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AT HOME WITH DIVERSITY

The demographic profile of the United States has transformed over the past few decades, and it will continue to do so. In fact, the U.S. Census projects the nation will no longer have a white majority by the year 2043.

The National Association of REALTORS® (NAR) At Home with Diversity provides insights on how you can adapt to future market trends that may affect your bottom-line profitability. The course addresses issues of diversity, fair housing, and cultural differences, as well as how these dynamics influence you as a real estate professional. All three subjects are closely related, and learning more about them will assist you in serving diverse local markets.

Learning Outcomes

Upon completion of At Home with Diversity, you will be able to:

1. Analyze U.S. demographic information to interpret the impact of current trends on the real estate industry.

2. Define terms related to diversity, equity, and inclusion to increase awareness of such words and ideas, and to appreciate people’s individual differences.

3. Explain how inclusion is the goal of diversity sensitivity and how it will increase business.

4. Discuss effective communication styles and how to provide equal service to clients in multicultural local markets.

5. Describe the goals of fair housing laws and the One America Principles.

6. Ensure you are advertising on social media in ways that do not discriminate.

7. Offer your clients an increased level of understanding of cultural attitudes, practices, and communication differences, as well as business norms and etiquette.

8. Summarize personal goals, objectives, and strategies to create a business plan that incorporates diversity.
Note to Participants About Course Exercises

Multiple exercises are included in *At Home with Diversity* so that each class may be tailored to the participants’ interests, knowledge, and needs. Throughout the course, your instructor will ask you to participate in several of these. However, it is not the intent that all available exercises be completed in each class.

The opening exercise provides an opportunity for participants to meet and introduce themselves to one another. It also helps everyone focus on the purpose of the course and enjoy the opportunity to learn.

**The Story of Your Name**

Participants should answer the following questions:

- Why did your parents give you your first or middle name?
- What is the story of your last name?
- Do/did you have a nickname? What was it? How did you get it?

Participants can share as much or as little information as they like. At the end, each group might select the most interesting story presented (making sure, of course, that the person whose story is being shared is willing to have his or her story repeated in front of the whole class).

**About Me**

People should introduce themselves, and finish the following two sentences:

- Occasionally when people meet me, see me, or interact with me, they think I am…
- If they would get to know me better, they would understand that…
SECTION 1: EMBRACING DIVERSITY

At the end of this section, you should be able to:

1. Discuss the importance of diversity in your business and life, and how researching demographic information can assist with a better understanding of cultural and communication dynamics among diverse consumers.

2. Define, understand, and appreciate various terms related to diversity, equity, and inclusion.

3. Explain how sensitivity to diverse cultures leads to inclusion, which increases business.

4. Discuss how different cultures value honesty and loyalty.

First Steps

By attending *At Home with Diversity*, you presumably want to include a diverse market population in your business. To achieve this, address diversity from the start of your business plan. Then, the objectives of inclusive service can become an integral part of how you do business. As you examine your business strategy, consider not only economic changes, but also the societal and consumer changes that may be driving the local economic engine.

Of course, developing a successful multicultural real estate practice does not happen overnight. Over time, you must acquire new communication skills, new cultural knowledge, and new approaches to listing, selling, and marketing real estate. Meanwhile, you need to organize and carry out specific actions to achieve the intended results at the right time. A good strategic business plan is an indispensable road map for identifying not only where you want to go, but also how and when you will get there.

*In the past*, the process for servicing multicultural markets was often limited to one-dimensional efforts, such as the literal translations of marketing materials from English into another language. But *today*, organizations are developing services designed specifically to meet the needs of our current nation. Real estate professionals and brokers are:

- Creating programs to reach multicultural markets
- Allocating funding for these activities
- Setting measurable goals for each program

Organizations in the real estate industry—such as AREAA, NAHREP,
NAREB, and NAGLREP—that have successfully tapped into the multicultural consumer base rely on three fundamental strategies:

1. Evaluate the demographics of the local market.
2. Formulate a strategic multicultural business plan.
3. Develop appropriate products and services.

Successful businesses understand that embracing diversity is important to their success because:

- Local demographics and trends confirm that diverse, multicultural populations exist in local markets across the United States.
- A study of buying power in local markets aids in identifying qualified clients.
- Real estate professionals who understand and embrace diverse cultures reap personal and professional benefits.
- By using metrics, real estate organizations can link multicultural business outcomes more effectively.

Diversity, Equity, and Inclusion: Useful Terms

Understanding these terms along with their nuances and intricacies will help you be more cognizant of other cultures and help your business be more inclusive. Terms are listed in alphabetical order.

African Americans or Black Americans
In general, this term refers to Americans with at least partial Sub-Saharan African ancestry. But with the number of Caribbean blacks immigrating to the U.S., the definition is constantly in flux.¹

Asian and Asian Americans
Asia is the largest of the continents and contains more than half the world's population. Literally, all its inhabitants are Asians. But in the U.S., this term is applied almost exclusively to the people of East, Southeast, and South Asia as opposed to those of Southwest Asia (Arabs, Turks, Iranians), whom we usually designate as Middle Easterners.

Disabled
Disabled is the accepted term for an individual with a permanent physical or mental disability. Discriminating against persons with disabilities is known as ableism. Outdated language related to the disabled includes handicapped, crippled, deaf, retarded, mute, and wheelchair bound.

Diversity
Diversity means to consider all people as unique and recognize, understand, and appreciate their individual differences. In the U.S., this word is often associated with race and ethnicity, but as Queensborough Community College reminds us, "gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies" are part of this concept as well.²

Generations
When we speak of generations, we attempt to define the dynamics of an entire body of individuals born at and living through the same approximate times, most of whom are close in age and have similar ideas, concerns, and attitudes. Each generation normally covers a span of 15-20 years, but some are more well-defined than others in terms of


² “Definition for Diversity,” Queensborough Community College, qcc.cuny.edu/diversity/definition.
birth years and shared cultural experiences.

A related term here is *ageism*, which the World Health Organization defines as "stereotyping, prejudice, and discrimination against people on the basis of their age." In the U.S., older adults are often the target of ageism, as they are often overlooked for employment, stereotyped in the media, and sometimes excluded from their communities.  

<table>
<thead>
<tr>
<th>GENERATION</th>
<th>YEARS</th>
<th>OTHER NAMES</th>
<th>FORMATIVE EVENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civics (combo of two generations)</td>
<td>1901-1924 (GI Generation)</td>
<td>Traditionalists, Greatest Generation</td>
<td>World Wars, Great Depression, GI Bill, birth of TV, rise of suburbia</td>
</tr>
<tr>
<td></td>
<td>1925-1945 (Silent Generation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baby Boomers</td>
<td>1946-1964</td>
<td>Me Generation, Hippie Generation, Love Generation</td>
<td>JFK assassination, Vietnam War, Cold War, Civil Rights movement, rise of counterculture</td>
</tr>
<tr>
<td>Generation X</td>
<td>1965-1979</td>
<td>Xers, Baby Busters, Slackers</td>
<td>Hyperinflation and economic turbulence, Fall of Berlin Wall and Soviet Union, troubles in Middle East, decline of “nuclear family”</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>GENERATION</th>
<th>YEARS</th>
<th>OTHER NAMES</th>
<th>FORMATIVE EVENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generation Z (no</td>
<td>1996-present</td>
<td>iGen, Global Generation,</td>
<td>Election and re-election of Barack Obama, Arab Spring</td>
</tr>
<tr>
<td>agreed-upon name)</td>
<td></td>
<td>Generation Wii</td>
<td>and turmoil in Middle East, legality of same-sex marriage, Brexit</td>
</tr>
</tbody>
</table>

**Hispanic and Latinx**

As a 2016 MTV video creatively points out,4 *Hispanic* refers to people of Spanish-speaking origins, and *Latino*,
*Latina*, and *Latinx* (the gender-neutral term) refer to people whose origins are geographically located in Latin America.
The reality, however, is not so simple. For example:

1. As defined currently by the U.S. Census Bureau, Hispanic people classify themselves as Spanish, Hispanic, or Latinx—which include not only the subgroups Mexican, Mexican American, Chicano, Puerto Rican, and Cuban, but also those who indicate they are “another Hispanic, Latino, or Spanish origin.”

2. A 2014 Pew Research study finds many Hispanic Americans consider themselves “white.”

3. Americans hailing from Brazil are Latinx because of their country’s location, but they aren’t Hispanic because their country’s primary language is not Spanish (it’s Portuguese).

4. A sizeable number of Hispanic and Latinx Americans are visually indistinguishable from Caucasian Americans or African Americans (e.g., Rita Hayworth, Alexis Bledel, Tristan Wilds).

5. To further complicate (or perhaps simplify?) things, the 2020 census may change its Hispanic and Latinx delineations.5  

---

Implicit Bias

If a person has an implicit bias, he or she unconsciously attributes traits to a member of a certain social group. As Ohio State University points out, implicit biases develop over one’s lifetime, beginning in childhood and heavily reinforced by media’s implicit associations (e.g., studies show white people associate criminality with black people without realizing they’re doing so).⁶

Intersectionality

Introduced by a law professor in 1989, intersectionality refers to ways in which discriminatory forms like racism, homophobia, sexism, and classism overlap and cannot be examined separately from one another.

Most recently, actors Ashley Judd, Salma Hayek, and Annabella Sciorra—who had just publicly accused Harvey Weinstein of sexual misconduct—used the word during the 2018 Academy Awards: “We work together to make sure that the next 90 years empower these limitless possibilities of equality, diversity, inclusion, intersectionality—that’s what this year has promised us.”

---


Section 1: Embracing Diversity

LGBTQ
This acronym—which stands for lesbian, gay, bisexual, transgender, and queer (or questioning)—derived in the 1990s to define a growing segment of the U.S. population. There is much diversity within the LGBTQ population in terms of race, ethnicity, age, education, political affiliation, and income.

Minority
A minority is any group that makes up less than half of the general population. While commonly used, many consider this word displeasing since it suggests an inferior social position relative to the majority of the population.

Multiculturalism
This is the practice of acknowledging and respecting several different cultures, religions, races, ethnicities, and attitudes within a society.

Race and Ethnicity
Broadly, race refers to physical or biological differences while ethnicity refers to shared cultural traditions like language, religion, and beliefs. Both are generally considered social constructs. Sociologist Dalton Conley explains it this way:

You can only have one race, while you can claim multiple ethnic affiliations. You can identify ethnically as Irish and Polish, but you
Section 1: Embracing Diversity

**Religion/Faith**

While the general definition of *religion* is commonly known, what may not be fully realized is the depth of religious diversity in the U.S. For instance, Christianity has the largest number of adherents, with 70.6% of Americans identifying themselves as Christian. However, within that population are hundreds of separate denominations.

**Social Class**

This term refers to a group of people with similar levels of wealth, income, influence, education, and occupation. Overall, the U.S. recognizes three tiers of social class: upper, middle, and lower. But this is not always well-defined. In fact, some social scientists list as many as six or seven social classes in the U.S. What's more, many citizens, when asked, place themselves in different classes than those in which experts might.

*Classism* is when a person or business is biased against or in favor of people belonging to a certain socioeconomic group.

---


Stereotype
To stereotype is to characterize a group of people repeatedly with the same few negative or positive traits. Concentrate on the individuality of others to avoid stereotyping, and note and enjoy what is different and unique. Individual variability within any culture is vast; the more ignorant we are of the individuality of those who make up a particular group, the more the stereotype turns into a cultural myth that describes no one and resists examination.

"MELTING POT” vs. “STEW”
The United States has often been referred to as a “melting pot.” When items are melted, they take on a new identity and lose their individual form. A counterargument is that in the United States, we are more like a “stew.” In a stew, the various components bring individual flavors to create a new taste, but they do not lose their individuality. The carrot stays a carrot, if you will.

In your groups, determine whether you view the U.S. as a “melting pot” or a “stew” and why?

Categories of Cultural Stereotypes
Culture refers to a traditional common body of behavior and the values shared or recognized as typical of the majority of a given population. These behaviors and values characterize and distinguish people from one group from those of other another.

Culture impacts how we think, feel, and look at the world. To begin acknowledging how we might stereotype one another culturally, it is helpful to recognize aspects of culture that may influence our thinking:

Self-Expression
Others have a lower or higher degree of self-expression than we do. They are better or worse at following rules, weighing their own needs against those of others, and expressing or containing emotions.

Outlook on Life
Others are more or less organized, have different societal aims, and place differing amounts of emphasis on the value of life, individual, and
Racial Attitudes
Others are more open or closed than we are in attitudes about race.

Honesty/Reliability
Others are devious and dishonest, or they are as trustworthy as our own group.

Character
Others, as representatives of their group, are weaker or stronger than our group in sticking to their principles.

Time Orientation
Others do not care about time in the same way our group does. They waste it, are too concerned about it, or are ruled by it.

Social Classes
Others have a class structure, some are all of a single class, or some all think the same way about class.

Religion
Others are adherents of some religion that is unlike ours, leading to illogical behavior, or they are lacking in religious values.

Orientation to Nature
Others are in tune with nature, believe in letting it take its course, or believe in overwhelming and controlling nature. Others believe themselves part of nature or outside of nature.

Group Objectives
Others want to take over the world, take what we have, or impose their values on us.

Work Ethic
Others are lazy, spoiled and lacking in purpose, or are obsessed with work and unable to enjoy life.

Talents and Skills
Others, by nature of belonging to their group, have certain talents and skills given their living or working environment.
National Statistics

The real estate market is changing because of increasing cultural interaction among nations, regions, communities, and neighborhoods. Evolutions in technology, communications, open-market economics, and social migrations are making our country increasingly diverse and heterogeneous.

Diverse homebuyers have historically played a crucial role in the housing market. Currently, Millennials and Generation X make up the largest share of homebuyers—62% in the United States. Notably, Gen X is "the most racially and ethnically diverse population of home buyers, with 26% identifying they are a race other than White/Caucasian."\(^\text{11}\)

This trend will become even more profound over the next several years.

and is expected to continue as aging Baby Boomers sell their homes and the diverse consumer comes of age.

Multicultural consumers are growing rapidly, and each segment represents billions of dollars in spending power in the United States. Increasingly, companies are competing for these markets, especially at a time when the traditional white, non-Hispanic population growth has slowed and multicultural home buyers play an increasingly important role in housing.

### Population by Race/Ethnicity (in Thousands)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>WHITE</th>
<th>BLACK</th>
<th>ASIAN</th>
<th>HISPANIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>197,970</td>
<td>43,001</td>
<td>18,319</td>
<td>57,470</td>
</tr>
<tr>
<td>2060 projected</td>
<td>178,884</td>
<td>60,471</td>
<td>36,778</td>
<td>111,022</td>
</tr>
<tr>
<td>Change from 2016 to 2060</td>
<td>-9.6%</td>
<td>40.6%</td>
<td>100.8%</td>
<td>93.2%</td>
</tr>
</tbody>
</table>


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Immigrants and International Buyers

The massive influx of immigrants over the past 30 years has prompted anxiety over changes to the nation’s ethnic, social, and economic identity. Again, even more significant is the demographic change that will occur in 2030 when all remaining Baby Boomers will be older than 65. Because one in five Americans will be at retirement age, the workforce and federal budget may be drained and strained.

In his book, *Immigrants and Boomers: Forging a New Social Contract for the Future of America*, demographer Dowell Myers describes how these demographic influencers may hold the keys to resolving the problems presented by the other.

Myers argues that during the demographic transition, the new prospect of diminished skills in the future workforce and a reduced middle class could undermine the continued growth in home prices. Retirees will transition from being net taxpayers to net recipients of health and pension benefits, and they will be supported by a smaller workforce struggling to meet its own needs. Seniors are also net homesellers, and Myers believes there will be 67% more people in the selling age relative to the younger adults who are likely to be buyers.

Myers and other demographers believe immigration can help to supply some of the workers needed to support the rising number of seniors and to replace them in the labor force as they retire. Furthermore, it will help compensate for the smaller number of younger adults who are likely to buy homes from the increasing number of older Americans. New arrivals alone can offset about one-quarter of the increase in the senior ratio.

Immigration has long played an important role in the growth of the United States. It continues to play an important role in the changing face of the real estate industry. International buyers are increasingly finding the United States as a favorable place to invest in real estate.

According to NAR’s 2018 Profile of International Home Buying Activity, this combination of buyers is divided into two types:

- **Non-resident foreigners** (Type A): Foreign clients with permanent residence outside the U.S. These clients typically purchase real estate for investments, vacation, or visits of fewer than six months in the U.S.

- **Resident foreigners** (Type B): Clients who are recent immigrants (fewer than two years) or temporary visa holders residing for more than six months in the U.S. for professional, educational, or other reasons.

For 2017-18, international clients accounted for 8% of the $1.6 trillion existing home sales in the U.S.\(^\text{13}\)

As a real estate professional who wants to be prepared to embrace diversity in his or her market, it is important to be knowledgeable of immigration data and market trends. The National Association of REALTORS® has a series of state-specific—and a few metropolitan—reports that can help. Visit nar.realtor/research and follow the link to International Real Estate Research Reports.

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**IMMIGRANTS BY STATE?**

Using a laptop, tablet or mobile device, visit nar.realtor/research-and-statistics/research-reports/state-by-state-international-business-reports, and locate your state on the interactive map. Once you find it, answer these two questions:

1. List the top five countries of origin of immigrants in your state.

2. With this information, what steps can you take to service the specific housing needs of these groups?

---

**Buying Power**

Multicultural market growth varies by state and local area. According to the 2017 Multicultural Economy Report produced by the Selig Center at the University of Georgia, the buying power of minorities will continue to grow at a faster rate though 2021.14

Notable numbers include:

- In 2017, the total share of U.S. buying power controlled by Hispanic consumers was 10.3%. In 2022, this number is expected to rise to 11.1%.

- In 2016, African American buying power was roughly $1.2 trillion and should grow to $1.5 trillion by 2021.

- Representing 6.1% of the U.S. population, Asian Americans’ buying power stands at $986 billion.

- As of April 2018, the combined buying power of Asian Americans, African Americans, and Native Americans is estimated to be $2.4 trillion, while Hispanics command $1.5 trillion in spending power.

Remember that the Selig report looks at buyers who reside within the United States. This means we have diversity in our marketplaces even without the introduction of foreign buyers. When we add in the fact that international buyers accounted for $121 billion in U.S. residential property sales in the year ending March 2018, it becomes clear that real estate professionals who embrace diversity will have a business advantage.15


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Median Income

The median income growth of a multicultural segment provides a more accurate benchmark for homebuying power in each respective market. For example, 57% of Hispanic married-couple households have children younger than age 18. A Metropolitan Study Area (MSA) that reflects a high population of Hispanics does not necessarily represent a population with the necessary median income to purchase a home.

While population growth and median income are the main units of measure, other social, economic, political, and environmental variables can affect a market’s real estate dynamics. Other factors may include:

- Changes in the structure of households (which alter the characteristics of homeowners of the future)
- Multicultural consumers’ rising use of the Internet as an influencer (e.g., seeking information on the homebuying process)
- Immigration
- Rising taxes

Median Income by Race: 2008 and 2016

<table>
<thead>
<tr>
<th>YEAR</th>
<th>U.S.</th>
<th>WHITE</th>
<th>BLACK</th>
<th>ASIAN</th>
<th>HISPANIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>51,485</td>
<td>52,902</td>
<td>34,093</td>
<td>55,162</td>
<td>37,565</td>
</tr>
<tr>
<td>2016</td>
<td>59,039</td>
<td>61,858</td>
<td>39,490</td>
<td>81,431</td>
<td>47,675</td>
</tr>
<tr>
<td>% Change</td>
<td>14.60%</td>
<td>16.9%</td>
<td>15.8%</td>
<td>47.6%</td>
<td>26.9%</td>
</tr>
</tbody>
</table>


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**SECTION 2: FAIR HOUSING AND DIVERSITY**

At the end of this section, you should be able to:

1. Discuss the One America Principles and fair housing laws.
2. Describe the Philosophy of Inclusion.
3. Describe the Equal Professional Service Model.
4. Analyze and answer questions about fair housing cases that have been adjudicated in court.

**Building on the Foundation of Fair Housing**

As a real estate professional, you already know and practice fair housing laws. In this section, we will combine our knowledge and experience about fair housing and diversity because:

- Success in today’s markets requires awareness, communication, and planning a diversity-oriented practice.
- Changing demographics in local markets indicates potential clients and an opportunity to grow your business.
- Learning and applying acceptable fair housing practices help real estate professionals serve a diverse clientele while complying with the law.
- Real estate professionals who serve international clients will be better able to explain and protect their rights and investments.

From a professional perspective, initiating a diversity-oriented practice makes good business sense. From a legal standpoint, local, state, and federal fair housing laws have established minimum standards of behavior all professionals must meet.

Fair housing laws are designed to help you offer customers a full range of housing options. The Equal Professional Service Model, developed by NAR, gives you a solid basis on which to offer the promise of these laws. If you need more information, read the Fair Housing Handbook published by NAR. Search for “Fair Housing Handbook” on nar.realtor.
**Fair Housing**

*At Home with Diversity* builds on the promise of laws that provide for equal housing opportunities. An understanding of fair housing laws and a commitment to equal housing opportunities are expected of all real estate licensees.

This portion of Section 2 covers a brief **background** of the Fair Housing Act and **NAR’s affiliation** with it, along with the **One America Principles** and **Philosophy of Inclusion**.

**Background**

In passing the Fair Housing Act in 1968, Congress established a national policy to provide for fair housing throughout the United States. This act and other federal fair housing laws prohibit discrimination based on race, color, religion, sex, familial status, disability, and national origin.

For a history of fair housing legislation and information about the protections provided by fair housing laws, please refer to Resources (Section 5) in this manual or U.S. Department of Housing and Urban Development website, hud.gov.

**Note:** To date, the Fair Housing Act “does not specifically include sexual orientation and gender identity as prohibited bases. However, discrimination against an LGBT person may be covered by the Fair Housing Act if it is based on non-conformity with gender stereotypes.” Check state and local laws to determine if they’re a protected class in your market.

**Fair Housing and NAR**

Created in 1997 by President Bill Clinton and with the Department of Housing and Urban Development (HUD), the One America Principles serve as the basis for *At Home with Diversity.* The principles—which help real estate professionals with awareness, communication, and planning for a diversity-oriented practice—encompass these ideals:

- A diverse demographic community
- Opportunity for all
- Responsibility for all
- Respect and celebration for diversity while embracing shared

---

values

**FAIR HOUSING: CASE STUDY**

Ralph and Margaret Canady agreed to purchase the home of Pamela Garapich, located in Prescott Canyon Estates in Prescott, Ariz. The community required that at least one person of 55 years of age or older reside in each unit and prohibited anyone younger than 35 years old from living in the community. However, the Canadys intended to have their 26-year-old son Scott, who was severely developmentally disabled, live with them in their unit.

When the community’s president learned of the Canadys’ purchase of the home, he contacted the seller and informed her that no one younger than 35 years old could live in the community. Garapich contacted the Canadys, and both parties agreed to terminate the purchase agreement.

The Canadys and Garapich then filed a complaint with the Arizona Attorney General’s office against Prescott Canyon Estates. The attorney general found there was reasonable cause to believe that the community had engaged in unlawful discrimination under the state’s Fair Housing laws by denying the Canadys the right to purchase a home in the community based on their son’s condition. A lawsuit was filed, which the Canadys and Garapich joined.

*Source: NAR Legal*

Do you believe Prescott Canyon Estates committed a fair housing violation? Why or why not?

**One America Principles**

- I welcome you and want to do business with you.

- I will base my decision and opinions of you on who you are, not on any preconceived stereotypes or ingrained value judgments.

- I subscribe to the federal Fair Housing Act and its principles.

- I embrace and celebrate the strength that diversity brings to our communities and our nation.

- I will help you find opportunities to buy the home you choose.

- I will market home ownership to the public and reach out to people who may not know that home ownership is a realistic option.

- I will make sure you know there is a full range of housing choices available to you and encourage you to consider all communities and
neighborhoods.

- I will make every effort to maintain open two-way communication. If we do not share a common language, I will work with you to find someone who can interpret.

- I have incorporated these principles in my daily operations and my overall business plan. I would be proud to share the plan with you.

- I am here to help you meet your real estate needs because you are the reason I am in business.

- Please let me know about any cultural or special needs that you have so that our business relationship will be comfortable and successful.

**Philosophy of Inclusion**

The Philosophy of Inclusion forms part of the foundation of the One America Principles. To thrive in the growing cultural diversity of our country, we first need to commit to accepting people from various cultures and backgrounds. This positive acceptance is more than a tolerance of other people: it is a commitment to a social philosophy that does not exclude anyone solely on the basis of cultural, personal, social, or professional differences.

The next step involves respecting other people enough to grant them the right to be different from you and to appreciate their differences. Positive regard, in turn, leads to relationships where individuals from all backgrounds are included in the cultural fabric without losing their uniqueness. Positive regard extends to all individuals regardless of cultural and racial background, marital status, gender, sexual orientation, religion, age, geographic origin, educational background, and physical and mental capacity.

People who embrace diversity see positive value in seeking out crosscultural relationships, both socially and professionally. Embracing diversity, however, does not imply assimilation, conformance, or any other ethic advocating that American individuals should become more alike. Diversity awareness celebrates differences without any imperative to change.

The key to building inclusive crosscultural relationships is to learn one’s own attitudes toward these differences, recognize when personal biases may interfere with relationships, and control or eliminate harmful stereotypes.
Discriminatory Acts

Fair housing laws require that everyone has equal access to housing opportunities. The Fair Housing Act specifically prohibits certain practices if they are based on race, color, religion, sex, familial status, disability, or national origin.

We will now consider four areas where the potential for discriminatory acts exists: screening, steering, advertising, and predatory lending.
Legal Screening Criteria
Landlords may screen applicants appropriately by using objective criteria such as the applicant's ability to pay rent, credit history, or rental history. Also, limits on the number of people living in one unit are lawful, provided they do not discriminate unreasonably against families with children. Students who are not self-supporting may be asked to have parents co-sign their rental agreement. Consistency in applying these same policies to all applicants is a key factor in complying with fair housing laws.

Steering
*Steering* refers to the unlawful practice in which real estate brokers/agents guide prospective homebuyers toward or away from certain neighborhoods based on their inclusion in a protected class.

For example, the agent may decide to show homes in certain neighborhoods where the race or ethnicity matches the buyer’s race or ethnicity. Buyers might also be steered to cities or school districts with differing racial or socioeconomic composition.

Agents use different approaches to engage in unlawful steering such as:

- Recommending homes to clients for consideration
- Editorializing about areas the client should or should not consider

Sometimes agents make these types of decisions based on personal prejudices about consumers, and sometimes buyers and sellers prompt their agents to take actions based on their own positive or negative biases. Either way, under the Fair Housing Act—as amended in 1974, 1988 and 1995—this kind of steering is illegal.

Steering is unlawful even when done unintentionally or unconsciously. The Act makes illegal any discrimination in the sale, lease, advertising, or financing of housing or making housing otherwise unavailable because of race, color, national origin, religion, familial status, sex, or disability.

Advertising

Advertising is another area where potential for discriminatory acts exists. Advertising related to real estate is subject to the Fair Housing Act. State laws may also have additional prohibitions around discrimination in advertising for real estate.

Certain exemptions exist for age—senior housing, for example—and for landlord-occupied units for rent or sale (the FHA’s so-called “Mrs. Murphy” exemption), although these may vary by state.

Specifically, Section 804(c) of the Fair Housing Act makes it “unlawful to make, print, or publish, or cause to be made, printed, or published, any notice, statement, or advertisement, with respect to the sale or rental of a dwelling, that indicates any preference, limitation, or discrimination because of race, color, religion, sex, handicap, familial status, or national origin, or an intention to make any such preference, limitation, or discrimination.”

Typical violations of the law involve discriminatory statements related to the sale or rental of a home, the selective use of publications, human models, geographic advertisements (as in the location of billboards or distribution of brochures), and the Equal Housing Opportunity slogan and logo. NOTE: We will consider appropriate advertising in relation to social media in Section 4.

Consider using the fair housing logo (above) in all advertisements. Although using the logo is not required by law, it suggests you are committed to fair housing.


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Predatory Lending

The home mortgage process often presents a challenge for buyers. Due to abuses in the past decade, federal regulators have issued rules limiting predatory-lending abuses. However, the problem remains.

NAR identifies abusive and predatory lending practices as deceptive claims that can result in:

- Home-equity stripping (e.g., equity loans and reverse mortgages)
- Diminished personal credit standing (as a result of defaulting on a mortgage loan for which terms are not fully explained or understood)
- Violations of federal consumer-protection statutes and regulations

Federal banking regulations define predatory lending as practices or loan terms that deliberately deceive borrowers, strip homeownership equity, or induce a borrower to refinance repeatedly with higher points and fees.

As a real estate professional, you can assist your clients by being aware of predatory lending practices and helping them understand what to look for as they acquire their loan. Let clients make the decision about their financing options, or refer them to a range of responsible lenders, and then let them decide which lending option is best for them.
NAR’s Code of Ethics

REALTORS® have a long history of supporting the letter and spirit of our nation’s fair housing laws. Through the Code of Ethics, REALTORS® pledge to conduct their business in accordance with its tenets and to observe its spirit in all activities.

Article 10 of the Code of Ethics outlines a commitment to equal opportunity in housing:

- “REALTORS® shall not deny equal professional services to any person for reasons of race, color, religion, sex, handicap, familial status, national origin, sexual orientation, or gender identity. REALTORS® shall not be parties to any plan or agreement to discriminate against a person or persons on the basis of race, color, religion, sex, handicap, familial status, national origin, sexual orientation, or gender identity.” (Amended 2014)

- “REALTORS®, in their real estate employment practices, shall not discriminate against any person or persons on the basis of race, color, religion, sex, handicap, familial status, national origin, sexual orientation, or gender identity.” (Amended 2014)
Fair Housing Declaration

Since the mid-1970s, the National Association of REALTORS® has worked closely with the U.S. Department of Housing and Urban Development to promote equal opportunity in housing. In 1975, HUD and NAR created a voluntary Fair Housing Declaration for use by REALTORS®, included below:

I agree to:

- Provide equal professional service without regard to the race, color, religion, gender (sex), disability (handicap), familial status, national origin, sexual orientation, or gender identity of any prospective client, customer, or of the residents of any community.
- Keep informed about fair housing law and practices, improving my clients' and customers' opportunities and my business.
- Develop advertising that indicates that everyone is welcome and no one is excluded, expanding my client's and customer's opportunities to see, buy, or lease property.
- Inform my clients and customers about their rights and responsibilities under the fair housing laws by providing brochures and other information.
- Document my efforts to provide professional service, which will assist me in becoming a more responsive and successful REALTOR®.
- Refuse to tolerate non-compliance.
- Learn about those who are different from me, and celebrate those differences.
- Take a positive approach to fair housing practices, and aspire to follow the spirit as well as the letter of the law.
- Develop and implement fair housing practices for my firm to carry out the spirit of this declaration.
The Equal Professional Service Model

The Equal Professional Service model offers a simple method for any REALTOR® to set up systematic procedures to offer services without discrimination. It illustrates that diversity and fair housing laws complement one another.

This model is the basis for the practices recommended by NAR in the Fair Housing Handbook. Here are the four key steps, each of which we've considered in more detail below:

1. Do I use systematic procedures?
2. Do I have objective information?
3. Has my customer set the limits?
4. Have I offered a variety of choices?

Any time a question is answered “no,” the process returns to the first step. By following the steps of the model, you are forced to apply each step in succession to build and incorporate practices and procedures that allow you to provide equal professional service to everyone.

1. Systematic Procedures

Having a systematic procedure allows you to be consistently professional. Equal professional service means providing the same level of service to all your clients and customers. If you develop a consistent approach to greeting people, showing homes, qualifying buyers, getting listings, conducting open houses, keeping records, and following up with clients and customers, you will find that fair housing practices come naturally. Systematic procedures and equal professional service will help you meet the needs of a customer base regardless of who you perceive them to be.

2. Obtaining and Using Objective Information

The requirement of objectivity applies both to the information you provide your prospects and the information you obtain from them. When you offer information free of biases and ask for information in a way that does not impose assumptions, you learn much more about your prospect’s needs and wants. Giving and asking for objective information, then, increases your likelihood of effectively marketing a prospect’s home or finding the home a prospect wants.

Your prospects will appreciate your professional problem-solving skills, your objective and factual responses to their questions, and your recognition that they (not you) will be making the decisions. It is always
important to document the information you receive and provide. Likewise, the information you provide and imply in your advertising and marketing should be objective. By providing objective information in advertisements, you make it possible for the customer to take the next step of setting the limits.

3. Letting the Customer Set the Limits
There are certain questions you can ask yourself to make sure the prospect is setting the limits of a home search.

- Did the customer identify the necessary and desired features of the home?
- Did the customer indicate the spending limit?
- Did the customer know about meeting the financial qualifications to purchase?
- Did the customer express a preference for one or more communities?
- Did the customer express a lack of preference for one or more communities?
- Did the customer express a preference for any particular type of financing?
- Did you ask the customer for all information necessary to search for a home?

Prospects are satisfied when they find what most closely meets their needs and desires, not what aligns with your assumptions.

4. Offering a Variety of Choices
Providing a variety of choices based on a customer’s objective information is good business. People who have had wide choices are the most satisfied with their selections and their real estate professionals.

The fair housing laws protect all of us from discrimination. They ensure that buyers, sellers, property owners, renters, and the real estate professionals who serve them have full access to the housing markets, with no discriminatory barriers.

This means that customers can expect you to make all housing in their price range available:

- At the most favorable terms and conditions available for that housing
• In all communities and locations where that housing exists
• With complete access to all forms of financing and insurance for the housing
• With consistent professional service

You should promote your services and the availability of housing to all people through your marketing and advertising, indicating that everyone is welcome in all communities.

Remember, diversity does not change the effectiveness of the Equal Professional Service Model. By learning how to work with all people, you will find that this model continues to be a useful tool, not only for complying with the law, but also for providing the high level of service that will earn your customers’ respect and loyalty.

**Professional Development**

**Scenario**

The firm’s agents are not getting as much training as they should. Overall, your agents seem to be lacking in professional development, especially since the company is trying to build an inclusive practice.

**Assignment**

Your assignment is to develop some strategies that will help everyone become more aware of new trends, technologies, and methods for self-improvement. You have 20 minutes to complete the assignment.

**Strategies for Professional Development**

Identify two strategies you will adopt for professional development.
Personal Application

Before asking questions to obtain information you believe is necessary, pause to think how a person with a different cultural perspective will feel. Modify your behavior accordingly, and develop universal questions to use with any client:

- **Property**: “What kind of home you are looking for?”
- **Location**: “What types of neighborhoods are you interested in?”
- **Price**: “Our homes are listed by price. Do you have a price range in mind?”
- **Payment**: “I would be happy to discuss financing with you. Would this be helpful now?”
- **Timing**: “If you find a house, how soon do you want to move?”
- **Understanding**: “Perhaps you could tell me how you think the homebuying transaction takes place, or would you prefer me to show you a description?”
- **Expectations**: “A number of people could be involved in the purchase. Do you need any help understanding what each person should do and what your rights are?”
- **Special needs**: “Is there anything I can do or anything I need to know to make this process easier for you?”
- **Next steps**: “How would you like to proceed from here?”

By Raw Pixel, Unsplash, May 1, 2018, https://unsplash.com/photos/qro0STJ0yhQ.
**Tips for Affirmative Practices**

Put up the Fair Housing Poster so everyone can see it. This is a good way to let clients and the public know that you support and abide by fair housing laws.

Read and follow the REALTOR® Fair Housing Declaration. It reminds you to incorporate fair housing in your daily practice by:

- Providing equal service.
- Using inclusive advertising.
- Celebrating differences.
- Incorporating the systems and processes of the Equal Professional Service Model into your practice. It is a good way to protect you and your clients from discrimination.
- Using systematic procedures for qualifying buyers, getting listings, conducting open houses, keeping records, and contacting clients.
- Obtaining and using objective information.
- Letting the customer set the limits.
- Offering a variety of choices.
Business Building Block

To provide equal service to all, we need to think about the questions we ask potential clients. In this Business Building Block, you are asked to develop universal questions you may use with any client.

There are categories or areas of service you must work through with every client. The exercise is divided into these categories to spark your thought process.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Property</td>
<td></td>
</tr>
<tr>
<td>Location</td>
<td></td>
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<tr>
<td>Price</td>
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<td>Payment</td>
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<td>Timing</td>
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<td>Understanding</td>
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<td>Expectations</td>
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<tr>
<td>Special Needs</td>
<td></td>
</tr>
<tr>
<td>Next Steps</td>
<td></td>
</tr>
</tbody>
</table>
SECTION 3: EXPLORING CULTURAL ATTITUDES AND DIFFERENCES

At the end of this section, you should be able to:

1. Discuss the significance of understanding variations in cultural attitudes and practices.
2. Explain the influence of culture on the homebuying process.
3. Describe verbal and nonverbal communication from functional and affective perspectives and within high- and low-context cultures.
4. Demonstrate examples of cultures through role-playing in these categories: self and space, time and time consciousness, relationships, and communication and language.
5. Demonstrate appropriate business etiquette and cultural business do’s and don’ts.

Many real estate professionals are experiencing a transformation in the profile of homebuyers coming through the door. These new homebuyers are not always receptive to existing sales techniques, nor do traditional marketing approaches seem to involve them in the homebuying process effectively.

Given the right social processes, however—such as trust, time, and cultural immersion—you can successfully service the multicultural homebuyer and expand your customer base.

Specifically, real estate professionals interested in broadening their understanding of diversity and expanding their market share need to:

- Build and expand their understanding of cultural differences to serve clients better and fairly.
- Learn how to offer appropriate services.
- Understand and enjoy other cultures to build relationships, a prerequisite for working with most international or immigrant clients.
- Understand and appreciate other cultures through open lines of communication.
Cultural Variations

Your multicultural clients’ customs will influence their homebuying decisions and affect transactions. Recent immigrants are influenced more by their traditions than second- or third-generation immigrants, who are accustomed to living and doing business in the United States.

Real estate professionals should do their research before interacting with people from a different culture. For example, the religious practices of another culture will dictate days that are permissible to do business. Through proper research, you can avoid making costly cultural mistakes that can affect the outcome of a successful transaction.¹⁹

As you’ve already learned, to help build relationships and do business, you need to become aware of and understand several important, culturally-based characteristics and practices. For example, cultures typically vary in how they view and address concepts such as time, communication, and personal space.

Let's now look at three related ideas: high- and low-context cultures.

¹⁹ The Certified International Property Specialist (CIPS) designation offers courses in the areas of The Americas, Asia/Pacific, and Europe to provide additional training on doing business with these cultures.
nonverbal signals, and cultural specificities.

High- and Low-Context Cultures

All cultures are accustomed to certain ways of interacting, and based on the nature of those interactions, all of them fall somewhere on a spectrum of high- to low-context.

In general, the more formality and hierarchy in professional and personal relationships and communications, the higher the context. When working with clients, be aware of their comfort zones, and use approaches that meet their needs and provide assurance.

<table>
<thead>
<tr>
<th><strong>HIGH CONTEXT</strong></th>
<th><strong>LOW CONTEXT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevalent in Asia, Middle East, Latin America, and Southern Europe</td>
<td>Prevalent in United States, Canada, Northern Europe, and Australia</td>
</tr>
<tr>
<td>Nonverbal communication is important.</td>
<td>Precise verbal agreements are important.</td>
</tr>
<tr>
<td>A relationship is the basis of a contract.</td>
<td>A contract is binding and exists apart from a personal relationship.</td>
</tr>
<tr>
<td>Schedules are often flexible, with meetings starting and running late.</td>
<td>Time is treated as a commodity, and schedules are carefully observed.</td>
</tr>
<tr>
<td>Formality, face-saving communication, and relationships are valued. A slower pace is needed to build relationships.</td>
<td>Informality and direct communication are preferred. Results are valued and punctuality observed. Accustomed to a fast pace of doing business.</td>
</tr>
</tbody>
</table>

Nonverbal Signals

According to most communication specialists, 80-90% of a culture is reflected in nonverbal messages. These include:

- Eye movement
- Facial expressions
- Hand, leg, and body gestures
- Body orientation and posture
- Use of physical distance and touching
- Tone of voice
Although some body language is universal, it tends to be subtle. In all cultures, for example, people make themselves physically larger (by standing taller, putting their hands on their hips, standing with feet apart, sitting in a higher position) to establish their importance or to intimidate others. Also, all cultures use the movement of eyes, eyebrows, and mouth to convey dominance and submissiveness.

However, cultures differ in their details, for example:

- In Western cultures, failure to maintain direct eye contact is regarded as suspicious, unfriendly, insecure, insincere, untrustworthy, inattentive, and impersonal.

- In Japan, direct eye contact is often regarded as disrespectful. People are taught to lower their eyes when speaking to a superior.

- In Latin America and some African cultures like Nigeria, prolonged eye contact from one of inferior status is often regarded as disrespectful.

- In the United States, a widening of the eyes is interpreted as an expression of astonishment. In China, this is a danger signal expressing suppressed anger.
To read culturally-specific nonverbal signals others emit, you need to interact with and study other cultures. Until you have learned all about another culture, reduce misunderstandings by limiting your use of gestures; use only those most likely to be understood universally as conveying respect.

- **Some nonverbal signs mean something in one culture but nothing in another.** Scratching the head may indicate embarrassment in some cultures, while others may see it as a sign of an itch.

- **Some nonverbal signs mean something different in different cultures.** The “OK” thumb and forefinger gesture signifies “all is well” in one culture, but another culture considers the gesture an obscenity, and in yet another, it signifies money.

- **Some nonverbal signs mean basically the same in different cultures.** Rubbing the thumb and forefinger together is a gesture that almost always means money.

Certain customs occur across all cultures: courtship, marriage, division of labor, status differences, music, and language. Certain kinds of values occur across all cultures as well, such as the valuing of families and relationships. These universals of cultures refer to the aspects of human life you may expect everyone, from any cultural background, to have.

Some of these features of culture are **technical** (superficial, visible, learned from a teacher). Some are **formal** (deeper, partly visible, learned by trial and error), and others are **informal** (invisible, unconscious, automatic, learned by observation).

Recognizing how your own culture treats these cultural elements, and how they influence you, is the beginning of sensitivity to other cultures. Learning about nonverbal signs used in different cultures will help you understand others better and may save you from embarrassing yourself or offending a client.
Cultural Specificities

Some multicultural homebuyers bring different perspectives and points of reference to the homebuying and selling processes. These ideas or preconceptions may be based on the traditions and practices of the homebuyers’ native countries and cultures.

Here are examples of seemingly small details that may influence the buying and selling process. These points, however, do not apply to every situation or to every client.

Numbers

- *Four* sounds like the word for *death* in Chinese and Korean.
- *Three* and *seven* are lucky numbers for Koreans.
- *Eight* symbolizes wealth and luck for the Chinese.

Location and Orientation

Feng Shui influences location and orientation in several East Asian countries. For example, front doors generally do not face north.

Offers and Contracts

High-context cultures often find detailed documents a sign of mistrust. Business dealings are much more implied than spelled out.

### COMPARING CULTURES

Referring to tables in Appendix C and the cultural summaries in this chapter, discuss the situation outlined below:

Imagine you are working with a buyer who is from a culture very different from your own.

- Would differences in your culture (in the category you were assigned) affect your normal way of doing business?

- If your answer is yes, what cultural attitudes or customs would you need to be aware of or be prepared to change?
Crosscultural Listening

To serve your clients best and to avoid offensive or socially unacceptable behavior, employ active listening. This skill enables you to learn and adjust while building the other person’s confidence and comfort level with your communication process.

Five steps involved in crosscultural listening:

1. **Pay attention to the person and the message.**
   For some people and cultures, conversation is the message. They prefer talking and interaction, even about every topic except the one you think they should be talking about. Such people are not data-oriented; they are relationship-oriented, and their business aims and decisions only emerge at length. Therefore, listen to the whole person and his or her culture to hear the message.

2. **Do not assume you know what the other person wants.**
   You do not know. Why make a mistake that can shut off communication right from the start? Let the other person inform you. For example, you may not know that a customer wants a good school district or cares about the ethnic makeup of a neighborhood. Making assumptions because of the customer’s race or national origin can result in failing to provide the service the customer wants. Schools may be less important than resale value or living near a family business. Listen and find out.

3. **Emphasize and create rapport.**
   Adjust to the other person by reading and emulating cues. Aim for increased comfort by presenting statements in the other's tone, level of formality, and style of reasoning. For example, if the customer’s reasoning is based on emotion or factors that seem irrational to you, such as needing a house that faces east, learn to evaluate properties for this person from his or her point of view.

4. **Share meaning.**
   Paraphrase what the other person says, and encourage the other person to paraphrase you. Sometimes this means responding to the hidden message in customer's words. For instance, your customer may say, “How much longer is this interview going to last?” In response, you might observe, “You’re in a hurry.”

At other times, paraphrasing is simply the art of putting what the other person has said into your own words and asking if the other still recognizes the idea. Be careful, however, to avoid making unwarranted
assumptions in your paraphrase. You are just checking for understanding and may need to ask a question for clarification before paraphrasing. For example, a customer might say, “We want to live in a place where our children will be safe.” You might reply, “I understand that you are concerned about your children’s well-being. What specific qualities are you looking for in the community?”

5. Request information in a way that does not bias or inhibit the other person’s response.

Ask open-ended questions, and don’t assume you already know the answer. Open-ended questions ask for information rather than for agreement or disagreement. They typically begin with one of the question words (who, what, where, when, why, or how) or an invitation to talk (“Tell me about...”). Compare these examples:

- “Did you have some ideas or plans about how you will purchase the house?” (This is almost an open-ended question, but it assumes the customer knows how the process works and already plans to finance the purchase.)

- “Tell me about how you plan to buy the home.” (This is an open-ended invitation for customers to explain their understanding of the process and whether financing is needed.)

(More) Appropriate Business Do’s and Don’ts

Marketing and Advertising

Carefully consider and check your marketing approaches (high- and low-context), materials (colors and pictures, use of flags), and translations. For example, the General Electric jingle, “We bring good things to life,” was translated to “Brings your ancestors back from the dead” in parts of East Asia.

To avoid communication errors and the possibility of offending someone, talk to your clients about the process. Early in your relationship, provide copies of forms and contracts, and ask if they would like additional written information that explains these documents and the homebuying process. Learn how different cultures make serious decisions.

**Business Norms and Etiquette**

Beyond the proper etiquette you use during business proceedings, project positive attitudes toward diversity in addition to adjusting to the other person’s need for high- or low-context communication.

Here are 10 basic principles for multicultural business norms and etiquette:

<table>
<thead>
<tr>
<th>1. Talk less, listen more.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Be sure to use correct names and titles.</td>
</tr>
<tr>
<td>3. Show deference to the elderly.</td>
</tr>
<tr>
<td>4. Learn at least a few phrases in a client’s native language.</td>
</tr>
<tr>
<td>5. Respect the concept of “face.”</td>
</tr>
<tr>
<td>6. Don’t try to create an instant friendship.</td>
</tr>
<tr>
<td>7. Use common sense.</td>
</tr>
<tr>
<td>8. Do not make jokes.</td>
</tr>
<tr>
<td>9. Show appreciation for others’ customs and culture.</td>
</tr>
<tr>
<td>10. Acknowledge mistakes and apologize when appropriate.</td>
</tr>
</tbody>
</table>

**Comfort Skills**

During *At Home with Diversity*, you’ve learned that being uninformed about concepts related to diversity, equity, and inclusion can negatively affect communication with the people who represent your future business. Once armed with a heightened awareness of others’ differences, develop these skills:

- Careful, mindful observations of others before saying or doing something.
- Adjusting actions to meet other people’s need for high- or low-context communication.
- Applying basic manners and etiquette to keep communications open while learning more about how to behave with another.

The idea behind creating comfort is simple: act as if you have certain attitudes, and people will respond to you as if you do have those
attitudes. As a way of raising the general comfort level, begin by acting as if:

- You embrace the other’s differences, whether you do or not.
- You are sensitive to the other’s needs and feelings.
- You have a positive regard for other people.

**BUSINESS BUILDING BLOCK**

In this section, we learned about the importance of and ways to gain a greater understanding of other cultures. As business owners, we must expose ourselves and our business to greater diversity.

For this Business Building Block exercise, identify two ways you will work to learn and experience more about other cultures and diverse groups. Also describe your actions and deadlines for achieving these goals.

**Example:**

**GOAL:** I will review overseas listings on realtor.com/international to learn more about real estate practices abroad.

**PLAN:** Two weeks from end of class, I will identify three countries I’m interested in.

1st of each month: I will research 5 listings in one of those countries on realtor.com/international to determine the nature of pricing and promotion there.
SECTION 4: INCLUSIVE MULTICULTURAL MARKETING

At the end of this section, you should be able to:

1. Summarize the importance of understanding the local market.
2. Find and analyze local demographic information.
3. Describe the dynamics of multicultural marketing.

Earlier in *At Home with Diversity*, you learned about national and local demographic trends. Missing out on the new, emerging homebuying population can be costly from a market share and profitability standpoint.

In this section, you will concentrate on:

- Knowing the demographics of your local market so you can identify opportunities to find clients and expand your practice.
- Understanding the cultural dynamics in your local market to help you identify and develop services for underserved populations.
- Analyzing data so you can evaluate your local market.
- Providing equal service for all clients.

Local Demographic Trends

Understanding and interpreting local demographic data is critically important to avoid costly marketing and recruiting missteps. If, for example, you have a large Hispanic or Asian population in your community, find out if they are Mexican or Cuban, Chinese or Vietnamese. Examine their age segments and median household income to develop a sound marketing plan.

The analysis of local demographic data will help you develop marketing strategies and business plans that address the specific needs of a diverse market area. Gather data in areas such as total population and population by nationality or race, income, employment, and key housing indices.

The Bureau of Economic Analysis (BEA) prepares regional economic statistics for the United States. It provides estimates of personal income and proprietor earnings by major industry at the state and local level. It also prepares quarterly and annual estimates of personal salary by type of income and place of residence. Visit bea.gov/regional for more.

Additionally, NAR Research compiles State-By-State International Business Reports each year for each U.S. state plus the District of Columbia. These reports contain current and historic immigration and naturalization data and statistics on international business activity. This information can be found at nar.realtor/research-reports/state-by-state-international-business-reports.

Another source for local diversity data is the American Immigration Council’s Immigration Policy Center, which maintains information on the economic and political impact of immigrants at americanimmigrationcouncil.org/topics/state-by-state.

*Note*: Always develop marketing strategies and business plans that conform to the Fair Housing Act and One America Principles. (See Section 2). The goal for using this research should be to provide better service to all population groups. Using an understanding of local demographics to market to specific groups at the expense of inclusion is contrary to the One America Principles and the Fair Housing Act.

When using demographic data, please be aware of the following considerations:

- Fair housing training has always emphasized that there should be no difference of treatment based on race or the other six protected classes. Becoming culturally aware does not change
that basic principle of fair housing.

- The analysis of demographic data helps you understand, reach out, and expand your marketing efforts. Never use such data to limit choices or steer prospects to or away from communities.

- Never volunteer or otherwise provide demographic data to your customers and clients. When buyers ask for demographic information, you may refer them to a reliable source. Do not, however, give them any information you may have gathered or learned.

- Check state and local laws concerning the collection and use of demographic data. A good practice would be to keep demographic data and information you gather for your diversity business planning separate from your files on individual customers, clients, and their properties.

**YOUR LOCAL MARKET**

In the blank pie chart provided below, divide the chart according to what you think is the percentage by race (White, African American, Hispanic, Asian, Other) of the population in your local market.
Advertising and Fair Housing Laws

Fair Housing Act provisions on advertising apply to all forms of print and electronic media used to sell or rent housing. Fair housing laws cover all newspapers, radio television, websites, social media, business cards, billboards, flyers, signs, posters, banners, and application forms.

The laws affect what you can and cannot say about the people who are likely to want a property. You may, for example, draw attention to features and benefits of a property provided your statements are true. But you may not say or imply anything about the people or the type of people who may want to rent or buy a property.

Always focus on describing the property, not the person, in your advertising. For example, you may say a property has four bedrooms, is in a quiet neighborhood, or is accessible to disabled people. However, you cannot use expressions such as, “perfect for students,” “quiet

The Automaker: Case Study

A Japanese automaker is bringing a production plant to your marketplace. This will produce thousands of jobs both with the automaker as well as distributors and suppliers to the company. They plan to bring about 200-300 workers from various plants across the globe as well as from the headquarters in Tokyo. Some of these workers will be long-term while others will come in for temporary positions during construction start-up of the factory.

The automaker is using this as an opportunity to develop a new type of factory and production that they intend to use a model for new factories, retrofitting others and training management from around the world. This will mean an ongoing need for housing for employees of the company for various amounts of time from other Asian countries, English-speaking countries, and from Mexico.

The company will begin construction in 90 days or less and has goal of beginning production in 18 months or less.

Your Assignment: As a real estate professional, identify how should you best prepare for this increase in real estate need and the diverse client base it may bring.
Hispanic neighborhood,” or “mature applicants preferred.”

Read and reread your advertisement for words with hidden or double meanings. Keep descriptions accurate and focused on the property's features and benefits.

Before considering your advertising, avoid the temptation of thinking that a property is ideal for multicultural marketing. The idea is to market your services in an inclusive manner. When it comes to individual properties, however, you must make sure to market them broadly and without targeting any group.

Use the following questions to evaluate your advertisements and promotional material:

- What do potential customers think the message says?
- Does the ad exclude any potential prospects or groups?
- Does the ad describe the services of the firm?

When placing advertisements, the basic rule is to be inclusive. Don’t rely solely on either foreign-language media or mainstream platforms.

There are some key points to remember when marketing yourself or your business. There is no restriction under the Fair Housing Act for a real estate professional to describe himself as African American on a website or to include a photo of himself on his business card. It is illegal, however, for the licensee to describe the race of prospective buyers he or she wants to serve.

Additional state and local laws and regulations may apply to advertising and showing properties. Contact your state licensing and regulatory agency to learn about specifics that are applicable in your state’s license law. Most agencies provide printed materials. Read those materials, whether they apply to owners, landlords, or tenants, to remain well-informed.

Please refer to Resources in this manual (Section 5) for an advertising guidelines checklist that spells out what fair housing laws allow and prohibit.
Developing Marketing Practices

Marketing and selling practices may need to be expanded so your business incorporates diversity and is able to serve multicultural clients. Consider the following points as you develop marketing practices for your business:

- People from different cultures and backgrounds are influenced by experiences and traditions of their heritage. They will be encouraged to buy or sell by approaches and practices that are familiar and comfortable to them.

- Practitioners who work with a diverse client base understand and apply marketing and selling practices that make their clients feel comfortable, informed, and valued.

- Practitioners who understand and are sensitive to cultural values use marketing and selling practices that create long-term relationships. These relationships frequently yield multiple transactions.

Marketers can no longer assume that multicultural marketing is done only in ethnic language media or using only conventional media.

One weakness of traditional marketing is the assumption that the more people you reach, the greater the number of successful transactions you will have. Yet it is not how many people you reach but rather the number you engage or have an impact on.

The Fair Housing Act covers the way you market your firm and a property. Any marketing plan—including the selection of media and publications for advertisements—that indicates a preference, limitation, or discrimination based on race, color, religion, sex, disability, family status, or national origin violates the Fair Housing Act.

Multicultural marketing recognizes a diverse market base, such as ethnic minorities, people of color, people in same-sex relationships, urban or suburban populations, and so forth.

Tips for taking a multicultural approach to marketing:

- Learn as much as possible about the traditions and beliefs of your potential clients.
- Do not assume all cultures are alike. There is considerable diversity within each ethnic segment based on country of origin, language, and social and cultural adaptation to the United States.
- Be careful when translating English into other foreign languages. Some idiomantic expressions cannot be translated word for word and retain the same meaning. For contracts, make sure documents are reviewed by a legal expert proficient in the client’s native tongue. Also, check with your state association to see if they have contracts in other languages.
- Use the appropriate native language media, such as foreign-language newspapers and television broadcasts. Media experts know that ethnic Americans often access different media from mainstream Americans—from the Internet to magazines to radio and print. Moreover, they interpret media differently, relying on it not only for information, but also for a sense of community and values.
- Consider recruiting sales associates and staff members who speak the language of the ethnic group or groups you are trying to serve. However, make sure you understand the law’s finer points. For example, it is legal to advertise that your agents speak Russian so that you attract Russian-speaking clients. It is unlawful, however, to target only Russian-speaking prospects.
- Be sensitive about cultural slurs, stereotypes, clichés, and taboos. Understand the cultural nuances in communication, dress, and family values.
Multicultural Community Outreach

Grassroots outreach—reaching out to multicultural homebuyers where they live and work—has been used by organizations that have successfully reached this segment of the homebuying market. Homebuying for multicultural consumers can be confusing, and word-of-mouth among multicultural groups can play a significant role in the purchasing process.

In your outreach to multicultural homebuyers, you will often find the best points of contact in the heart of the community. In fact, studies have shown that community influencers represent one of the best vehicles for outreach within the multicultural community. These points of contact can provide word-of-mouth intelligence to help gather information and identify potential barriers. They include:

- Immediate family
- Friends and neighbors
- Places of worship (churches, synagogues, mosques, temples, non-denominational congregations)
- Medical professionals
- Teachers (provide speaking opportunities at schools and career fairs)
- Attorneys (such as those specializing in immigration)
- Community businesses

Effective real estate professionals seek to understand and develop their community network as well as understand and reduce whatever prevents or inhibits their outreach penetration.

Consider the example of a homeownership fair. Such fairs help educate multicultural homebuyers on the “how-to’s” of buying homes, often in the community’s relevant language and with known community leaders. These events allow the first-time homebuyer to start gathering
information and demystify the homebuying process. Providing useful and accurate information can help you establish strong credibility and build relational equity.

Consider these outreach methods for your homeownership fair to market to multicultural consumers:

**Employers**
Reach out to employers and offer to educate them and their employees on homebuying and homeownership; position yourself as the subject-matter expert. Bilingual lunch-and-learns, for example, educate multicultural employees about the steps to homeownership and help position the employer more favorably with their workforce.

**Government Offices and Services**
Multicultural visitors to government offices and social service organizations (e.g., Social Security Administration, health clinics, county services, department of motor vehicles) often experience waiting times. Consider collaborating with these organizations to post or distribute your information at such locations.

**Places of Worship**
Collaborate with local institutions that participate in faith-based housing initiatives, which are often sponsored by cities, counties, or other municipalities. These organizations often provide a trusting environment where multicultural homebuyers feel comfortable; they rely on the institution to guide them to the right resources for additional information.

**Other Housing Industry Representatives**
Consider collaboration or co-sponsorship with local lenders, title offices, and others in the real estate industry. Solicit corporate partners as sponsors. They often have their own outreach initiatives geared toward educating the multicultural homebuyer.

**Multicultural Real Estate Groups**
Partner with multicultural brokers, agents, and loan officers who are members of the National Association of Hispanic Real Estate Professionals (NAHREP), the Asian Real Estate Association of America (AREAA), or the National Association of Real Estate Brokers (NAREB). These organizations aim to increase homeownership rates by empowering real estate pros who serve those communities.
Colleges and Universities
Contact admissions departments and multicultural groups at local institutions of higher learning to find out how many students are coming in from overseas, where they’re coming from, and what their housing needs might be.

Local Media
Reach out to community and different language publications to promote your event. Consider making an appearance on local Spanish, Asian, or African American media outlets. Even if you do not speak the language, provide homeownership information that is useful to the community and let the host or someone at the station translate the message. More important, make certain that the event is family-friendly and accommodates children.

MARKETING HOMEOWNERSHIP

Scenario
While studying the demographics in diversity class you realize that your city has a growing Hispanic population. The manufacturing plant that moved into the area a year ago has attracted many new workers, and a high percentage of them are Hispanic. Your research revealed that most of these workers live on the east side of town in the new Lowery Apartments—the huge housing complexes close to the new plant. Probably 50% to 60% of the renters are Hispanic. Most of the apartment renters will be first-time home buyers and are very family-oriented.

Assignment
Your assignment is to create plans to market to this group and other potential first-time homebuyers who you are not currently serving. Be specific about your strategies. You have 20 minutes to complete your assignment.

Strategies for Marketing Homeownership
Strategies in this section are directed at individuals and families in your market, primarily renters, who may not be aware that homeownership is a real option. Identify two strategies for your business plan that you will adopt for marketing homeownership.
Advertising and Social Media

In 2018, the 50th anniversary of the Fair Housing Act, four fair housing groups sued Facebook for "excluding certain home seekers from ever seeing their ads." Specifically, the groups accused the world's largest social media platform of "allowing landlords and real estate companies to illegally tailor their advertisement audiences on the basis of sex, family status, number of children and other factors."

Facebook's Marketplace features a warning for property managers: "listings that discriminate against a protected class can be reported and will be removed." Following this statement is a link to Facebook's summary of the Fair Housing Act. So far, so good.

But Facebook is not consistently abiding by its own guidelines—at least, that's what Pro Publica's research team found. Twice, Pro Publica set up fake Facebook ads targeting househunters that purposely excluded certain groups of people (Asian American, Hispanic, soccer moms, gay men, Christians). Facebook approved the ads within 20 minutes.

How is this Facebook case relevant to you?

As mentioned in Section 2 of *At Home with Diversity*, the Fair Housing Act prohibits discrimination in advertising. That includes traditional forms of media like newspapers, television, magazines, banners, and signs—as well as social media.

Here are seven tips to ensure you and your agency are advertising on social media in ways that do not discriminate and that consistently comply with fair housing laws:

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1. **Master the ins and outs of fair housing.**

   Everyone with access to your agency’s social media accounts should be highly familiar with the Fair Housing Act. Some experts even suggest that before employees are given permission to post on platforms like Facebook, Twitter, and Instagram on behalf of your company, they should complete a sufficient amount of fair housing training.

2. **Pay attention to your imagery.**

   Depict all types of people in your posts. Keep in mind the protected classes we considered in Section 2, making sure those in your photos are not all visibly straight, white, and male. For example, post pictures of people of different races, people with disabilities, families without children, and same-sex couples. This goes for all visual media your agency might create and share.

3. **Educate yourself about accessibility.**

   Not all your followers or prospective clients will be able-bodied, so be sure you’re addressing those with disabilities. People who use screen readers (i.e., programs allowing the visually impaired to read onscreen text) require clear captions underneath your Facebook and Instagram photos.

   **Note:** For web design, accessibility gets a bit more complicated (e.g., labeling graphics/images, writing alt-text, creating accessible hyperlinks). The American Foundation for the Blind provides a wealth of information.

here: afb.org/info/programs-and-services/afb-consulting-services/afb-accessibility-resources/123

4. **Stick with the facts.**

Since you don't know how your content may be shared on social media, take care to post only factual content about the neighborhoods, schools, and communities you are representing. A good rule of thumb: avoid "racial or ethnic terms, references to religion, exclusions based on disability, and limitations based on familial status."\(^{24}\)

5. **Review posts before hitting "Publish."**

If your office has the capability, designate a person to proofread social media posts and check them against fair housing laws. Perhaps this person could also monitor comments and respond to inquiries so that your feeds consistently remain current.

Any inflammatory or inaccurate commentary in your feeds should be addressed either by removal or direct response. Some marketers suggest a brief explanation should follow comment removal, e.g., “This post was removed due to inflammatory language that may be offensive to our tenants and followers and did not reflect our company culture or values.”\(^{25}\)

6. **Regularly update your feeds.**

An outdated social media feed is essentially a dead social media feed. In other words, people will access it, realize it is dormant, and then leave. If you want followers and interaction—and thus business—then you should post to your accounts on a regular basis. Strive for at least once a day.

7. **Put the Equal Housing Opportunity logo front and center.**

As suggested in Section 2, embed the Equal Housing Opportunity logo across all your advertising—social media included. Integrating this image suggests (and hopefully certifies) that you are mindful of and abide by fair housing laws.

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\(^{24}\) "Training Tip of The Week."

\(^{25}\) Naranjo.
Prospecting, Offering, and Negotiating

Prospecting must be carefully planned and include all audiences and objectives for making contact. *Prospecting* may be defined as either:

**Direct**
Making personal contact with buyers, sellers, or investors. For international clients, this often happens through intermediaries, introductions, or trade shows and conventions.

**Indirect**
Using homebuyer fairs, religious or culturally-based associations or communities, and social meetings or classes for information that leads to buyers, sellers, or investors. In either case, the professional must carefully plan a course of action.

When creating your plan, consider the following questions:

- Who is included in the marketing audience?
- How should a group of consumers be approached?
- Am I doing anything inconsistent with fair housing laws?

Image: "Buying a Real Estate property in the Philippines" by Nerissa Dela Cruz, Flickr, July 2014, https://www.flickr.com/photos/125445169@N05/14552602478.
In offering and negotiating a property, pay attention to the cultural values and differences you learned in Section 1. With that in mind, guidelines for negotiating transactions include:

- Maintain the principals’ confidence in the value and fairness of the transaction.
- Emphasize any ideas and values you share, despite disparate backgrounds.
- Exercise discretion and respect for all parties.
- Follow the clients’ timetable.
- Know the role you are expected to play based on your client.

**BUSINESS BUILDING BLOCK**

In this section, we learned about the importance of understanding local market trends and developing a strategic, targeted and inclusive marketing plan that meets legal and ethical standards. This Business Building Block Exercise will challenge you to create an action plan to apply many of the areas presented in this section.

**Local Market Data**
Other fields I am going to add include:

I will have it completed by: ______________________

**Multicultural Community Outreach**

I will reach out to which community sources and when:

I will have it completed by: ______________________

**Multicultural Marketing Plan**

I will modify my listings/personal marketing to be more inclusive and multicultural by including:

I will have it completed by: ______________________
**SECTION 5: YOUR INCLUSIVE BUSINESS PLAN**

At this point, you have learned about changing demographics in national, regional, and local markets. You have also learned that embracing diversity not only benefits you as a person, but also expands your professional opportunities. This final section encourages you to create a professional plan that incorporates what you have learned in *At Home with Diversity*.

At the end of this section, you should be able to:

1. List business goals that reflect the One America principles.
2. Summarize the variables within an inclusive business plan.
3. Develop strategies for both you and your firm that reflect a commitment to inclusiveness.
4. Produce an action plan.

**Diversity Goals**

Conventional real estate goals should be focused on sales productivity, volume, market share, and personal development. Adding diversity to the plan does not change these conventional goals; if anything, it makes them more achievable.

In many cases, the results of multicultural or diversity programs such as *At Home with Diversity* are difficult to gauge. But successful organizations are learning to leverage and demonstrate the contribution that multicultural marketing can have on an organization’s bottom line.

Inclusive real estate professionals take responsibility for getting to know all cultural and social groups in the community. They proactively help all people achieve the goal of homeownership.

Translating One America Principles into Business Goals

The following lists illustrate ways you might translate the One America Principles into practical, job-related goals. These goals relate to a real estate professional's critical tasks: rendering services, community outreach, professional development, and company involvement. Think of these goals as the foundation for the strategies and actions of your business plan.

Services, Customers, and Clients

• *Promoting Homeownership:* I will intensify my efforts to promote home ownership among renters in my market.

• *Promoting Listings:* I will make sure my listings are promoted to all cultural groups in my market, including renters as well as homeowners.

• *Marketing Listings and Obtaining Buyers:* I will better allocate my promotional efforts, time, and budget resources to reflect the relative sizes of my market's cultural subgroups. I will also select my advertising channels more effectively to include other cultural groups in my market.

• *Obtaining Listings:* I will emphasize my inclusive marketing plans to sellers in obtaining listings.

• *Facilitating Closing:* I will broaden my facilitation services to ensure that all buyers get to the closing table successfully.

Reaching the Community

• *Getting to Know the Community:* I will embrace and celebrate what diversity brings to our communities and our nation. I will also become more involved with ethnic social organizations to get to know my constituents.

• *Getting the Community to Know Me:* I will adopt ways to heighten my personal and professional profile in the community so people of my market recognize me as their real estate resource of choice.

Professional Development

• *Improving Language and Communication:* I will improve my skills in communicating with other cultural groups.

• *Increasing Cross-Cultural Awareness:* I will familiarize myself with
the social and cultural backgrounds of minority groups in my market to achieve a greater comfort level in working with them.

- **Developing Cross-Cultural Relationships**: I will increase my focus on one-on-one relationships with prospects and customers.

### The Company

- **Recruiting and Hiring**: I will actively promote entering the real estate profession as a career among my market’s cultural subgroups.

- **Training**: I will focus employee orientation and training on the tenets of an inclusive practice.

- **Providing Administrative Support**: I will work to develop multilingual communication capability on the telephone, in one-on-one conversations, and in written and digital documents.

- **Developing a Company Image**: I will develop ways to communicate to clients, customers, and prospects that we are a proactively inclusive organization. I will work within my organization to adopt ways to increase the comfort level of persons coming into the office.

### REACHING A NEW COMMUNITY

#### Scenario

You believe that the firm and individual agents, who are especially interested in building a more inclusive practice, should gain greater visibility within a community that has a different ethnic background from your own.

#### Assignment

Develop strategies for increasing visibility and involvement in the community. You have 20 minutes to complete the assignment.

#### Strategies for Reaching the Community

Identify two strategies you will adopt for reaching this community.
Formulate a Business Plan

To formulate a business plan, begin with elements you’re trying to organize: the people involved, available resources, your services, and the plan components.

People

Identify the people involved in your practice:

- You, the real estate professional
- Your company
- Buyers, sellers, and renters
- Your community

Your goal is to be as successful as possible in real estate. To do this, you must learn the desires and needs of each customer and identify how you can provide the services to meet these needs.

Resources

What resources will help you provide customer service to all clients? Consider these items and think of any additional ones you may have.

- Time
- Money
- Real estate skills
- Cultural skills and awareness

Services

What resources do you offer that will help you provide customer service to all clients? Consider these items and add any additional ones you may offer.

- Listing properties for sale or rent
- Communication skills
- Marketing skills
- Servicing skills
- Community outreach activities

Plan Components

List the structural elements of the plan that you will need to develop, including

- Your mission and goals: what you are doing to meet a community need
• Strategies to attain goals: the steps you will take to fulfill your mission

Action plans to implement strategies: the specific tasks, timetables, and people responsible for making each strategy come to fruition

**Four Principles of Action**

We’ve examined how the One America Principles provide a starting point for an inclusive business plan. Now, use these four principles to develop strategies:

1. Rendering services
2. Community outreach
3. Professional development
4. Diversity in the company or practice

For example, under the principle of *rendering services*, you might develop a strategy to promote homeownership by first, intensifying efforts to promote homeownership among renters and second, by selecting particular advertising channels to reach African, Hispanic, and Asian Americans, but not to the exclusion of the general population.

As well, under the principle of *community outreach*, your strategy might be to become more socially and/or civically active in the community.

Finally, strategies for *increasing diversity in a company or practice* might include diversity training for employees, practices that welcome minorities and increase their comfort level, and learning to speak another language.

Remember that systematic procedures help you provide equal service to all clients and customers. Consistent practices make it easy to adhere to fair housing principles and laws.
Inclusive Strategies

Scenario
After completing *At Home with Diversity*, you realize your company needs to adopt an inclusive philosophy and tangibly demonstrate its commitment to diversity.

Assignment
Your assignment is to develop some strategies that will help you practice inclusion. You have 20 minutes to complete the assignment.

Strategies for Making Your Company More Inclusive
Identify two strategies for your business plan that will make your company inclusive.
CIVIL RIGHTS AND FAIR HOUSING LEGISLATION: A BRIEF HISTORY

13th and 14th Amendments

After the Civil War, a flurry of legislative activity granted full citizenship to black Americans and former slaves. Specifically, the 13th Amendment abolished slavery, and the 14th Amendment guaranteed all persons due process and equal protection under the law. Despite these efforts by President Abraham Lincoln and Congress, black Americans struggled to achieve full equality and civil rights well into the 20th century and, some would argue, even beyond that.

Civil Rights Act of 1866

Among civil rights laws enacted by the Reconstruction Congress is the Civil Rights Act of 1866, which guarantees that “all citizens of the United States shall have the same right to inherit, purchase, lease, sell, hold and convey real and personal property as is enjoyed by white persons.”

Civil Rights Act of 1968

Following the assassination of Dr. Martin Luther King, Jr., Congress passed the Civil Rights Act of 1968, which included Title VIII, now commonly known as the Fair Housing Act. It prohibited discrimination in housing based on race, color, religion, or national origin. This, along with the Supreme Court’s decision in Jones v. Mayer—which held that the Civil Rights Act of 1866 applied to acts of individual discrimination—was the beginning of a comprehensive body of fair housing laws in the United States.

Fair Housing Act Amendments

First, amendments to the Fair Housing Act in 1974 prohibited discrimination based on gender. Second, further prohibitions against discrimination because of disability and familial status were added in 1988; the 1988 amendments also added procedures for administrative enforcement of the Fair Housing Act by HUD and increased penalties for housing discrimination. Third, in 1995, the Act made an amendment "to modify the exemption from certain familial status discrimination prohibitions granted to housing for older persons" (the short title is the "Housing for Older Persons Act of 1995").
Before the Fair Housing Act

1789 The Fifth Amendment to the Constitution, the right to property

1857 The Dred Scott Decision: U.S. Supreme Court declares that African Americans could not be citizens and had no rights

1863 Emancipation Proclamation, that all persons held as slaves within any State or Territory as part of the United States at the time of adoption of the Constitution shall be free

1865 Thirteenth Amendment to the Constitution, abolishes slavery in the U.S.

1866 Civil Rights Act, declares that all citizens shall have the same rights as White citizens to own, occupy and transfer real estate

1868 Fourteenth Amendment to the Constitution declares that any person born in the U.S. and citizen and all citizens are entitled to vote

1872 Redlin’s Bureau, established in 1869, was shut down

1886 Pennsylvania v. Ferguson, U.S. Supreme Court rules that "Separate but Equal" is lawful

1934 Founding of the National Association of Real Estate Boards, later known as NAR, which allows local boards to exclude African-Americans and women from membership

1936-1970 The Great Migration: African-American migration north to take advantage of industrial employment

1917 Buchanan v. Warith, U.S. Supreme Court outlaws covenants based on race, Enforce of racially restrictive covenants

1924 Code of Ethics states that a REALTOR® shall never be instrumental in introducing into a neighborhood a character of property or occupancy, members of any race or nationality or any group whose presence will be detrimental to property values in that neighborhood

1926 Morgan v. Burkley, U.S. Supreme Court rejected a legal challenge to racially restrictive covenants

1934 National Housing Act and Residential Security Map had the effect of allowing discriminatory covenants and racially restrictive neighborhoods

1943 Governmental housing project in New York approved for development with the exclusion of African-American residents

1949 African-American real estate brokers form the National Association of Real Estate Brokers with the mission of "Diversity in Housing"

1948 Shelley v. Kraemer, U.S. Supreme Court ruled enforcement of racially restrictive covenants

1953 National Committee Against Discrimination in Housing formed

1956 Interstate-Highway Act paved way for urban highways often used by formerly separate White and African-American communities

1957 New York City becomes the first city to ban discrimination in private housing

1959 Colorado becomes the first state to ban discrimination in private housing

1962 President Kennedy signs Executive Order 10730 against housing discrimination

1963 California Rep. Arlen Specter introduces housing discrimination in publicly funded housing and in all housing in buildings of five units or more

1967 U.S. Supreme Court finds that the Fair Housing Act, supported by the real estate industry, is too broad


1968 National Committee Against Discrimination in Housing conducts a study on the impact of housing discrimination on treatment

1968 Fair Housing Act
AN OVERVIEW OF FAIR HOUSING LEGISLATION

Fair Housing Act

The Fair Housing Act—as amended in 1974, 1988, and 1995—declares a national policy of fair housing throughout the United States. The law makes illegal any discrimination in the sale, lease, advertising, financing or availability of housing based on the following:

- Race
- Religion
- Color
- Sex
- Disability
- Familial status
- National origin

Modifications/Accommodations for Disabled People

Again, the Fair Housing Act prohibits discrimination against people with disabilities. It requires two types of changes to make existing housing more accessible to people with disabilities:

1. Disabled persons must be allowed, at their own expense, to make reasonable modifications for the enjoyment of the premises. *(Premises applies to the interior of the disabled person’s unit as well as lobbies, main entrances, and other public and common-use areas of a building.)*

2. “Reasonable accommodations” must be made in “rules, policies, practices, or services” necessary to afford disabled persons “equal opportunity to use and enjoy a dwelling.”

The disabled person is responsible for the cost of modifications and must obtain approval for the modifications from the landlord. Housing providers do not have an absolute right to reject proposed modifications, nor select or approve who will do the work.

However, a landlord may require a description of the work, reasonable assurances about the quality of the work, and that appropriate or required building permits will be obtained. In rental situations, the landlord may require, with some limitations, the renter to restore the premises to its prior condition. Restoration work can only be required where it is reasonable to do so. For example, making a door narrow again after it has been widened is not considered reasonable.
Prohibitions of the Fair Housing Act

Following are the prohibitions as contained in Sections 804, 805, 806, and 818 of the Act:

- Refusing to rent a dwelling, whether outright or subtly, by using techniques to confuse or harass the applicant and rescinding an offer upon learning of a person's protected status.
- Using discriminatory terms, conditions, or privileges in the sale or rental of a dwelling.
- Using discriminatory advertising with respect to the sale or rental of a dwelling.
- Misrepresenting that a dwelling is not available for inspection, sale or rental when it is in fact available, to any person of a protected class.
- Attempting to influence, for profit, someone to sell or rent a dwelling based on fears about entry into the neighborhood by a member or members of a protected class. This practice is commonly known as "blockbusting."
- Denying the opportunity for sale or rental of a dwelling to people with disabilities.
- Refusing mortgage loans and/or financial assistance based on membership in a protected class.
- Discriminating in providing brokerage services.
- Coercing, threatening, intimidating or interfering with any person’s exercise of his or her rights provided under Sections 803, 804, 805 and 806 of Title VII.

Exemptions Under the Fair Housing Act

Single-family houses, if the owner:

- Owns, sells, or rents the house.
- Owns three or fewer homes at any one time.
- Does not use the services of someone in the real estate business.
- Does not advertise in violation of Section 804(c).

House or living quarters that are occupied or intended to be occupied
by no more than four families living independently, and the owner maintains or occupies one of the living quarters. Owner-occupied duplexes are eligible for the exemption.

**Religious organizations**, associations, or societies can give preference to such persons if membership in the religion is not based on race, color, or national origin.

**Non-profit organizations or private clubs** can give preference to their members when, in addition to their primary purposes, they provide lodgings that they own or operate for other than a commercial purpose.

**Housing for older persons** is exempt from familial prohibitions. Please see the Housing for Older Persons Act of 1995 (HOPA) for more information.

The law also allows housing providers to adhere to reasonable occupancy standards for the number of people who may live in a dwelling. Finally, the Fair Housing Act does not protect people who have been convicted of manufacturing or distributing illegal drugs.

**Americans with Disabilities Act**

Title III of the Americans with Disabilities Act prohibits discrimination against persons with disabilities in places of public accommodations and commercial facilities.

**Equal Credit Opportunity Act**

The Equal Credit Opportunity Act makes discrimination unlawful with respect to any aspect of a credit application based on race, color, religion, national origin, sex, marital status, age, or income deriving from a public assistance program.

**State and Local Laws**

State and local laws often provide broader coverage and prohibit discrimination based on additional classes not covered by federal law, such as age, source of income, marital status, occupation, sexual orientation, and unfavorable discharge from the military.

All real estate professionals need to keep informed about these laws. You might do this by searching the National Conference of State Legislatures’ state laws on employment-related discrimination: ncsl.org/research/labor-and-employment/discrimination-employment.aspx.
REPORTING ACTS OF DISCRIMINATION

You may encounter situations that appear to be discriminatory in violation of fair housing laws. To protect the prospective homebuyer’s rights to equal opportunity in housing and to keep yourself from participating in discriminatory acts, you need to take the following steps:

If the party discriminating is your client or is not a client of any other real estate agent:
Talk to the party who appears to be violating the law and explain fair housing. Ask the party to act in a nondiscriminatory manner. Often, this request is enough to resolve the situation and results in the homebuyer's having access to housing as guaranteed by fair housing laws. Always follow up with a letter summarizing your discussion.

If the party discriminating is a client of another real estate agent:
Talk to the other agent and explain your concerns. Ask the other agent to speak with the client and end the discriminatory behavior. Follow up with a letter summarizing your discussion.

If the discrimination goes unended or uncorrected and the party discriminating is your client:
End your relationship with that client; terminate the listing. Inform the homebuyer about what occurred, and state your belief that discrimination was involved. Provide the homebuyer with information about filing a complaint. Follow up with letters to the client and the homebuyer summarizing your discussions and actions taken.

If the discrimination goes unended and the party is not your client:
Inform the homebuyer about what occurred, and state your belief that discrimination was involved. Provide the homebuyer with information about filing a complaint. Follow up with a letter to the homebuyer summarizing your discussion.

If the discrimination is not ended and the party is another REALTOR®:
In addition to the above, you may file an ethics complaint with NAR’s Board of Directors alleging violation of Article 10 of the Code of Ethics.
Agencies to Contact to Report Discrimination

- U.S. Department of Housing and Urban Development: 800/669-9777
- State and local government human rights or civil rights agencies
- Private fair housing groups

Defend Fair Housing Rights

You may have a cause of action against the discriminating party and file a complaint on your own behalf. You may report any incident of discrimination to an appropriate agency without filing a complaint.
**ADVERTISING GUIDELINES**

According to federal fair housing laws, advertising for the sale or rental of property may not state a preference for or against any person or an intention to exclude any person based on the person’s race, color, religion, sex, disability, familial status, or national origin.

**To comply with the law, avoid:**

Using words or phrases that describe the occupant of a dwelling. e.g., white private home, colored home, Jewish home, Hispanic residence, adult building.

Conveying preference to one group over another or exclusion due to race, color, religion, sex, disability, familial status (children under 18), or national origin.

Using catchwords like restricted, exclusive, private, integrated, traditional, board approval, and membership approval.

Using symbols or logos that imply discrimination based on race, color, religion, sex, disability, familial status (children under 18), and national origin.

Writing directions to the property that refer to well-known racial, ethnic, or religious landmarks, or to any other major landmark that could signal a preference for a specific type of person.

Targeting print and digital advertisements to one segment of the community to the exclusion of the general population.

Using only adult or white models over a significant period.

Using prohibited words or phrases with respect to disabled persons or families with children, including:

- Crippled
- Deaf
- Retarded
- Adult building
- Restricted community
- Blind
- Mentally ill
- Singles
- Mature persons
- Exclusive
Advertising in:

- A strategically limited geographic area
- Print and online media that reaches only certain segments of a community
- Media outlets that cater to ethnic or religious groups
- Only selected sales offices

**Fair Housing permits**

Indicating that rental property is:

- Accessible to disabled individuals.
- Intended for and operated as housing for older persons, if you have seen the statement of the community attesting that it is qualified housing for older persons.
- Indicating age restriction for occupancy where the housing qualifies for the House for Older Persons Exemption.
- Using the Equal Housing Opportunity logo, statement, or slogan in all advertising. Use of the logo is not required.

Using human models who:

- Represent all races and age segments of the population in the area, including families with children and people with disabilities.
- Vary so all groups in your community are featured, e.g., both sexes, families with children (when appropriate).
- Portray persons in an equal social setting.
- Indicate to the public that housing is available to all persons, regardless of status.
FURTHER READING

Internet

Demographic Information
- U.S. Census Bureau: census.gov
- U.S. Census Bureau QuickFacts: census.gov/quickfacts/
- U.S. Department of Housing and Urban Development: hud.gov

Discrimination
- Urban Institute: www.urban.org
- Freddie Mac: http://myhome.freddiemac.com/

Fair Housing
- NAR’s Fair Housing site: nar.realtor/fair-housing
- National Fair Housing Advocate Online: fairhousing.com
- Fair Housing Institute: fairhousinginstitute.com/

Real Estate Resources
- Association of Foreign Investors in Real Estate (AFIRE): afire.org
- National Association of REALTORS®: nar.realtor/global,
  nar.realtor/programs/diversity-program, realtor.com/international/
- Asian American Real Estate Association (AAREA): areaa.org
- National Association of Hispanic Real Estate Professionals (NAHREP): nahrep.org
- National Association of Real Estate Brokers (NAREB): nareb.com
- NAGLREP: naglrep.com/

Translation Services
Google Translate: translate.google.com

Books


• NAR. *Fair Housing Handbook, 4th ed.*

• NAR. *Fair Housing Pocket Guide*.


**Magazines/Journals/Blogs**

• *Diversity Global*: diversityglobal.com/

• *Diversity Inc*: diversityinc.com

• *Diversity Woman*: diversitywoman.com/inclusion-magazine/
- **DyNAMC**: dynamcdiversitymag.com/
- Fair Housing FOCUS (NAR): nar.realtor/fair-housing-focus

**Audiovisual**

- NAR's Center for REALTOR Development Podcast: crdpodcast.com/
Honesty Vs. Loyalty: Case Study (Optional Exercise)

Dr. Horace H. Underwood describes his experience as a Westerner wading through the cultural differences between Korean and U.S. college students. See if you can identify "cultural differences" or "cultural similarities" among other ethnic groups.

In Korea, as in the West, honesty and loyalty are both virtues. In the West, in general, honesty is the higher virtue. In a Confucian society like Korea, loyalty is the higher virtue. Who is to choose? The difference is deeply rooted in Korean culture and has deep implications for Korean society and for those working with Koreans.

I had a terrible time in my classes when I was teaching at Yonsei University because my students kept cheating on tests and plagiarizing homework. I had to watch them all the time. When I caught them, they were embarrassed, yes, and they knew they had done wrong, yes, but they said, "My friend asked me," as if that were a complete explanation. I know we have cheating in colleges in the U.S. and other countries, too, but sometimes I really got disgusted with their lack of honesty, their unwillingness to play by the rules.

It is not the case that Koreans are dishonest. It is not the case that honesty is not a value in Korea. Korean culture has a strong sense of honesty. The problem is the hierarchy of values. Honesty is a value, but there is a higher value, and it is loyalty. Of course, loyalty is a value for Americans, too. Those of us in academia are less regularly conscious of it than some Americans, perhaps, but when something comes which demands loyalty, Americans have it, whether to the nation, to a friend, or to a family member. But for us it is not usually a higher value than honesty. But not so for Koreans. Loyalty is higher than honesty. Thus, my students will engage in behavior that I call cheating in order to be virtuous.

Consider yourself in such a situation. First, the Confucian drive to success through education means your parents have impressed on you from birth the absolute importance of excellent grades. An "A-" is a failing grade. (The parents are right, by the way. If you do not have top grades, you will not get into a top university. Since hiring at the top companies is based on what university you attended rather than on personal achievement, an "A-" in high school could seriously damage your life prospects.)

If you are an obedient Korean child, you want to please your parents. Of course, it's best to have studied and to know all the answers on a test. But if you don't, you know it is morally unacceptable to bring home a low grade. So, being an obedient child, you ask your friend for help. If you do not ask, you reveal yourself as lacking in fundamental virtue. If you have been well socialized, there is no conflict. Similarly, if your friend asks you for help on an exam or to copy your homework, you must help your friend or show yourself to be inhumane, disloyal, not a friend, lacking in virtue.

In a small country and a small society where human relationships are extremely important, more important than structural and official relationships, where the whole

About the author: Dr. Horace H. Underwood is the fourth generation of his family to live in Korea. His great-grandfather, one of the first Protestant missionaries to arrive in Korea in 1885, later founded Yonsei University, where his family has continued to teach. Dr. Underwood first went to Korea in 1946 at the age of three. After earning a doctorate at SUNY Buffalo, he served for 30 years as a professor in Yonsei's English Department. During that time, he also had various other posts in international education, including Director of the Division of International Education and Dean of the Graduate School of International Studies and Executive Director of the Korean American Educational Commission (the Fulbright Commission.). After retiring in 2004, he continues as a member of the Board of Directors of Yonsei University.
world works by the “old boy network,” it is not so surprising that loyalty is the top value.

The tough thing in cultural conflict is not the conflict of good against bad. The tough thing is when it’s good against good. There’s a fine book on Korean culture, which says it right in the title: *Virtues in Conflict*. (The book is actually about women’s roles—I’m just borrowing the title.)

Which should be more important, honesty or loyalty? Why do Americans say that honesty is a higher value than loyalty? Why not the other way around? Who decides?

If there are events in your experience with Koreans in which their behavior seems to be in conflict with your values, then it’s time to remember the fundamental and obvious principle that the Koreans are playing by their own quite functional set of values. They are probably wondering why your values are so screwed up.

As for me, rather than blaming Korean culture or trying to change it (a fruitless task!), I usually try to set up some system which forces things to be done “right,” i.e. the way I want.

On the one hand, in class and on tests, I watch very closely and never assume the honor system will work. I always double-check abilities shown on homework assignments by giving in-class assignments as well. On the other hand, I can only do that in areas where I am in control, like the classroom (or when I was at Fulbright, selecting Fulbright grantees). Just as often, I have no control and must learn to be satisfied with understanding what’s going on.

Korean culture is certainly not going to change in my lifetime or yours. But your interactions with Koreans will certainly be more pleasant when you understand why they act the way they do.

**Rate the virtue—honesty or loyalty—that’s most important. Which is it, and why?**
APPENDIX B

Case Study Explanation (Section 2)

A trial court ruled the actions of Prescott Canyon Estates did not constitute an unlawful discrimination because the community's age restriction was lawful and did not discriminate based on an individual's disability.

The Canadys and Garapich appealed, and the Court of Appeals of Arizona reversed the trial court's decision. The Act prohibits discrimination in the sale or rental of housing "because of a handicap of (A) that buyer or renter; (B) a person residing in or intending to reside in that dwelling after it is so sold, rented, or made available; or (C) any person associated with that buyer or renter." The definition of discrimination includes "a refusal to make reasonable accommodations in rules, policies...when such accommodations may be necessary to afford such person equal opportunity to use and enjoy such a dwelling."

The court found that the Act contains an affirmative duty to accommodate disabled persons. The duty to accommodate could include changing or not enforcing an otherwise valid policy in order to allow a disabled person to gain access to the housing of his or her choice. Here, the community did not make a reasonable attempt to accommodate the parents' plan to live with their son.

The court rejected the community's argument that to act otherwise could jeopardize its status as "housing for older persons," finding that at least one of the parents was over 55 years old.

The court also rejected the arguments that letting the parents' son live in the community would jeopardize its exempt status under the Act for not following its rules, nor would his presence create a flood of younger people trying to move into the community. The court found that one reasonable accommodation would not undermine the entire purpose of the community because only a small group of people could qualify for such an accommodation.
## Appendix C

### Comparing Cultures

#### Self & Space

<table>
<thead>
<tr>
<th>It is common in some cultures to...</th>
<th>People from other cultures may...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shake hands, pat shoulders, touch elbows or arms</td>
<td>Shun physical contact</td>
</tr>
<tr>
<td>Maintain two feet of personal space</td>
<td>Maintain 14 feet of personal space</td>
</tr>
<tr>
<td>Touch another’s hair as a sign of affection</td>
<td>Be offended if another touches his/her hair</td>
</tr>
<tr>
<td>Value physical privacy highly</td>
<td>Value physical privacy only moderately</td>
</tr>
<tr>
<td>Be uncomfortable with touching during conversation</td>
<td>Touch one another during conversation</td>
</tr>
<tr>
<td>Shake hands with persons of the opposite sex</td>
<td>Not shake hands with a person of the opposite sex (some do not shake hands with either sex)</td>
</tr>
<tr>
<td>Consider a slap on the back a sign of friendliness or congratulation</td>
<td>Be insulted by a slap on the back</td>
</tr>
<tr>
<td>Consider touching, kissing, and handholding between males and females in public to be acceptable</td>
<td>Consider touching, kissing, and handholding between males and females in public to be unacceptable</td>
</tr>
</tbody>
</table>

#### Time & Time Consciousness

<table>
<thead>
<tr>
<th>It is common in some cultures to...</th>
<th>People from other cultures may...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Believe in using time effectively (e.g., time equals money or a limited resource, getting down to business is important)</td>
<td>Believe time and schedules are not always the most important priority quality of life is more important than efficiency</td>
</tr>
<tr>
<td>Be in a hurry (move directly to the point)</td>
<td>Devote a lot of time to greeting, pleasantries, and chatting before “getting down to business”</td>
</tr>
<tr>
<td>Be punctual, and others are expected to do the same</td>
<td>Easily allow social concerns to disrupt schedules</td>
</tr>
<tr>
<td>Be impatient</td>
<td>Spend a long time on preliminaries</td>
</tr>
</tbody>
</table>
## Communication and Language

<table>
<thead>
<tr>
<th>It is common in some cultures to...</th>
<th>People from other cultures may...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make direct eye contact</td>
<td>Avoid eye contact</td>
</tr>
<tr>
<td>Point with the index finger</td>
<td>Consider pointing to be rude</td>
</tr>
<tr>
<td>Beckon with index finger or all fingers, palm up</td>
<td>Beckon with all fingers, palm down</td>
</tr>
<tr>
<td>Nod the head to show agreement and shake it to show disagreement</td>
<td>Raise head to show refusal, move head sideways to show acceptance</td>
</tr>
<tr>
<td>Smile to show agreement, acceptance, pleasure, goodwill, or amusement</td>
<td>Smile to hide embarrassment or avoid giving offense</td>
</tr>
<tr>
<td>Say “yes” to mean “I agree” or “I accept” while “no” means refusal</td>
<td>Say “yes” to mean “I hear you” while “no” is considered rude</td>
</tr>
<tr>
<td>Have spoken words carry the message</td>
<td>Have nonverbal cues often override a spoken message</td>
</tr>
<tr>
<td>Use direct eye contact while listening and indirect eye contact while speaking to show attentiveness and respect</td>
<td>Use indirect eye contact while listening and direct eye contact while speaking to show attentiveness and respect (some males do not make eye contact to avoid causing fear or prejudice in others)</td>
</tr>
<tr>
<td>View heated argument as a precursor to violence</td>
<td>Distinguish between arguing and fighting</td>
</tr>
<tr>
<td>Consider it acceptable to insert a comment into someone else’s conversation</td>
<td>Regard conversations as private; see eavesdropping and interrupting as offensive</td>
</tr>
<tr>
<td>Resent conversational interruptions; believe in taking turns</td>
<td>Tolerate conversational interruptions; believe in giving the floor to the most assertive person</td>
</tr>
<tr>
<td>Consider hissing at someone an insult</td>
<td>Shun direct eye contact as a challenge to authority</td>
</tr>
<tr>
<td></td>
<td>Use hissing as an acceptable way to get someone’s attention</td>
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</tbody>
</table>
### Relationships

<table>
<thead>
<tr>
<th><strong>It is common in some cultures to...</strong></th>
<th><strong>People from other cultures may...</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Establish friendly relationships quickly</td>
<td>• Take a long time to establish a relationship</td>
</tr>
<tr>
<td>• Begin using personal names immediately</td>
<td>• Maintain formality until a relationship is established</td>
</tr>
<tr>
<td>• Consider it friendly to ask a new acquaintance about jobs, family, etc.</td>
<td>• Consider it rude to ask a new acquaintance personal questions</td>
</tr>
<tr>
<td>• Prefer to be alone or in pairs</td>
<td>• Prefer to be in groups</td>
</tr>
<tr>
<td>• Consider business relationships distinct from personal ones</td>
<td>• Emphasize social and personal aspects of relationships, including business relationships</td>
</tr>
<tr>
<td>• Tend to reflect personal qualities in relationships</td>
<td>• Tend to reflect social hierarchy in relationships</td>
</tr>
<tr>
<td>• Be interested in short-term benefits</td>
<td>• Be interested in long-range benefits</td>
</tr>
<tr>
<td>• Live in nuclear and mobile families without necessarily strong or extensive social ties</td>
<td>• Live in strong, cohesive families that often include distant relatives and even national leaders</td>
</tr>
</tbody>
</table>
APPENDIX D

Sample Strategies for an Inclusive Business Plan

1. Marketing Homeownership
   - Inform renters of homebuying opportunities.
   - Educate renters on the homebuying process.
   - Create an information exchange with renters.
   - Distribute information on the financing process and financing opportunities.
   - Distribute information on how you can represent the interests of buyers.
   - Communicate to renters that their interests in home investing are protected.

2. Working With Buyers
   - Explain the merits of buyer representation.
   - Learn the buyers’ needs; fulfill them by rendering the best professional service.
   - Respond to cultural or special needs to make the relationship comfortable and successful.
   - Educate prospective buyers on how you operate.
   - Offer a range of services before, during, and after the transaction.
   - Inform buyers of your inclusion practices.
   - Inform buyers you are continuously striving to improve your communication skills.

3. Marketing Listings
   - Identify the most cost-effective advertising channels.
   - Place ads in various languages.
   - Develop advertising themes and messages that resonate with local groups.
   - Promote your crosscultural approach.
   - Observe fair housing guidelines for advertising language and placement.
• Advertise that all buyers are welcome and that properties are available throughout the area.

4. Improving Post-Contract Assistance
• Provide information about financing contingencies.
• Provide information about government-sponsored financing programs.
• Coach buyers during the underwriting process.
• Attend meetings with buyers and lenders.
• Offer discounted professional fees when working with legal firms, title companies, and so forth.
• Recommend several inspectors, insurers, and/or repair people.

5. Prospecting and Listing Sellers
• Incorporate your inclusive philosophy into listing presentation materials.
• Attend special training and complete NAR’s *At Home with Diversity* course.
• Promote the efforts you make to ensure all buyers fulfill contract contingencies.
• Develop bilingual listing agreements.

6. Reaching Your Community
• Promote your inclusive practice to local spheres of influence.
• Become involved with civic and social organizations.
• Attend government and school board meetings to learn concerns of local citizens.
• Attend cultural events.
• Identify and participate in sponsorships and funding drives.
• Read local publications to familiarize yourself with neighborhood news and events.
• Strive to develop personal relationships with individual families.
• Engage in public speaking opportunities.
• Conduct homebuying seminars and home financing seminars.
7. Developing Professional Skills

- Pursue educational opportunities to increase awareness of other cultures.
- Consider courses in international real estate leading to the Certified International Property Specialist (CIPS) designation.
- Exploit opportunities to increase general and cross-cultural communication.
- Work on difficult areas of cross-cultural communication.
- Correct personal tendencies to stereotype or make assumptions.
- Work on areas where you have encountered social or cultural barriers.
- Develop and observe personal standards of cross-cultural behavior and manners that have proven acceptable, successful, or appreciated.
- Strive to improve language skills to avoid slang and idioms.
- Develop a written code of service standards for display to buyers and sellers.

8. Fostering Inclusion Throughout the Company

- Conduct “career nights” to recruit agents who are familiar with local housing needs.
- Propose hiring someone who can interpret documents, respond to inquiries, and assist in bilingual dialogues in the office.
- Incorporate an inclusive philosophy into a written company policy; include the philosophy in policy manuals and on plaques displayed in the office lobby and conference areas.
- Conduct in-office training seminars on cross-cultural communication and inclusive practices for sales assistants and administrative support personnel.
- Initiate a mentoring and tutoring program for unlicensed sales associate candidates to facilitate their successful licensing and subsequent orientation to the business.
- Explore available resources and costs for translating critical company documents, such as contracts, listing agreements, and disclosure documents.
- Explore ways to network and interact with other inclusive-oriented companies in nearby communities.
Business Building Block

A business plan has no value if it is not implemented. The implementation process consists of a number of planned tasks that allow you to implement your strategies to attain your goals.

The action plan is a schedule of specific tasks. It should include the name of the person or group responsible for completing a specific task, as well as the anticipated start and stop dates for each task.

In this, your final Business Building Block exercise, you will be asked to REVIEW the Business Building Blocks from the previous sections, ESTABLISH specific and measurable diversity goals, and DEVELOP a diversity strategy.

My overall diversity strategy for my business is:

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<th>ACTION/TASK</th>
<th>COMPLETION DATE</th>
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