



Cultural Competency

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Workshop Objectives

At the conclusion of this workshop, participants will be able to:

- ◆ Define cultural competency and related terminology
- ◆ Recognize unconscious/hidden biases, preferences and judgments
- ◆ Discuss cultural competency considerations for mission success
- ◆ Employ strategies to improve cultural competence
- ◆ Improve ability to effectively communicate, interact, and be inclusive across cultural lines



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Workshop Guiding Principles

You don't know what you don't know

- Remain open and curious
- Commit to seeing through a new/modified set of lenses
- Re-think some things
- Reject enemies of learning
- Be engaged and have fun!



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What is Culture?

- Customs, beliefs, values, standards, language, thinking patterns, behavioral norms, communications styles, etc associated with racial, ethnic, religious, social, political, professional groups and organizations
- Includes groups one is born into or those we join or become a part of
- An individual can belong to or affiliate with many groups

What is our shared culture?



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Cultural...

Competency:

A set of congruent *behaviors, practices, attitudes and policies* that come together in a system or agency or among professionals, enabling effective work to be done in cross-cultural situations

Competence:

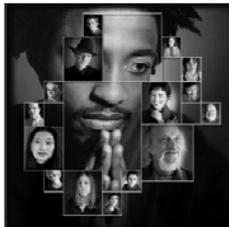
Having the capacity to function effectively as an individual and an organization within the context of the cultural beliefs, behaviors and needs presented by consumer and their communities



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Diversity Defined

Diversity is the mosaic of people who bring a variety of backgrounds, styles, perspectives, values and beliefs as assets to the groups and organizations with which they interact.



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What Is Inclusion?

A culture that connects each employee to the organization; encourages collaboration, flexibility, and fairness; and leverages diversity throughout the organization so that all individuals are able to participate and contribute to their full potential.

Source—Office of Personnel Management



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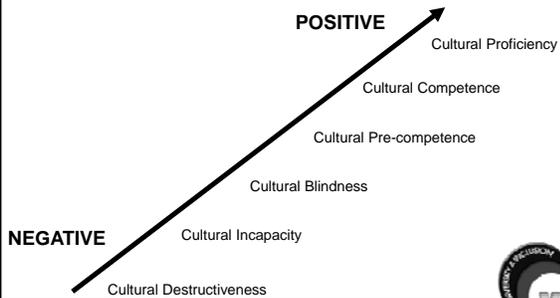
Diversity And Inclusion Guiding Principle

The shifting demographics in this country require all employees, supervisors, and senior leadership to be **CULTURALLY COMPETENT** to effectively accomplish the organization's mission and to realize its vision



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Cultural Competence Continuum



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Cultural Competence Definitions

- **Cultural Destructiveness:** forced assimilation, subjugation, rights and privileges for dominant groups only
- **Cultural Incapacity:** racism, maintain stereotypes, unfair hiring practices
- **Cultural Blindness:** differences ignored, "treat everyone the same", only meet needs of dominant groups



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Cultural Competence Definitions

Cultural Pre-competence: explore cultural issues, are committed, assess needs of organization and individuals

Cultural Competence: recognize individual and cultural differences, seek advice from diverse groups, hire culturally unbiased staff

Cultural Proficiency: implement changes to improve services based upon cultural needs, do research and teach



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Cultural Knowledge > Cultural Awareness > Cultural Sensitivity > Cultural Competency



Cultural Knowledge: Familiarization with selected cultural characteristics, history, values, belief systems, and behaviors of the members of another ethnic group (Adams, 1995).

Cultural Awareness: Developing sensitivity and understanding of another ethnic group. This usually involves internal changes in terms of attitudes and values. Awareness and sensitivity also refer to the qualities of openness and flexibility that people develop in relation to others. Cultural awareness must be supplemented with cultural knowledge (Adams, 1995).

Cultural Sensitivity: Knowing that cultural differences as well as similarities exist, without assigning values, i.e., better or worse, right or wrong, to those cultural differences (National Maternal and Child Health Center on Cultural Competency, 1997).

Cultural Competency: Evolves over time through the process of attaining cultural knowledge, becoming aware of when cultural mores, values, beliefs and practices are being demonstrated, sensitivity to these behaviors is consciously occurring, and one purposely utilizing culturally based techniques in dealing with the workplace and with service delivery



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Cultural Competency Case Example

Department of Veterans Affairs



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Generalizations and Stereotypes

➤ Generalization

- Never applies to everyone in every situation
- Only a first "guess"
- Discard when no longer useful

➤ Stereotype

- Inflexible statement or belief that is applied to every member of group
- No exceptions
- Retained even when no longer accurate or useful



Leadership and Cultural Competency *Diversity with Inclusion (Leveraging/ Managing Diversity)*

- **Self:** A leader is aware of the impact of his/her own group identity on him/herself, as well as others by demonstrating a commitment to fairness and inclusion of all
- **Interpersonal:** A leader demonstrates ability to suspend judgment of divergent cultural values/beliefs to increase understanding of differences and improve cross cultural interactions
- **Group/Team:** A leader builds and sustains an environment where all group members are allowed to realize their full potential through full engagement and strategic leveraging of diverse talents, skills, and abilities
- **Organization:** A leader creates a climate that cultivates diversity, practices inclusion, and draws upon the strengths of diversity in order to effectively accomplish organizational goals



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The Cultural Competence Continuum

- ◆ Where Am I Now?
- ◆ Where Could I Be?
- ◆ What would it take to get me there?



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Acquiring Cultural Competence

- Starts with Awareness
- Grows with Knowledge
- Enhanced with Specific Skills
- Polished through Cross-Cultural Encounters



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Continuing the Cultural Competence Journey

What's In Your Knapsack?

Exercise



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Who Is the Norm?



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Socialization—Who and what established your ruler???

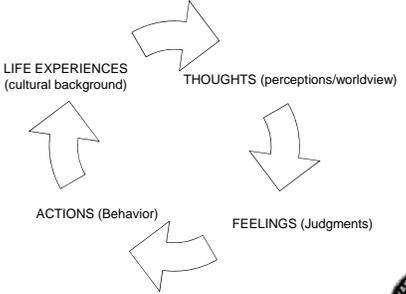
- ◆ All encompassing educational process through which Values, Goals, Beliefs, Attitudes, and Gender roles are acquired

- ◆ Primary method of learning culture; That framework of shared designs for living—determines boundaries around what is right/wrong, good/bad, etc.



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SOCIALIZATION



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Worldview... Seen Through Your Cultural Lenses

- ◆ Age
 - ◆ National origin
 - ◆ Race
 - ◆ Sexual orientation
 - ◆ Religion
 - ◆ Ability/Disability
 - ◆ Gender
 - ◆ Education
 - ◆ Work role/experience
 - ◆ Personality
 - ◆ Group Customs
 - ◆ Media
- 
- ◆ Geographic location
 - ◆ Peer influence
 - ◆ Languages used
 - ◆ Values
 - ◆ Communication style
 - ◆ Work Style
 - ◆ Learning style
 - ◆ Economic status
 - ◆ Family situation
 - ◆ Military experience
 - ◆ Philosophical perspective

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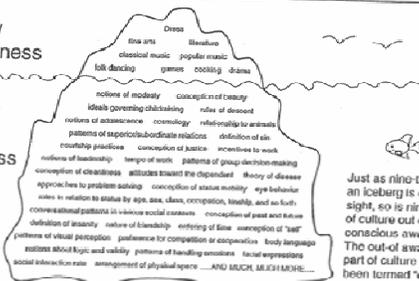
TAE CAT



ICEBERG

Primarily in awareness

Primarily out of awareness



Just as nine-tenths of an iceberg is out of sight, so is nine-tenths of culture out of conscious awareness. The out-of-awareness part of culture has been termed "deep."

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What is Unconscious Bias?

- ◆ Our fundamental way of looking at and encountering the world is driven by a “hard-wired” pattern of making unconscious decisions about other based on what feels safe, likeable, valuable, and competent. (Ross, 2008)
- ◆ Everyone has some biases, which can be either positive or negative and which we maybe unaware of i.e. they are unconscious.



Unconscious Bias, cont.

- ◆ Our traditional paradigm has generally assumed that patterns of discriminatory behavior in organizations are conscious: that people who know better do the right thing and those who don't cause bias.
- ◆ As a result, we have developed somewhat of a “good person/bad person” paradigm of diversity: a belief that good people are not biased but inclusive and that bad people are the biased ones. Consequently, one of the core drivers behind diversity and inclusion work, almost since its inception, has been to find the “bad people” and fix them to eradicate bias



Case Examples--Biases

- ◆ Less than 14% of American men are over six feet tall, yet almost 60% of corporate CEOs are over six feet tall.
- ◆ Résumés with “typically white” names received 50 percent more callbacks than those with “typically black” names. Average “typically white” named candidates received more callbacks than highly skilled “typically black” named candidates.

Source: Bertrand, Marianne and Mullainathan, Sandhil, Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination, University of Chicago Graduate School of Business, NBER and CEPR, MIT and NBER, 2004



Case Examples--Biases

Maternal Wall:

When women encounter severe bias once they have children

The leading study on maternal wall stereotypes found that, compared to women with identical resumes but no children, mothers were:

- 79% less likely to be hired
- 100% less likely to be promoted
- Offered \$11,000 less in salary for the same position
- Held to higher performance and punctuality standards

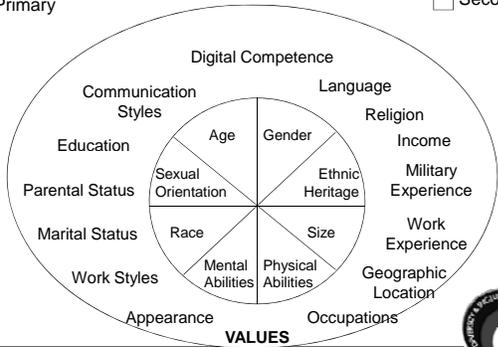
Source: http://www.genderbiasbingo.com/stereotype_maternalwall.html



Diversity Dimensions

Primary

Secondary



Exploring Diversity Dimensions-- Cultural Competency Considerations for Mission Success

Exercise



Cultural Competency Impacts the Way We Do Business:

- Recruit people
- Mentor employees
- Assign projects
- Offer training opportunities
- Listen to people's ideas and suggestions
- Interact with colleagues
- Make promotional choices
- Give performance reviews
- Decide policy
- Treat customers



“The Speed of Trust”

“To be open inspires credibility and trust; to be closed fosters suspicion and mistrust.” Stephen Covey

Covey writes you can evaluate your openness with questions such as:

1. Do I believe that the way I see the world is totally accurate and complete—or am I honestly willing to listen to and consider new viewpoints and ideas?
2. Do I seriously consider differing points of view, and am I willing to be influenced by them?
3. Do I believe there may be principles that I have not yet discovered? Am I determined to live in harmony with them, even it means developing new thinking patterns and habits?
4. Do I value—and am I involved in—continual learning?



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Suspending Judgment

“A cognitive process and a rational state of mind in which one withholds, particularly on the drawing of moral or ethical conclusions.”

-Wikipedia



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Prejudgment vs. Suspending Judgment

- ◆ **Prejudgment:** drawing a conclusion or making a judgment before having the information relevant to such a judgment
- ◆ **Suspending Judgment:** waiting for all the facts before reaching a conclusion



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Emotional Self-Awareness

- ◆ Ability to recognize your worldview
- ◆ Knowing what caused your worldview—what experiences, thoughts, beliefs, and values
- ◆ Recognizing the impact of your worldview and behavior on others different from you

“The critical foundation on which most of the Emotional Intelligence elements are built.”



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“The magic of dialogue is that it really does enhance respect and acceptance of others.”

Daniel Yankelovich



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Cultural Competence Communication Tips

When hearing others

- Seek first to understand before being understood
- Observe and actively listen without judging-remember listening does not equate to agreeing
- Be willing to allow people to feel what they feel
- Be willing to recognize their cultural lenses and impact on their worldview



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Cultural Competence Communication Tips

When sharing with others

- Communicate what and why you believe as you do
- Share any life experiences that you may have had that helped shaped your opinion or belief
- Speak to inform and share rather than to convince or persuade



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Cultural Competence Communication Tips

- Be mindful that your perspective may sometimes uncover deeply held beliefs that may be unsettling to others
- Consider the impact of your words/actions on others
- Separate beliefs from actions that may be offensive or prohibited



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Presenter Contact Information

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