

# Managing a Diverse Workforce



# Diversity BINGO

|   |  |   |  |  |
|---|--|---|--|--|
| A person who is the first in their family to graduate from college. | A person who can name five languages spoken in Europe. | A person who knows where the oldest mother mosque in the U.S. is. | A person raised on a farm.   | A person who has told a racist joke.   |
| A parent.   | A male.  | A person who is gay/lesbian or who has a gay or lesbian friend.   | A person who can name five ethnic groups in Asia.                                | A person who can name one of the Native American nations indigenous to the land now called "Iowa." |
| A person whose heritage is non-European. Where? _____               | A person who has lived outside the U.S.                | A person who eats salsa.  | A person for whom religion and/or spirituality play a vital role in their lives. | A person fluent in a different language. What? _____   |
| A person who was born/raised in Iowa.                               | A person who is under 30.                              | A person who has, or has a family member with, a disability.      | A person who eats a food from their ethnic heritage. What? _____                 | A person who grew up in an urban environment.  |
| A person who is over 50.  | A person who has received welfare support.             | A person who celebrates Christian holidays in their family.       | A person who is heterosexual or who has a heterosexual friend.                   | A female.  |

Adapted from Diversity Bingo (Advancement Management Strategies, 205 S. Walnut St., Bloomington, Ind 47404.

# The Cross Model of Cultural Competence

by Finnerty, D.

The Cross Model of Cultural Competence, developed in 1989, has served as a foundational model for subsequently developed models and is unique in its effectiveness and use across key human service systems and programs. Cultural competence is defined as the “set of congruent behaviors, attitudes, and policies that come together in a system, agency or among professionals and enable that system, agency or those professions to work effectively in cross-cultural situations” (Cross et al, 1989). Linguistic competence is defined as “the capacity of an organization and its personnel to communicate effectively, and convey information in a manner that is easily understood by diverse audiences including persons of limited English proficiency, those who have low literacy skills or are not literate, and individuals with disabilities” (Goode & Jones, 2004). The Cross model, championed by the National Center for Cultural Competence, emphasizes that achieving cultural and linguistic competence is a developmental process, rather than a one-time training event. It acknowledges that individuals and organizations are at various levels of awareness and competence along a cultural competence continuum, and provides a comprehensive process for undertaking individual and organizational change.

According to the model, cultural competence requires that organizations:

- Have a defined set of values and principles, and demonstrate behaviors, attitudes, policies, and structures that enable them to work effectively cross-culturally.
- Have the capacity to (1) value diversity, (2) conduct self-assessment, (3) manage the dynamics of difference, (4) acquire and institutionalize cultural knowledge, and (5) adapt to diversity and the cultural contexts of communities they serve.
- Incorporate the above in all aspects of policy-making, administration, practice and service delivery, systematically involve consumers, families and communities.

A particular strength of the Cross model are its Guiding Values and Principles that acknowledge a comprehensive approach to achieving cultural competence that includes strategies to address organizational, practice and service design, community engagement, and family and consumers issues.

# Cultural Competence Definitions

## **Individual Cultural Competence:**

The ability to work effectively and respectfully with people of various backgrounds, cultures, and identities. Cross (2007)

## **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).

## **Culture:**

Culture implies an integrated pattern of learned human behavior that reflects the history, traditions, values, beliefs, ways of communicating, family systems, knowledge, customs, and artistic expressions of a group.

## **Privilege:**

A system of unearned advantages afforded a social group and its members because of skin color, social class, religion, ethnic group membership, gender, sexual orientation or other social characteristics.

# Iowa Demographics

by Diane Finnerty, MEd

Iowa's rapidly changing demographics present challenges and opportunities for maintaining a vibrant economy and building strong and inclusive communities. Changes occurring in Iowa reflect a broader national trend.

## State of Iowa Demographics

### **Demographic shifts have consequences for Iowa's labor force and economy:**

- ⇒ Iowa's urban population is increasing as farm and rural non-farm populations decline. This trend is predicted to continue. More than half of Iowa's population now lives in urban areas.<sup>i</sup>
- ⇒ Although many rural counties experienced a decline, Iowa experienced a 5.4% population increase from 1990-2000 compared to a 13.2% increase nationally.<sup>ii</sup>
- ⇒ For the first time in decades, Iowa experienced its first net immigration from 1990-2002, with 49,000 more people immigrating than outmigrating.<sup>iii</sup>
- ⇒ Net international migration accounted for over 65% of the state's population increase, the 13<sup>th</sup> highest in the country.<sup>iv</sup>
- ⇒ The Iowa workforce is aging. Currently, 22.9% of Iowa's population is over age 60. Estimates show that one-fourth of the population will be over age 65 by the year 2025.<sup>v</sup>
- ⇒ Retirements and outmigration are creating a labor market shortage. In Marshalltown, for example, people age 60 or older make up 28.8% of the town's working-age population. At some Iowa employers, 40% of salaried and 50% of hourly employees will be eligible to retire by 2005. At the same time, nearly half of all college and university graduates leave the state (UI=60%; ISU=47%; UNI=30%). If every high school graduate between 2000 and 2005 remained in Iowa, the work force would still decline by 3%.<sup>vi</sup> Currently, 22.9% of Iowa's population is over age 60. Estimates show that one-fourth of the population will be over age 65 by the year 2025.<sup>vii</sup>

### **Immigration holds promise for meeting labor force needs but means racial/ethnic and cultural changes for Iowa:**

- ⇒ Latino population in Iowa increased 153% from 1990-2000. In some areas, Latinos increased more than 1000% percent (e.g., Denison, Marshalltown, Storm Lake).<sup>viii</sup>
- ⇒ Since the 2000 census, hundreds of mostly single-parent families have migrated to Iowa from urban centers, such as Chicago and Los Angeles. Roughly 500 new students formerly from Chicago enrolled in eastern Iowa public schools in 2004.<sup>ix</sup>
- ⇒ From 1986 to 2001, minority student enrollments in public schools increased more than 112%. For Latino students, the increase was 333%.<sup>x</sup>
- ⇒ In 2004-2005, Iowa public schools had 14,834 English Language Learners who spoke more than 50 languages.<sup>xi</sup> Of these students 10,964 were primary Spanish speakers. Ten years earlier, there were only 3,725 ELL students, indicating a 298% increase.

## **Threats to Family, Community and Economic Well-Being**

The growing numbers of minorities in Iowa could meet labor force needs, but increasing disparities diminish their potential contribution and threaten family, community and economic well-being.

### **Health Disparities in Iowa<sup>xii, xiii</sup>**

Latinos had a 136.4% higher rate of being uninsured than Whites in 2003 (2.4 times as likely to be uninsured).

African Americans had a 46% higher rate of cancer deaths than Whites in 2001 (1.5 times more likely to die).

African Americans had a 56% higher rate of heart disease deaths than Whites in 2001 (1.6 times more likely to die).

African American had a 281% higher rate of diabetes deaths than Whites in 2001 (3.8 times more likely to die).

African Americans had a 50% higher death rate than whites in 2001.

### **Education: Achievement Gap, Suspension Rates, College Graduation in Iowa**

ITBS Standardized scores 1999-2001<sup>xiv</sup>:

- ⇒ 39% of 4<sup>th</sup> grade African-American students and 45% of Latino students scored at proficient or above level compared to 70% of White students.
- ⇒ 37% of 8<sup>th</sup> grade African-American students and 42% of Latino students scored at proficient or above level compared to 72% of White students.

Suspension rates of minority youth are disproportionate:

- ⇒ In Des Moines public schools, nearly 1 in 2 6<sup>th</sup> – 8<sup>th</sup> grade African-American students are suspended compared to less than 1 in 3 White students.<sup>xv</sup>
- ⇒ In Des Moines public schools, 1 in 3 9<sup>th</sup> – 12<sup>th</sup> grade African-American students and 1 in 4 Hispanics were suspended compared to 1 in 5 White students.<sup>xvi</sup>
- ⇒ In Iowa City Community School District during the 2<sup>nd</sup> trimester, 2004-2005, African-Americans were 12.14% of all students but 46% of all suspensions. By contrast, Whites were 74% of all students and 50% of all suspensions.<sup>xvii</sup>

Statewide, dropout rates were higher for all minority groups than for whites in 1999- 2000. Minorities represented 7.6 percent of combined grade 7-12 enrollments but were 16.5 percent of total dropouts for those grades.<sup>xviii</sup>

Average graduation rates from Iowa's Regents' universities in 2003 were 37% for African Americans compared to 66% for White students.<sup>xix</sup>

### **Economic Well-Being**

In Iowa, 42% of African Americans and 32% of Hispanics live in poverty compared to 9% of Whites. (National figures are 33%, 30% and 11%, respectively.)<sup>xx</sup>

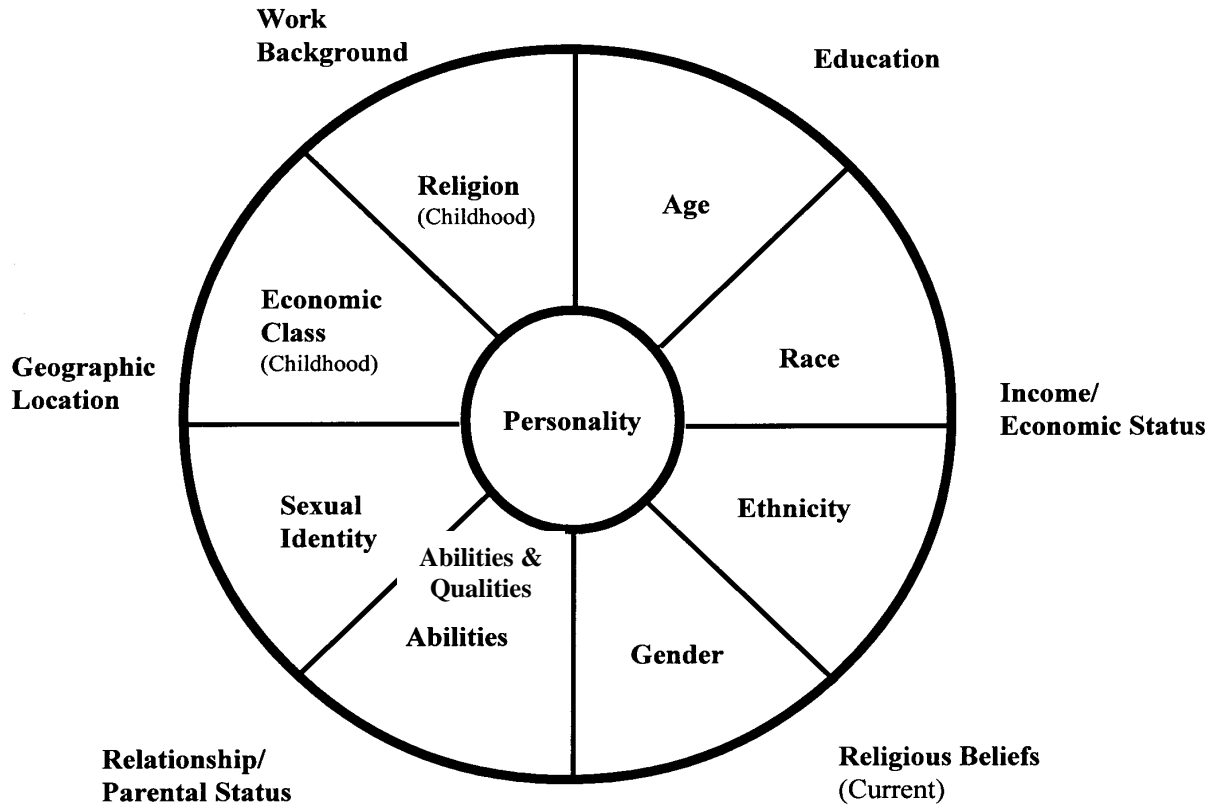
### **Disproportionate Minority Youth Confinement<sup>xxi</sup>**

African American youth comprise 9.2% of Iowa's population but 33% of youth in state juvenile detention. Latino youth are overrepresented in detention facilities at similar rates.

An assessment conducted in the late 1980s and early 1990s showed that minority youth in Iowa, especially African Americans, had an increased probability of receiving more severe outcomes in the juvenile justice system than white youth in the same situation.

- <sup>1</sup> Grey, M. A. *Welcoming New Iowans: A Guide for Managers and Supervisors*. University of Northern Iowa. Retrieved May 28, 2005 from <http://www.bcs.uni.edu/idm/newiowans/handbook.htm>.
- <sup>1</sup> *Business Outreach*, Iowa Consortium for Applied Gerontology. Retrieved June 14, 2005 from <http://www.iacag.org/businessoutreach.asp>.
- <sup>1</sup> *Iowa Census Data Tables: State of Iowa*, State Data Center. Retrieved June 14, 2005 from <http://www.silo.lib.ia.us/specialized-services/datacenter/browse/state.html#Race>.
- <sup>1</sup> *Tales of good life draw Chicagoan*, Des Moines Register, February 2, 2004.
- <sup>1</sup> *English Language Learners Report*, Iowa Department of Education, 2001. Retrieved June 14, 2005 from <http://www.state.ia.us/educate/ecese/is/ell/reports.html>.
- <sup>1</sup> *English Language Learners in Public and Nonpublic Schools for Iowa: School year 2000-2005*, State Data Center. Retrieved June 14, 2005 from <http://www.silo.lib.ia.us/specialized-services/datacenter/indexlinks/june10.html>.
- <sup>1</sup> The Henry J. Kaiser Family Foundation: statehealthfacts.org. Retrieved June 14, 2005 from [http://www.statehealthfacts.org/cgi-bin/healthfacts.cgi?action=profile&category=At%2dA%2dGlance&subcategory=&topic=&link\\_category=&link\\_subcategory=&link\\_topic=&welcome=0&area=Iowa](http://www.statehealthfacts.org/cgi-bin/healthfacts.cgi?action=profile&category=At%2dA%2dGlance&subcategory=&topic=&link_category=&link_subcategory=&link_topic=&welcome=0&area=Iowa)
- <sup>1</sup> *2003 State Health Profiles*, National Center for Health Statistics. Center for Disease Control and Prevention. Retrieved June 14, 2005 from <http://www.cdc.gov/nchs/datawh/stprofiles.htm>.
- <sup>1</sup> *English Language Learners Report*, Iowa Department of Education, 2001. Retrieved June 14, 2005 from <http://www.state.ia.us/educate/ecese/is/ell/reports.html>.
- <sup>1</sup> Bolten, K.A. (2001, November 15). Disparity seen in D. M. school suspensions. *Des Moines Register*. Retrieved June 18, 2005 from <http://desmoinesregister.com/news/stories/c4780927/16486753.html>.
- <sup>1</sup> Bolten, K.A. (2001, November 15).
- <sup>1</sup> Beile, J. Iowa City Community Schools: Enrollment report. Retrieved June 14, 2005 from <http://www.iowa-city.k12.ia.us/District/enroll0405/index.htm> and personal communication, Iowa City Community School District office personnel, June 14, 2005.
- <sup>1</sup> *English Language Learners Report*, Iowa Department of Education, 2001. Retrieved June 14, 2005 from <http://www.state.ia.us/educate/ecese/is/ell/reports.html>.
- <sup>1</sup> The Education Trust – Closing the Achievement Gap. Retrieved June 18, 2005 from <http://www.collegeresults.org/search1ba.aspx?InstitutionID=153658>.
- <sup>1</sup> The Henry J. Kaiser Family Foundation: statehealthfacts.org. Retrieved June 14, 2005 from [http://www.statehealthfacts.org/cgi-bin/healthfacts.cgi?action=profile&category=At%2dA%2dGlance&subcategory=&topic=&link\\_category=&link\\_subcategory=&link\\_topic=&welcome=0&area=Iowa](http://www.statehealthfacts.org/cgi-bin/healthfacts.cgi?action=profile&category=At%2dA%2dGlance&subcategory=&topic=&link_category=&link_subcategory=&link_topic=&welcome=0&area=Iowa)
- <sup>1</sup> *DMC Facts and Figures*, DMC Resource Center, National Resource Center for Family Centered Practice, School of Social Work, The University of Iowa. Retrieved June 1, 2005 from <http://www.uiowa.edu/~nrcfcp/dmrc/index.shtml>.

# Primary and Secondary Elements of Diversity and Identity



Adapted from Loden and Rosener, 1991

## **Family Support Staff Diversity vs. Diversity of Families Served**

**Staff**

**Families**

**Age**

**Race/Ethnicity**

**Gender**

**Disabled/not disabled**

**Sexual identity/orientation**

**Economic Class**

**Religion**

## Organizational “Stages” of Diversity Development

### ▪ **Monocultural**

- Dominant group standards
- Deficit-based approach to difference
- Conscious/unconscious exclusion of “Other”
- Closed communication and decision-making loops

### ▪ **Compliance**

- Reactive to external forces
- Deficit-based approach; coded
- Attention to behaviors which might get one in ‘trouble’
- People ‘allowed’ in, but not integrated throughout organization

### ▪ **Diversity; Cultural Competence**

- Strength-based approach to diversity motivation
- Conscious attention to potential for deficit based
- Awareness of individual and group differences
- Address potential barriers and opportunities
- Integration of difference as strategic component

# Fundamental Concepts

To be comfortable with being uncomfortable, and uncomfortable with being too comfortable (David Tullin, as quoted in Kendall 2002)

## Supervisory Competencies in Managing Diversity

- Conscious of own identity (e.g., skin color, ethnicity, gender, class, sexual identity, religion) and the worldview and social privilege the identity brings with it
- Committed to diversity as essential to the mission of the organization (e.g., can articulate the motivations for the unit and/or organization to strategically address manage diversity issues) – “Where there’s a will, there’s a way”
- Competent in managing workforce dynamics in this historic moment
  - Understands impact of majority/minority dynamics
  - Communicates effectively across social and cultural differences (intercultural communication)
  - Integrates perspective-taking when regarding workforce dynamics
  - Sorts issues when addressing cross-cultural conflict (e.g., 0-100%)
  - Works effectively with majority identity people to build commitment to diversity
  - Integrates commitment throughout unit and organizational strategic planning

## Diversity Dynamics

- **Individual:** What I do in the here and now; current; perceived as ahistorical, isolated behaviors; ethnocentric; prejudice [micro]
- **Institutional:** Historically developed and visible (e.g., laws, policies, curriculum); changeable with intentional effort [mezzo]
- **Systemic:** Collective result of interlocking systems (e.g., education, economics, legal); historically accrued, resilient, adaptive, less visible (e.g., ‘masked’ racism) [macro]

## Social Privilege

- Unearned power conferred systematically, or benefits bestowed prenatally on the basis of biological traits. (McIntosh, Peggy)
- Choices, entitlements, advantages, benefits, assumptions and expectations granted based on membership in the culturally dominant group; includes the privileges granted by society, as well as the assumptions and expectations internalized by members of the dominant identity. (Olsson, Joan)

## Conclusion (and Beginning)

- If you have come here to help me, you are wasting your time. But if you’ve come because your liberation is bound up with mine, then let us work together.
  - ~ Lilla Watson, Brisbane-based Aboriginal activist

## Whiteness: An Inventory of Privilege

---

*...Thinking through unacknowledged male privilege as a phenomenon with a life of its own, I realized that since hierarchies in our society are interlocking, there was most likely a phenomenon of white privilege which was similarly denied and protected, but alive and real in its effects. As a white person, I realized I had been taught about racism as something which puts others at a disadvantage, but had been taught not to see one of its corollary aspects, white privilege, which puts me at an advantage.*

*I think whites are carefully taught not to recognize white privilege, as males are taught not to recognize male privilege. So I have begun in an untutored way to ask what it is like to have white privilege. ...I have come to see white privilege as an invisible package of unearned assets which I can count on cashing in each day, but about which I was "meant" to remain oblivious. White privilege is like an invisible weightless knapsack of special provisions, assurances, tools, maps, guides, codebooks, passports, visas, clothes, compass, emergency gear, and blank checks.*

*...(O)ne who writes about having white privilege must ask, "Having described it, what will I do to lessen or end it?"*

---

1. I can if I wish arrange to be in the company of people of my race most of the time.
2. If I should need to move, I can be pretty sure of renting or purchasing housing in an area which I can afford and in which I would want to live.
3. I can be pretty sure that my neighbors in such a location will be neutral or pleasant to me.
4. I can go shopping alone most of the time, pretty well assured that I will not be followed or harassed.
5. I can turn on the television or open to the front page of the paper and see people of my race widely represented.
6. When I am told about our national heritage or about "civilization," I am shown that people of my race made it what it is.
7. I can be sure that my children will be given curricular materials that testify to the existence of their identity.
8. If I want to, I can be pretty sure of finding a publisher for this piece on white privilege.
9. I can go into a music shop and count on finding the music of my race represented, into a supermarket and find the staple foods which fit my cultural traditions, into a hairdresser's shop and find someone who can cut my hair.
10. Whether I use checks, credit cards, or cash, I can count on my skin color not to work against the appearance of financial reliability.
11. I can arrange to protect my children most of the time from people who might not like them.
12. I can swear, or dress in second hand clothes, or not answer letters, without having people attribute these choices to bad morals, the poverty, or illiteracy of my race.
13. I can speak in public to a powerful group without putting my race on trial.
14. I can do well in a challenging situation without being classed a credit to my race.

15. I am never asked to speak for all the people of my racial group.
16. I can remain oblivious of the language and customs of persons of color who constitute the world's majority without feeling in my culture any penalty for such oblivion.
17. I can criticize our government and talk about how much I fear its policies and behavior without being seen as an outsider.
18. I can be pretty sure that if I ask to talk to the "person in charge," I will be facing a person of my race.
19. If a traffic cop pulls me over or if the IRS audits my tax return, I can be sure I haven't been singled out because of my race.
20. I can easily buy posters, postcards, picture books, greeting cards, dolls, toys and children's magazines featuring people of my race.
21. I can go home from most meetings of organizations I belong to feeling somewhat tied in, rather than isolated, out-of-place, outnumbered, unheard, held at a distance, or feared.
22. I can take a job with an affirmative action employer or be accepted into an academic program without having my peers suspect that I got it because of race.
23. I can choose public accommodation without fearing that people of my race cannot get in or will be mistreated in the places I have chosen.
24. I can be sure that if I need legal or medical help, my race will not work against me.
25. If my day, week, or year is going badly, I need not ask of each negative episode or situation whether it has racial overtones.
26. I can choose blemish cover or bandages in "flesh" color and have them more or less match my skin.

---

Excerpted and adapted from McIntosh, Peggy (1988). "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies." Working Paper Series, No. 189. Wellesley, MA: Center for Research on Women.

For more information, contact:

The National Resource Center for Family Centered Practice  
University of Iowa School of Social Work  
100 Oakdale Campus, W206 Oakdale Hall  
Iowa City, Iowa 52242-5000  
Phone: 319/335-4965; Email: [lisa-daunno@uiowa.edu](mailto:lisa-daunno@uiowa.edu)  
Website: [www.uiowa.edu/~nrfcfp](http://www.uiowa.edu/~nrfcfp)

## Heterosexual Privilege

1. As a heterosexual person, I can kiss or show affection with my loved one in public.
2. As a heterosexual person, I can talk about my spouse, or my special relationship without having to explain them.
3. As a heterosexually oriented person, I am accepted as normal by most people.
4. As a heterosexual person, I expect support from family and friends and can express sadness and pain openly when a relationship ends or my partner dies.
5. As a heterosexual person, I can parent or be around children without anyone becoming mistrustful or suspicious.
6. As a heterosexual, I can rent an apartment without concealing the nature of my relationship.
7. In a heterosexual relationship, I have the right to legally marry and receive related tax and inheritance benefits; my relationship can be solemnized and validated in the religious rite of marriage.
8. As a heterosexual person, I can live my life without hiding who I am and the feelings that I have; I do not have to hide my friends or social activities geared to the same gender.
9. As a heterosexual, I have the right to have in-laws and be able to celebrate family holidays with them.
10. As a heterosexual, I can openly discuss politics without fear of someone reading between the lines.
11. As a heterosexual parent, my children have the right to be comfortable with their friends, and invite them to our home.
12. As a heterosexual, I can watch television or movies without seeing people like me ridiculed.
13. As a heterosexual, I can expect books and songs to talk about and reflect my experience.
14. As a heterosexual, I can receive access to health care insurance through my spouse's employment benefit plan or I can expect to have medical benefits provided for my partner.
15. As a heterosexual, I do not have to "explain" my sexual orientation or disprove myths about heterosexuality.
16. As a heterosexual, I do not fear that my sexual orientation may become a major point in a smear campaign affecting the custody of my children, the job or promotion I want, the house I would like to buy, or the way I am treated by my co-workers, neighbors, friends, or family.
17. As a heterosexual, I have the right to purchase items (e.g. house, car, boat) with a partner and apply for a loan together without being questioned.
18. As a heterosexual, I have the right to custody of my children if my partner dies.
19. As a heterosexual, I have the right to be a legal guardian of my spouse in the case of a disabling accident or illness.

# Organizational Cultural Competence Change Model

Developed by McPhatter & Ganaway (2003)

## Summary of Prochaska & DiClemente Change Process (1992)

- **Precontemplation**: Individuals lack an awareness of a need for change
  
- **Contemplation**: Individuals/organizational are aware that need exists; may be giving serious consideration to a response, have not yet committed to doing so
  
- **Preparation**: Participants express clear intentions to change and make some efforts; planning mode
  
- **Action**: Participants' expressed commitment to change turns into observable activities with time, energy, and resources being expended
  
- **Maintenance**: Participants incorporate actions and behavioral change into normal individual organizational patterns; changes are routine; structures in place to stabilize efforts

Source: McPhatter, A.R. and T.L. Ganaway (2003). "Beyond the Rhetoric: Strategies for Implementing Culturally Effective Practice with Children, Families and Communities," *Child Welfare*, Vol. LXXXII, #2, March/April

## **A. Organizational Change Strategies**

### **Change Stage & Goal**

### **Implementation Tasks**

#### **Precontemplation**

Increase agency leaders' awareness of issues related to culturally competent organizations.

- Educate decision makers on role of culture in organization, services, and client population.
- Commit resources to begin process.

#### **Contemplation**

Understand how cultural competence affects the agency and developmental nature of cultural competence attainment.

- Clarify conceptual and practical meaning of cultural competence.
- Introduce change process model.
- Explore cost/benefit of culturally competent organization.

#### **Preparation**

Develop organizational plan for achieving cultural competence.

- Revisit policies/procedures to reflect cultural competence goals.
- Appoint key leader to oversee plan.
- Establish work groups to structure organizational activities.
- Assess organization's diversity.
- Develop plan for community outreach.
- Create multicultural physical environment.
- Develop training plan for all staff.

#### **Action**

Implement observable activities with cultural competence goals.

- Make organization's mission, policies, procedures reflect goals.
- Complete self-assessment.
- Put committee structure in place.
- Allocate fiscal resources.
- Develop evaluation tools.
- Initiate community-building activities with diverse population.
- Assess workforce diversity.
- Put long-term training plan in place.

#### **Maintenance**

- Engage activities to solidify change process.
- Anticipate obstacles to goal achievement.
- Prevent a relapse to culturally ineffective service delivery.

- Use cultural competence consultants.
- Initiate a system of reinforcement.
- Incorporate human and fiscal resources for cultural competence into agency standard operations.

Source: McPhatter, A.R. and T.L. Ganaway (2003). "Beyond the Rhetoric: Strategies for Implementing Culturally Effective Practice with Children, Families and Communities," *Child Welfare*, Vol. LXXXII, #2, March/April

## **B. Interprofessional Change Strategies**

### **Change Stage & Goal**

### **Implementation Tasks**

#### **Precontemplation**

Increase awareness of the need for culturally competent services.

- Open a dialogue in an environment of safety with colleagues.
- Explore how culture affects workers, clients.

#### **Contemplation**

Understand and acknowledge seriousness and value of culturally competent practice and change process model.

- Continue a nondefensive dialogue.
- Acknowledge professional role in problem resolution.
- Assess where participants are in the change process.

#### **Preparation**

Make collective commitment to become culturally competent.

- Continue open, honest dialogue.
- Clarify conceptual and practical meaning of cultural competence.
- Institute format for meetings on cultural competence.
- Establish support network with diverse internal and external colleagues.

#### **Action**

Institute behavioral indicators that lead to achievement of cultural competence goals.

- Participate in education and training.
- Participate in competence committees.
- Provide mutual support and constructive feedback to colleagues who facilitate goal achievement.
- Provide leadership and accountability on cultural competence.
- Model culturally competent service delivery.
- Evaluate progress toward goals.

#### **Maintenance**

Support and enhance organizational and individual practitioners' efforts toward cultural competence.

- Explore potential impasses.
- Advocate, problem solve, and use change agent role to achieve cultural competence.
- Take a leadership role in process.
- Recognize, reward, and support colleagues.

Source: McPhatter, A.R. and T.L. Ganaway (2003). "Beyond the Rhetoric: Strategies for Implementing Culturally Effective Practice with Children, Families and Communities," *Child Welfare*, Vol. LXXXII, #2, March/April

## **C. Individual Change Strategies**

### **Change Stage & Goal**

### **Implementation Tasks**

#### **Precontemplation**

Increase awareness and understanding about the effect of culturally ineffective practice on clients and workers.

- Explore the role of culture in service delivery.
- Acquire research-based information on culturally competent practice.
- Identify issues related to culturally competent practice.

#### **Contemplation**

Acknowledge need for culturally effective practice.

- Assess own level of practice effectiveness with diverse clients.
- Examine own racial, ethnic, social identity.
- Explore effect of culturally incompetent practice on diverse populations.
- Identify voids in knowledge.
- Explore avenues for filling voids in practice effectiveness.

#### **Preparation**

Clearly state intention to become culturally competent.

Commit to becoming culturally competent.

- Explore own values about cultural diversity.
- Explore own socialization related to beliefs about racially, culturally, ethnically diverse other.
- Develop individual education plan for acquiring multicultural practice skills.
- Establish support network, consultation on cultural competence, and ongoing supervision.
- Institute process for self-care.
- Develop outreach plan to connect with community leaders and cultural guides.
- Increase awareness about own responses to change.

#### **Action**

behavioral indicators of cultural competence.

- Initiate education activities, discussions on diversity, seminars, research, and study.
- Expand connections with diverse colleagues and community-based organizations that reflect population.
- Establish expert consultation and supervision.
- Establish mechanism for professional accountability with colleagues regarding diversity issues.
- Assess cultural competence plan relative to own practice effectiveness.
- Engage in self-care activities.

#### **Maintenance**

Implement systems of reinforcement to solidify behaviorally oriented culturally effective practice.

- Identify situational and personal factors that impede competence attainment.
- Assess emotional reactions to cultural competence goals and barriers.
- Evaluate behavioral responses to cultural competence goals.
- Engage in productive problem resolution when barriers surface.
- Assess progress in working with diverse colleagues and clients.

Source: McPhatter, A.R. and T.L. Ganaway (2003). "Beyond the Rhetoric: Strategies for Implementing Culturally Effective Practice with Children, Families and Communities," *Child Welfare*, Vol. LXXXII, #2, March/April

University of Iowa School of Social Work – National Resource Center for Family Centered Practice

"Committed to Excellence Through Supervision," USDHHS Grant # 90CT0111

© Copyright 2009 The University of Iowa

Managing a Diverse Work Force Workshop – Page 18

# OVER FIFTY WAYS CULTURE INFLUENCES US

---

## ETIQUETTE AND BEHAVIOR

- How we greet each other.
- What is considered common courtesy.
- What is considered impolite.
- How we show respect and disrespect.
- What is embarrassing.
- What makes us feel good.
- What we eat and how we eat.
- What we wear.
- What we buy and how we behave in stores.
- How often we touch each other and how we touch each other.
- How closely we stand next to each other.
- The holidays we celebrate and the way we celebrate.
- How we use money, credit, and bartering.
- What is risqué.
- How we seek and use health services.
- What we find humorous.
- How we use mass transit.
- Seating placement in a room.

## BELIEFS AND VALUES

- What is beautiful or ugly.
- What are worthwhile goals in life.
- The nature of God and other religious beliefs.
- Whether a person is in control of his or her own life or whether fate determines one's life.
- Common sense.
- Our perceived needs.
- Whether privacy is desirable or undesirable.
- Appropriate health care.
- Appropriate personal hygiene.
- What is "right"; what is "wrong".
- The role of trust.

## TIME

- How time is scheduled and used.
- Whether schedules are important or unimportant.
- The importance of maintaining tradition.
- The importance of preparing for the future.
- Whether old age is valuable or undesirable.

- The importance of understanding one's history and passing it on.

## COMMUNICATION

- The language we speak.
- What should be said; what should be left unsaid.
- What is appropriate "small talk".
- Whom we speak to; to whom we should not speak.
- Whether conversation should be formal or informal.
- The meaning of hand gestures, facial expressions, and other nonverbal communication.
- How often we smile, whom we smile at, and the meaning of a smile.
- In which environments it is "safe" to speak one's mind; in which environments we must censor identity.
- Our tone of voice, use of emotion, use of stories.

## HUMAN RELATIONS

- The role of the individual.
- The role and structure of the family.
- The roles of men and how men should behave.
- The roles of women and how women behave.
- The importance of individual competition.
- Social class system.
- Hierarchy in business relationships.
- Interactions between strangers.
- How to interact with a person in authority (e.g., boss, police officer, teacher).
- How to interact with a person who is serving us.
- Relationships and obligations between parents and children and other family members.
- Crowd or audience behavior.

Adapted from Aguilar, Leslie and Stokes, Linda.  
*Multicultural Customer Services: Providing Outstanding Service Across Cultures.* Chicago: Irwin Professional Publishing. (1996)

## **Core Management Skills for Culturally Competent Supervisors**

(excerpted from McPhatter, A. "Culturally Competence Practice", in Austin, M. & Hopkins, K., eds. *Supervision as Collaboration in the Human Services (2004) Thousand Oaks CA: Sage.*)

1. An effective cross cultural communication style, the ability to accept differing styles among staff without negative valuation of them, and willingness to guide staff communication process toward accurate assessment of meaning and intent, resulting in more positive interprofessional communication.
2. Creation of a safe environment to explore sensitive issues and engage in "courageous conversations".
3. Tact, diplomacy and skill in working with staff not yet aware of the need to explore alternative and more culturally competent interventions.
4. Ability to identify cross-cultural conflict, and willingness and ability to address this conflict directly with conflict management and resolution skills.
5. Knowledge about and involvement with culturally diverse communities and ability to build bridges and partnerships with community members and organizations.
6. Understanding of the cultural competence change process (see additional handout).
7. Willingness to lead change – moving from a monocultural to a multicultural workplace, and from serving a homogenous to a diverse client population, requires substantial change in mindset, policies and ways of functioning.

# Cross-Cultural Communication for Supervisors

Source: Robbins, Stephen P. Essentials of Organizational Behavior eighth ed. 2005. Pearson/Prentice-Hall, Upper Saddle River, NJ

To understand communication across culture, it can help to understand the concepts of low- and high- context cultures. Cultures vary in the importance to which context influences the MEANING that individuals make from what is being said or written.

Key contextual variables in HIGH CONTEXT cultures are:

- WHO is saying what is said (i.e., person's official status, place in society, and reputation);
- what is NOT SAID (may be more significant than what IS SAID);
- non-verbal cues (e.g., body language), subtle situational cues.

HIGH CONTEXT cultures give much more value to oral commitments. Managers tend to "make suggestions" rather than give orders. (Robbins, 2005). High status (age, seniority, rank) is highly valued and heavily influences one's credibility.

LOW CONTEXT cultures rely primarily on words. Low context cultures rely on legalistic **written** contracts, explicit and precise language, directness, and orders.

What might appear to a low-context communicator to be casual conversation might be offered by a high-context communicator as a significant offer to create trust and build relationship.

High context to low context cultures: (according to Hall citing Dulck below)

**HIGH**  
Chinese  
Korean  
Vietnamese  
Arab  
Greek  
Spanish  
Italian  
English  
North American  
Scandinavian  
Swiss  
German  
**LOW**

Four helpful rules for cross-cultural business communication:

1. Assume differences until similarity is proved. Most of us assume that others are more similar to us than they actually are.
2. Emphasize description rather than interpretation or evaluation. Interpretation/evaluation is based more on the observer's culture and background. Delay judgment until you've had sufficient time to observe and interpret the situation from different cultural perspectives (perspective taking).
3. Practice empathy. Before sending a message, try to put yourself in the receiver's shoes. What do you know about his or her values, experiences, frames of reference, cultural background?
4. Treat your interpretations as "working hypotheses" that need further testing. Carefully assess feedback. For important decisions, check your interpretations with cultural guides/colleagues from other cultures.

### **E-mail communication: "Emoticons"**

:) smile

<g> grin

:( frown

;) wink

:-[ really sad face

:-e disappointed

:-@ scream

:-O yell

:-D shock or surprise

:'( crying

All caps SHOUTING

## Perspective Taking

William is an African American employee. He has been on the job for almost two years. The quality of his work is good, but you (the supervisor) have noticed that he comes in 5-10 minutes late occasionally. Because the rest of his work is good, you ignore the problem for the time being and don't talk with him about it. Besides, William is the only racial minority in your unit and you don't want to appear to be coming down on him too hard.

One day, Trisha, a Caucasian employee, comes to you complaining about William. She says, "I'm sick of picking up the slack for William. He should have to get here on time like the rest of us. I know you can't touch him because of affirmative action, but it just isn't right."

After thinking about the situation, you decide it is important for staff morale to discipline William for his tardiness. You call William in to your office to explain that you received a complaint from one of his co-workers, and that you, too, had noticed him coming in late on occasion. You explain that you felt it necessary to issue him a verbal warning and asked William to get to work on time to avoid any further disciplinary action.

William is surprised and wonders why he hasn't heard about you having a problem with him before this. "Besides," he says, "lots of other employees come in five minutes late and nobody complains about them." William wants to know who complained about him and states, "The only reason I'm sitting here now is the color of my skin."

- 1. How is each individual feeling? What is their perspective on the situation?**
- 2. What might happen if this situation is left as is?**
- 3. What actions could a supervisor take to improve organizational cultural competence? Preventively? From this point forward?**

## Cultural competence self-test

The following self-assessment can assist physicians in identifying areas in which they might improve the quality of their services to culturally diverse populations.

### Promoting Cultural and Linguistic Competency

#### Self-Assessment Checklist for Personnel Providing Primary Health Care Services

Directions: Please enter A, B or C for each item listed below.

A - Things I do frequently

B - Things I do occasionally

C - Things I do rarely or never

#### Physical Environment, Materials & Resources

- \_\_\_ 1. I display pictures, posters, artwork and other decor that reflect the cultures and ethnic backgrounds of clients served by my or agency.
- \_\_\_ 2. I ensure that magazines, brochures and other printed materials in reception areas are of interest to and reflect the different of individuals and families served by my program or agency.
- \_\_\_ 3. When using videos, films or other media resources for health education, treatment or other interventions, I ensure that they reflect the cultures and ethnic background of individuals and families served by my or agency.
- \_\_\_ 4. I ensure that printed information disseminated by my agency or program takes into account the average literacy levels of individuals families receiving services.

#### Communication Styles

5. When interacting with individuals and families who have English proficiency, I always keep in mind that:
- \_\_\_ Limitations in English proficiency are in no way a of their level of intellectual functioning.
- \_\_\_ Their limited ability to speak the language of the culture has no bearing on their ability to communicate effectively in language of origin.
- \_\_\_ They may or may not be literate in their language of origin or English.
- \_\_\_ 6. I use bilingual-bicultural staff and/or personnel and volunteers skilled or certified in the provision of medical interpretation treatment, interventions, meetings or other events for individuals and families who need or prefer this level of assistance.
- \_\_\_ 7. For individuals and families who speak languages or other than English, I attempt to learn and use key words in their language so that I am better able to communicate with them during assessment, treatment or other interventions.
- \_\_\_ 8. I attempt to determine any familial colloquialisms used by individuals or families that may impact on assessment, treatment or other interventions.
- \_\_\_ 9. When possible, I ensure that all notices and communiqués to individuals and families are written in their language of origin.
- \_\_\_ 10. I understand that it may be necessary to use alternatives to written communications for some individuals and families, as word of mouth may be a preferred method of receiving information.

#### Values & Attitudes

- \_\_\_ 11. I avoid imposing values that may conflict or be inconsistent with those of cultures or ethnic groups other than my own.
- \_\_\_ 12. I screen books, movies and other media resources for cultural, ethnic or racial stereotypes before sharing them with individuals and families served by my program or agency.

# DIVERSITY AND CULTURAL COMPETENCE RESOURCES

---

## Web-based Resources

- Andrulis, D., Delbanco, T., Avakian, L., Shaw-Taylor, Y. *Conducting a cultural competence self-assessment*. Retrieved 10/7/04 from <http://erc.msh.org/provider/andrulis.pdf>
- Building Bridges: A Peace Corps Classroom Guide to Cross-Cultural Understanding, <http://www.peacecorps.gov/wvs/bridges/index.html>
- Catalyst: Advancing Women in Business: <http://www.catalystwomen.org>
- Center for the Study of White American Culture website: <http://www.euroamerican.org>
- Challenger, Mary, et al. *Iowa's Roots: A Historical Perspective* (newspaper series). Des Moines: Register, 15 May 2000. Includes stories of immigration on the English, Irish, Germans, Dutch, Scandinavians, Bohemians, Italians, Eastern Europeans, Russians, Hispanics, Africans, Asians. [http://desmoinesregister.com/extras/immigration/hispanics\\_history.html](http://desmoinesregister.com/extras/immigration/hispanics_history.html)
- Cleveland State University Health and Culture Resource, <http://www.csuohio.edu/healthsci/cultdis/reso.htm>
- Diversity Hotwire: <http://www.diversityhotwire.com>
- DiversityInc.com: <http://www.diversityinc.com>
- Equal Employment Opportunity Commission (Best Practices Study Results): <http://www.eeoc.gov>
- The National Association of Hispanic Real Estate Professionals: <http://www.nahrep.org>
- National Center for Cultural Competence, <http://www.georgetown.edu/research/gucdc/nccc/index.html>
- National Multicultural Institute: <http://www.nmci.org>
- The National Urban League: <http://www.nul.org>
- New Iowans, a program of the University of Northern Iowa. Includes information on resources for citizens, communities, and businesses. <http://www.bcs.uni.edu/idm/newiowans/index.html>
- Primary Care Clinical Practice Guidelines, Cross Cultural Resources - Transcultural, Multicultural; Cultural Competency: <http://medicine.ucsf.edu/resources/guidelines/culture.html>
- Management Sciences for Health, The Provider's Guide to Quality and Culture: <http://erc.msh.org/mainpage.cfm?file=1.0.htm&module=provider&language=English&ggroup=&mgroup>
- McIntosh, Peggy. (1988) *White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies*. Working Paper Series, No. 189. Wellesley, MA: Center for Research on Women. Excerpted: <http://www.utoronto.ca/acc/events/peggy1.htm>
- Michigan Public Policy Initiative, *Families on the Move*. Retrieved from: <http://www.mnaonline.org/pdf/mobil.pdf>.
- National Association of Realtors®, Diversity Page. <http://www.realtor.org/divweb.nsf>
- Society for Human Resource Management Diversity Forum: <http://www.shrm.org/diversity/>
- ---. *SHRM® Workplace Diversity Toolkit*. <http://www.shrm.org/diversity/workplacekit.asp>, 1999.
- ---. *SHRM®/FORTUNE Survey on Impact of Diversity Initiatives on the Bottom Line*. <http://www.shrm.org/research>, 2001.
- Southern Poverty Law Center. "Dig Deeper: Test Yourself for Hidden Bias." Tolerance.org, [http://www.tolerance.org/hidden\\_bias/index.html](http://www.tolerance.org/hidden_bias/index.html), 2001.
- Ting-Toomey, Stella. "Intercultural Conflict Management: A Mindful Approach." <http://personal.anderson.ucla.edu/richard.goodman/c4web/Mindful.htm>
- Tolerance.org: [http://www.tolerance.org/news/article\\_tol.jsp?id=283](http://www.tolerance.org/news/article_tol.jsp?id=283)
- U.S. Census Bureau: <http://www.census.gov>
- University of Maryland Diversity Web Page: <http://www.inform.umd.edu/diversity>

---

<sup>i</sup> *Demographic Trends in Iowa*, Office of Social and Economic Trend Analysis, Iowa State University, April 2003.

<sup>ii</sup> *Demographic Trends in Iowa*, Office of Social and Economic Trend Analysis, Iowa State University, April 2003.

- <sup>iii</sup> *Demographic Trends in Iowa*, Office of Social and Economic Trend Analysis, Iowa State University, April 2003.
- <sup>iv</sup> *US Census 1995-2000 Migration for the State of Iowa*, Office of Social and Economic Trend Analysis. Retrieved May 26, 2005 from [http://www.seta.iastate.edu/census/migration.aspx?group\\_id=16&state=IA&fips=19000](http://www.seta.iastate.edu/census/migration.aspx?group_id=16&state=IA&fips=19000).
- <sup>v</sup> *Business Outreach*, Iowa Consortium for Applied Gerontology. Retrieved June 14, 2005 from <http://www.iacag.org/businessoutreach.asp>.
- <sup>vi</sup> Grey, M. A. *Welcoming New Iowans: A Guide for Managers and Supervisors*. University of Northern Iowa. Retrieved May 28, 2005 from <http://www.bcs.uni.edu/idm/newiowans/handbook.htm>.
- <sup>vii</sup> *Business Outreach*, Iowa Consortium for Applied Gerontology. Retrieved June 14, 2005 from <http://www.iacag.org/businessoutreach.asp>.
- <sup>viii</sup> *Iowa Census Data Tables: State of Iowa*, State Data Center. Retrieved June 14, 2005 from <http://www.silo.lib.ia.us/specialized-services/datacenter/browse/state.html#Race>.
- <sup>ix</sup> *Tales of good life draw Chicagoan*, Des Moines Register, February 2, 2004.
- <sup>x</sup> *English Language Learners Report, Iowa Department of Education*, 2001. Retrieved June 14, 2005 from <http://www.state.ia.us/educate/ecese/is/ell/reports.html>.
- <sup>xi</sup> *English Language Learners in Public and Nonpublic Schools for Iowa: School year 2000-2005*, State Data Center. Retrieved June 14, 2005 from <http://www.silo.lib.ia.us/specialized-services/datacenter/indexlinks/june10.html>.
- <sup>xii</sup> The Henry J. Kaiser Family Foundation: statehealthfacts.org. Retrieved June 14, 2005 from [http://www.statehealthfacts.org/cgi-bin/healthfacts.cgi?action=profile&category=At%2dA%2dGlance&subcategory=&topic=&link\\_category=&link\\_subcategory=&link\\_topic=&welcome=0&area=Iowa](http://www.statehealthfacts.org/cgi-bin/healthfacts.cgi?action=profile&category=At%2dA%2dGlance&subcategory=&topic=&link_category=&link_subcategory=&link_topic=&welcome=0&area=Iowa)
- <sup>xiii</sup> *2003 State Health Profiles*, National Center for Health Statistics. Center for Disease Control and Prevention. Retrieved June 14, 2005 from <http://www.cdc.gov/nchs/dataawh/stprofiles.htm>.
- <sup>xiv</sup> *English Language Learners Report, Iowa Department of Education*, 2001. Retrieved June 14, 2005 from <http://www.state.ia.us/educate/ecese/is/ell/reports.html>.
- <sup>xv</sup> Bolten, K.A. (2001, November 15). Disparity seen in D. M. school suspensions. *Des Moines Register*. Retrieved June 18, 2005 from <http://desmoinesregister.com/news/stories/c4780927/16486753.html>.
- <sup>xvi</sup> Bolten, K.A. (2001, November 15).
- <sup>xvii</sup> Beile, J. Iowa City Community Schools: Enrollment report. Retrieved June 14, 2005 from <http://www.iowa-city.k12.ia.us/District/enroll0405/index.htm> and personal communication, Iowa City Community School District office personnel, June 14, 2005.
- <sup>xviii</sup> *English Language Learners Report, Iowa Department of Education*, 2001. Retrieved June 14, 2005 from <http://www.state.ia.us/educate/ecese/is/ell/reports.html>.
- <sup>xix</sup> The Education Trust – Closing the Achievement Gap. Retrieved June 18, 2005 from <http://www.collegeresults.org/search1ba.aspx?InstitutionID=153658>.
- <sup>xx</sup> The Henry J. Kaiser Family Foundation: statehealthfacts.org. Retrieved June 14, 2005 from [http://www.statehealthfacts.org/cgi-bin/healthfacts.cgi?action=profile&category=At%2dA%2dGlance&subcategory=&topic=&link\\_category=&link\\_subcategory=&link\\_topic=&welcome=0&area=Iowa](http://www.statehealthfacts.org/cgi-bin/healthfacts.cgi?action=profile&category=At%2dA%2dGlance&subcategory=&topic=&link_category=&link_subcategory=&link_topic=&welcome=0&area=Iowa)
- <sup>xxi</sup> *DMC Facts and Figures*, DMC Resource Center, National Resource Center for Family Centered Practice, School of Social Work, The University of Iowa. Retrieved June 1, 2005 from <http://www.uiowa.edu/~nrcfcp/dmrc/index.shtml>.