Diversity and Cultural Competency

Valdese West, MPA

Conflict Resolution Practitioner

Interactions are Affected by Identities

- Teams are made of individuals from different backgrounds, cultures, education levels, values, beliefs and ideals

- Always remain mindful of those around you and what they may experience in the current culture of your organization

Recognizing Identities

We all have multiple identities that all intersect, many of which are largely out of our control. This means we approach circumstances with a unique lens associated with our identities.

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Life Away from the Office

"The best part of my weekend is…"

"If you knew me, you'd know…"

"The worst part of this week has been…"

"I enjoy doing…in my free time."

What is Diversity?

Embracing differences among people regarding…

- Age
- Class
- Ethnicity
- Gender
- Health
- Physical and mental ability

- Race
- sexual orientation
- Religion
- Physical size
- Level of education
- Job level and function
- Personality traits

…and other human differences.

Leveraging Diversity

Emotional IQ- awareness, control and expression of one's emotions in relation to interpersonal relationships

Empathy-understanding and respecting the feelings of another
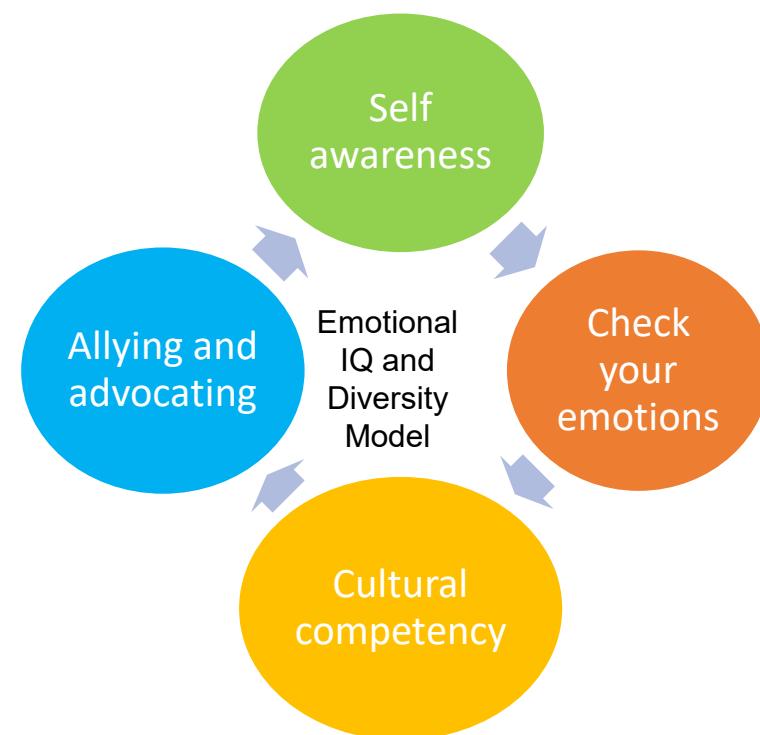
(Gardenswartz, Cherbosque, & Rowe, 2010)

Self awareness

Check your emotions

Cultural competency

Allying and advocating

Emotional IQ and Diversity Model

Quantifying Feelings of Inclusion

Inclusion!
Actions across boundaries

- Inclusion is not always driven by diversity.
- Inclusion means to both consider and value each person's contribution to a decision.
- Inclusion considers "who has a voice" and ensures everyone has a say in the process.

What is Culture?

- The customary beliefs, social norms, and material traits of a racial, religious, or social group.
- The set of shared attitudes, values, goals, and practices that characterizes an institution or organization.
- The integrated pattern of human knowledge, belief, and behavior that depends upon the capacity for learning and transmitting knowledge to succeeding generations.

(Merriam-Webster Dictionary)

Cultural Competence

5 Stages of Cultural Competence Development

5. Inclusive (Highest Cultural Stage)
4. Integrative
3. Ambivalent
2. Defensive
1. Conventional

(Katz & Miller, 2012)

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Conventional

- Very little or no awareness of bias towards individuals of other cultures.
- Belief that own culture and language is superior.
- Discomfort when interacting with people who are different.
- Typically avoids learning about other cultures.

Defensive

- Inequality is more apparent at this stage.
- The discomfort associated with diversity makes individuals avoid contact to avoid being labeled as prejudiced.
- The only knowledge of other cultures is based on ethnocentrism and stereotypes.
- Individuals are willing to learn about other cultures with the main motivation being avoiding the prejudice label.
- Individuals feel forced to show tolerance and competence.

Ambivalent

- Understanding of bias is known at this point, but the individual does not view themselves or their organization as biased.
- Focus is placed on institutional barriers and more obvious acts of discrimination.
- Knowledge still mostly based on stereotypes, while considering few examples of group members that are historically excluded (for example, the one immigrant person who speaks our language better than most natives).
- Asking a lot of questions about cultural differences but not wanting to discuss one's own racial or cultural group.

Integrative

- Individuals are aware of personal and organizational biases.
- Intentionally integrating awareness of cultural attitudes and behaviors.
- At this stage, individuals have a hard time understanding and accepting people who are not as inclusive as they are.
- Comfortable with cultural difference.
- "Points out" other members of majority group for not being culturally competent.

Inclusive (Highest Cultural Stage)

- Consistent awareness of cultural and personal bias.
- Positive cultural stereotypes.
- Vast multicultural knowledge and the desire to learn more.
- Preference for multicultural experiences.
- Not fearful about the process of learning new cultures.

Public Engagement Using Cultural Competence

Typical Community…	Culturally Aware Community…
• **Communicate to/at**	• **Deliberate with/for**
• **Public hearing**	• **Community involved conversation**
• **Talk to and about, direct/tell**	• **Talk with, share**
• **Information out only**	• **Information around**
• **Meeting in public**	• **Public meeting (open invitation)**
• **Seeking to establish/protective over information**	• **Seeking and finding common ground**

Public Engagement

- Requires Long term commitment, not a short-term fix
- Don't operate using "Expert View"
- Understanding that being "open" is not enough
- Active inclusion from the beginning
- "It is more like electricity than a light bulb"

How can public engagement help?

- Public ownership of policies

- Decision makers listen to and understand the concerns of the public and can incorporate those concerns into the implementation

- Decisions reflect the values of the community

- Strengthening communities and schools, as well as representative and participatory government

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1. Listen First

Listen with no agenda
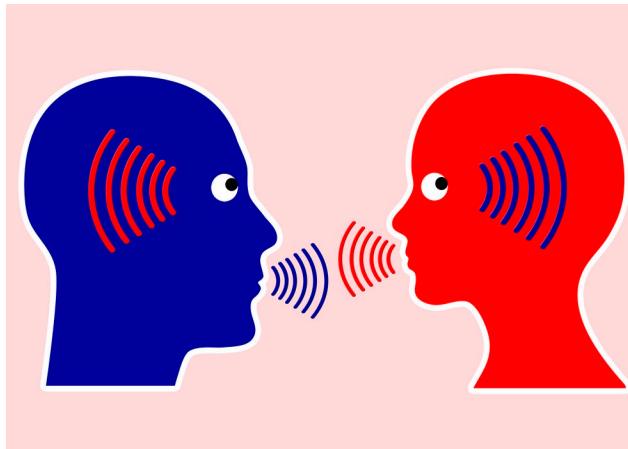
Have an open mind
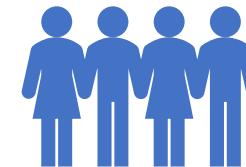
Recognize and understand the community's concerns

2. Create an ongoing process

- Public engagement is not a one-time event
- Patience and trust are essential
- Requires designing ongoing participation activities
- Takes feedback from leadership and community members
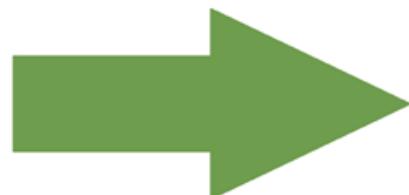
3. Go beyond the usual suspects

- Leaders and active community members can contribute considerably and are important to include

- Be aware that other community members might have different opinions and agendas

- Be inclusive and involve more citizens for more meaningful participation
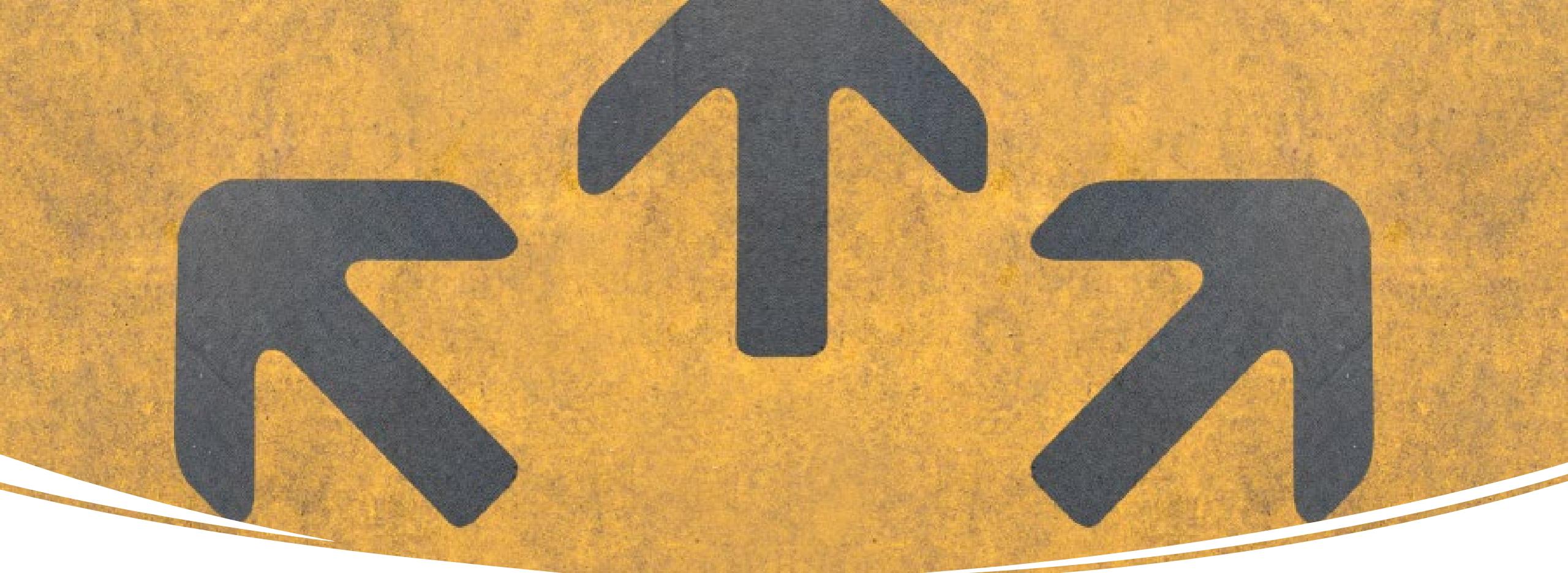
4. Provide choices

- Public deliberation is important
- Other creative approaches can help the public understand and analyze alternatives

5. Plan for Obstacles

- Allow sufficient time for the public to work through obstacles
- Collaborate
- Discuss each concern separately

6. Communicate productively

- Support solutions with clear evidence

- Be mindful of overwhelming people with data

- Seek feedback from those who disagree

- Respect ALL opinions

WHAT ELSE CAN YOU DO?

…..BE AN ALLY

An Ally is any person who supports, empowers, or stands up for another person or a group of people

An Ally is a verb not a noun

An Ally interrupts or intervenes to stop the mistreatment of others from continuing

Let's Review

Your social identity shapes your vantage points, perspective and opportunities

Ally is a verb

Social support can encourage diversity and cultural competency

Residents leave if they are not integrated into social communities

We ALL provide social support

Questions?????

Thank you!!!

Valdese West, MPA

University of Delaware

vwest@udel.edu