  - Perception of Police more positive... We showed a willingness to have our students interact before they develop bias...

- Students increased their awareness of etiquette, communication and family rules

- Some students are volunteering in their Mentor’s community....
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<thead>
<tr>
<th>Name:</th>
<th>Michael P. Faikas (Black Canadian)</th>
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<tr>
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<td>Tel #:</td>
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<td>Location:</td>
<td>South West Mtl</td>
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<td>Time:</td>
<td>Evenings 7 to 9pm Daytime 9 to 5pm</td>
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<th>Student Information</th>
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<td>Student 1</td>
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<tr>
<td>Name: Shaden Hetu-Frankel</td>
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<td>Tel #:</td>
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<td>Student 2</td>
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<td>Name: Nabete Chbeir</td>
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<td>Student 3</td>
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<td>Name: Marc-Olivier Lapielle</td>
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<td>Student 4</td>
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<td>Name: Hassan Dagher</td>
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THANK YOU
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