# CULTURAL COMPETENCY

ctd CITYWIDE TRAINING & DEVELOPMENT

THE CITY OF COLUMBUS
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DEPARTMENT OF HUMAN RESOURCES

# COURSE OBJECTIVES

- Identify the elements of cultural competence in the workplace
- Increase your understanding of your own cultural background and how it affects your perceptions and interpretations of other cultures
- Recognize the three dimensions of cultural awareness when interacting with other cultures
- Develop the skills needed to practice respectful and caring behavior toward culturally diverse individuals and groups

# COURSE OBJECTIVES (CONT.)

- Understand how values differ among cultures
- Identify different communication styles among diverse cultural groups
- Give and receive feedback in a caring, respectful way
- Adapt behaviors and support cultural competency and minimize behaviors that undermine it

# Continuum of Cultural Competency

| Cultural Disruptiveness | Cultural Incapacity | Cultural Blindness | Cultural Pre-Competence | Cultural Competence | Cultural Proficiency |
|---|---|---|---|---|---|
| Forced Assimilation<br><br>Rights and Privileges for Dominant Groups Only<br><br>Attitudes, Policies, Programs, and Practices Within a System or Organization that are Destructive to a Cultural Group | Racism<br><br>Maintenence of Stereotypes and Unfair Hiring Practices<br><br>Inability of a System or Organization to Effectively Respond to the Needs of Diverse Groups | Differences are Ignored<br><br>"Treat Everyone the Same" Philosophy<br><br>Only Needs of the Dominant Group are Met | Explore Cultural Issues<br><br>Committed<br><br>Needs of Organization and Individuals are Asessed<br><br>A Level of Awareness within Systems or Organizations of Their Strengths and Areas for Growth to Respond Effectively to Culturally and Linguistically Diverse Populations | Recognize Individual and Cultural Difference<br><br>Seek Advice and Include Diverse Groups<br><br>Hire Culturally Unbiased Staff<br><br>Systems and Organizations That Exemplify Cultural Competence Demonstrate an Acceptance and Respect for Cultural Differences | Implement Changes to Improve Services Based upon Cultural Needs<br><br>Continually Add to the Knowledge Base Within the Field of Cultural and Linguistic Competence<br><br>Develop Organizational Philosophy and Practices<br><br>Support and Mentor Other Organizations<br><br>Actively Pursue Resource Development<br><br>Advocate With and on Behalf of Those who are Traditionally Underserved<br><br>Systems and Organizations Hold Culture in High Esteem and use this a Foundation to Guide all their Endeavors |

**Adapted from:**

Cross et al (1989) . Toward A Culturally Competent System of Care, Volume 1,

Tawara D. Goode, National Center for Cultural Competence. Georgetown University Center for Child and Human Development, University Center for Excellence in Developmental Disabilities.

# WHAT IS CULTURE COMPETENCY?

"the willingness and ability to interact respectfully and effectively with individuals and groups, acknowledging the common and different elements of our cultural identities."

# WHAT IS CULTURE COMPETENCY?

The result is words and actions that recognize, affirm and value the worth of individuals and communities and protect and preserve the dignity of each.

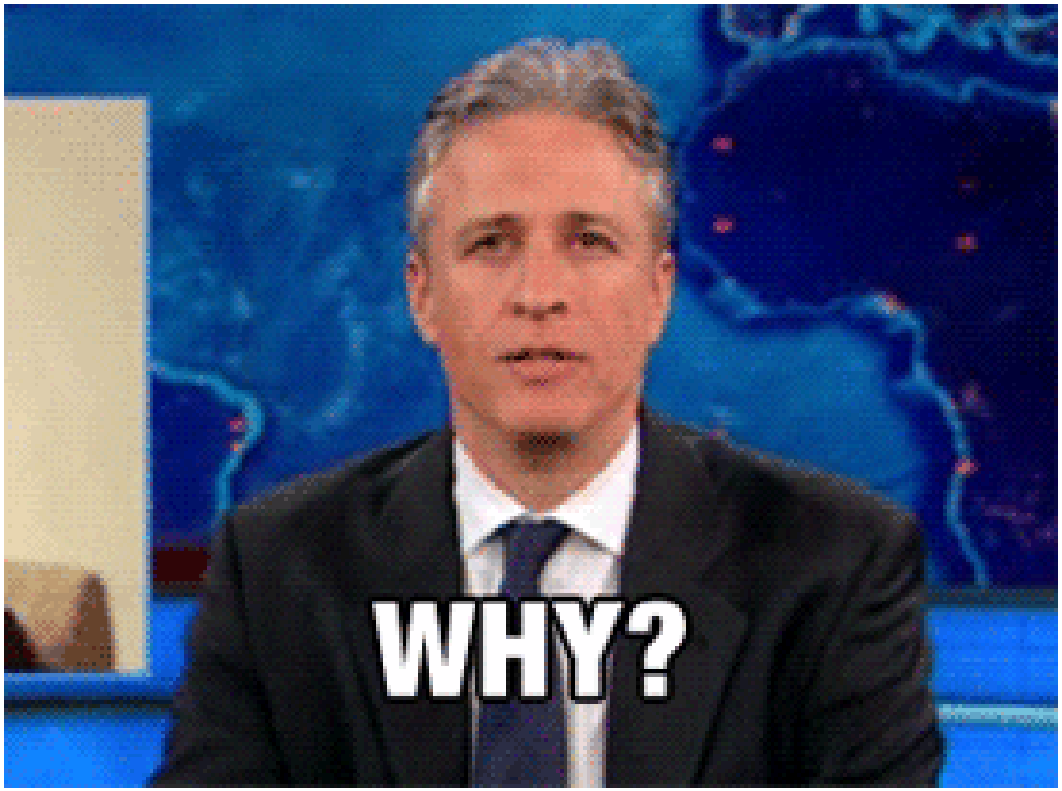
# WHAT DOES CULTURE COMPETENCE LOOK LIKE?

- Becoming aware of cultural identities and how these influence the way others are treated
- Engaging each other as individuals and groups in a continuing, meaningful dialogue with the intent to establish ways to reach shared goals

# WHAT DOES CULTURE COMPETENCE LOOK LIKE?

- Demonstrating caring and respectful behavior
- Being conscious of the dynamics inherent when cultures interact

# WHY...



# WHAT IS CULTURE?

The shared values, traditions, norms, customs, art, history, folklore and institutions of a specific group of people

# CULTURE IS …

- Manners and customs
- Beliefs and ideas
- Ceremonies and rituals

# CULTURE IS….

Social institutions

Religious beliefs

Arts and artifacts

Knowledge

# ELEMENTS OF CULTURAL COMPETENCE

Effective Communication Skills

Respectful Behaviors

Knowledge of Self and Cultural Influences

Awareness of Others' Cultures

# AWARENESS OF SELF…

- Recognizing assumptions and selective perceptions that we make about ourselves and others
- Recognizing how we categorize or put people into “slots” to make them similar or different from ourselves

# CULTURALLY COMPETENT PEOPLE …

- ✓Engage in self-assessment
- ✓Express individual heritage, values, beliefs and biases
- ✓Form relationships based on trust and caring even in the face of individual differences

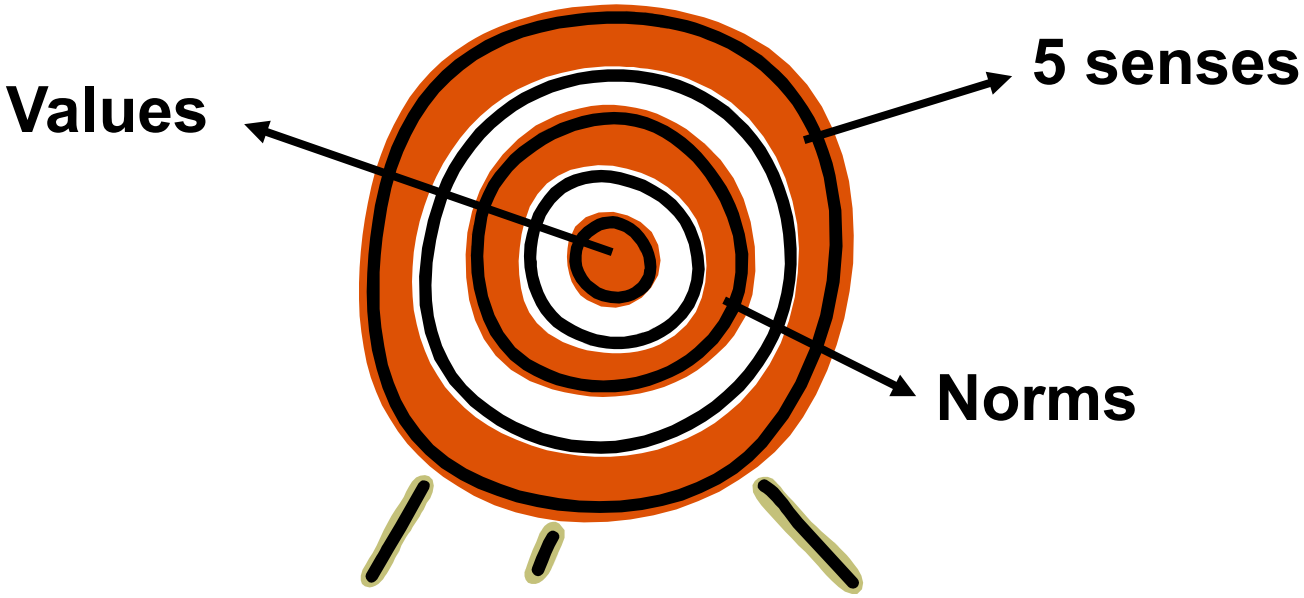
# CULTURALLY COMPETENT PEOPLE …

- ✓Develop effective responses to challenges posed by new or uncomfortable situations
- ✓Show openness and willingness to challenge prejudice and misperceptions

# GROUP ACTIVITY

*Instructions: Identify a dimension that your group has in common.  It could be anything from being working mothers or vegetarian to political affiliations, sports, hobbies, driving the same car, etc.*

# DIMENSIONS OF CULTURAL AWARENESS



# INDIVIDUAL ACTIVITY

## FIVE SENSES

1. What did you see?
2. What did you hear?
3. What did you smell?
4. What did you taste?
5. What did you touch?

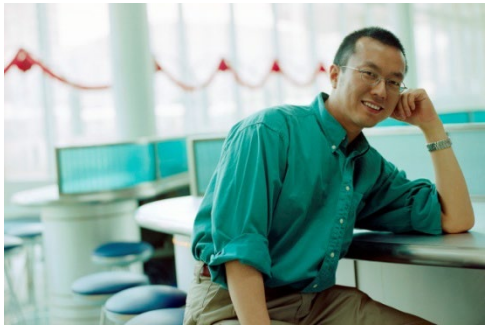
# RULES VERSUS RELATIONSHIPS

People in a rules-oriented culture believe that rules, codes and standards take precedence over individual needs and special claims of friends and relatives

People in a relationship-oriented culture believe that concern for a particular individual is more significant than conforming unconditionally to a certain rule

# INDIVIDUAL VERSUS GROUP

People in an individually-oriented culture are expected to decide matters largely on their own and to take care primarily of themselves and their immediate family



People in a group-oriented culture are expected to serve the interests of the group and the quality of life is seen as directly dependent on the degree to which he/she takes care of others in the group, even (or especially) those outside their immediate family

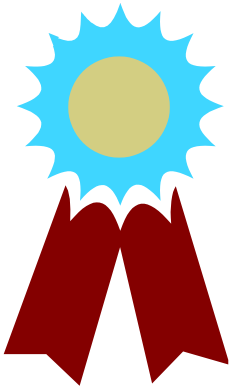
# RESERVED VERSUS EMOTIONAL

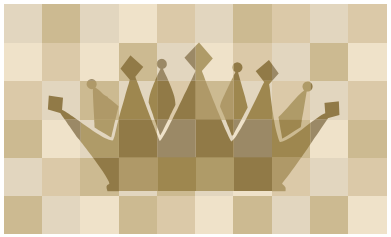
People in a reserved culture are taught that it is “incorrect” or inappropriate to overtly show their feelings and it is better to hide feelings or keep them inside

People in an emotional culture are used to an open display of emotions

# ACHIEVED VERSUS INHERENT STATUS

People in an achievement-oriented culture have to prove their worth over and over again based on their accomplishments





People in an inherent status culture derive their status from birth, age, gender or wealth

# TIME-DRIVEN VERSUS FLEXIBLE TIME

People in a time-driven culture view time as a chronological sequence of events. Planning and staying on schedule is imperative. Keeping time commitments is a reflection on their character

People in a flexible time culture view time as intangible. Time commitments are desirable rather than absolute. People in this culture value the satisfactory completion of interactions with others over promptness and keeping a schedule

# GROUP ACTIVITY

## REFLECTION

Think about an interaction you had with someone from a different cultural background that made you feel uncomfortable or had a negative reaction.

# 3 PRINCIPLES OF EFFECTIVE COMMUNICATION

1. Build rapport
2. Communicate with your entire body
3. Give and receive feedback to ensure understanding

# BUILD RAPPORT

- Use eye contact
- Send “I’m listening” cues
- Concentrate on the message
- Keep an open mind

# COMMUNICATE WITH YOUR ENTIRE BODY

| | |
|---|---|
| VERBAL | 7% |
| VOCAL | 38% |
| VISUAL | 55% |

BELIEVABILITY 100%

# COMMUNICATE WITH YOUR ENTIRE BODY

- Posture
- Head movement, facial expressions
- Vocal qualities (tone, loudness, pitch, intensity, rate of speed)
- Hand and arm gestures

# FORMULA FOR GIVING FEEDBACK

- Use "I" statements: "I feel (your feeling) when you (behavior)"
- Keep it simple; avoid overloading the person
- Approach the person directly

# FORMULA FOR RECEIVING FEEDBACK

- Be open
- Seek out examples to clarify
- Share feelings and remain open to discussion

# HIGH CONTEXT VERSUS LOW CONTEXT

Contains lots of “pre-programmed” information that resides in the setting and with the receiver of the message, with little information in the message itself

Contains very little information in the setting, with most of the information contained in the message itself

# WAYS OF SAYING "NO"

Directly – "No."

Stalling – "We'll let you know."

Question – "Have you … *(condition of fulfillment)*?"

Tangent – "Have you considered … *(something completely different)*?"

# BUILDING BRIDGES

- Focus on similarities instead of differences
- Work itself forms common ground

# RESPECTFUL BEHAVIORS

**The Golden Rule**

*Treat others as you would like to be treated*

**The Platinum Rule**

*Treat others as they would like to be treated*

# TRAITS THAT BUILD CULTURAL COMPETENCY

- Warmth
- Empathy
- Sensitivity
- Genuineness

# WHAT NEGATIVE BEHAVIORS UNDERMINE CULTURAL COMPETENCE?

- People who are afraid to speak up and address issues
- People who laugh at jokes at others expense

# DEFINE SENSITIVE SITUATIONS

# STRATEGIES FOR SENSITIVE SITUATIONS

- Count to ten
- Consult a trusted confidant
- Practice positive intent

# SECOND-LANGUAGE SPEAKERS (ESL) TIPS

- Speak clearly
- Don’t shout
- Explain in different ways
- Don’t substitute words
- Pause – use silence
- Paraphrase
- Don’t be condescending

Questions

Thank You