

UC DAVIS EXTENSION

**BUSINESS AND
LEADERSHIP**



CONTINUING AND PROFESSIONAL EDUCATION

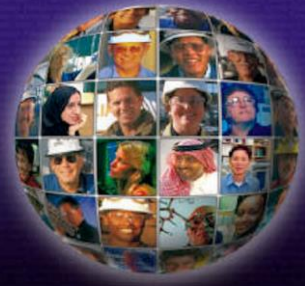
DEVELOPING CULTURAL PROFICIENCY

Dr. Paul Porter

GOALS FOR TODAY

- Examine culture in our work and life settings
- Learn stages of cultural competence
- Discuss common barriers to cultural competence
- Improve in our ability to deal with and respect cultural differences
- Discuss what you can do at Alta to promote cultural proficiency

CULTURAL PROFICIENCY



- An inside-out approach that is about...
 - Being aware of how we - as individuals and as our organization - work with others
 - Being aware of how we respond to those different from us
 - Preparing to live in a world of differences
 - A worldview, a mindset; it is the manner in which we lead our lives
- Can NOT be mandated, but can be nurtured

Credit Dr. D. Estrada

CULTURAL PROFICIENCY FUNCTIONS AS...

- A lens, **through which to view your work**
- The manner in which we lead our lives.



IN A WAY...

the very purpose and mission of Alta Regional is to promote equity, honor diversity, and advocate for individuals who may have experienced prejudice

WHAT'S IN A NAME?

AN INCLUSION ACTIVITY

- Find 2 discussion partners who you do not know well
- Share
 - Your complete name
 - Your preferred name
 - Who gave you your name
 - History of your name
 - How you experience your name
 - How you think others experience your name



THE NEED FOR CULTURAL PROFICIENCY

- By 2050 50% of the US population will belong to a ethnic/racial minority or be biracial
- Increasing segregation in schools
- In 2011, 50.1% of babies younger than one were of a minority race
- Minority Majority states: CA, TX, HI, NM

HATE CRIMES...

MINORITY PEOPLE ARE MORE AFFECTED BECAUSE OF PERCEIVED DIFFERENCES!

1. Race: 47% (anti-Black 70%)
2. Religion: 20% (anti-Jewish 67%)
3. Sexual Orientation: 19%
 - (anti-male homosexual 57%)
4. Ethnicity/National Origin: 13%
 - (anti-Latino 67%)
5. Physical or Mental Disability: 0.6%

California reported the highest number of hate crimes: 1,092!

WHAT IS CULTURE?

Everything people do and believe that identifies them as member of a group or groups (race, physical appearance, values, ethnic, sexual orientation, occupation, interests, dress, language, etc.) It's about "groupness". What identifies you with a group?

WHAT ARE WAYS IN WHICH ONE'S CULTURE IS SEEN?

Habits, customs, values, traditions, migration experience, assimilation/acclulturation, spiritual practices, non-verbal behavior, hygiene, language, assertiveness, family, art, clothing,

EXAMPLE

- Touches Per Hour (Cooper)
 - San Juan Puerto Rico 180 per hour
 - Paris 110 per hour
 - Florida 2 per hour
 - London 0 per hour
 - Middle East: same sex OK

EXAMPLE

Eye Contact



COULD TIME BE RELATED TO CULTURE?



- M-time (monochronic)
 - Schedules & deadlines are important
 - Promptness is a serious activity
 - Privacy is important
 - Casual, short term relationships are acceptable
 - Many northern cultures
- P-Time (polychronic)
 - Schedules are a goal but personal commitments are more important
 - Plans are flexible
 - Promptness is a goal but personal commitments are more important
 - Casual, short term relationships are perceived as superficial
 - Many more southern cultures

OTHER CULTURES

The world in which you were born
is just one model of reality.

**Other cultures are not
failed attempts at being you:**

They are unique manifestations
of the human spirit

Wade Davis, Anthropologist

CULTURE IS A PROCESS

- Learned behavior
- Rules, rituals, customs
- Borrowed and shared
- Formal and informal
- We interpret situations through our culture

SUBCULTURES

- 195 countries in the world
- 6920 distinct languages
- Cultures are not homogeneous
- Age, hyphenated identity
- Income
- Geography (east, west, north, south)
- Religion

CULTURAL COMPETENCE

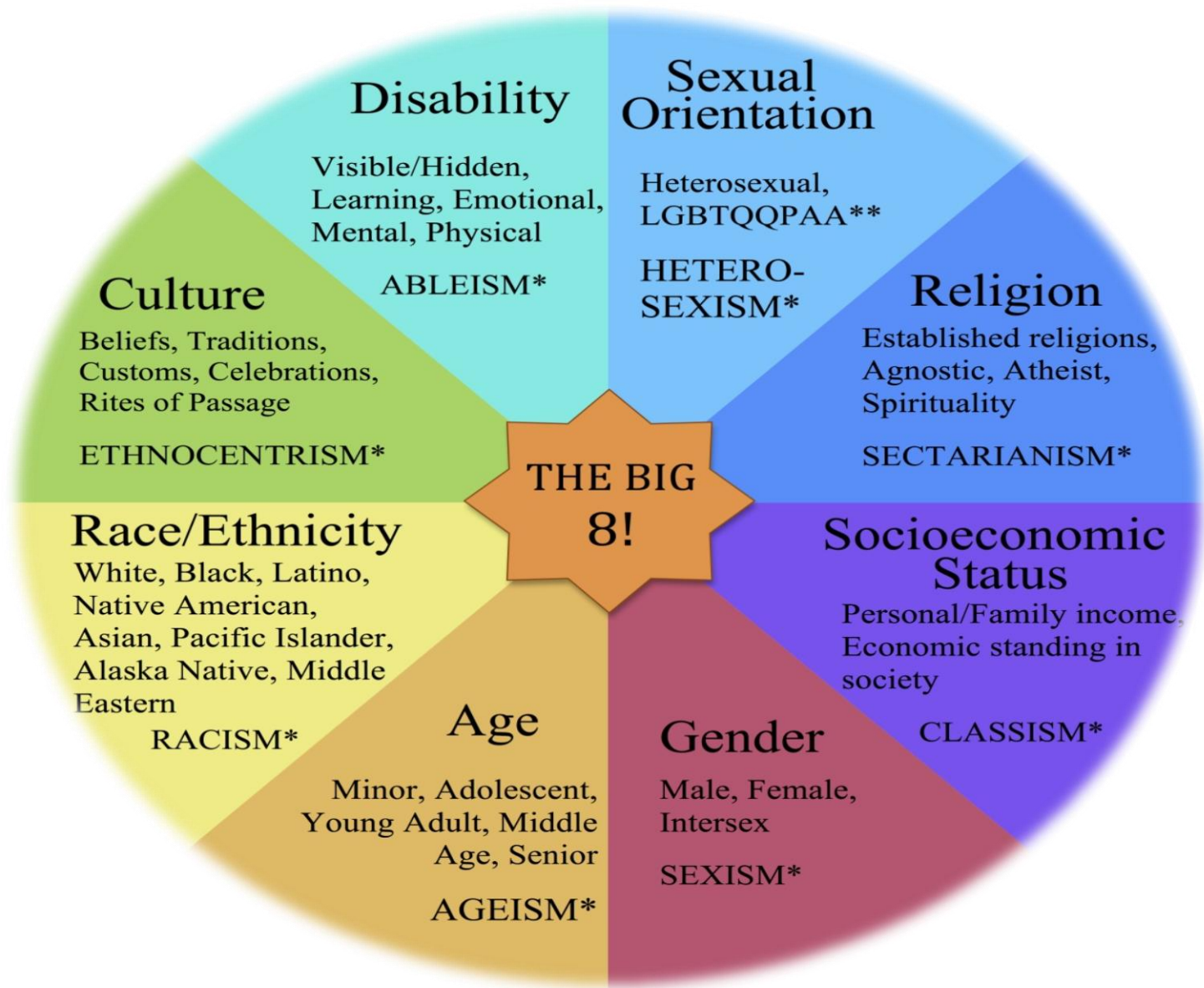
The ability to function with awareness, knowledge and interpersonal skills when engaging people of different backgrounds, assumptions, beliefs, values and behaviors. **Using this ability to enhance relationships**

CULTURAL COMPETENCY IS:

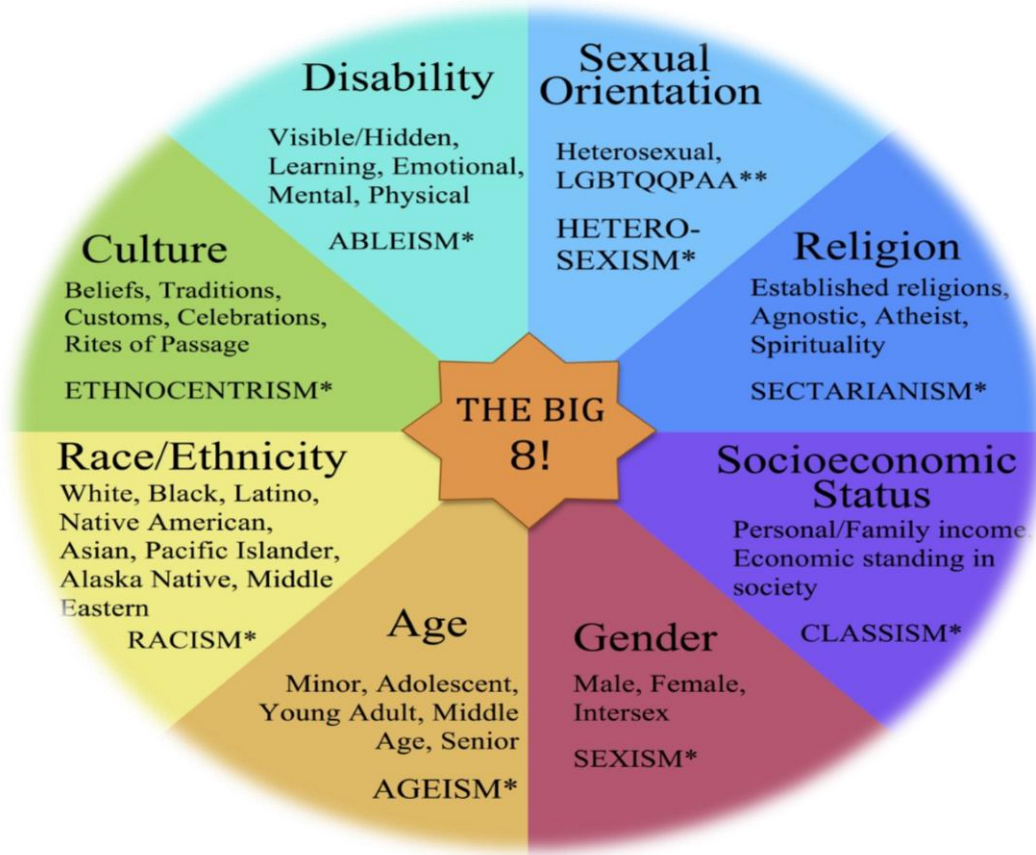
- **Knowledge** —culturally appropriate resources, impact of changing demographics, impact of language on other's experience.
- **Skills** —cultural assessment and formulation, communication skills, use of interpreters, awareness of bias + cultural countertransference.
- **Attitudes** —cultural humility + curiosity, acceptance of provider's responsibility to understand cultural dimensions of education & community, willingness to address difficult cultural issues.

THE BIG 8 OF DIVERSITY

- Culture
- Race
- Gender
- Sexual Orientation
- Socioeconomic Status
- Age
- Disability
- Religion



** **LGBTQQPAA** stands for Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Pansexual, Asexual and Allies.



Where do you think you need to improve your knowledge, skills, understanding?

TELL YOUR STORY



- When did you first become aware of your culture? Describe them (social status, values, language, religion, clothes, food, recreation, etc.)
- What stories do you have of being discriminated against or of discriminating against others?
- What events have significantly influenced your perceptions of diversity?

CHIMAMANDA ADICHIE: THE DANGER OF A SINGLE STORY



CULTURAL PROFICIENCY FRAMEWORK USES THREE UNIQUE TOOLS

- The Barriers
 - Help us to understand resistance to change
- The Guiding Principles
 - Underlying values cultural proficiency
- The Continuum
 - Language for describing both healthy and non-productive policies, practices and individual behaviors



Credit to Dr. D. Estrada

TOOL #1 –BARRIERS TO CULTURAL PROFICIENCY

- The presumption of entitlement
- Systems of oppression
- Unawareness of the need to adapt
- Resistance to change



“THINGIFICATION”

(“US, WE, THEM, WOMEN” ETC.)

When a majority person has a problem they are viewed as individual with personal characteristics. Minorities are viewed as representing their groups such that their characteristics are deemed representative of their group’s characteristics.

ETHNOCENTRISM

Tendencies to:

- Evaluate other cultures from the perspective of your own culture
- View your own culture as morally correct or somehow superior while others as morally questionable

MYTH OF MERITOCRACY

- “Anyone who works hard enough can achieve the American dream.”

“REVERSE RACISM?”

There is no such thing as “reverse racism” or “reverse sexism.” Yes, the Target group or individual may express and show extreme prejudice against members of the non-target group, however, as a group, they do not hold the power to systematically exclude, disempower or dehumanize the non-target group.

Their behavior may be reprehensible, prejudicial, and may impact the financial or emotional well being of a non-target group member AND it is not reverse racism.

STEREOTYPING

- Generalizing based on past experience
- Non-rational
- Self-fulfilling prophecy
- Often initiated at an early age



UNCONSCIOUS BIAS

- Unconscious bias is bias we are not aware of, that often impacts our perceptions and behavior every day and which can have an even greater impact on us than our conscious bias.
- Becoming aware of these unconscious biases is essential in increasing cultural proficiency.

ASSESS YOUR OWN UNCONSCIOUS BIAS

The Implicit Association Test

<https://implicit.harvard.edu/implicit/>

EXAMPLES

- 15% of American men are 6 feet tall or above yet
- 60% of corporate executives are 6 feet tall or above
- Resumes and “typically white names”
- Waiting on a certain “kind” of customer first
- Viewing assertive women as “bold” but assertive women as ...
- Can you think of some?
- Disapproving of men crying

7 STEPS TO IDENTIFY & ADDRESS UNCONSCIOUS BIAS (HOWARD ROSS)

1. Recognize that you have biases
2. Identify them
3. Dissert your biases
4. Pick some to address
5. Look for common interest groups
6. Get rid of these biases
7. Be mindful of bias kick back

MICRO-AGGRESSIONS



From 35 Dumb Things Well-Intended People Say (M. Cullen)

- “Some of my best friends are...”
- “I know exactly how you feel”
- “It was only a joke! Don’t take things so seriously.”
- “I don’t see color”
- “It is so much better than it used to be. Just be patient”
- “What you do in the privacy of your own bedroom is your business”
- “I never owned slaves”
- “You have such a pretty face”
- Referring to a significant other, partner or spouse of the same gender as a “friend”
- Referring to people with disabilities as “courageous”
- “What do your people think?”

MICRO-AFFIRMATIONS

- Micro-Affirmations: “Tiny acts of opening doors to opportunity, gestures of inclusion and caring, and graceful acts of listening.”

(Mary Rowe)

THE BARRIER OF ENTITLEMENT

- Entitlement is the accrual of benefits solely because of membership in a dominant group.
- It is often unrecognized by the entitled group.

ABOUT WHITE PRIVILEGE

1. Privilege is being born on third base and imagining you hit a triple.
2. Privilege is thinking we're all in the same boat, but not seeing we're not on the same deck.



LABELS FOR HISTORICALLY OPPRESSED PEOPLE

Oppressed

- Inferior
- Culturally deprived
- Culturally disadvantaged
- Deficient
- Different
- Diverse
- Third world
- Minority
- Underclass
- Poor
- Handicapped

Entitled

- Superior
- Privileged
- Advantaged
- Normal
- Regular
- Uniform
- First world
- Majority
- Upperclass
- Middle class
- Regular

PRIVILEGE SURVEY

Try it if you like

No right/wrong answers

TOOL # 2: GUIDING PRINCIPLES

- Recognize that culture is a predominant force in life
- Understand that people are served in varying degrees by the dominant culture
- View diversity within cultures as being important
- Respect unique cultural needs



GUIDING PRINCIPLES, CON'T

- Embrace the best of all worlds as enhancing the capacity of all
- View the family, as defined by the culture, to be the primary system of support
- Understand that we must recognize and adjust to effects of historical oppression

CLINT SMITH: ANY TEACHER

The Danger of Silence: Ted Talk Clint Smith

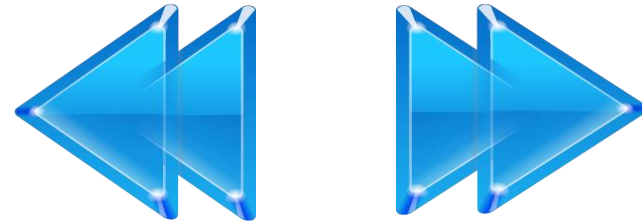


“Silence is the residue of fear.”

TOOL #3 - THE CONTINUUM

- Cultural destructiveness
- Cultural incapacity
- Cultural blindness
- Cultural pre-competence
- Cultural competence
- Cultural proficiency

➤ *There are six points along the cultural proficiency continuum that indicate unique ways of perceiving and responding to differences.*



STAGES OF CULTURAL PROFICIENCY

LINDSEY, ROBINS, AND TERRELL

1. **Destructiveness-** cultural genocide, slavery, holocausts, tracking, etc.
2. **Incapacity-** superiority of yours, extreme bias. Oriental Exclusion Act, Voting Acts, tokenism
3. **Blindness-** differences do not exist; avoid discrimination, assume cultural of dominant culture are assumed to be universal
4. **Precompetence-** Aware of own or organization's limitations or lack of skills; thought that one activity or event fulfills obligation to minority groups (Black History month; Foods of the World Day)

5. Competence- use 5 elements of proficiencies:

- a. accept and respect differences
- b. on-going self-assessment;
- c. attention to the dynamics of differences
- d. continuous expansion of cultural knowledge & resources
- e. adaptation of values & behaviors & organization's policies & practices

6. Proficiency- esteeming culture; know how to learn about culture, interacting or functioning effectively in a variety of cultural environments

IN A NUTSHELL



1. **Cultural Destructiveness:** See the difference stomp it out
2. **Cultural Incapacity:** See the difference, make it wrong
3. **Cultural Blindness:** See the difference, act like you don't
4. **Cultural Precompetence:** See the difference respond to it inappropriately
5. **Cultural Competence:** See the difference, understand the difference that difference makes
6. **Cultural Proficiency:** See the difference and respond positively and affirmatively

SO WHERE DO YOU THINK

- You fall?
- Your organization falls?
- What are examples of cultural insensitivity & sensitivity you notice?

HISTORY OF ATTITUDES ABOUT INDIVIDUALS WITH DISABILITIES

- Labels
- All people in wheelchairs are paralyzed
- Deaf people can't speak
- People with physical disabilities always have mental disabilities
- Disability defines who you are
- PL-94-142

WHAT CAN YOU DO?



- Ability to relate on a peer level without introducing elements of power into the relationship.
- Ability to avoid making value judgments.
- Ability to identify with poverty.
- Ability to share social experience.
- An interest to understanding the language of the culture
- Ability to participate in the culture and not just observe it.

5 ESSENTIAL ORGANIZATIONAL COMPONENTS FOR CULTURAL COMPETENCE

1. Value diversity.
2. Develop capacity for cultural self-assessment.
3. Understand the dynamics of the interaction between cultures.
4. Institutionalize cultural knowledge.
5. Adapt service delivery based on an understanding of cultural diversity.

SO WHAT CAN YOU EACH DO TO FOSTER MORE CULTURAL COMPETENCE AT ALTA?

- How might our progress be seen?



CAN YOU WORK WITH SOMEONE FROM ANOTHER CULTURE?

- Ability to ask questions about another culture and still observe appropriate boundaries.
- Ability to listen with understanding, not to just express one's own feelings.
- Sensitivity to the kind of questions that may be offensive to minority persons.
- Ability to accurately interpret people's moods and body language.
- Ability to genuinely show feelings of respect.



BASIC TACTICS FOR ALLIES—

MELINDA A. GARCÍA, PH.D.

- 1. Understand the connections between racism, economic issues, sexism, heterosexism, ableism, and other forms of injustice.**
- 2. Take a stand against injustice.** Take risks. It can be scary difficult, risky and may bring up many feelings. Ultimately, it is the healthy, moral, and loving thing to do.
- 3. Don't confuse the battle with the war.** Behind particular incidents and interactions are larger patterns. Discrimination can be flexible and adaptable.
- 4. Don't call names or be personally abusive.** Attacking people does not address the systemic nature of racism and inequality.

BASIC TACTICS FOR ALLIES--

- 5. Support the leadership of people of minority individuals.** Do this consistently, but not uncritically.
- 6. Don't do it alone.** You will get stuck and stop moving. Enlist and join other allies.
- 7. Talk with your children and other young people about racism, discrimination, etc.**
- 8. Allow minorities to talk about how they were targeted by discrimination today.** Don't take it personally. Don't get defensive, Don't apologize unless you personally did something.

WHY NOW? (MARIAN ANDERSON)

There are many persons ready to do what is right because in their hearts they know it is right. But they hesitate, waiting for the other one to make the first move and the other, in turn waits for you. The minute a person whose words means a great deal dares to take the openhearted and courageous way, many others follow.