Cultural Competency Starts with You

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Getting Started
Overview

- ALTSA
- Organizational Structure and Strategy
- Discussion of Content and Agreed Language
- Curriculum and Activities
- Q & A
Purpose

Goal
To create an environment of mutual respect and equal opportunity to all persons.
Four Elements of EDI Programming

1. Understanding facts of today in your organization
2. Build an Inspirational strategy
3. Develop leadership engagement
4. Create sustainable movement
Operationalizing procedural and outcome fairness, embracing difference and promoting participation.
Key Goals

- Become an EDI leader in workforce planning.
- Create an Inclusive workplace.
- Promote diversity in business participation.
- Ensure equitable access to services.
- Be an EDI champion of best practices.
- Frame organizational culture through an EDI lens.
Core Process 1: Work Environment

- Welcoming
- Inclusive
- Flexibility
Core Process 2: Service Culture

Client Satisfaction Initiatives:
Utilize feedback to do continuous improvements.
Core Process 3: Organizational Effectiveness

- Every region will establish an EDI specialist and local committees.
- Embed EDI into values, strategic planning, access and organizational change.
- All Leadership will become Certified Professional Executives (CDE) or Certified Professional Practitioners (CDP).
Core Process 4: Employee Engagement

Leadership Coaching

All Staff EDI Workshop

Safe Conversations

Local EDI Committees
Core Process 5: Community Partnerships
Expectations of Learners

- Stay Engaged
- Speak your Truth, But Hear Others as Well
- Experience Discomfort
- Expect and Accept Non-Closure
Why Equity, Diversity and Inclusion?

**Equality**

The assumption is that everyone benefits from the same supports. This is equal treatment.

**Equity**

Everyone gets the supports they need (this is the concept of “affirmative action”), thus producing equity.

**Justice**

All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.

Truly eliminating disparities means achieving **justice** for all individuals regardless of race, religion, gender, sexual orientation, disability or socioeconomic status.
What does Equity, Diversity and Inclusion Mean to You?
Recognizing Bias

“Training changes skills, but education changes mindsets” – Dr. Milton Bennett
Enthnoretivism: An acquired ability to see many values and behaviors as cultural rather than universal.

Ethnocentric: Evaluating other people’s cultures according to the standard of one’s own culture.
What do you think of when you hear the word privilege?
Defining Privilege

The presence of a set of earned benefits granted to someone by society, solely based on the aspects of that person's identity and how it fits within social groups.
Implicit Bias

The tendency to be suspicious of people we perceive as strangers or “not like us.”
Implicit Bias

**Conscious Processing**

Involves attentional resources, employed flexibly and process novelty. Requires motivation and takes time to operate, which can lead to relatively slow serial processing of information.

**Automatic Processing**

Operates outside of attention, occurs rapidly and involves parallel processing. Tends to be inflexible and (to a high degree) uncontrollable.
Stereotypes

Simplifying a large body of complex knowledge and allowing us to make rapid judgments regarding group members (Kunda, 1999)
Affect

Prejudice and In-Group Favoritism

Cognition

Stereotyping

Behavior

Discrimination
## A.D.D.R.E.S.S.I.N.G. Model

<table>
<thead>
<tr>
<th>Cultural Group</th>
<th>Identity</th>
<th>Implications</th>
<th>Target</th>
<th>Agent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Age</td>
<td></td>
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<tr>
<td>D. Disability (developmental)</td>
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<tr>
<td>D. Disability (acquired)</td>
<td></td>
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<tr>
<td>R. Religion</td>
<td></td>
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<tr>
<td>E. Ethnicity and racial identity</td>
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<tr>
<td>S. Socioeconomic Status (class)</td>
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<tr>
<td>S. Sexual Orientation</td>
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<tr>
<td>I. Indigenous Heritage</td>
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<tr>
<td>N. Nationality</td>
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<tr>
<td>G. Gender</td>
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</table>
## What Groups do You Belong to?

<table>
<thead>
<tr>
<th>Social Rank Category</th>
<th>Agent Rank</th>
<th>Target Rank</th>
<th></th>
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<tbody>
<tr>
<td>Age</td>
<td>Adult (18-64)</td>
<td>Children, Adolescents and Elders</td>
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<tr>
<td>Disability</td>
<td>Able-persons</td>
<td>Persons with disabilities</td>
<td></td>
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<tr>
<td>Religion (relates to religious culture)</td>
<td>Cultural agnostics and atheists</td>
<td>Jews, Muslims, all other non-Christian religions</td>
<td></td>
</tr>
<tr>
<td>Ethnicity</td>
<td>White Euro-Americans</td>
<td>People of Color</td>
<td></td>
</tr>
<tr>
<td>Social Class (relates to class culture)</td>
<td>Owning and middle class (access to higher education)</td>
<td>Poor and working class (no access to higher education)</td>
<td></td>
</tr>
<tr>
<td>Sexual Orientation</td>
<td>Heterosexuals</td>
<td>Gay, lesbian, queer, bisexual, questioning</td>
<td></td>
</tr>
<tr>
<td>Indigenous Heritage</td>
<td>Non-native</td>
<td>Native</td>
<td></td>
</tr>
<tr>
<td>National Origin</td>
<td>U.S. Born</td>
<td>Immigrants and refugees</td>
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<tr>
<td>Gender</td>
<td>Biologically male</td>
<td>Female, transgendered and intersexed</td>
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</tbody>
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Developed by Dr. Leticia Nieto, ADDRESSING acronym by Pamela A. Hays. “Addressing the Complexities of Culture and Gender in Counseling” Journal of Counselling and Development, March/April 96, Volume 74
Your Culture Sketch

- **Age and generational influences**: When you were born, what were the social expectations for a person with your identity? Do you identify with a particular generation? How have your values and worldview been shaped by the social movements or influences on your generation?

- **Developmental or other disability**: Do you identify as someone living with a visible or non-visible disability? If no, has your personal or professional life been affected by others with disabilities? How have your abilities or disability affected your life and opportunities?

- **Religion and spirituality**: Were you brought up in a religious or spiritual tradition? Do you identify with a religion or have a spiritual practice now? How were your values and goals shaped by your religious or non-religious upbringing?
Recognizing Your Culture Script

Now think about some of the messages you received growing up, and list one or two of these messages in relation to each of the ADDRESSING influences and groups. To help you recognize your culture scripts, it may be helpful to use the following prompts:

*I would describe them* (older adults, children, people with disabilities, Asian Americans, Muslims, etc.) *as* ____________________________________________.

*They are* ____________________________________________________________.

*They prefer to be (or do)* ____________________________________________.

*They should / shouldn’t* ____________________________________________.

*They never / always* ____________________________________________.
## Open Versus Private Communication

Identify people for each category

Put a check in each box where you would feel comfortable in sharing that information with the chosen person

Note: This will be the only time we ask you to check the box!

<table>
<thead>
<tr>
<th></th>
<th>Friend</th>
<th>Family Member</th>
<th>Coworker</th>
<th>Stranger on Airplane</th>
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</thead>
<tbody>
<tr>
<td>1. My religious beliefs and practices</td>
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<tr>
<td>2. My political views</td>
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<td>3. My hurt feelings regarding this person</td>
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<td>4. My partner’s gender</td>
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<td>5. How much money I make and have</td>
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<tr>
<td>6. My views on racism and integration</td>
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<tr>
<td>7. My psychological health</td>
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<tr>
<td>8. My sex life</td>
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<tr>
<td>9. My feelings about my body and weight</td>
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<tr>
<td>10. My physical health</td>
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R.E.S.P.E.C.T.

Recognize a shared or similar value.

Expression of the same value may differ, so think about this.

Step back from assumptions about value priorities and what is right.

Power – Consider differences of power and privilege.

Empathize – Look for compassionate, nonjudgmental explanations.

Culture – Consider its influence on behavior, views, and beliefs – yours and others’.

Think differently – Use language to positively reframe others’ value priorities.
Challenges and Takeaways

- Open your mind to an opposite viewpoint
- Question media sources (especially those you trust)
- Listen more, talk less to gain true understanding
- Unplug and talk to a person, in-person
What’s Next?
Questions?