

# So We're Culturally Competent: Now What? Changing Institutional Culture (A Program for Managers and Supervisors)



Sponsored by Community Cradle

Albany, New York

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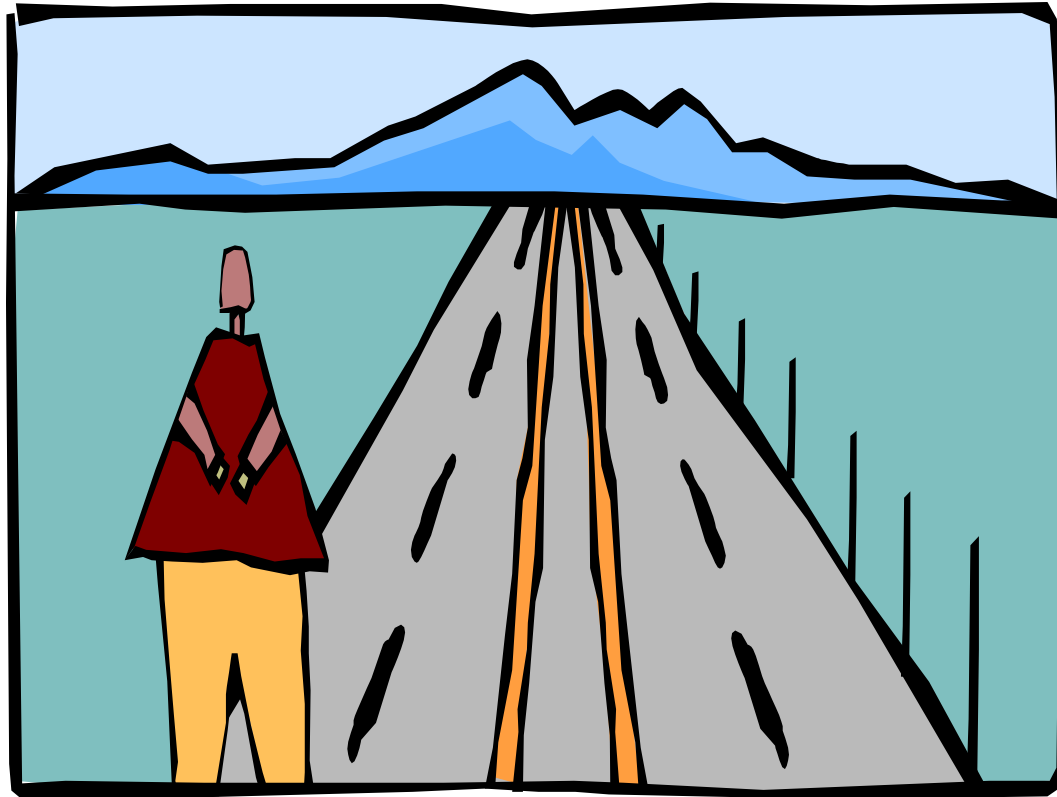
LaSalle School, Hanner Chapel Cultural Center

391 Western Ave., Albany

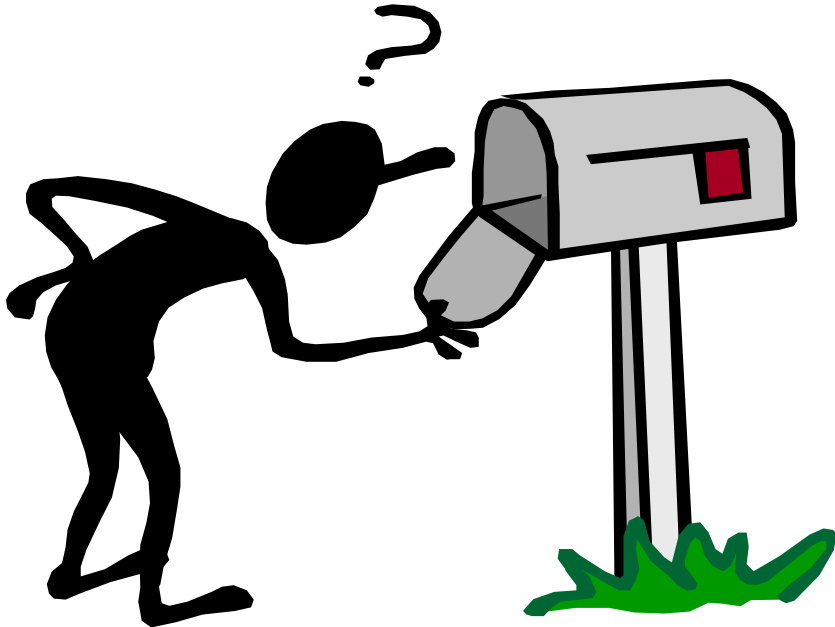
# Learning Objectives

- Understand how your personal stereotypes, prejudices & assumptions can influence your decision making & behavior with employees.
- Identify practical steps to create a culturally competent environment as managers & supervisors in your organizations.
- Learn how to identify & get “buy in” from key stakeholders in your organization to facilitate a more inclusive culture for your employees.

# Remember That It's a Journey



# Check In With the Recipient of Your Services



“Culturally competent organizations/agencies are possible **only when leaders and managers acknowledge the inherent tensions** that occur when employees bring different cultural backgrounds to their workplaces and their client interactions.”



Diversity and Public Administration: Theory, Issues and Perspectives by Mitchell F. Rice

Some observers, however, have noted that a focus on the worker's **individual growth in knowledge and skill is insufficient** without attention to the agency context in which the helping encounters occur (Fong & Gibbs, 1995; Pinderhughes, 1989; Williams, 1997).

**Race, Place, Space: Meanings of Cultural Competence in Three Child Welfare Agencies**  
Journal article by Lynn M. Nybell, Sylvia Sims Gray; *Social Work*, Vol. 49, 2004

# Four Tools for Consideration

1. Development of personal and professional awareness of ethnic persons and events that have been a part of the upbringing and education of the worker.
2. Acquisition of knowledge related to culturally diverse practice.
3. Development of skills to work with multicultural clients.
4. **Ongoing discovery of new facts about multicultural clients through inductive learning**

Lum, D. (1999). Culturally competent practice: A framework for growth and action. Monterey, CA: Brooks/Cole.

The addition of an ongoing learning perspective is consonant with an empowerment approach to practice, which includes the idea of **praxis**. The latter term refers to **the continual evaluation of one's practice by processes of action, reflection, evaluation, potential modification of practice approaches, and a reemergence into action.**

# Important Considerations

- Is the organization a relatively unified entity that can be located on this developmental continuum?
- Is the proposed developmental process relatively universal and linear?

## Cultural Competence and General Competence: A Perspective from the Medical Community

Cultural competence can be viewed in relation to general competence in professional medical practice as an integrated aspect of overall competence. A recent article generated a definition of professional competence intended to be inclusive of all important domains of competence. According to the definition, competence is “the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individual and the community being served” (Epstein & Hundert, 2002, p. 226). This definition encompasses certain aspects of overall professional competence that were found to be underemphasized by Western medical culture, including interpersonal skills, lifelong learning, and integration of core knowledge into clinical practice (Epstein & Hundert, 2002). Many of these aspects are also central aspects of cultural competence. The implication is that cultural competence is part of a central set of professional competencies, rather than an isolated aspect of medical care with limited relevancy.

*Teaching Cultural Competence In Health Care: A Review Of Current Concepts, Policies And Practices*

American Institutes for Research

Office of Minority Health U.S. Department of Health and Human Services Contract Number: 282–98–0029 Task Order #41, Task 2: Synthesis Report

*March 12, 2002*

“The key to the development of the sensitivity and the skills necessary for intercultural communication resides first in the vision (or perception) that each person has when faced with cultural difference.”

Bennett, 1986



# Bennett Model of Cultural Competence



Bennett, Milton J. "Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity"

# Attitudes Towards Cultural Difference

Ethnocentrism



Ethnorelativism

- Stage 1: Denial (deny difference)
- Stage 2: Defense (accept but demonize difference)
- Stage 3: Minimization (trivialize difference)

- Stage 4: Acceptance (neutral about difference)
- Stage 5: Adaptation (difference is a positive thing)
- Stage 6: Integration (I can become different and still be me)

# Bennett's Evolutionary Process

- **Denial** – Parochialism – a more or less narrow view of the world, limited contact with cultural differences, characterized by discomfort.
- **Defense** – Denigration of differences, negative stereotypes, others having undesirable characteristics.
- **Minimization** – cultural differences recognized and tolerated, no longer seen as threatening
- **Acceptance** – Seeing things as processes rather than things, able to imagine other cultural references other than our own, even if we can't understand them.
- **Adaptation** – Empathy, a temporary change of the frame of reference where we perceive situations as if we were the other person.

**Integration** – Adler's *Multi-cultural person*. Not simply sensitive to several different cultures, but constantly in the process of becoming part of, and yet at the same time feels outside of, a given cultural context.

# NCCC Elements in Achieving a Conceptual Framework

- Value Diversity.
- Conduct Self-Assessment.
- Manage the Dynamics of Difference.
- Acquire & Institutionalize Cultural Knowledge.
- Adapt to the Diversity and Cultural Contexts of the Individuals & Communities Served.

- Need consistency across departments related to culturally competent services,
- Agency/organizational definition,
- Engage in efforts to hire a culturally competent staff by incorporating knowledge about cultural competence into the interviewing process, the orientation sessions, and employee performance reviews.
- Seek to extend staff knowledge at staff meetings through trainings on cultural competency and sharing cultural practices among their staff,
- Provide leadership and manage issues related to microaggressions in the workplace.
- Seek input from throughout the organization and from **customers/clients**. Ongoing assessments process.

# Representative Bureaucracy

“The body of thought and research examining the potential for government agencies to act as representative political institutions **if their personnel** are drawn from all sectors of society”.



Dolan and Rosenbloom, 2003

# Two Components of Representative Bureaucracy

## - Active and Passive Representation

Passive – Demographic composition of gov't workforce and the extent to which these workforces reflect the demographic characteristics of the clients they serve.

Active – The expectation that an individual will press for the interests of and desires of those whom he is presumed to represent (Mosher 2003).

# Reaching Cultural Competence by Managing Competing Values

# Core Values in Public Administration that Compete for Primacy

- **Efficiency** – The relationship between inputs and outputs. Emphasizes minimizing taxpayer cost.  
(Denhardt 1995)
- **Effectiveness** – The extent to which an agency and its programs are achieving their mission and goals.
- **Equity** – Values the equal distribution of and access to services across region, income, gender and race/ethnic groups as well as other demographic variable.

Cultural competency promotes the values of effectiveness and responsiveness, but *raises important issues about equity.*



# Spreading Cultural Competence



Excerpts From Casey Family Programs: Practices That Mitigate the Effects of Racial/Ethnic Disproportionality in the Child Welfare System

- Publicly demonstrate the organization's commitment to cultural competence through hiring, retention, promotion, performance evaluations and disciplinary practices.
- Create formal partnerships with community organizations
- Actively engage the community in the development of policy and practice.
- Involve the community in the organization by recruiting community members for positions on boards, committees and task forces.
- Encourage staff to participate in community boards and activities.
- Expect community partners and contractors to meet written specifications that address the achievement of culturally competent results; and,
- Encourage staff to speak out against intolerance and seek opportunities to educate.

# First Change the Agency Climate!



# Be Prepared to Monitor & Measure!

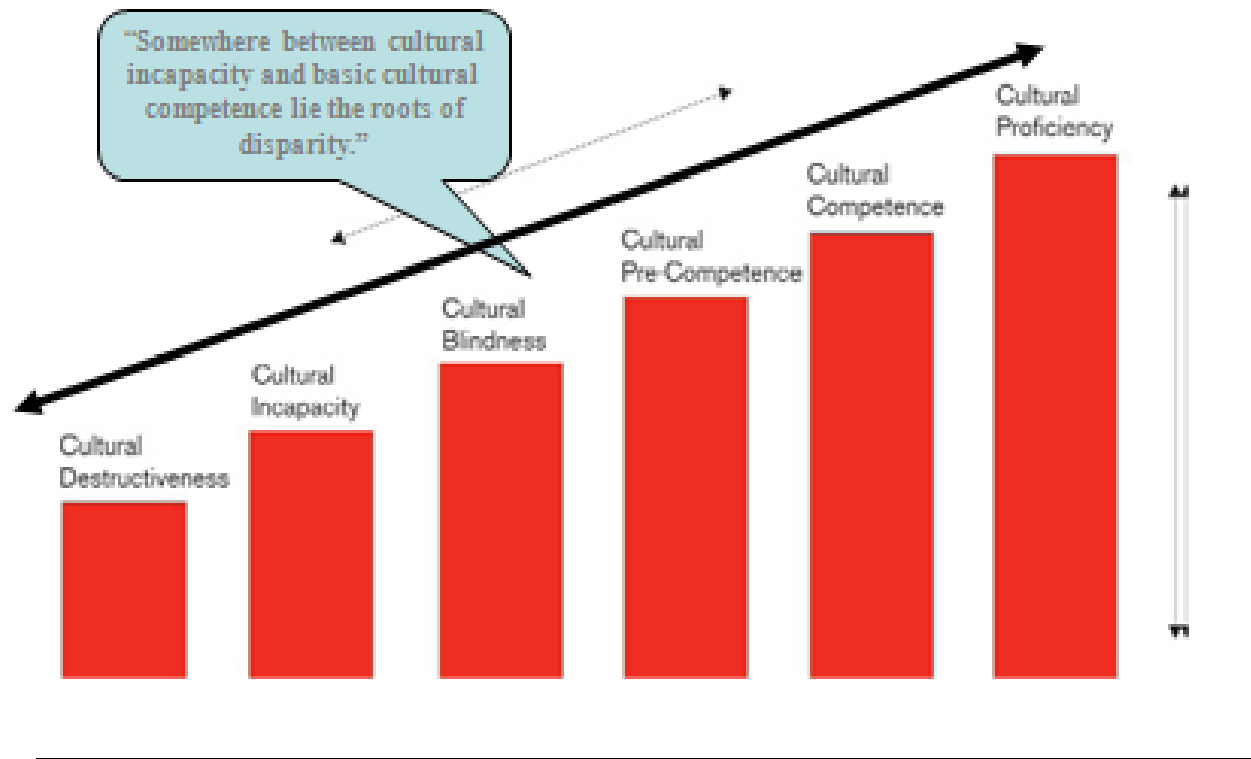


# Be Prepared to Manage Difference!



# Why Bother?

## Cultural Competence Continuum



Source: The National Center for Cultural Competence, 2007

# Why Is This So Important?

