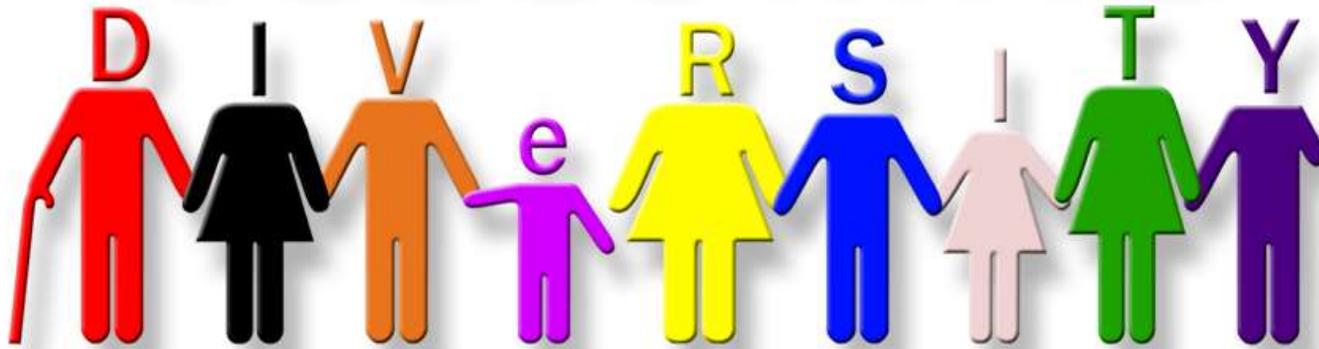


Cross Cultural Competence

CELEBRATE



Presented by Dr. Carl R. Wells

University of South Carolina

Objectives

At the end of the workshop participants will:

- 1. Understand the elements of cultural competence.**
- 2. Describe The Bennett Model of Cultural Competence.**
- 3. Understand some barriers to cross-cultural team relationship in the workplace.**
- 4. Develop a plan with specific steps to become more culturally competent and to function more effectively in a multicultural environment**

Ground Rules

Participation

Responsibility for Learning

Open Sharing

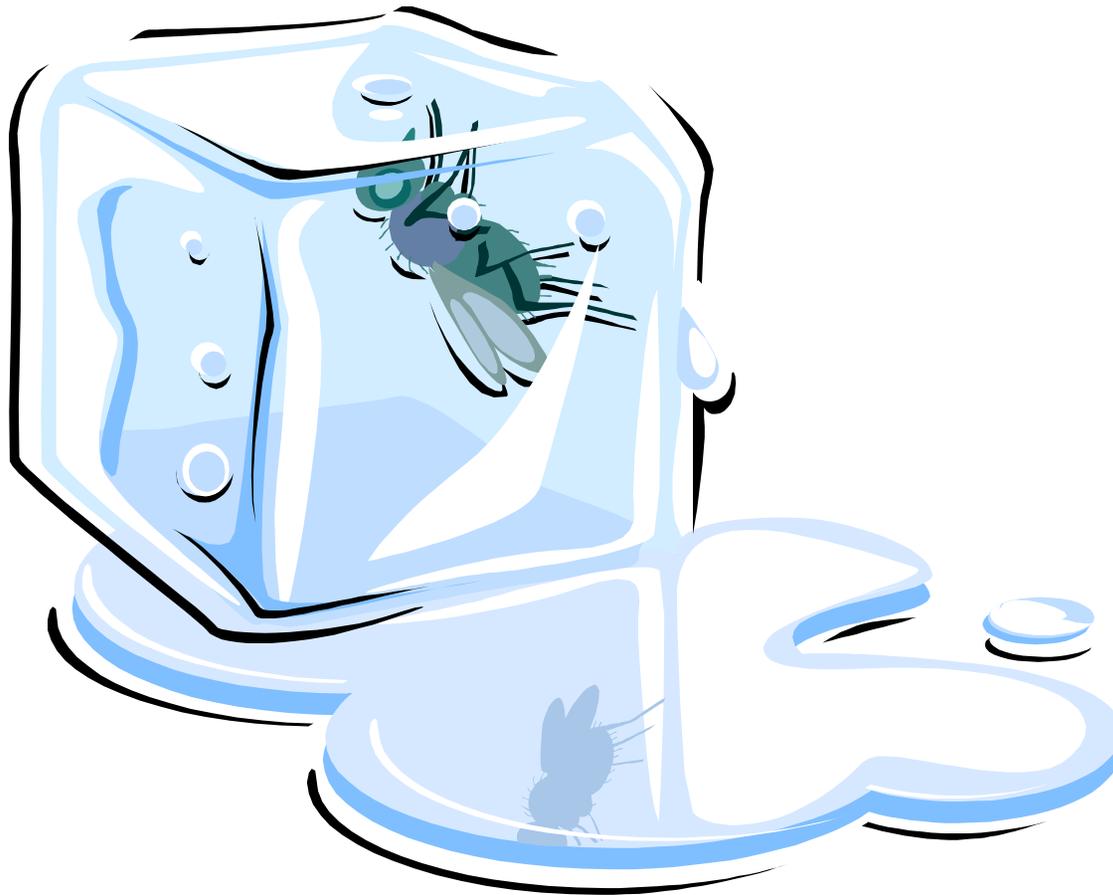
Confidentiality

Experiences (Please share personal perspectives)

Sensitive (Be sensitive to others)

Speak for self

ICEBREAKER



ICEBREAKER

Who Are You? (5x's)

Who Do You Pretend To Be (5x's)

Who Do You Think I Am (5x's)

Debrief

- Which question was the easiest to answer?
- Which question was the most difficult to answer?
- What impact did hearing the answers to question #3 have on you?

Discussion

Do you believe that we all pretend to some degree?

Is pretending a healthy thing, why or why not? When is it healthy? When is it unhealthy?

There is another question: who do you want to be?

Cultural Competence

- Some of us have pretended for so long that we have forgotten who we really are – this is dangerous.
- Cultural competence requires us to reconnect with who we are, who we pretend to be, who others think we are, and who we want to become.

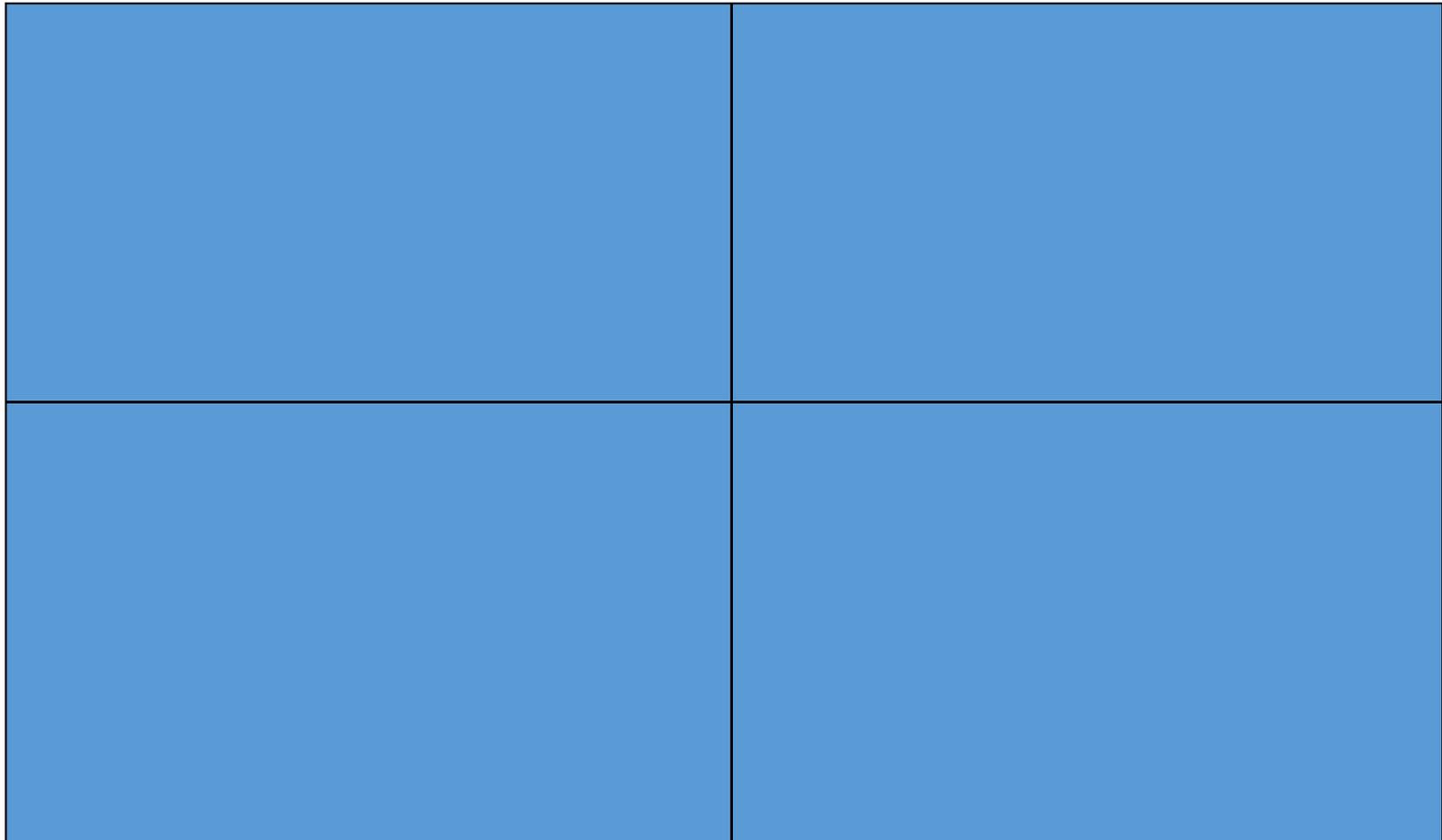
Johari's Window

	Known to self	Not known to self
Known to others	The Public Self	The Blind Self
Not known to others	The Private Self	The Unknown Self

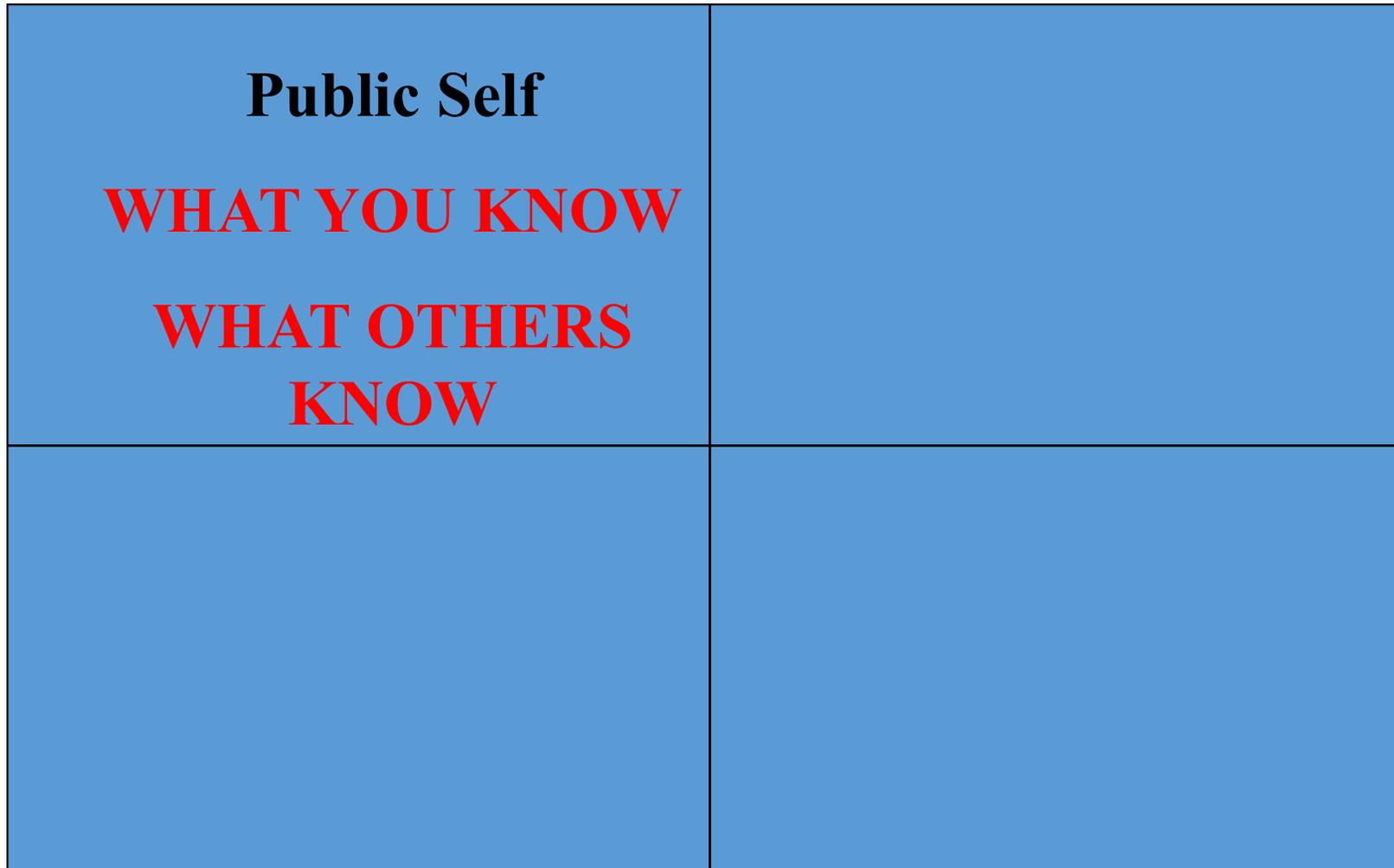
Johari's Window



Panes of a Window



Johari's Window



Johari's Window



<p>WHAT YOU KNOW WHAT OTHERS KNOW</p>	<p>Blind Self WHAT YOU DON'T KNOW BUT OTHERS KNOW</p>

Johari's Window



<p>WHAT YOU KNOW WHAT OTHERS KNOW</p>	<p>WHAT YOU DON'T KNOW BUT OTHERS KNOW</p>
<p>Private Self</p> <p>WHAT YOU THINK YOU KNOW BUT OTHERS DON'T KNOW</p>	

Johari's Window



<p>WHAT YOU KNOW WHAT OTHERS KNOW</p>	<p>WHAT YOU DON'T KNOW BUT OTHERS KNOW</p>
<p>WHAT YOU THINK YOU KNOW BUT OTHERS DON'T KNOW</p>	<p>The Unknown Self WHAT I DON'T KNOW AND OTHERS DON'T KNOW</p>

Self-Disclosure

- Perhaps one of the greatest dilemmas facing persons in the workplace is the choice between openly expressing his or her thoughts and feelings and concealing or distorting inner feelings, thoughts, or perceptions.



Self-Disclosure

- When Is Self-Disclosure Appropriate?
 - Luft (1969) proposes the following guidelines:
 1. When it is a function of the ongoing relationship.
 2. When it occurs reciprocally.
 3. When it is timed to fit what is happening.
 4. When it concerns what is going on within and between persons in the present.
 5. When it moves by relatively small increments.

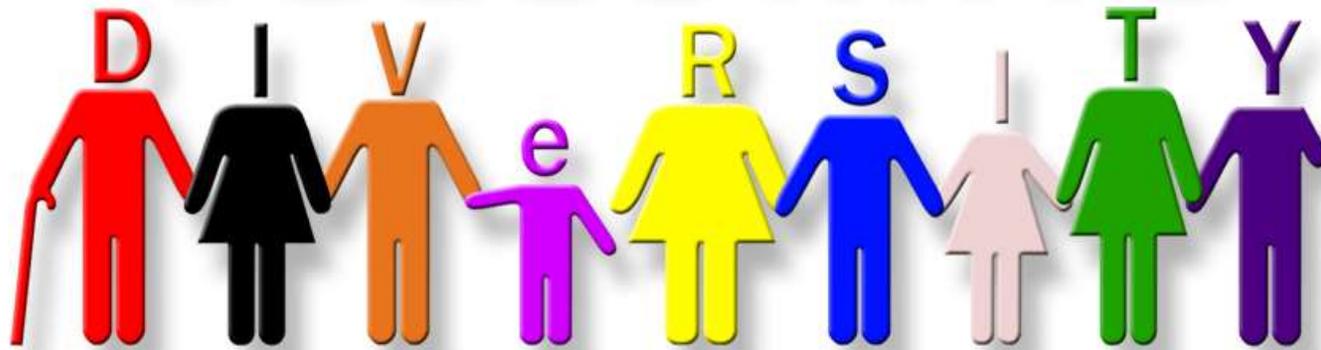


Self-Disclosure

- When Is Self-Disclosure Appropriate?
 - Luft (1969) . . . (continued)
 6. When it is confirmable by the other person.
 7. When account is taken of the effect disclosure has on the other person(s).
 8. When it creates a reasonable risk.
 9. When it is speeded up in a crisis.
 10. When the context is mutually shared.

The Diversity Debate

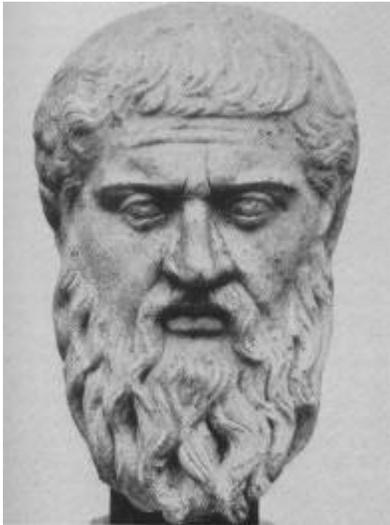
CELEBRATE



Equity and Diversity

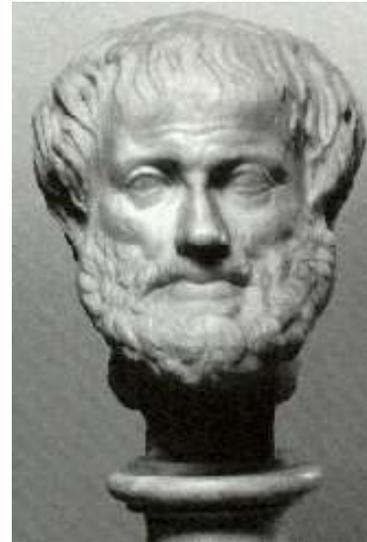
The First Debate

Plato



vs.

Aristotle



Saxonhouse, A., Fear of Diversity: The Birth of Political Science in Ancient Greek Thought, Chicago: University of Chicago Press, 1992

Diversity Debate

Plato... Unity and harmony would be achieved by shared characteristics of a **homogenous citizenry**.

Aristotle... Unity and harmony is achieved through **difference**. Democracy based on variety is more likely to thrive.

DEFINING DIVERSITY

“WHO ARE YOU?”

Diversity

Full range of human differences & potential that manifest itself in individual members of a university community. This range includes many different dimensions – racial, ethnic, linguistic, geographic, backgrounds, religious beliefs, physical abilities, sexual orientation, socioeconomic class, political convictions & lifestyles preferences.

Peter Lange, Provost, Duke University

Diversity

**The process of
acknowledging *differences*
and *similarities* through
*actions.***

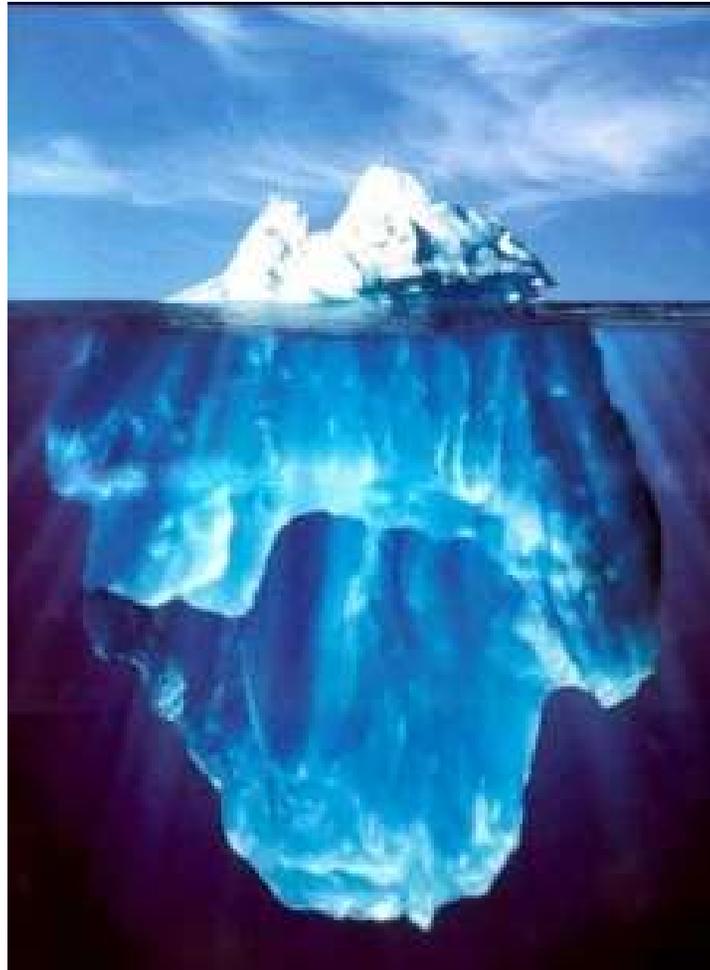
Anonymous

Layers of Diversity

What Is It That Makes Us Different?

Race

Gender



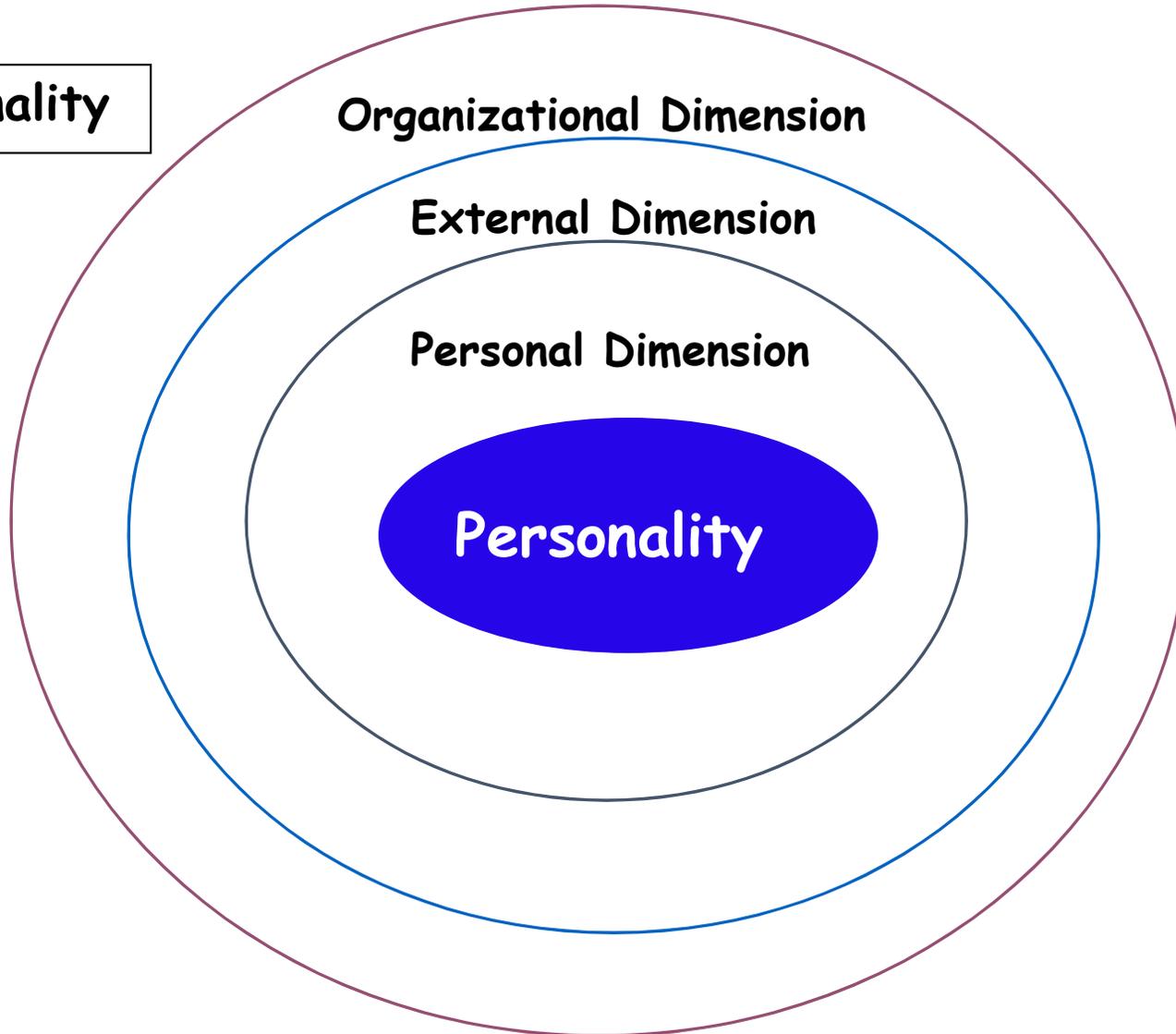
Age

Physical Ability

**When it comes to diversity,
there are different layers;
however, most of us do
not go to the deeper
layers, we operate on the
surface level.**

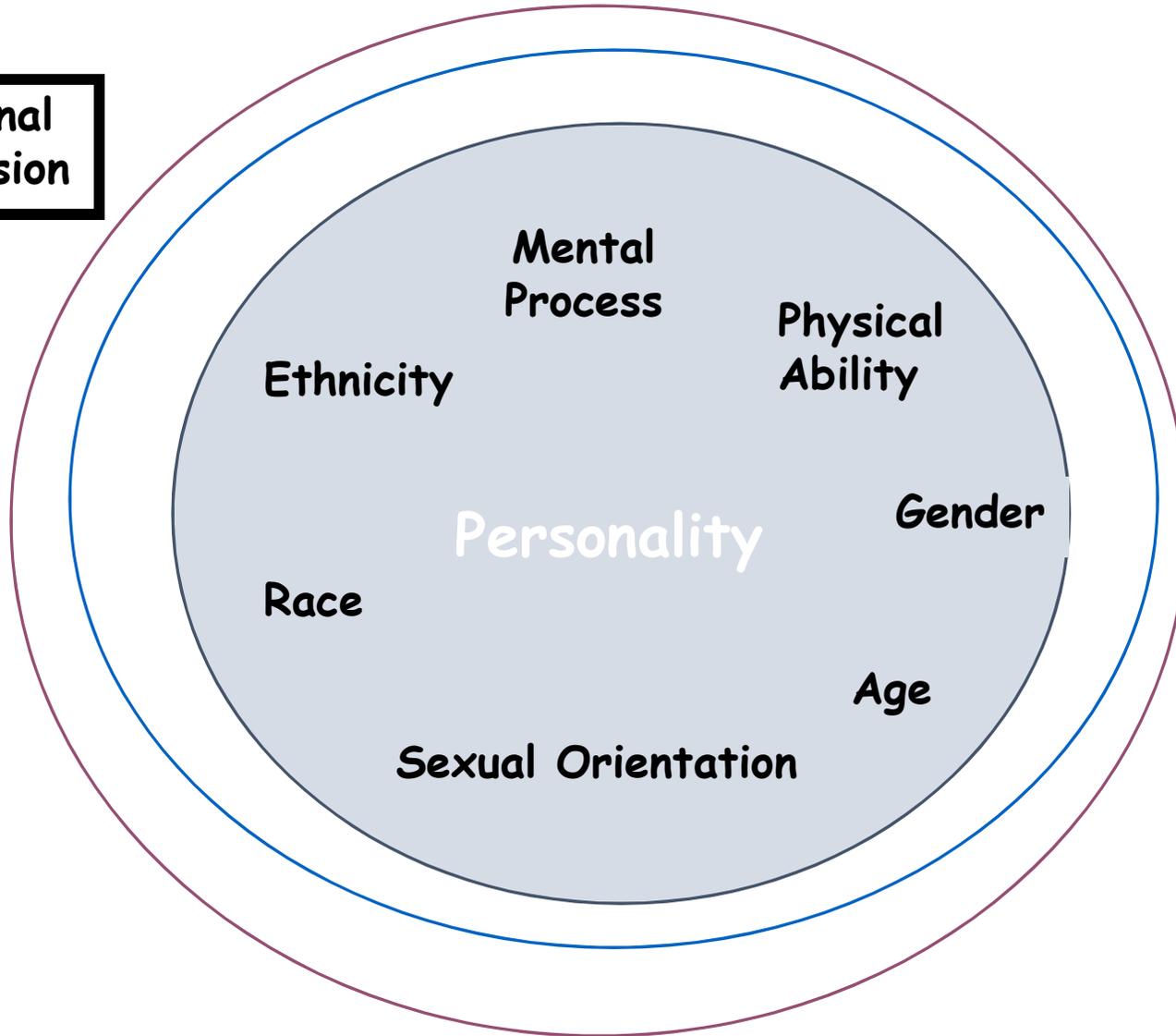
LAYERS OF DIVERSITY

Personality

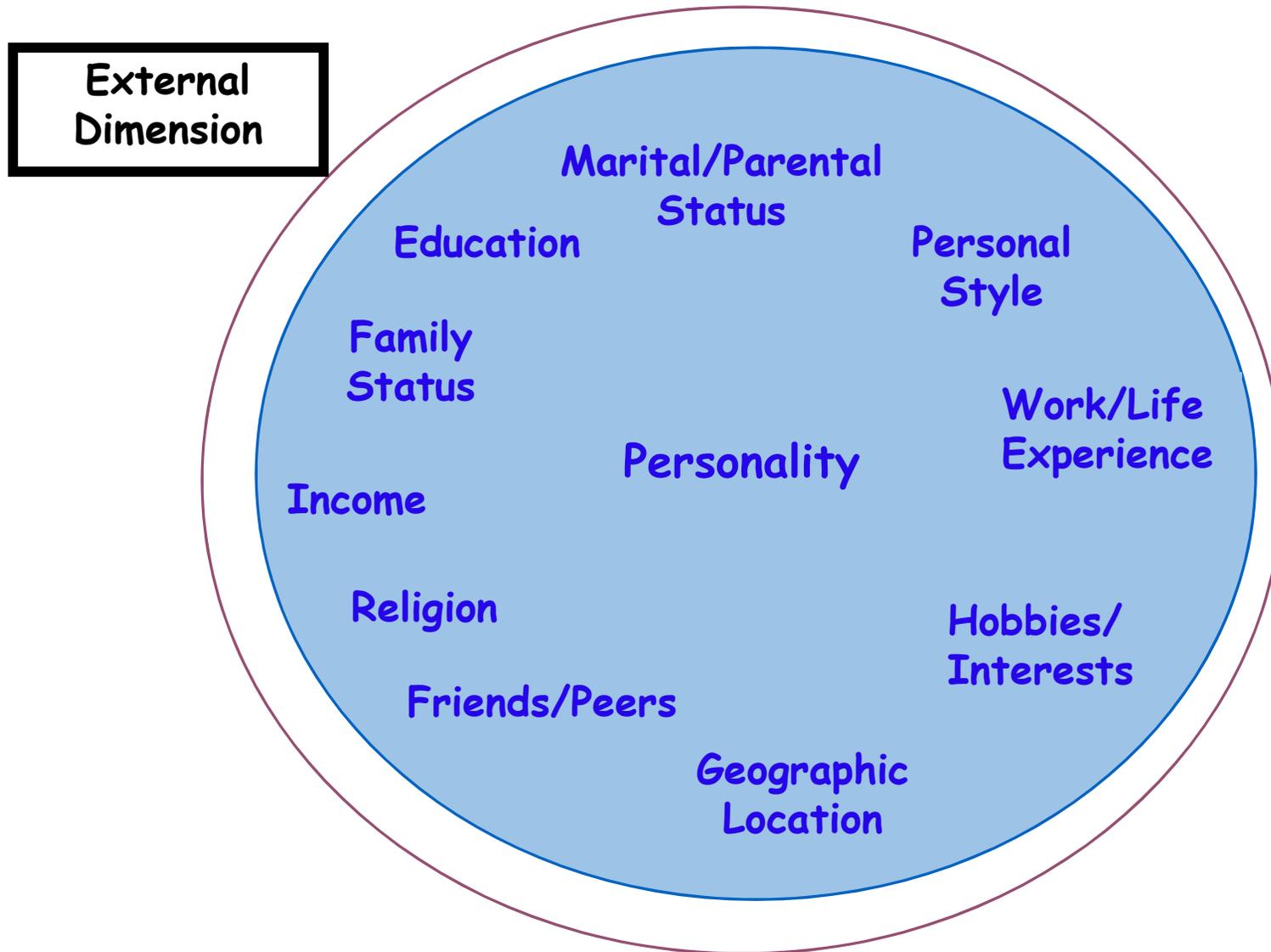


LAYERS OF DIVERSITY

**Personal
Dimension**

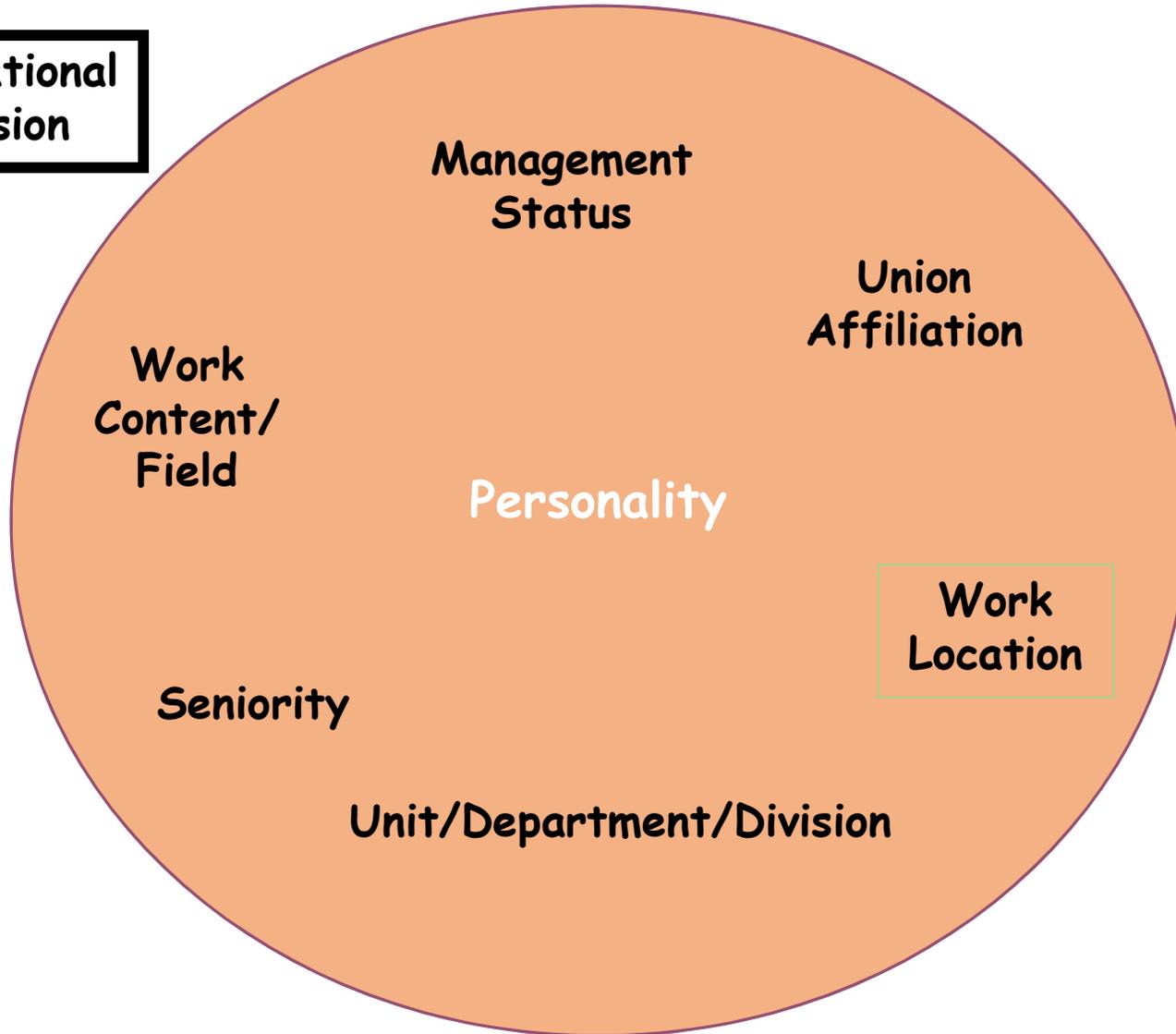


LAYERS OF DIVERSITY



LAYERS OF DIVERSITY

**Organizational
Dimension**



How Deep Did You Look Into My Layers?

WHO DO YOU THINK I AM?

True or False

- 1. I play basketball**
- 2. I like rap music**
- 3. I like country western music**
- 4. I play golf**
- 5. I am 45 years old**
- 6. I sing opera**
- 7. I play the piano**
- 8. I love watching football on television**
- 9. I am from the south**

True or False

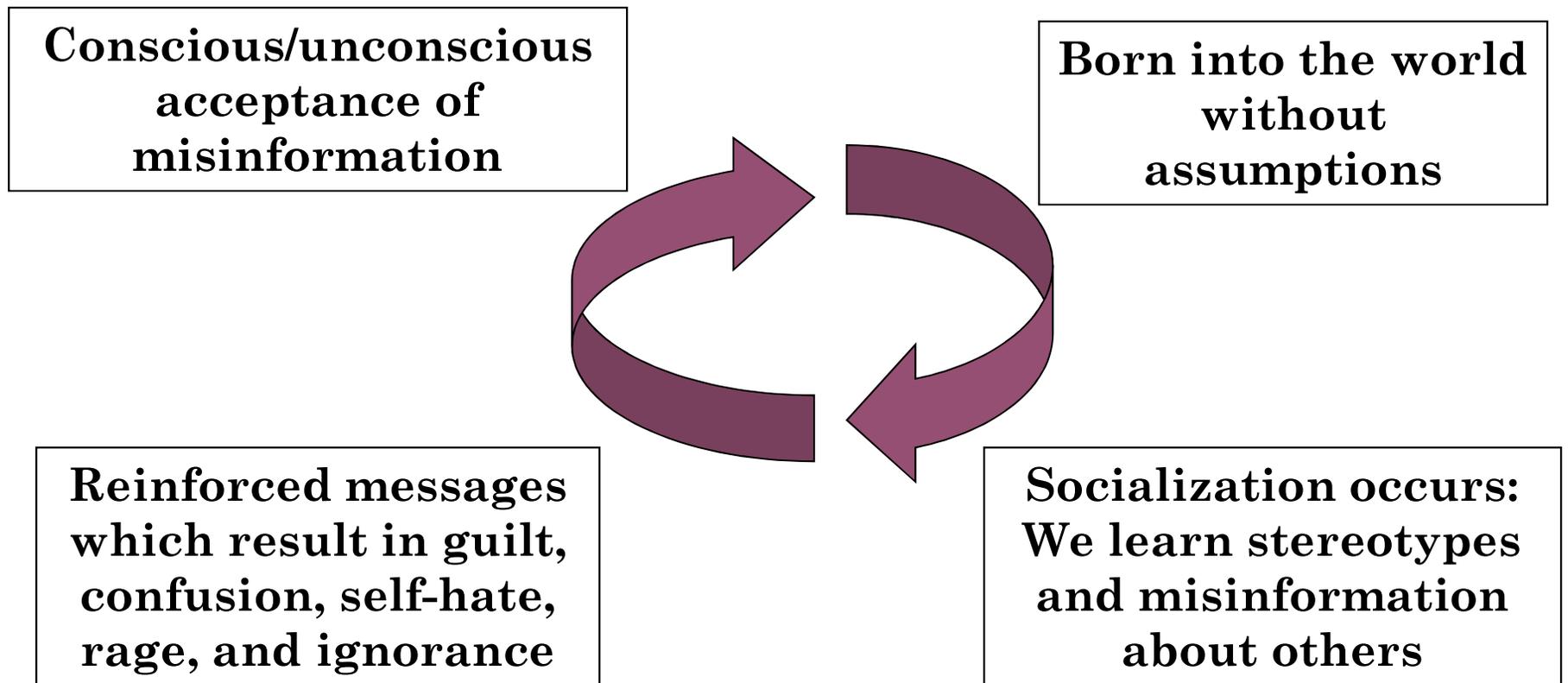
“We are born without racist attitudes, values, or beliefs. Though we are born into the social identity groups, we have no information about ourselves or about others. It is through the socialization process that we acquire the sets of attitudes, values, and beliefs that support racism.”

WHERE DID IT COME FROM?

If we are born without
racist or sexist attitudes,
where they come from?

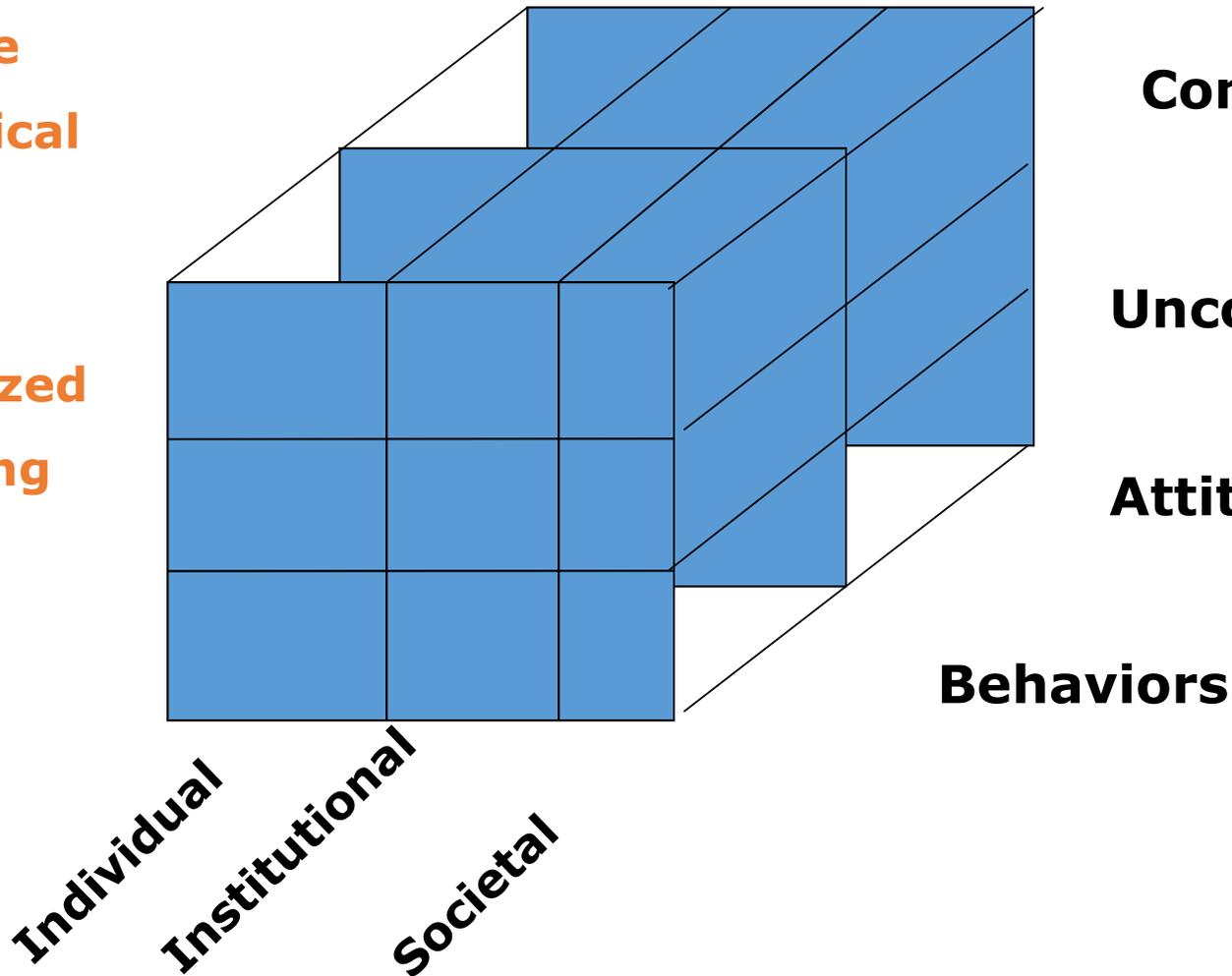
Cycle of Socialization

We are socialized to see things a certain way, to believe in certain things, and even to see other people a certain a way.



The Social Oppression Matrix

Pervasive
Hierarchical
Complex
Circular
Internalized
Restricting
Shared



Conscious

Unconscious

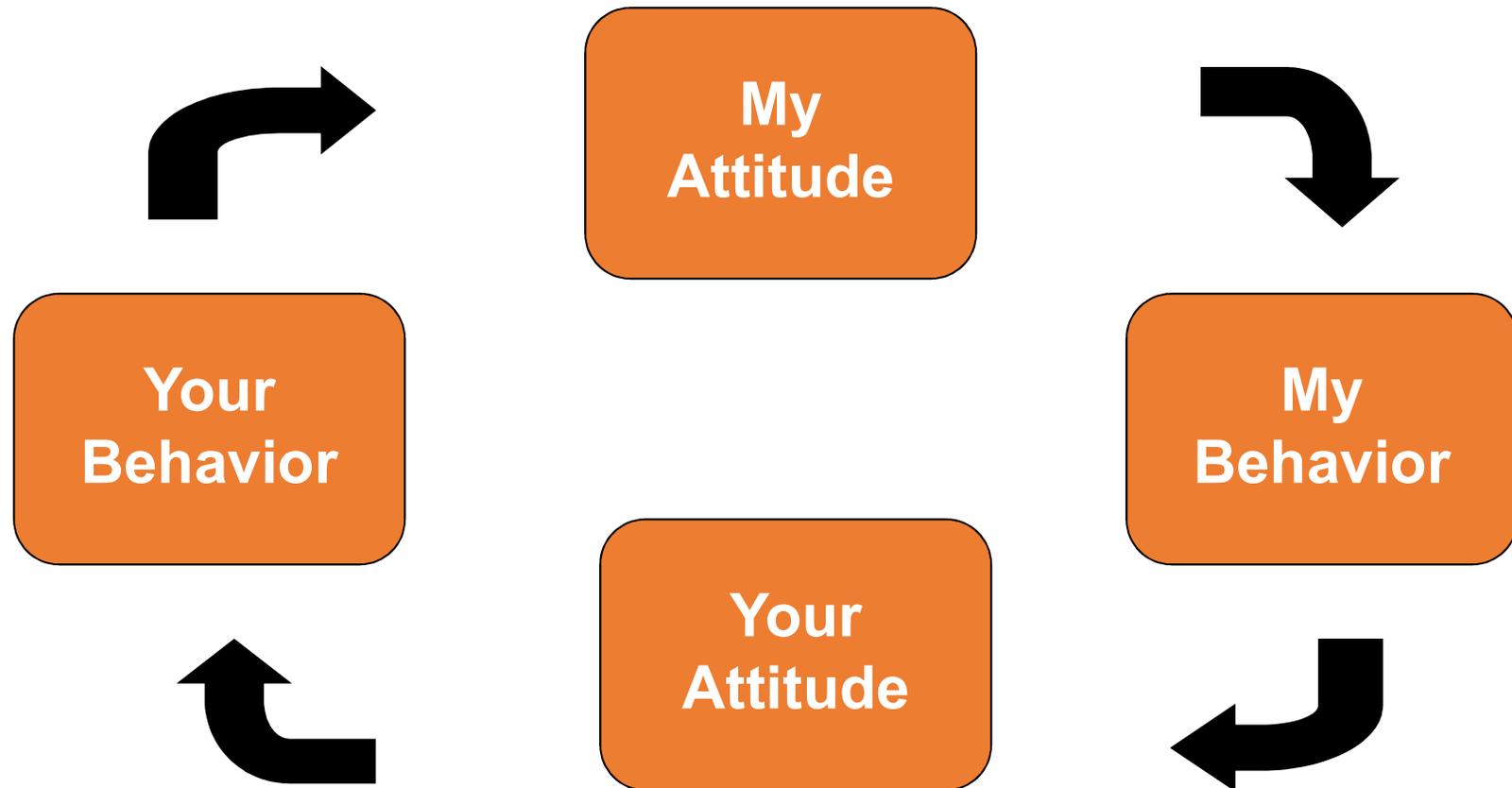
Attitudes

Behaviors

Attitude Reflects Leadership

“Attitude is caught, not taught”

As individuals we sets the attitude around us – and that attitude is contagious.



Unpacking Your Bag of “Stuff”

Briefly talk about the situation into which you were born and how that situation has shaped your views on diversity and the way in which you view other cultures.

Privilege: Unpacking the Invisible Knapsack

“I think privilege individuals are carefully taught not to recognize privilege. I have come to see privilege as an invisible package of unearned assets that I can count on cashing in each day, but about which I was “meant” to remain oblivious. Privilege is like an invisible weightless knapsack of special provisions, maps, passports, codebooks, visas, clothes, tools, and blank checks” (McIntosh, pp. 10-12).

So What?

- Because we are a very diverse society, there is a great need for cultural competence.
- Because there are some attitudes and behaviors which our below the surface, subconscious, there is a need for cultural competence.
- Cultural competence, however, is a difficulty concept to teach and understand, however – do you agree or disagree?

WHAT IS CULTURAL COMPETENCE?

Cultural Competency

Cultural Competency is a set of skills, knowledge and attitudes, which enhance an individual's:

1. awareness of his or her own assumptions and values as well as other prevailing attitudes toward culture within the United States;
2. understanding of and respect for other's values, beliefs and expectations; and
3. ability to adapt his or her interactions to be more congruent with other's expectations and preference.

Cox and Beale Definition

“a process of learning that leads to an ability to effectively respond to the challenges and opportunities posed by the presence of social cultural diversity in a defined system.”

Why Is Cultural
Competence
Important?

Impact of Poor Cross-Cultural Working Teams On The Work Environment

- Lower productivity and poor performance
- High employee absenteeism and turnover
- Conflict and tensions among members
- Allegations of Discrimination Complaints Within and from the Outside
- Loss of time and productivity due to misunderstanding
- Lack of innovation and problem-solving.

What Are The Barriers To Cross Cultural Teams

What are the characteristics of weak and strong team relationships?

What are the behaviors and values necessary to build strong cross-cultural team relationships?

What are the barriers to strong cross-cultural team relationships?

What are the strategies to overcome these barriers and build strong cross-cultural team relationships?

SO WHAT?

I am programmed to see and think a certain way, but what can I do to change?

PERSONAL MAPS

CONSIDER THIS!

- We are all born without pre-recorded data;
 - *however*
- We take in information and misinformation;
 - *however*
- We can get accurate information

**WE CAN CHANGE – IF WE WANT
TO**

Breaking the Cycle of Oppression

- Requires us to:
 - Find new evidence or information that disproves your stereotypes and assumptions.
 - Start looking for people that don't necessarily fit the stereotype.

Breaking the Cycle

Question

- Norms
- Values
- Behaviors
- Roles
- Rules

Which Calls Us To:

- Learn new information
- Unlearn misinformation
- Identify and work through our own stereotypes
- Move out of our comfort zone
- Allow for mistakes toward learning

Which Can Result In:

- Changed feelings and actions
- Redefining who we are in terms of the various dimensions of cultural diversity

SEXUAL HARASSMENT

Sexual harassment of employees or students at the University is defined as **unwelcome sexual advances**, requests for **sexual favors**, **verbal** or other **expressive** behaviors or **physical** conduct commonly understood to be of a **sexual nature**.

- a. **Threats** to make an adverse employment or academic decision if another person refuses to engage in sexual activities.
- b. **Demands** that another person engage in sexual activities in order to obtain or retain employment or academic benefits.
- c. **Promises**, implied or direct, to give employment or academic benefits if another person engages in sexual activities.
- d. **Unwelcome** and **unnecessary touching** or other sexually **suggestive** physical contact, or threats to engage in such conduct.

e. **Indecent exposure.**

f. **Invasion** of **sexual privacy.**

g. **Sexual advances,** requests for **sexual favors,** sexual **comments** and **questions,** and other **sexually-oriented** conduct that is directed against a specific **individual** and persists despite its rejection.

h. Conduct, even that not specifically directed at the complainant, which is **sufficiently pervasive,** **severe,** or **persistent** to alter the conditions of the complainant's employment or status as a student and create a hostile working or learning environment, when viewed from the perspective of a reasonable person of the complainant's gender.

SCENARIO #1, JOHN THE HUGGER AND KISSER

You are about to see a video clip of potential sexual harassment incident. The video features John, who has been employed with the agency for many years. He is friendly and well-liked by his co-workers. Each morning as he enters the workplace, John kisses the women on the cheeks and makes comments such as, “Would you like for sugar with the coffee?” While most of the women ignore John, Jean is not receptive to behavior.

SCENARIO #2, AREALYA THE FLIRTATIOUS SUPERVISOR

You are about to see a video clip of potential sexual harassment incident. The video features Arealya, who supervises a male employee. Arealya invites her supervisee to dinner; he declines the invitation. In reaction to his rejection, Arealya assigns him additional duties and issues him a deadline to complete the additional duties.

ACTION PLANS

How can I continue getting feedback?

How can I continue learning who I am and who I pretend to be?

How can I continue getting in touch with that aspect of me that is unknown?

What I would like to know more of, do better, or understand better five years from now?