

Developing Cross Cultural Competency

Part 1



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What is cultural competence?

- The integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, **thereby producing better outcomes**
- The ability to think, feel, and act in ways that acknowledge, respect, and build upon ethnic, socio-cultural, and linguistic diversity

National Technical Assistance Center for State Mental Health Planning



Objectives

- Understanding of one's own culture and identity within a larger social structure and the daily impact on work
- Awareness and acknowledgment of differences and disparities
- Knowledge and skills for navigating the dynamics of difference
- Strategies for building organizational capacity to practice cultural competency



Ground Rules

- Active participation balanced with sharing the air
- Respect of all feelings, perspectives, abilities and identities
- Maintain an open mind
- Remain open to challenge
- Look beyond intent and examine impact
- Be the expert of your experience



**“WHAT DO YOU KNOW, WHAT HAVE
YOU HEARD?”**

ACTIVITY



WHAT DO YOU KNOW, WHAT HAVE YOU HEARD?

- Women
- Men
- Teenagers
- Blacks
- Black Males
- Asian Americans
- Latino Americans
- Catholics
- Christians
- Jews
- Muslims
- Wealthy
- Poor
- Southerners
- Immigrants
- Elderly
- People with Disabilities



First Core Concept

CULTURE



- The integrated pattern of human knowledge, belief and behavior that depends upon the capacity for learning and transmitting knowledge to succeeding generations.
- A set of shared attitudes, values, goals and practices that characterizes a group of individuals or an institution or organization.

Second Core Concept

IDENTITY

- Distinguishing characteristics.
- The condition of being the same with something described or asserted.



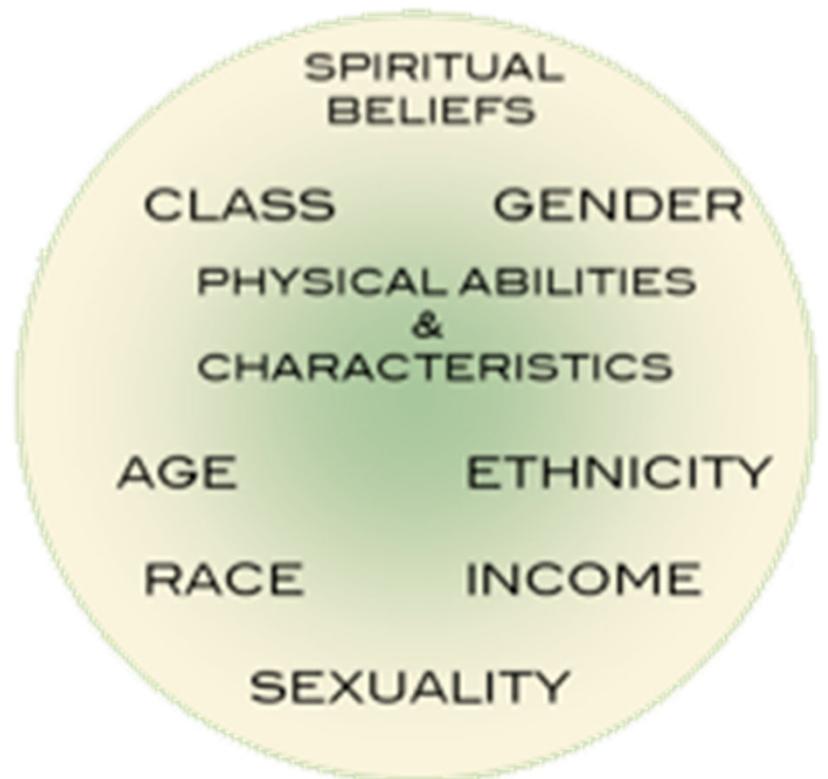
It is not Quantum Physics but... What is Diversity.....really?

In its broadest context,
diversity includes all that
makes us unique:

race, color, gender, religion, national origin, age, disability, culture, sexual orientation, gender identity, parental status, educational background, socioeconomic status, intellectual perspective, organizational level, and more.

From ODI's Glossary of Terms

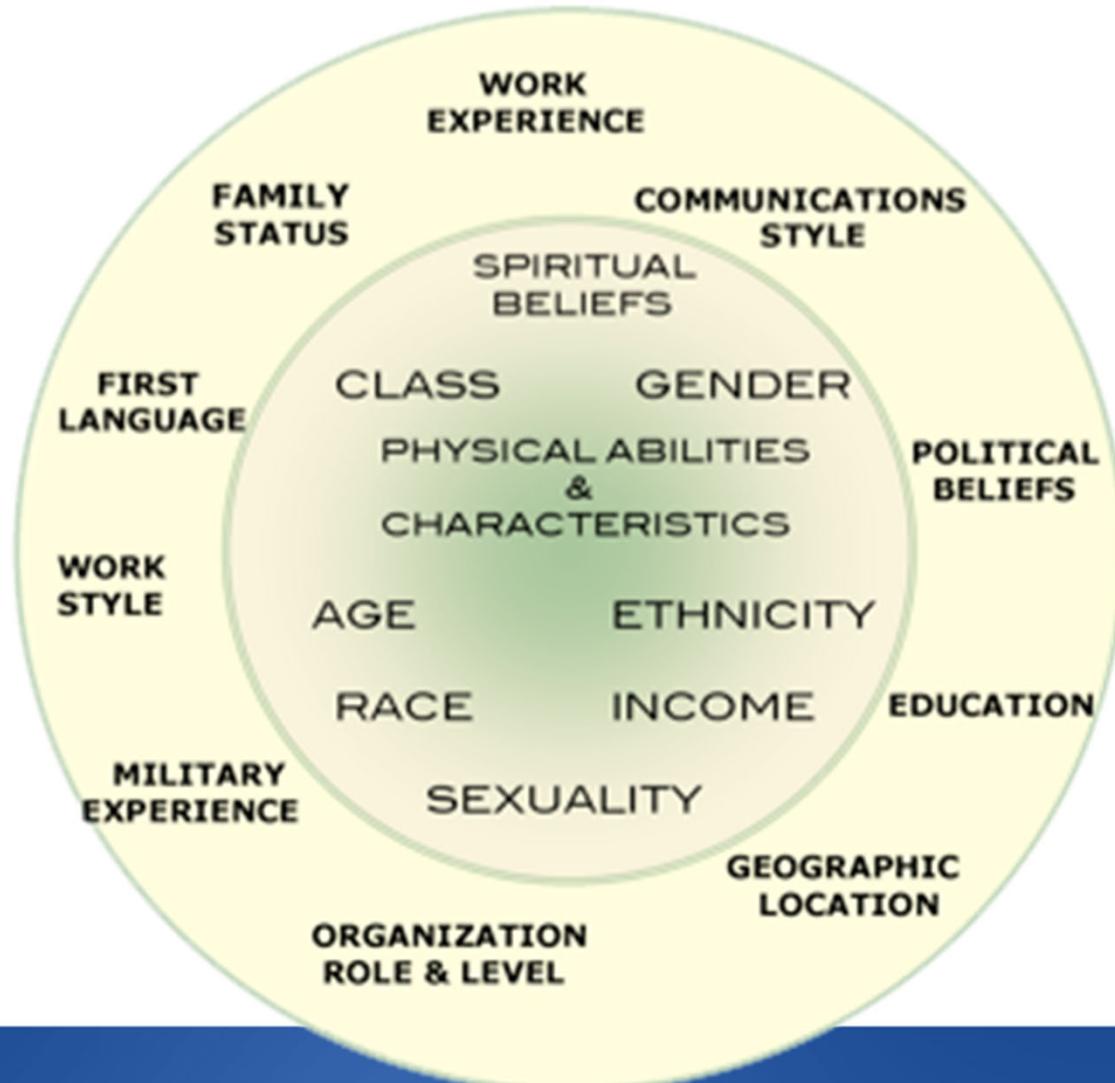
<http://www.diversity.va.gov/tools/glossary.aspx>



Nine Dimensions of Difference

Secondary Dimensions of Diversity

- Characteristics that represent an individual's group identity
- Unlike primary dimensions because of the element of *choice*

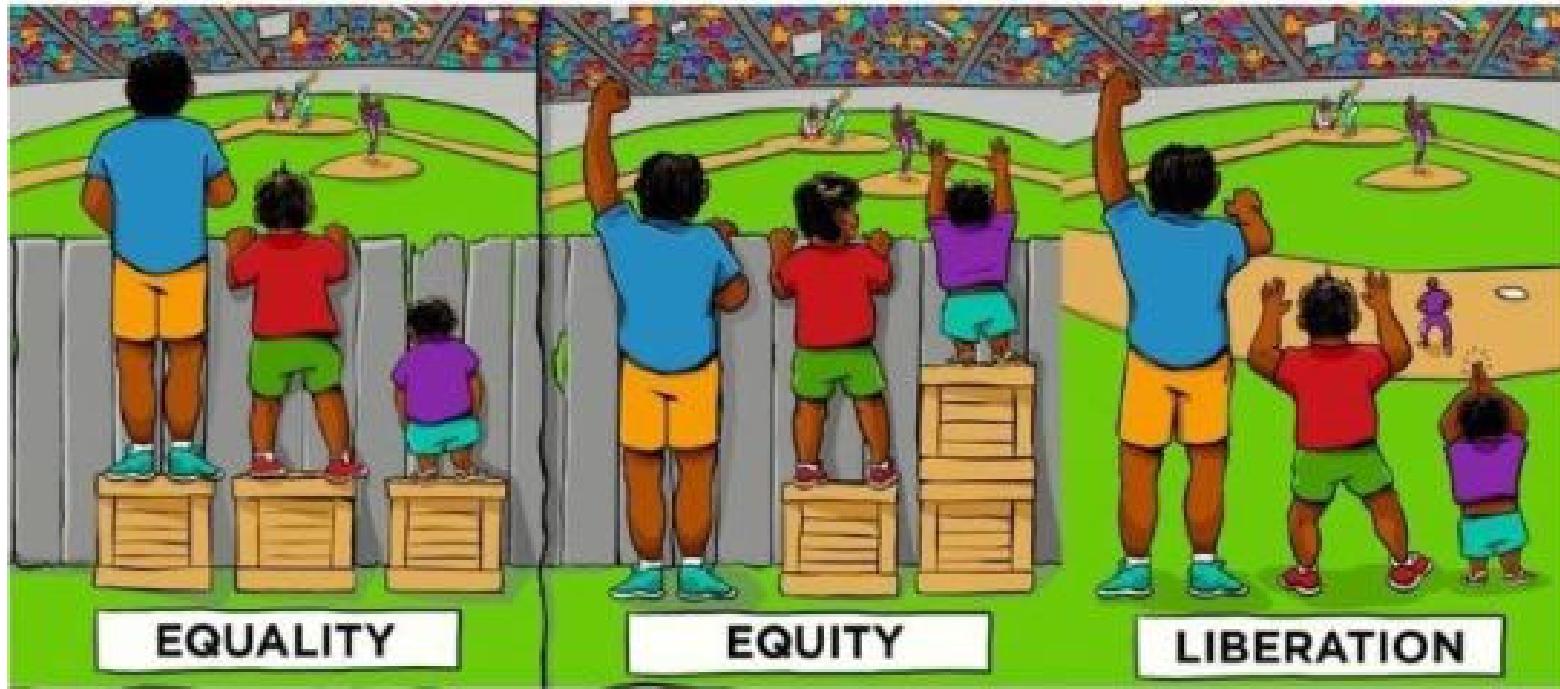


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Cultural Competence Continuum

	Cultural Proficiency	Systems and organizations hold culture in high esteem, as a foundation to guide all of their endeavors.
	Cultural Competence	Systems and organizations that demonstrate an acceptance and respect for cultural differences.
	Cultural Pre-competence	Awareness within systems or organizations of their strengths and areas for growth to respond effectively to culturally and linguistically diverse groups.
	Cultural Blindness	Expressed philosophy of viewing and treating all people as the same.
	Cultural Incapacity	Lack of capacity of systems and organizations to respond effectively to the needs, interests and preferences of culturally and linguistically diverse groups.
	Cultural Destructiveness	Attitudes, policies, structures, and practices within a system or organization that are destructive to a cultural group.





A closer look at

THE CONCEPT OF PRIVILEGE



Privilege

- Privilege refers to any advantage or exemption from liability that is unearned, exclusive and socially conferred
- Type of Privilege
 - **White (Racial) Privilege**
 - **Male (Gender) Privilege**
 - **Heterosexuality Privilege**
 - **Ableist (Ability) Privilege**



Agents and Targets



Oppression



Conflicting Roles



Privilege and Oppression

Privilege is a right or exemption from liability or duty granted as a special benefit or advantage.

Oppression is the result of the use of institutional privilege and power, wherein one person or group benefits at the expense of another

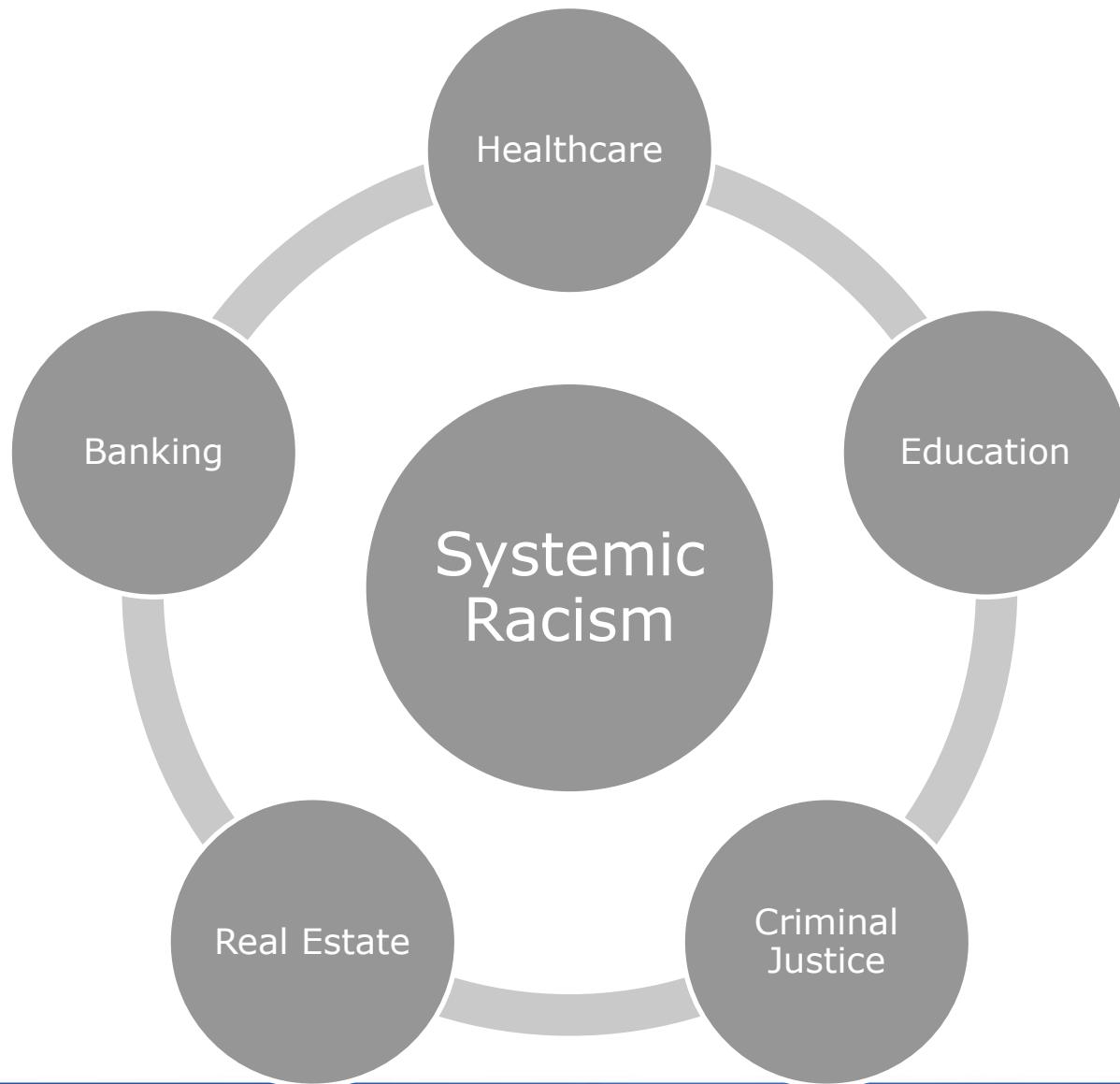


Blacks in America

- African Americans are 2.3 times more likely to experience infant death (CDC).
- African Americans are 1.9 times more likely to die of diabetes (CDC).
- African Americans are 1.5 times more likely to be below “proficient” in reading in the 4th grade (NAEP).
- African Americans are 3.7 times more likely to be suspended in K-12 (ED and OCR).
- African Americans are 2.7 times more likely be searched on a traffic stop (BJS).
- African Americans are 7.0 times more likely to be incarcerated as adults (BJS).
- African Americans are 1.8 times more likely to be identified as victims by the child welfare system (DHHS).
- African Americans are 2.1 times more likely to be in foster care (DHHS).
- African American business owners are 5.2 times more likely to be denied a loan (SBA).
- African American business owners are 1.7 times less likely to own a home (SBA).



Systems versus Individuals



Race in America Timeline

The first European colonizers arrive in what is now the United States.

1492

ACT XII passed, which legally made the child of an enslaved mother also a slave for life.

1662

Belinda Sutton, an African-born woman, becomes the first formerly enslaved person to win reparations for her years in bondage.

1783

Cotton grown and picked by enslaved workers is the nation's most valuable export, with the value of enslaved people exceeding that of all the railroads and factories in the nation.

1860

1619

The first ship carrying enslaved Africans lands at the English colony in Virginia

1672

Founder of the Quaker faith calls for freeing & compensating enslaved people.

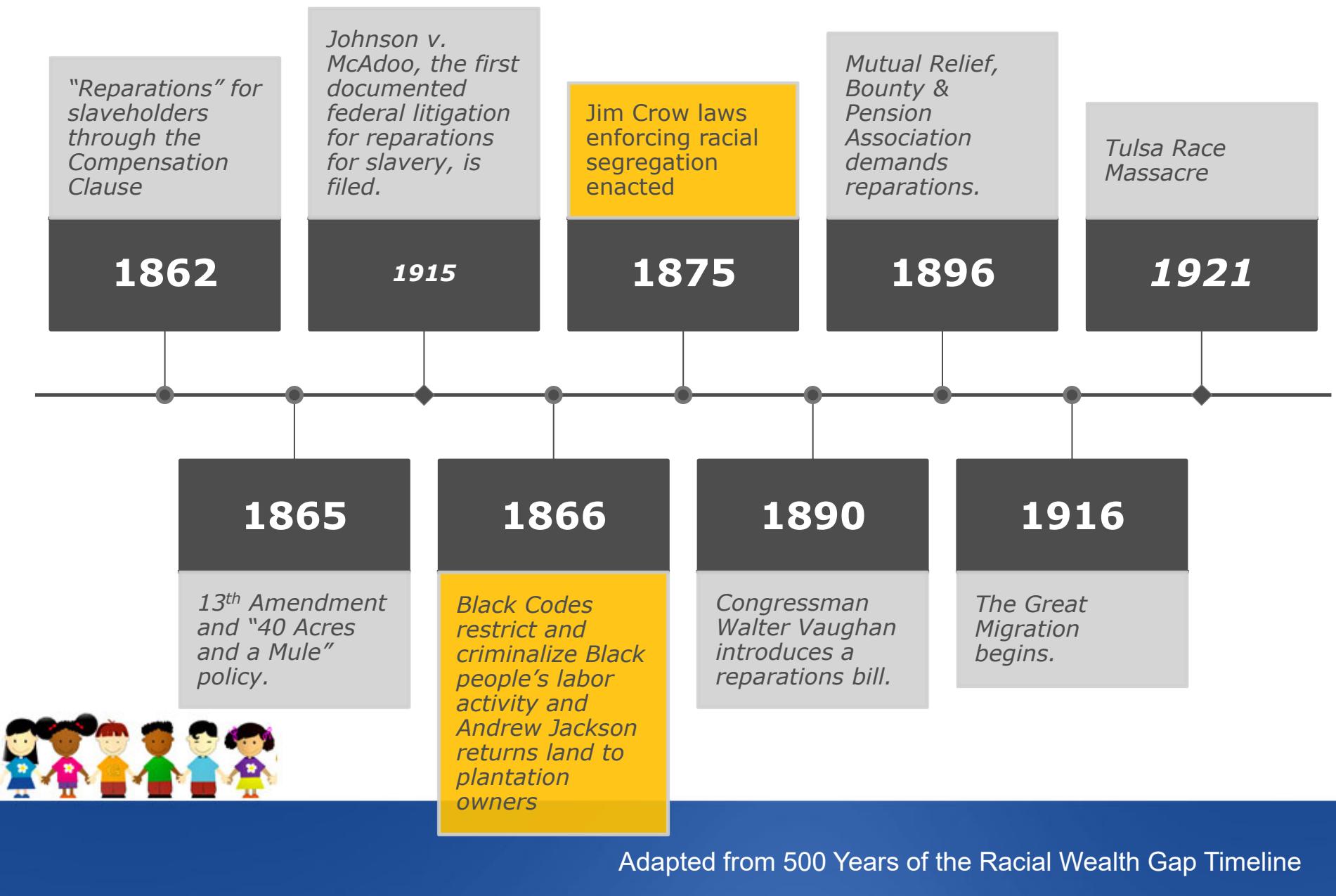
1810

"We ... are bound to pay the debts of our ancestors." Timothy Dwight, president of Yale University (sermon)



Adapted from 500 Years of the Racial Wealth Gap Timeline

Race in America Timeline



Race in America Timeline

**1619-1865
(246 years)**

**1866-1964
(96 years)**

**1965-
present
(57 years)**

342 years



Adapted from 500 Years of the Racial Wealth Gap Timeline

A closer look at

SOCIOECONOMIC STATUS



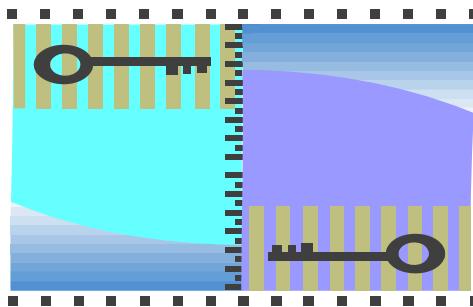
Ask yourself this question:

Where in the continuum of Economic Class would you and your family belong?

- Poverty
- Middle Class
- Wealth: New Money or Old Money



Adapted from Framework for Understanding Poverty



Key Point

1. Poverty is relative.



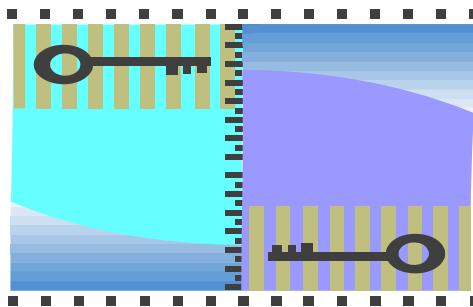
Adapted from Framework for Understanding Poverty

Poverty is the extent to which an individual does without internal and external resources

- **Financial:** External - no \$ for goods and services
- **Mental:** Internal and external – mental abilities and acquired skills (the R Rules) to deal with daily life
- **Emotional:** Internal – unable to choose or control emotional responses that engage in self-destructive behaviors
- **Spiritual:** Internal – believing in a divine purpose and guidance
- **Physical:** Internal and External – physical health and guidance
- **Support Systems:** External – Friends, family and backup resources for times of need
- **Relationships/Role Models:** External – Frequent access to appropriate adults who nurture the child and do not engage in self-destructive behavior
- **Knowledge of Hidden Rules:** Internal – Knows the unspoken cues and habits of a group



Adapted from Framework for Understanding Poverty



Key Point

2. Poverty occurs in all races.



Adapted from Framework for Understanding Poverty

Number and Percentage of Children in Poverty by Race (2017)

	Total Number of Children	Number of children in poverty	Percentage of children in poverty
All Races	73,356,000	12,808,000	17.5%
White	37,047,000	4,026,000	10.9%
African American	10,991,000	3,184,000	29.7%
Hispanic *	18,575,000	4,639,000	25.0%
Asian American	4,019,000	455,000	11.3%
American Indian and Alaska Native **	709,088	232,048	32.7%
Native Hawaiian and Other Pacific Islander **	150,067	38,208	25.4%



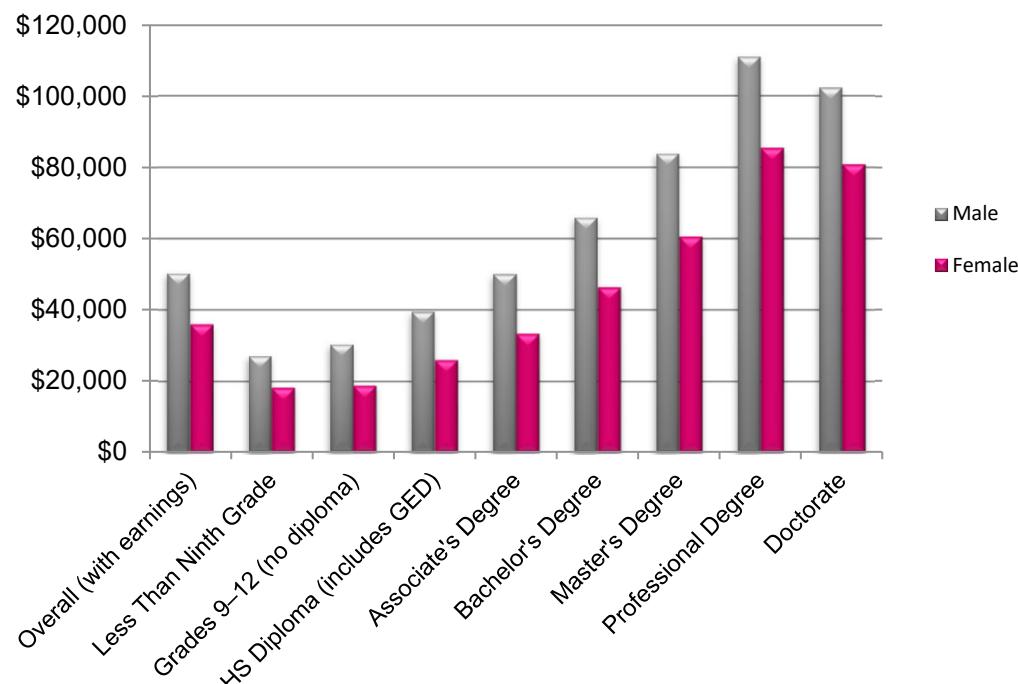
* Hispanics may be of any race.

** Data from U.S. Census Bureau, 2017 American Community Survey 1-Year Estimates (released Sept. 2018)

Source: U.S. Census Bureau, Current Population Survey, 2018 Annual Social and Economic Supplement.

U.S. Median Income for Persons Age 25 and Older, by Sex and Educational Attainment: 2017

	Overall (with earnings)	Less Than Ninth Grade (no diploma)	Grades 9–12 (includes GED)	HS Diploma	Associate's Degree	Bachelor's Degree	Master's Degree	Professional Degree	Doctorate
Numbers of persons with earnings (in thousands)									
Male	76,822	2,449	4,059	12,169	7,399	18,576	7,332	1,420	2,033
Female	67,502	1,336	2,433	15,178	8,589	17,992	8,708	1,065	1,512
Median earnings, in 2017 dollars									
Male	\$50,242	\$27,067	\$30,341	\$39,481	\$50,030	\$65,869	\$83,832	\$111,026	\$102,349
Female	\$35,954	\$18,212	\$18,798	\$25,988	\$33,361	\$46,351	\$60,591	\$85,449	\$80,850



Source: U.S. Census Bureau, *Current Population Survey, 2018 Annual Social and Economic Supplement*.

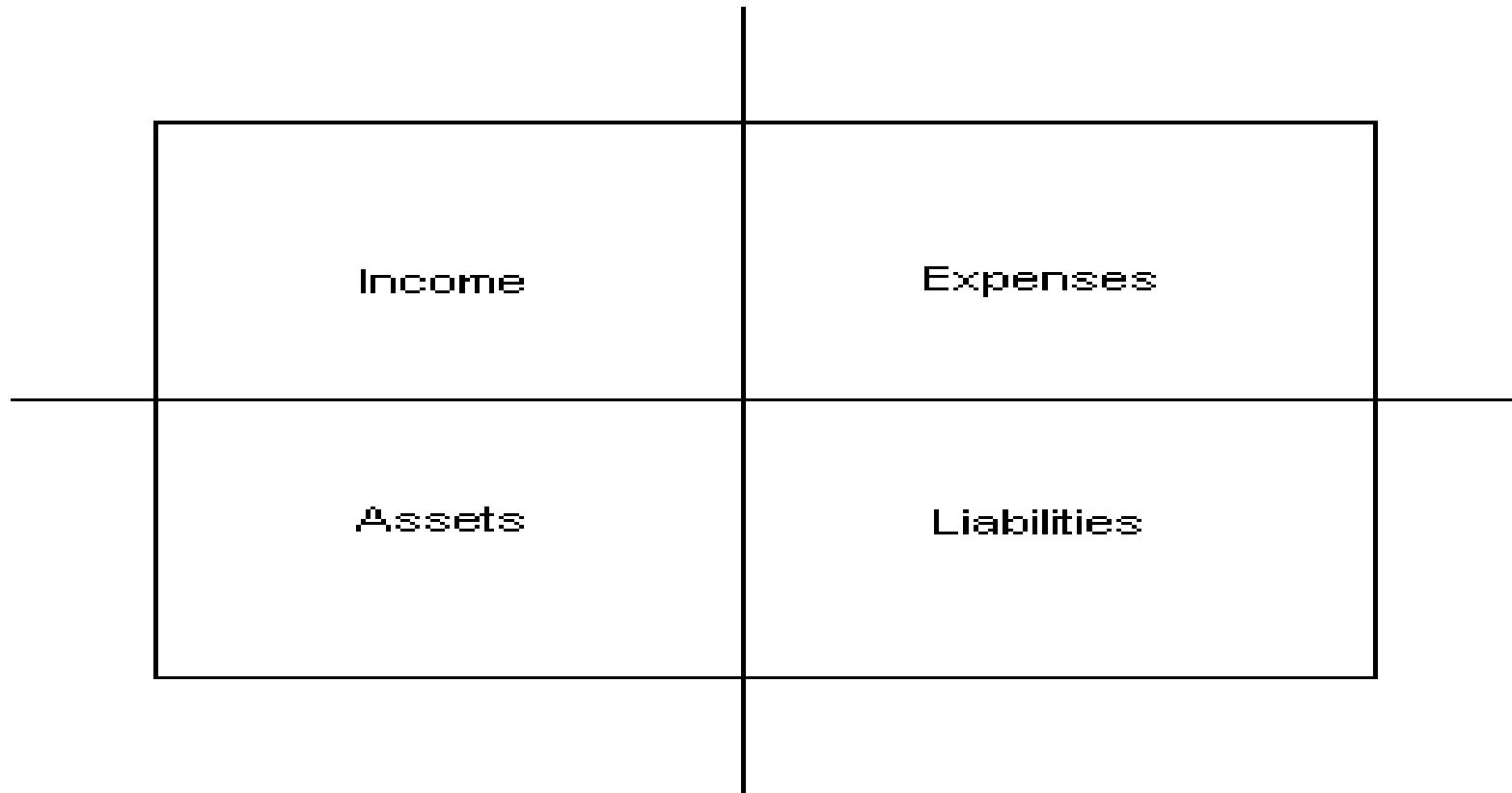
Household Income in 20% Increments of Total: 2017

Group	Average Household Income Ranges: 2017
LOWEST 20%	\$0-\$24,638
SECOND 20%	\$24,639-\$47,110
THIRD 20%	\$47,111-\$77,552
FOURTH 20%	\$77,553-\$126,855
HIGHEST 20%	\$126,856+
TOP 5% (part of highest 20%)	\$237,034+

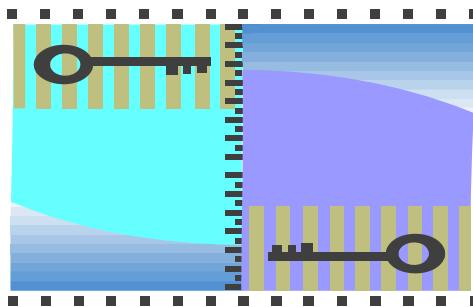


Source: U.S. Census Bureau, *Current Population Survey, 2018 Annual Social and Economic Supplement* (households as of March of the following year).

Flow of the Money in the Different Classes

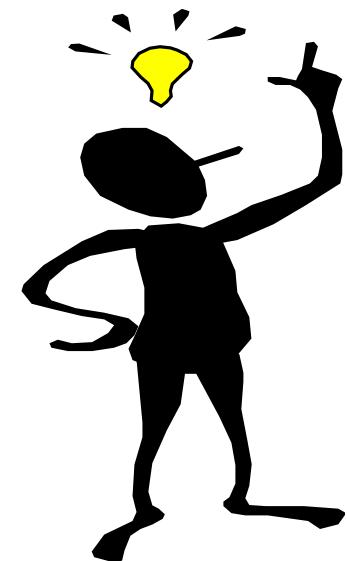


Adapted from Framework for Understanding Poverty



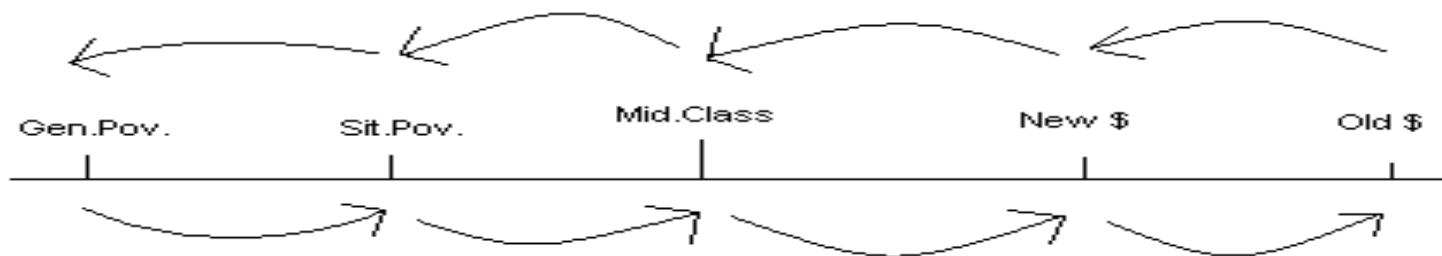
Key Point

3. Generational and situational poverty are different.



Adapted from Framework for Understanding Poverty

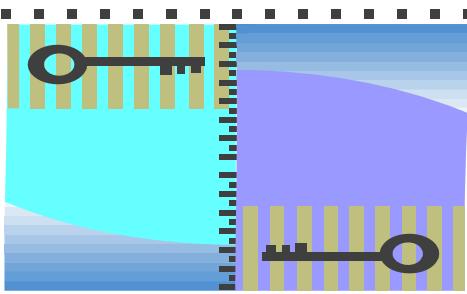
People move along the economic continuum.



Most people move only one class in a lifetime.

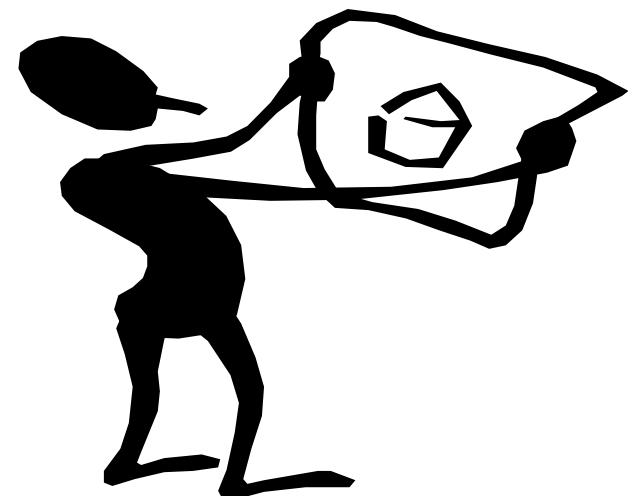


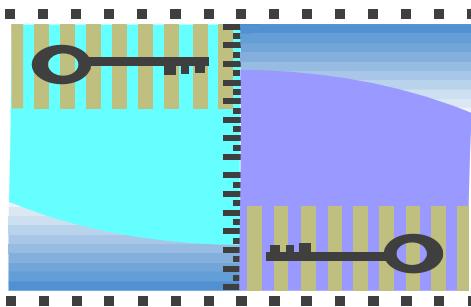
Adapted from Framework for Understanding Poverty



Key Point

4. This work is based on patterns. All patterns have exceptions.

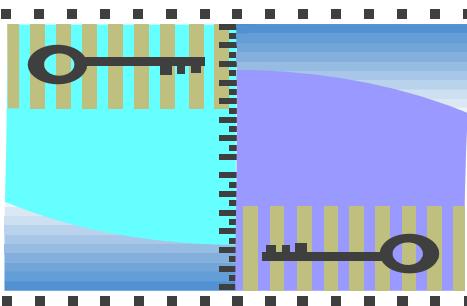




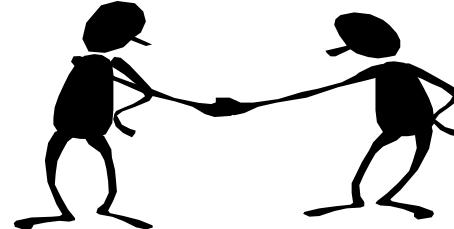
Key Point

5. Schools (and systems) operate from middle-class norms and values.



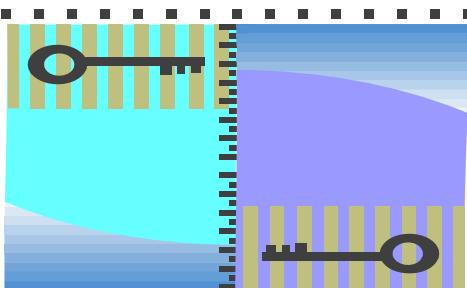


Key Point

		
<p>Survival Relationships Entertainment</p>	<p>Work Achievement Material Security</p>	<p>Political, financial, social connections</p>



Adapted from Framework for Understanding Poverty

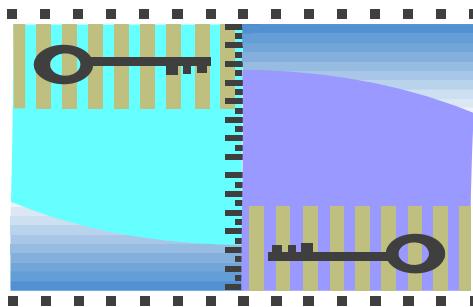


Key Point

6. Individuals bring with them the hidden rules of the class in which they were raised.



Adapted from Framework for Understanding Poverty

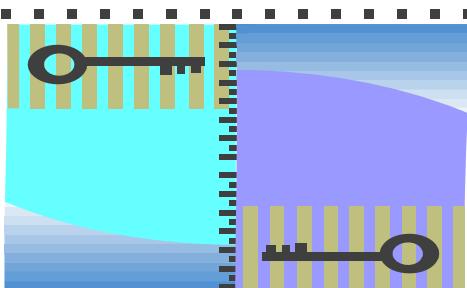


Key Point

7. There are cultural differences in poverty. This study is cross-cultural and focuses on economics.



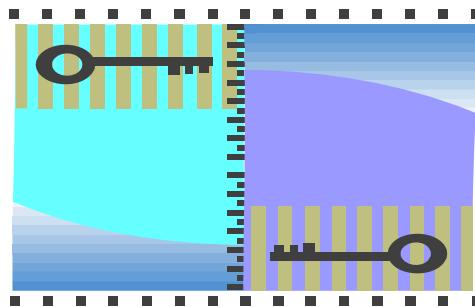
Adapted from Framework for Understanding Poverty



Key Point

8. We must neither excuse them nor scold them. We must teach them.

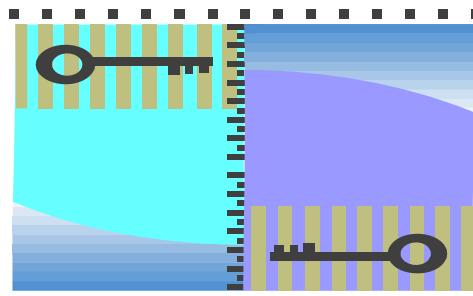




Key Point

9. We must teach them that there are two sets of rules.



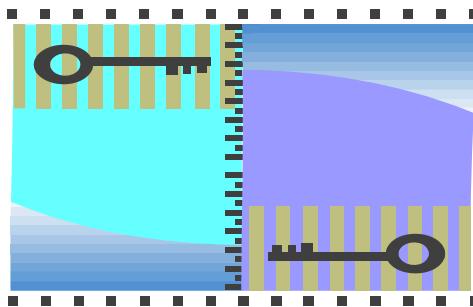


Key Point

10. To move from poverty to middle class, one must give up (for a period of time) relationships for achievement.



Adapted from Framework for Understanding Poverty

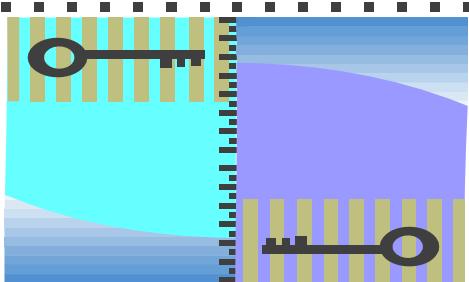


Key Point

11. Two things that help one move out of poverty are:

- **education**
- **relationships**





Key Point

12. Four reasons one leaves poverty are:

- **too painful to stay**
- **vision or goal**
- **key relationship**
- **special talent/skill**



WEALTH INEQUALITY IN AMERICA



A closer look at

LGBTQ



Self-Identification

Understanding the size of the LGBT population is a critical first step. In the published research study, April 2011:

- 3.5% of adults in the USA identify as LGB and estimated 0.3% are transgender**
- 9 million LGBT Americans, roughly equivalent to population of New Jersey**

<http://williamsinstitute.law.ucla.edu/>



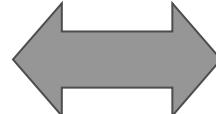
Sexual Orientation?

- Everyone has a sexual orientation and gender identity.
- Everyone falls on a scale of somewhere between purely heterosexual and purely homosexual.

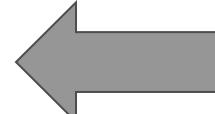
Heterosexual



Bisexual



Homosexual



American Psychological Association. (2008). Answers to your questions: For a better understanding of sexual orientation and homosexuality. Washington, DC: Author. [Retrieved from www.apa.org/topics/sorientation.pdf.] <http://www.apa.org/helpcenter/sexual-orientation.aspx>.

Defining Sexual Orientation

- Sexual orientation: A person's permanent emotional, romantic, or sexual feelings toward certain other people.
- Sexual orientation also refers to a person's sense of identity based on those attractions, related behaviors, and membership in a community of others who share those attractions.



American Psychological Association. (2008). *Answers to your questions: For a better understanding of sexual orientation and homosexuality*. Washington, DC: Author. [Retrieved from www.apa.org/topics/sorientation.pdf.]
<http://www.apa.org/helpcenter/sexual-orientation.aspx>.

Key Definitions

- Large variety of words and definitions
- *Important to respect language choices* – there are variations and preferences including regional and within the LGBT community
- LGBT – Not just an acronym; for every letter, there are people for whom the word is an important identity



Key Definitions

- **LGBT** - Lesbian, Gay, Bisexual and Transgender.
 - **Lesbian** - term given to females who are attracted sexually and emotionally to some other females.
 - **Gay** - term typically given to males who are attracted sexually and emotionally to some other males.
 - Might apply to both males and females depending on context or even the conversation
 - **Bisexual** - term given to people who are attracted sexually and emotionally to some males and some females.
 - **Transgender** - term describing the state of a person's gender identity which does not necessarily match the gender they were assigned at birth.
 - Individuals may or may not decide to alter their bodies hormonally and/or surgically
 - Being transgender does not imply any specific sexual orientation



Gender Expression and Gender Identity

- **Gender Expression** - The way in which a person acts to communicate gender within a given culture; for example, in terms of clothing, communication patterns and interests.
- **Gender Identity** - Our innermost concept of self as “male” or “female” or what we perceive and call ourselves. According to mainstream research, most people develop a gender identity that matches their biological sex.



Key Definitions - Ally

Who is an Ally?

Someone who doesn't identify as, but supports, LGBT social movements and speaks out for inclusion.



Coming Out

- Coming out refers to the process in which one acknowledges and accepts one's own sexual orientation.
 - **also encompasses the process in which one discloses one's sexual orientation to others.**
- Closeted refers to a state of secrecy or cautious privacy regarding one's sexual orientation.

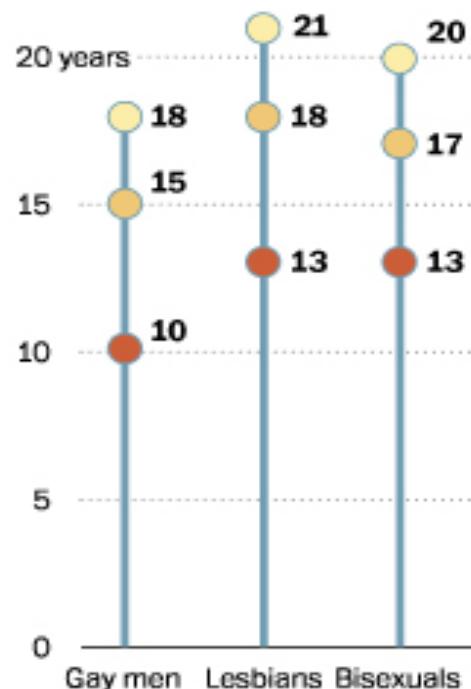
American Psychological Association. (2011). Definition of Terms: Sex, Gender, Gender Identity, Sexual Orientation. Excerpt from: The Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients, adopted by the APA Council of Representatives, February 18-20, 2011. The Guidelines are available on the APA website at <http://www.apa.org/pi/lgbt/resources/guidelines.aspx>. Retrieved from <http://www.apa.org/pi/lgbt/resources.sexuality-definitions.pdf>



The coming-out experience: When you thought, knew, told

Median age at which respondents say they

- first thought
- knew for sure
- told someone they were or might be LGBT



Note: This Pew Research Center survey of the lesbian, gay, bisexual and transgender population was conducted April 11 to 19 among a sample of 1,197 self-identified LGBT adults 18 or older. The survey was written by the Pew Research Center and conducted by the GfK Group in an online survey.

*Totals were computed before rounding.

Perceptions of discrimination

Percentage saying they have, because of their sexual orientation or gender identity:

Been subject to slurs or jokes

HAPPENED IN THE PAST YEAR	HAPPENED, NOT IN THE PAST YEAR	Total/*
16%	43	58

Been rejected by a friend or family member

		Total/*
6	33	39

Been threatened or physically attacked

		Total/*
4	26	30

Been made to feel unwelcome at a place of worship

		Total/*
6	23	29

Received poor service in a restaurant, hotel, place of business

		Total/*
5	18	23

Been treated unfairly by an employer

		Total/*
5	16	21

Top policy priority

Percentage of LGBT respondents saying each policy issue should be a top priority

Equal employment rights

		Total/*
57%		

Legally sanctioned same-sex marriages

		Total/*
53%		

Prevention and treatment of HIV/AIDS

		Total/*
47%		

Adoption rights for same-sex couples

		Total/*
45%		

Support for LGBT youth organizations

		Total/*
41%		

Legally sanctioned same-sex civil unions/domestic partnerships

		Total/*
39%		

Insurance coverage of transgender health issues

		Total/*
29%		

Non-LGBT Self Assessment

Spend some time considering your reactions regarding LGBT. Common reactions include:

- “This just isn’t what I was brought up to accept.”
- “Will being OK with gay issues lead to conflict with others?”
- “This is much too political for me.”
- “How will this influence my relationship with coworkers?”
- “I will just be politically correct and go no further.”
- “It’s just easier to keep my mouth closed and not discuss.”
- “Are people going to start thinking that I’m gay?”



CONCLUSION

PART 2

Where are you on the continuum of cultural competency?

What will you commit to do to build your cross cultural competency?

“When we feel a sense of belonging it is not because we are the same as everyone else, but because we have been accepted as we are.”



Developing Cross Cultural Competency

Part 2



Alvera J. Lesane, Ed.D
Assistant Superintendent – Human Resources
Durham Public Schools

Ground Rules

- Active participation balanced with sharing the air
- Respect of all feelings, perspectives, abilities and identities
- Maintain an open mind
- Remain open to challenge
- Look beyond intent and examine impact
- Be the expert of your experience



What is cultural competence?

- The integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, **thereby producing better outcomes**
- The ability to think, feel, and act in ways that acknowledge, respect, and build upon ethnic, socio-cultural, and linguistic diversity

National Technical Assistance Center for State Mental Health Planning



Cultural Competence

- The awareness, knowledge, and skills needed to work with others who are culturally different from self in meaningful, relevant, and productive ways.
- The ability to work effectively across cultures in a way that acknowledges and respects the culture of the person or organization being served.

J. H. Hanley (1999) - Beyond the tip of the Iceberg: Five Stages toward cultural competence



With cultural competence...

- One can be able to gain a broadening of perspective that acknowledges the simultaneous existence of differing realities that requires neither comparison nor judgment.
- One can be aware of likely areas of potential cross-cultural miscommunication, misinterpretation, and misjudgment; anticipate their occurrence (knowing what can go wrong); and have the skills to set them right.



Cultural Competence



http://www.getceusnow.com/portal/file/crisis-intervention-ceus-bbs_clip_image001.jpg



Pedersen's Developmental Model

- **Awareness** – consciousness of one's own attitudes and biases as well as the sociopolitical issues that confront culturally different youngsters.
- **Knowledge** – accumulation of factual information about different cultural groups.
- **Skills** – integration of awareness competencies to positively impact children from culturally distinct groups.
- **Attitude** – belief that differences are valuable and change is necessary and positive.

Each domain builds successively on the previous one such that mastery of an earlier domain is necessary before proceeding to subsequent domains.



Cultural Competence includes:

- Self-awareness
- Cultural understanding
- Multiple perspectives
- Intercultural communication
- Relationship building
- Flexibility/adaptability
- Intercultural facilitation/conflict resolution skills
- Multicultural organizational development skills



Organizational Assessment: Policies and Procedures

ACTIVITY



Policies and Procedures Assessment

- 1. Has a mission statement which states that all persons shall receive appropriate services
- 2. Has a visible policy that commits to providing a safe space for all individuals regardless of, race, ethnicity, gender, ability, language spoken, or sexual orientation.
- 3. Has a policy for handling inappropriate language or behavior related to race, ethnicity, gender, ability, language spoken, or sexual orientation.
- 4. Provides support to supervisors and staff to allow them to enforce safe-space policies with employees and clients, as needed.
- 5. Actively recruits bilingual employees.
- 6. Actively recruits employees from underrepresented populations.
- 7. Actively recruits employees who have experience working with populations reflecting diverse cultural and linguistic backgrounds.
- 8. Has persons representing culturally and linguistically diverse backgrounds in leadership roles.
- 9. Provides health coverage for an employee's domestic/lifetime partner.
- 10. Accommodates space or time off for religious observances that are not part of the work calendar.



Adapted from American Speech Language-Hearing Association

Identify three key action steps
you will utilize to improve your
cultural competence in your
current role.

