

● ● ● | **Managing A Diverse Workforce**

Committed to Excellence through Supervision  
National Resource Center for Family Centered Practice

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● ● ● | **Goals:**

- Introduction of a roadmap toward competence in managing diversity dynamics



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● ● ● | **Diversity Bingo!**



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**Diversity as part of Organizational Cultural Competence**

A set of congruent **values, behaviors, practice skills, policies and structures**, which come together in a system or agency for staff to work effectively in the context of cultural difference.



Adapted from Cross, T. L., Bazron, B. J. & Benjamin, M. P. (1996).

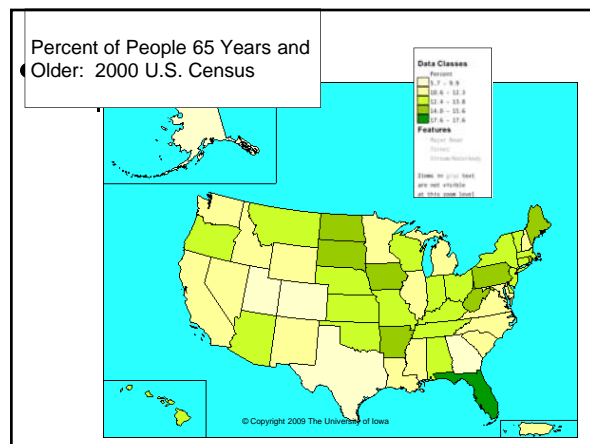
Graphic Source: SHRM

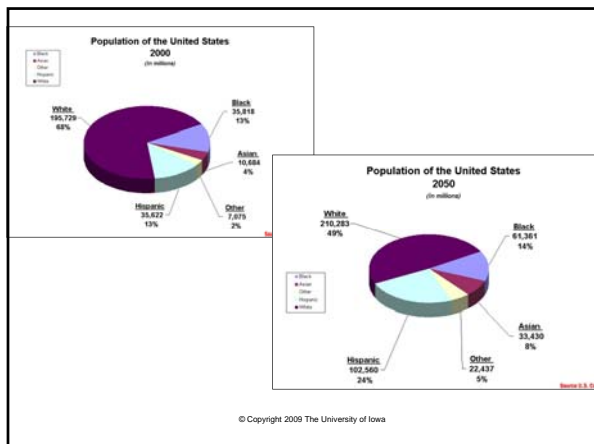
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● ● ● | **Iowa's Demographic Labor Shifts**

- Aging workforce
- New immigrants
- In-migration (from other states)
- Out-migration (of single, college educated worker)

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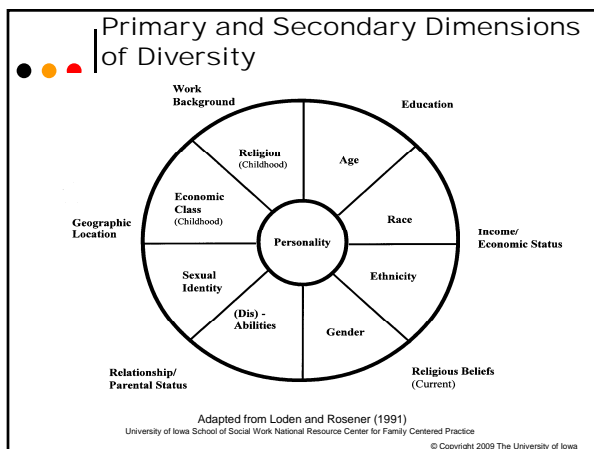


2003 Nat'l Race/Ethnic Distribution of Child Participation at Three Child Welfare Decision-Making Stages

Race/Ethnicity*	Child Welfare Decisions			2005 Child Population* % Distribution
	Investigation* % Distribution	Substantiation* % Distribution	Placed in Foster Care* % Distribution	
White	59	57	42	60
Black	25	27	36	15
American Indian	2	2	3	1
Asian/Pacific Islander	1	1	2	4
Hispanic	13	13	17	20
Total	100	100	100	100

Hill, Robert (2007)

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### Staff Diversity

What are the advantages to the organization, staff and families of a diverse workforce?

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### Activity #1

- o Using each section of the inside, primary dimensions circle of the diversity wheel, estimate the demographics of your service population and compare it to the demographics of your staff.
- o In what areas might training/resources to increase cultural competence be most important?

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## Organizational Stages of Diversity Development

- o Monocultural
- o Compliance
- o Diversity/Multicultural

• Katja d'Errico

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## Social Privilege

- o Unearned power conferred systematically, or benefits bestowed prenatally, on the basis of biological traits (McIntosh)
- o Choices, entitlements, advantages, benefits, assumptions and expectations granted based on membership in the culturally dominant group

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## White Privilege

- o Heterosexual Privilege

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## Diversity Dynamics

- o Individual
- o Institutional
- o Systemic

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## Supervisory Competencies:

- o Understands impact of majority/minority dynamics
- o Effective intercultural communicator
- o Conscious of one's own identity and the worldview and social privilege that identity brings with it

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## Supervisory Competencies in Managing Diversity

- o Committed to diversity as essential to the mission of the organization
- o Competent in managing the dynamics of diversity in the workforce
- o Integrates PERSPECTIVE TAKING into management of diversity dynamics

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● ● ● | **Competencies, continued**

- Sorts issues when addressing cross-cultural conflict (i.e. the conflict is somewhere between 1%-99% about race)
- Works effectively with majority identity people to build commitment to diversity
- Integrates commitment throughout unit and organizational planning

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● ● ● | **Core Management Skills for Culturally Competent Supervisors**

- Cross-cultural communication
- Creation of a safe environment for exploration
- Skill in working with pre-aware staff
- Conflict resolution skills
- Cultural knowledge and ability to build bridges in the community
- Understand c.c. change process
- Willing and able to lead change

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● ● ● | **Motivations and Challenges**

- What is the greatest motivation for your program– as an organization and as individuals – to strive toward cultural competence?
- What are some of the greatest challenges facing your organization in doing so?
- How might those motivations and challenges differ on the individual, team, and program levels?

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● ● ● | **Readiness to Change (McPhatter and Ganaway)**

Organizational

Intra-professional

Individual

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● ● ● | **Perspective Seeking/  
Perspective Taking**

- Activity

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● ● ● |

**Promotes Greater Insensitivity and Division**

1. Actively join in the biased behavior
2. Observe, take no response
3. Educate self about the issues
4. Interrupt the behavior
5. Interrupt and educate others
6. Be part of an organized/system response

**Promotes More Respectful Workplace**

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