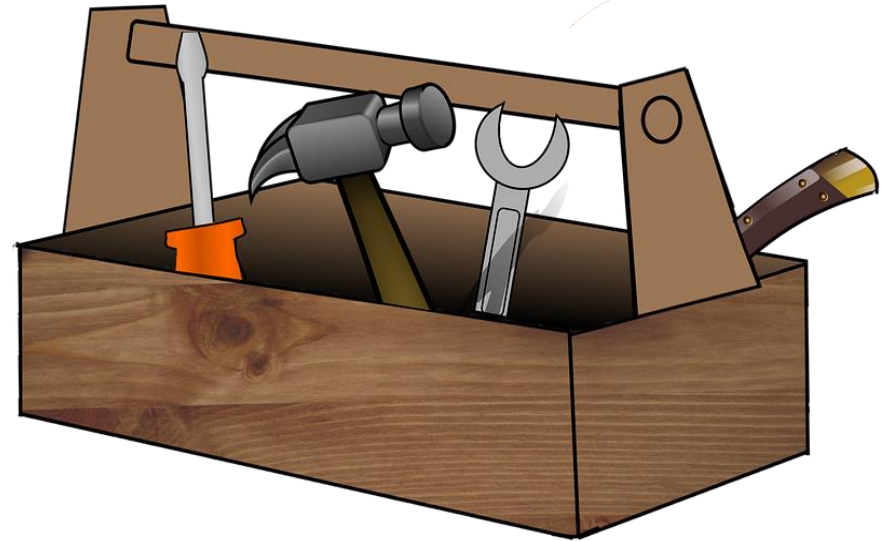




# **AN OVERVIEW FOR BASIC CULTURAL COMPETENCE IN YOUR TOOLBOX**



**SHIFTING PERSONAL & INSTITUTIONAL CLIMATE WITH CULTURAL COMPETENCIES**

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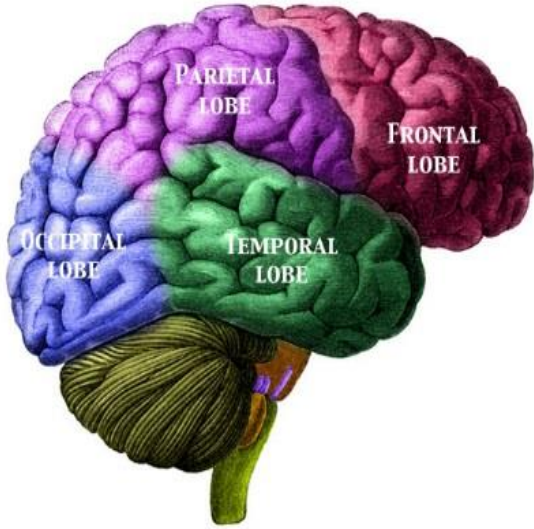
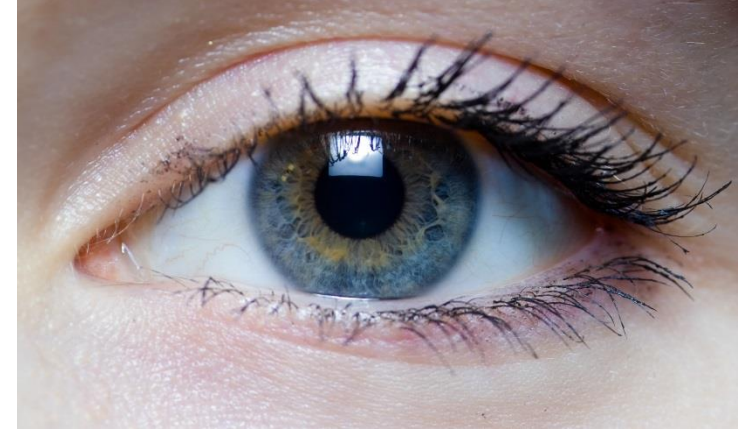
# TRAINING GOALS FOR CULTURAL COMPETENCE

- To introduce/refresh those skills that enable individuals to increase their understanding and appreciation for cultural differences and similarities;
- To help providers understand, appreciate, and work with individuals of cultures other than their own;
- To inform/remind employees about the importance of willingness and ability of a system to value the importance of culture in the delivery of services to **all** segments of the population.

# Cultural Competence defined -

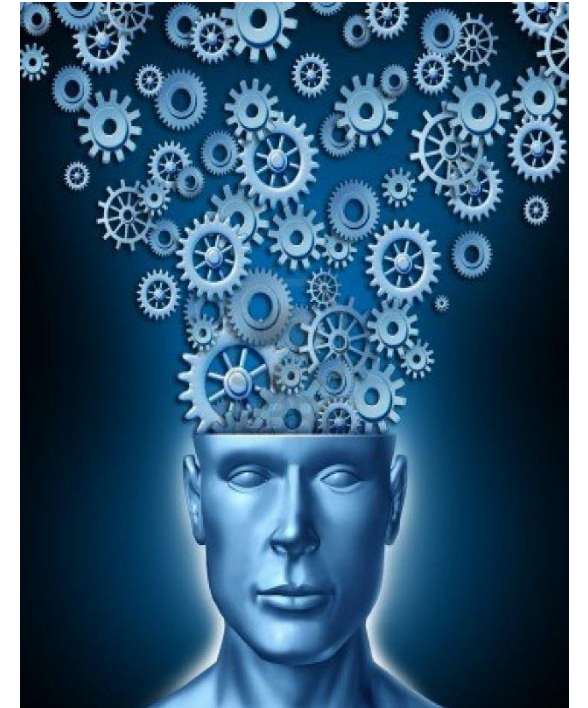
Cultural competence refers to **an ability to interact effectively with people of different cultures and socio-economic backgrounds**, particularly in the context of human resources, non-profit organizations, and government agencies whose employees work with persons from different cultural/ethnic backgrounds. Cultural competence comprises four components: Awareness of one's own cultural worldview (***Personal Cultural DNA***); Attitude towards cultural differences; Knowledge of different cultural practices and worldviews; and, Cross-cultural skills.

# THE EYE RECEIVES



# THE BRAIN REGISTERS

# THE MIND INTERPRETS VISUAL INFORMATION - PCD



# CULTURAL DNA GUIDES INTERPRETATIONS TO PERCEPTIONS AND FORM EXPECTED BEHAVIORS

## PERSONAL CULTURAL DNA

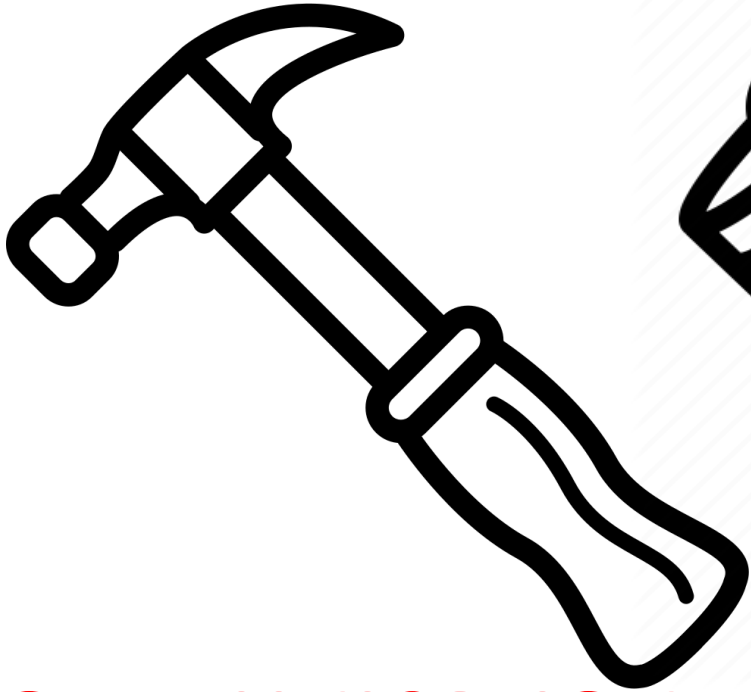
- Family
- History
- Experiences
- Environment
- Traditions
- Roles and Rituals
- Religion
- Language
- Mores
- Community
- Beliefs
- Etc.

**EXPECTED  
BEHAVIORS**

## INSTITUTIONAL CULTURAL DNA

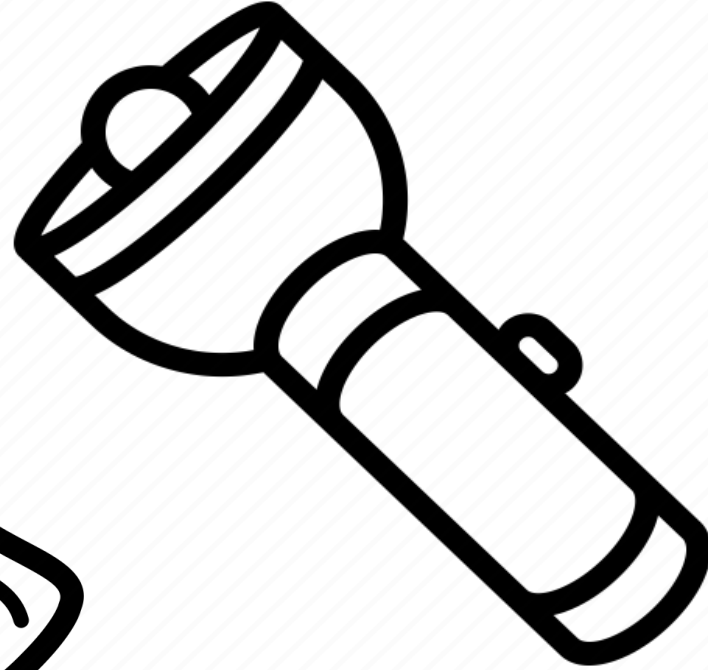
- Leadership
- Employees
- Supervisors
- Policies
- Traditions
- Practices
- Product/Services
- Location
- Vision
- Mission
- Etc.

**INSTITUTIONAL  
CLIMATE**



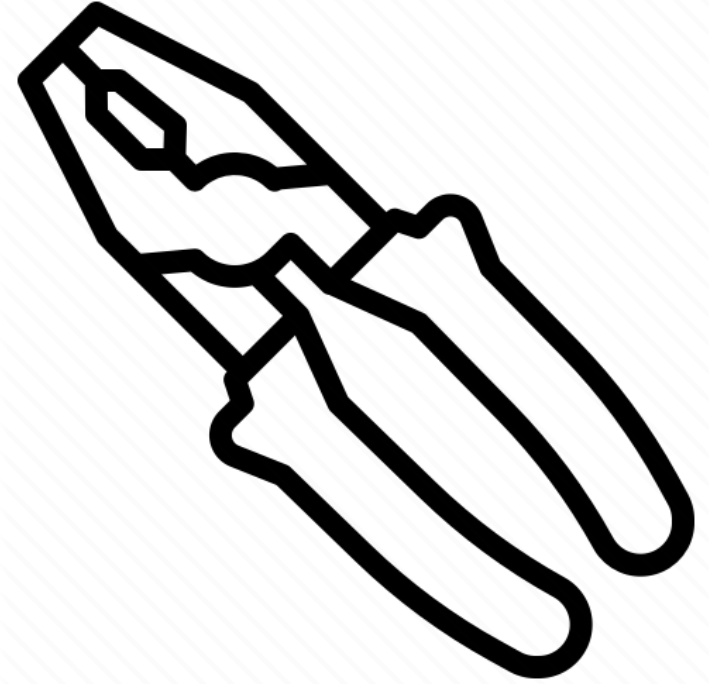
## **COMMUNICATION**

What you say  
How you say it  
How you act



## **SOCIALIZATION**

Manners of  
Interaction in the  
Workplace

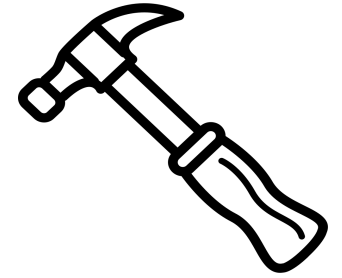


## **INSTITUTIONAL**

### **TRADITIONS**

Rituals, Roles &  
Practices in the  
workplace

# *Gender and Sexual Orientation Verbal Communication:*



Cisgender is a person who identifies with the sex they were assigned at birth.

The term sexual orientation is preferred to **sexual preference**. The term ‘sexual identity’ is acceptable.

**LGBTQIA-** lesbian, gay, bisexual, transgender, queer/questioning, intersex, and asexual or allied.

Lesbian and gay male are preferred to the word homosexual - The terms gay male and lesbian refer primarily to identities and to the modern culture and communities that have developed among people who share those identities. They should be distinguished from sexual behavior. Some men and women have sex with others of their own gender but do not consider themselves to be gay or lesbian. In contrast, the terms heterosexual and bisexual currently are used to describe both identity and behavior.



Same-gender sexual behavior, male-male sexual behavior, and female-female sexual behavior are appropriate terms for specific instances of same-gender sexual behavior that people engage in regardless of their sexual orientation (e.g., a married heterosexual man who once had a same-gender sexual encounter).

Bisexual women and men, bisexual persons, or bisexual as an adjective refer to people who relate sexually and affectionately to women and men.

Heterosexual as an adjective is acceptable for people who have male-female affectional and sexual relationships and who do not engage in sexual relationships with people of the same gender.

# Transgender

**Transgender is the state of one's gender identity or gender expression not matching one's assigned sex. Transgender is independent of sexual orientation; transgender people may identify as heterosexual, homosexual, bisexual, etc; some may consider conventional sexual orientation labels inadequate or inapplicable to them. The definition of transgender includes: "Of, relating to, or designating a person whose identity does not conform unambiguously to conventional notions of male or female gender roles, but combines or moves between these.**



# EXPLAINING GENDER

- **Gender Identity:**
  - A person's internal sense of being male, female, or non-binary
- **Gender Expression:**
  - Refers to the way a person communicates gender to others through their behavior, clothing, hairstyle, voice, or body characteristics.
- **Sex:**
  - What someone is medically assigned at birth based on their genitals and primary sexual characteristics (male, female, intersex).

# MOST LGBT STUDENTS EXPERIENCE **DISCRIMINATION** AT SCHOOL.



of LGBT students experienced discriminatory school policies and practices.

Many LGBT students reported that their schools restrict same-gender relationships:



18%

couldn't bring a same-gender date to school dances

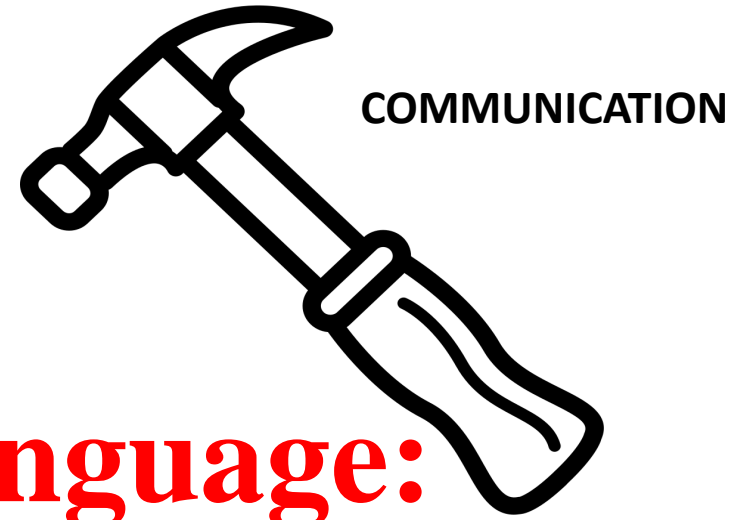


28%

were disciplined for public displays of affection that were not similarly disciplined among non-LGBT students

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NATIONAL SCHOOL CLIMATE SURVEY AT [GLSEN.ORG/NSCCS](https://www.glsen.org/nsccs)

**GLSEN**<sup>®</sup>



## **Racially Coded Language:**

Language without an explicit reference to race but **embedded** with racial meaning nonetheless.

## *Racial and Ethnic Identity:*

African American – Black – North American people of African ancestry (some prefer *Black* and others prefer *African American*. **Note: *Negro* and *Afro-American* have become dated – “inappropriate” (per APA 6<sup>th</sup>). Also, “language that essentializes or reifies race is **STONGLY DISCOURAGED** as it portrays human groups monolithically.” Ex. *Black race and White race are essentialist.***

Minority - often used as a proxy for non-White racial and ethnic groups.

Note: This usage may be viewed pejoratively because *minority* is usually equated with being less than, oppressed, and deficient in comparison with the majority (i.e., Whites). Use a modifier, such as *ethnic* or *racial* when using the word minority. When possible, use the actual name of the group or groups to which you are referring. Black and White – racial and ethnic groups are designated by proper nouns and are capitalized. Therefore, use *Black* and *White* instead of *black* and *white*. The use of colors to refer to other human groups currently is considered pejorative and should not be used (Per APA 6<sup>th</sup>).

### *Racial and Ethnic Identity, continued*

Hispanic, Latino, Chicano – depending on where a person is from, individuals may prefer to be called *Hispanic*, *Latino*, *Chicano*, or some other designation; *Hispanic* is not necessarily an all-encompassing term. In general, naming a nation or region of origin is helpful; e.g., *Cuban*, *Salvadoran*, or *Guatemalan* is more specific than *Central American* or *Hispanic*.

Indigenous Peoples – *American Indian*, *Native American*, and *Native North American* are all accepted for referring to indigenous peoples of North America. When referring to groups including and Samoans, the broader designation *Native Americans* may be used.

Asian or Asian American - The term *Asian* or *Asian American* is preferred to the older term *Oriental*. It is generally useful to specify the name of the Asian subgroup: Chinese, Vietnamese, Korean, Pakistani, and so on. People of Middle Eastern descent may also be identified by nation of origin: Iraqi, Lebanese, and so forth (APA, p. 76).

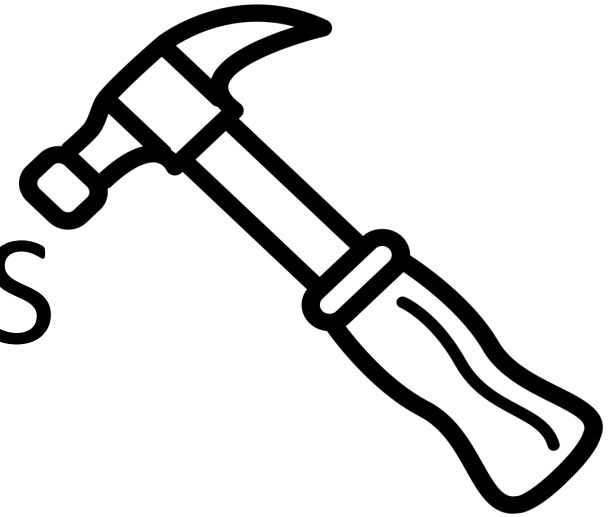


# ADDITIONAL LANGUAGE FOR THE TOOLBOX

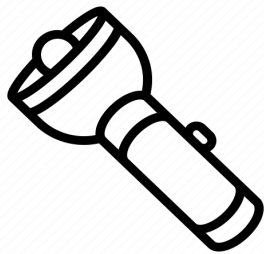
- Beliefs: Inferences a person makes about reality that take one of three forms: descriptive, evaluative, or prescriptive.
- Bias: A preference or inclination, favorable or unfavorable, that inhibits impartial judgment.
- Binary thinking: An either/or way of thinking about concepts or realities that divides them into two mutually exclusive categories (white/black, man/woman, reason/emotion, heterosexual/homosexual). Thinking that omits alternative possibilities to thoughts and actions – no gray area.
- Civility: Polite, reasonable, and respectful behavior: workplace “incivility” is “low intensity deviant behavior with ambiguous intent to harm the target, in violation of workplace norms for mutual respect and courtesy.” The key component of this definition that separates incivility from other forms of interpersonal mistreatment is the *concept of ambiguous intent*. (Sliter, 2013)
- Competitive Discourse - Resistance to *testimonial discourse* that challenges values and expectations of counter-narratives.
- Confirmation bias: Believing information that reinforces beliefs already held and ignoring information that contradicts these beliefs.
- Containment strategies: Strategies that aim to silence those who speak out against or in other ways resist oppression (ex. racial segregation and surveillance).
- Critical Consciousness: An active state of seeking to identify the beliefs and language that obscure systemic inequities.



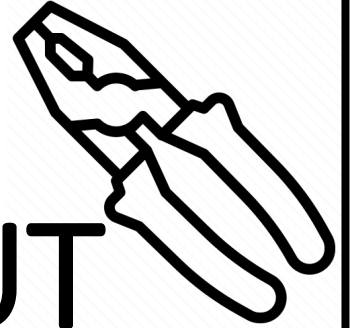
THE USE OF APPROPRIATE  
LANGUAGE HELPS TO  
REDUCE  
MICROAGGRESSIONS



Communication



# A DISCUSSION ABOUT *IMPLICIT BIAS AND MICROAGGRESSIONS*



# Defining Microaggressions

The everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons **based solely upon their identity.**

# MICROAGGRESSIONS

**Implicit Bias**

**Stereotypes**

**Prejudice**

**Discrimination**



**MICROAGGRESSIONS**

**Defining Implicit Bias -**

*Also known as implicit social cognition -*

**implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.**

# Implicit Bias

- Implicit (unconscious) bias refers to the subconscious attitudes or stereotypes that affect our understanding, actions and decisions in an unconscious manner.
- These biases, which encompass both favorable and unfavorable assessments, are **involuntarily activated** and without our awareness or intentional control.

# MINDBUGS

***MINDBUGS ARE INGRAINED HABITS  
OF THOUGHT*** (automatic conversion)  
THAT LEAD TO **ERRORS** IN HOW WE  
PERCEIVE, REMEMBER, REASON,  
AND MAKE DECISIONS.

(BLINDSPOT, Banaji & Greenwald, 1995)

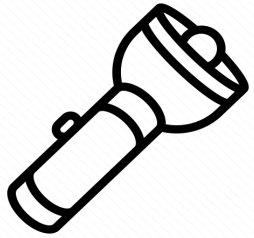
# VISUAL ILLUSIONS

- ERRORS IN THE MIND'S ABILITY TO PERCEIVE OBJECTS (VISUAL PICTURES) AS THEY ACTUALLY ARE.
- THESE ERRORS ARE CALLED *MINDBUGS*

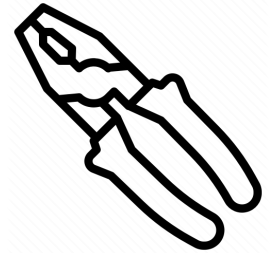


When the mind encounters any information (words, pictures, or even complex ideas) ***related*** information automatically comes to mind.

**HOW DO WE RESPOND TO  
“RELATED” INFORMATION?  
MINDBUGS!**



## **SOCIALIZATION & INSTITUTIONAL TRADITIONS – OBJECTIVES**



- **TO CONNECT THE PROCESSES OF INSTITUTIONAL INEQUALITY TO THE PROCESSES OF ORGANIZATIONAL SOCIALIZATION, AND TO UNDERSTAND THEIR COMBINED INFLUENCE ON CLIMATE.**
- **TO UNDERSTAND THE PROCESSES OF ORGANIZATIONAL SOCIALIZATION AND ITS INFLUENCE ON OUTCOMES.**
- **TO EXAMINE THE LEADER’S ETHICAL RESPONSIBILITIES IN DE-INSTITUTIONALIZING PRACTICES THAT PROMOTE DISPROPORTIONATE CONSEQUENCES.**

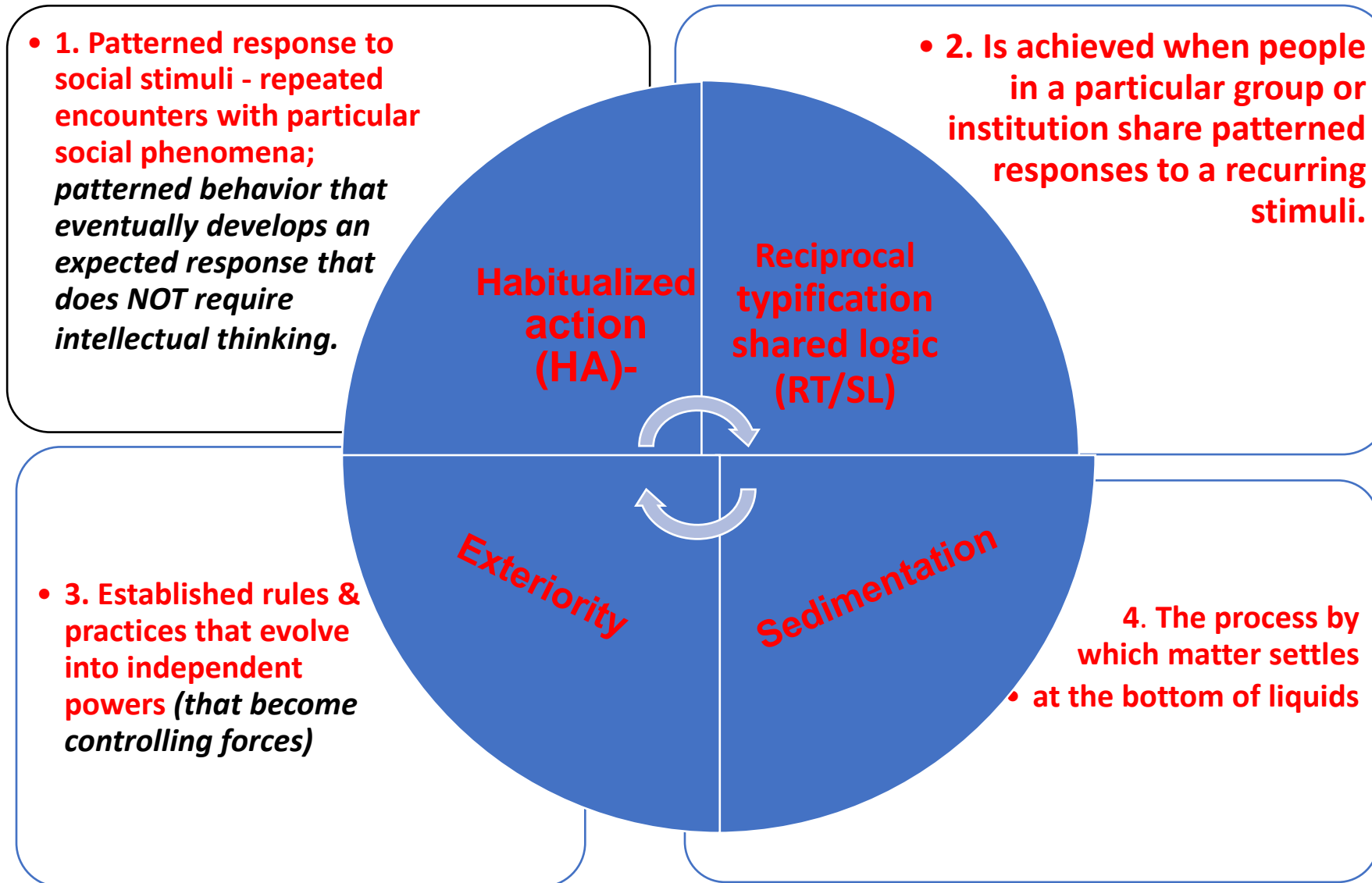
# **INSTITUTIONAL POLICY/PRACTICES/ PROCEDURE (P-P-P) AUDITS - CRITICAL QUESTIONS FOR EXAMINATION**

**A key step in advancing cultural competency in institutions is the critical examination of policies, practices, and procedures that shape individuals' experiences & climate:**

- What is the intent behind this policy/practice/routine?**
- How was it constructed?**
- Who benefits and who does not?**
- What actions will redress the inequities?**

# THE PROCESS OF INSTITUTIONALIZED INEQUITY

(BERGER & LUCKMANN, 1967 –IN LARSON & OVANDO )



# DOES BIAS REALLY IMPACT OUR BEHAVIOR?

## Hiring Managers: The Decision to Hire

- Employment recruiters who favored native Swedes over Arabs on an implicit stereotyping task were significantly less likely to offer Arab applicants job interview opportunities
- Scores on an implicit stereotyping task involving race and intelligence were correlated with students' likelihood of selecting resumes with African American names, especially among participants who felt rushed while completing a resume selection task

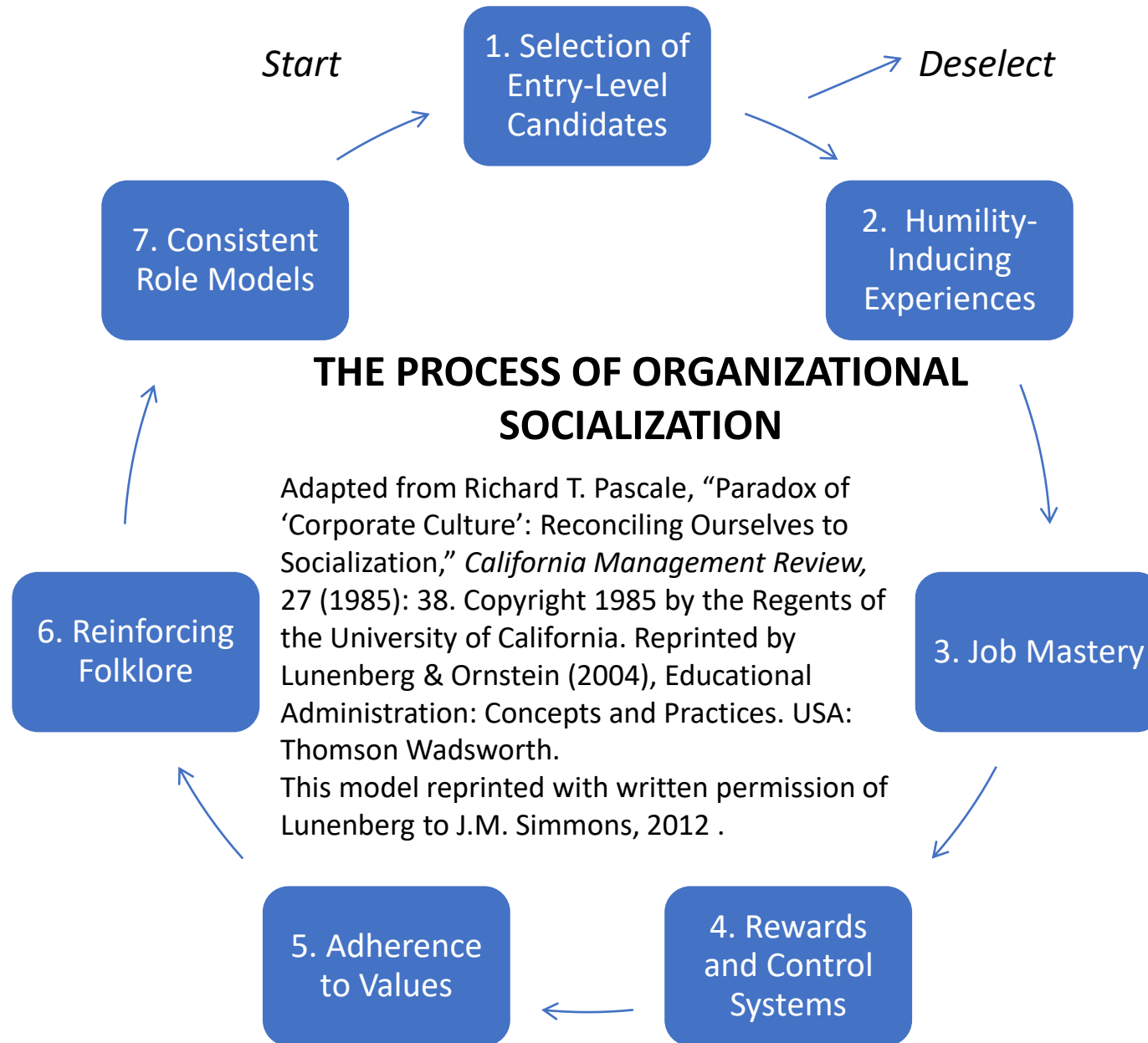
## Physicians: Treatment Decisions

- As pediatricians' pro-White implicit biases increased, they were more likely to prescribe painkillers after surgery for vignette subjects who were White children as opposed to Black children

## Police Officers: The Decision to Shoot

- Police officers were more likely to mistakenly shoot unarmed Black suspects than unarmed White suspects in an computer simulation. Level of implicit bias predicted biased shooting behavior.

Source: Jost, Rudman, Blair, Carney, Dasgupta, Glaser & Hardin, 2009; Penner, Dovidio, West, Gaertner, Albrecht, Daily, & Markova, 2010; Berrtrand, Chugh, and Mullainathan, 2005. Eberhardt, Davies, Purdie-Vaughns, & Johnson, 2006)



***CONSISTENT ROLE MODELS.*** EMPLOYEE HAS NOW BEEN IDENTIFIED AS “SYMBOLIZING SUCCESS” AND SERVES AS THE ORGANIZATION’S MODEL TO **PERPETUATE THE ORGANIZATION’S VALUES** BY ENCOURAGING OTHERS TO DO LIKEWISE.

## **SEVEN STEPS OF SOCIALIZATION**

- 1) Selection of Entry-Level Candidates  
(*Start and Deselect*) **HIRING PROCESSES**
- 2) Humility-Inducing Experiences – **HAZING/INITIATION**
- 3) Job Mastery – **RETENTION/WORKLOAD**
- 4) Rewards and Controls Systems - **PROMOTION**
- 5) Adherence to Values - **SOCIALIZATION**
- 6) Reinforcing Folklore - **SOCIALIZATION**
- 7) Consistent Role-Models – **MENTORING/PROMOTION**



**WE CAN TRANSFORM  
OUR ORGANIZATIONS  
WHEN WE TRANSFORM  
OURSELVES**