

Multi-Cultural Diversity Considerations for Organizations and Individuals

AAPB 18 August 2017 Webinar

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with contributions from Annette Booiman and Imei Lin

Slides based on training material from the National Center for Cultural Competence (NCCC) as well as from the Proceed, Inc. National Center for Training and Technical Assistance.

LEARNING OBJECTIVES:

Participants will learn how to:

- Specify multi-cultural models
- Identify stages of competence
- Develop plans for implementing culturally competent skills
- Implement best practices for multicultural training

Three Models:

- Cultural competence: The level of a provider's knowledge, attitude, and skills about cultural values and health-related beliefs, disease incidence and prevalence, and treatment efficacy for diverse cultural groups.
- Cross-cultural efficacy: Providers proficiently learn how their own culture and behaviors can impact others of different cultures, and understand how patients' culturally-based behaviors may impact the provider.
- Cultural humility: Providers engage in regular self-evaluation and self-critique. Goal is to developed power-balanced relationships with patients of different cultures.

Many Terms to Describe Cultural Diversity Awareness

Culturally relevant

Culturally aware

Linguistically Competent

Culturally Effective

Culturally Appropriate

Cultural sensitivity

Culturally Competent

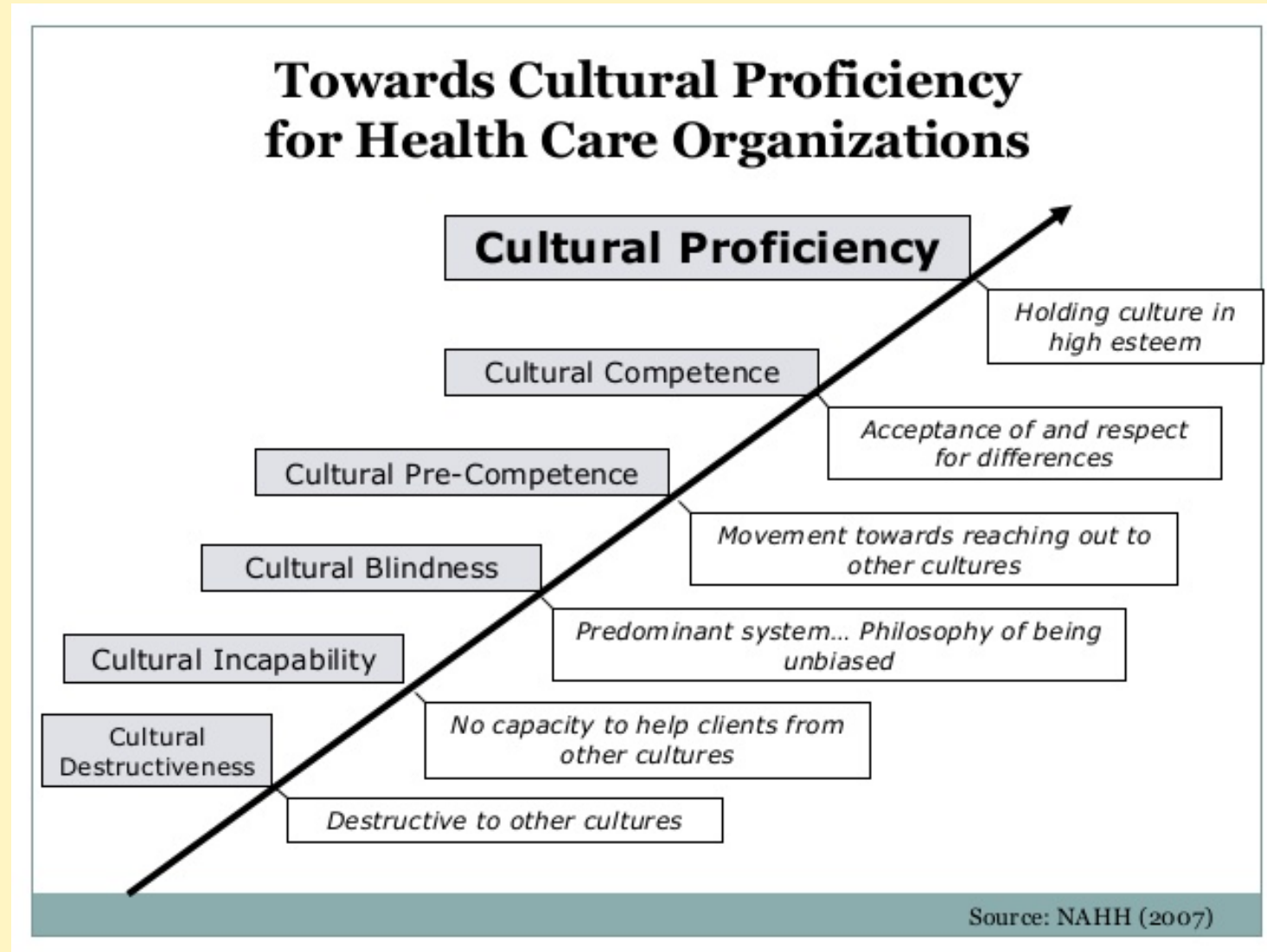
Culturally Proficiency

Multicultural Competence

Cultural Humility

Stages of Competence

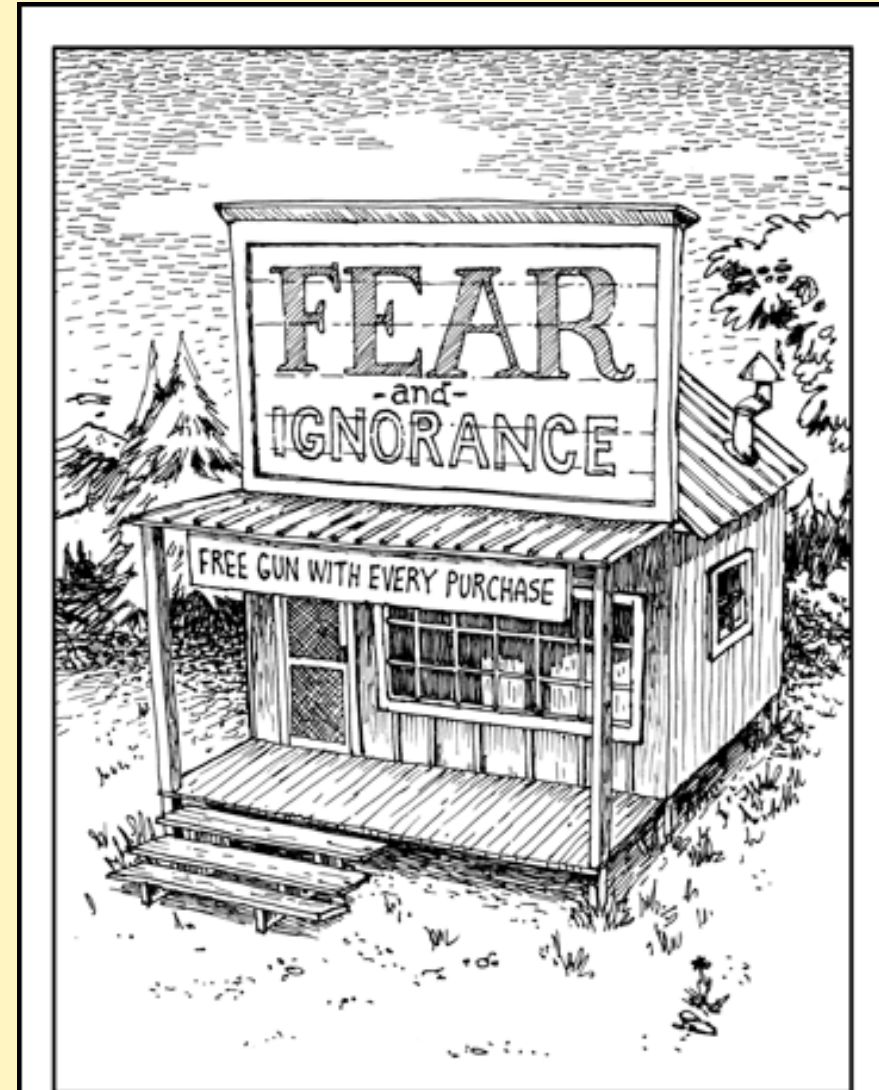
1. cultural destructiveness
2. cultural incapacity
3. cultural blindness
4. cultural pre-competence
5. **cultural competency**
6. **cross-cultural efficacy**
7. **cultural humility**



Cultural Destructiveness



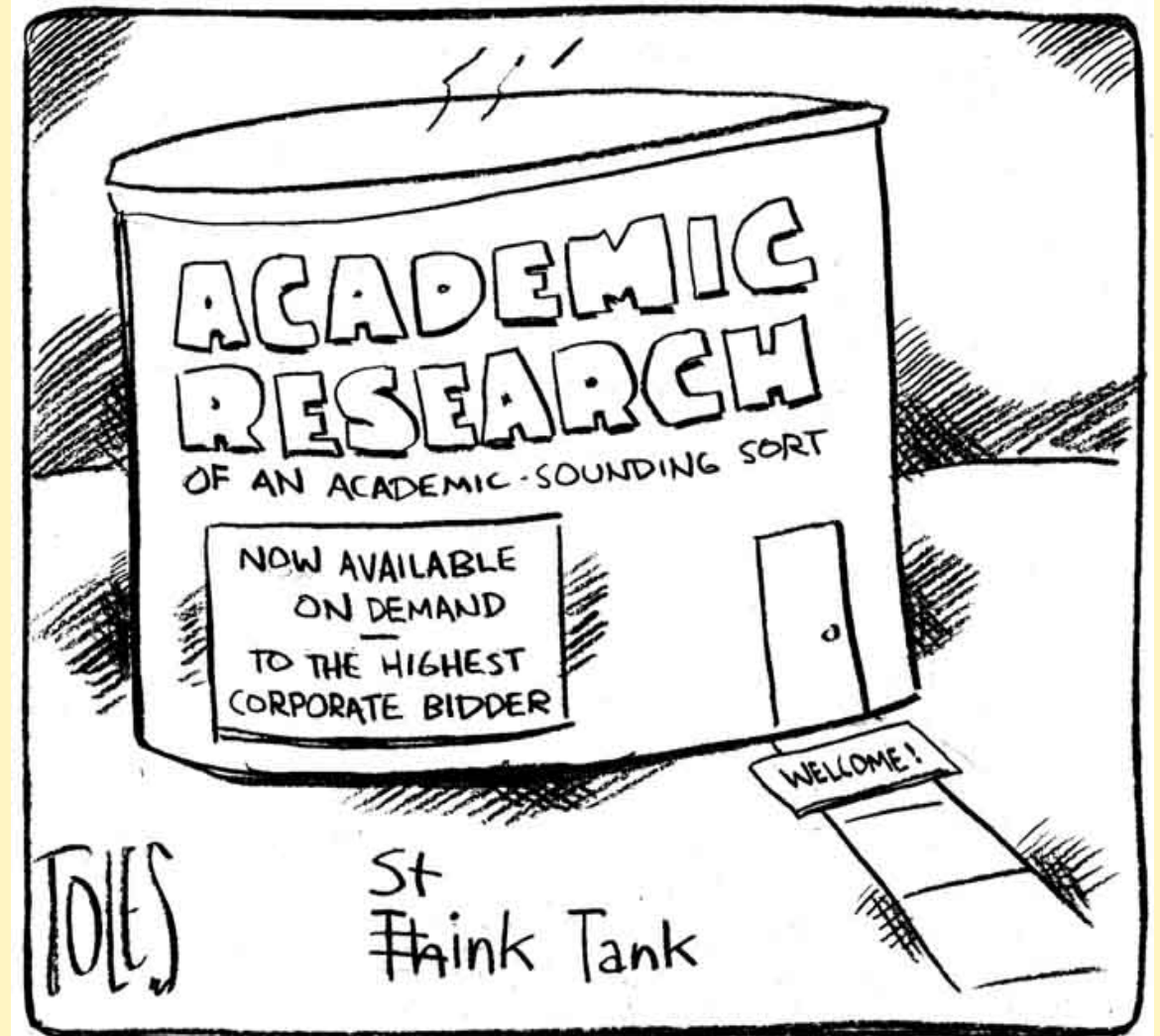
"Mr. Osborne, may I be excused? My brain is full."



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STANFILL

Cultural Incapacity



Cultural Blindness

All That We Share Danish video (<https://www.youtube.com/watch?v=jD8tjhVO1Tc>)



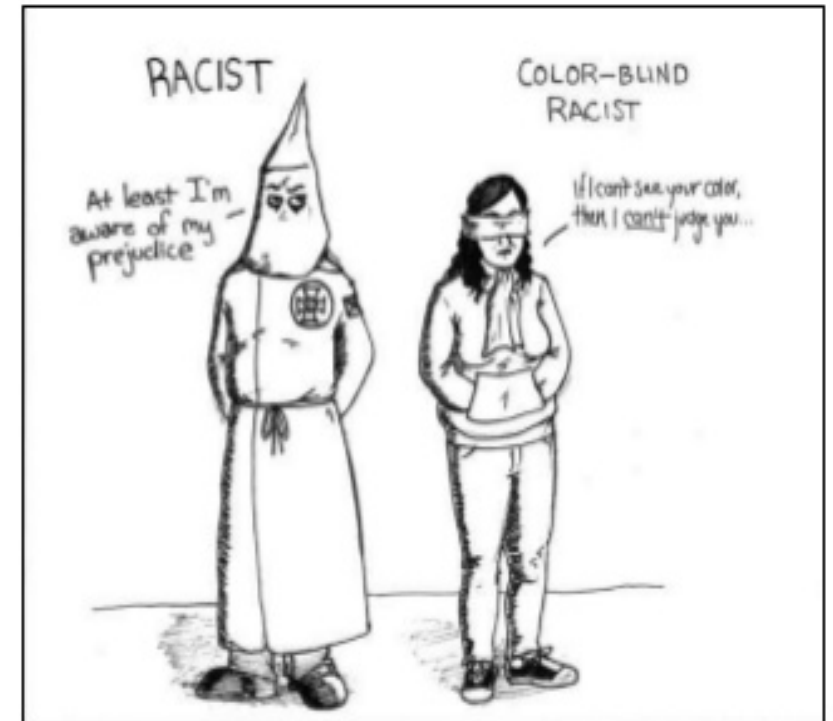
"I say to hell with it. If it can't be said in English, it ain't worth saying at all."

SOURCE: <https://www.cartoonstock.com/directory/b/barrier.asp>

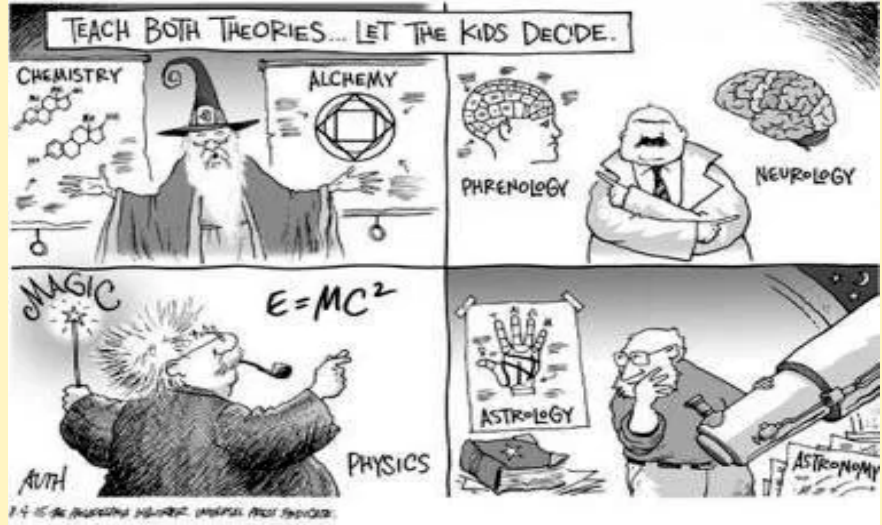
COLOUR BLINDNESS

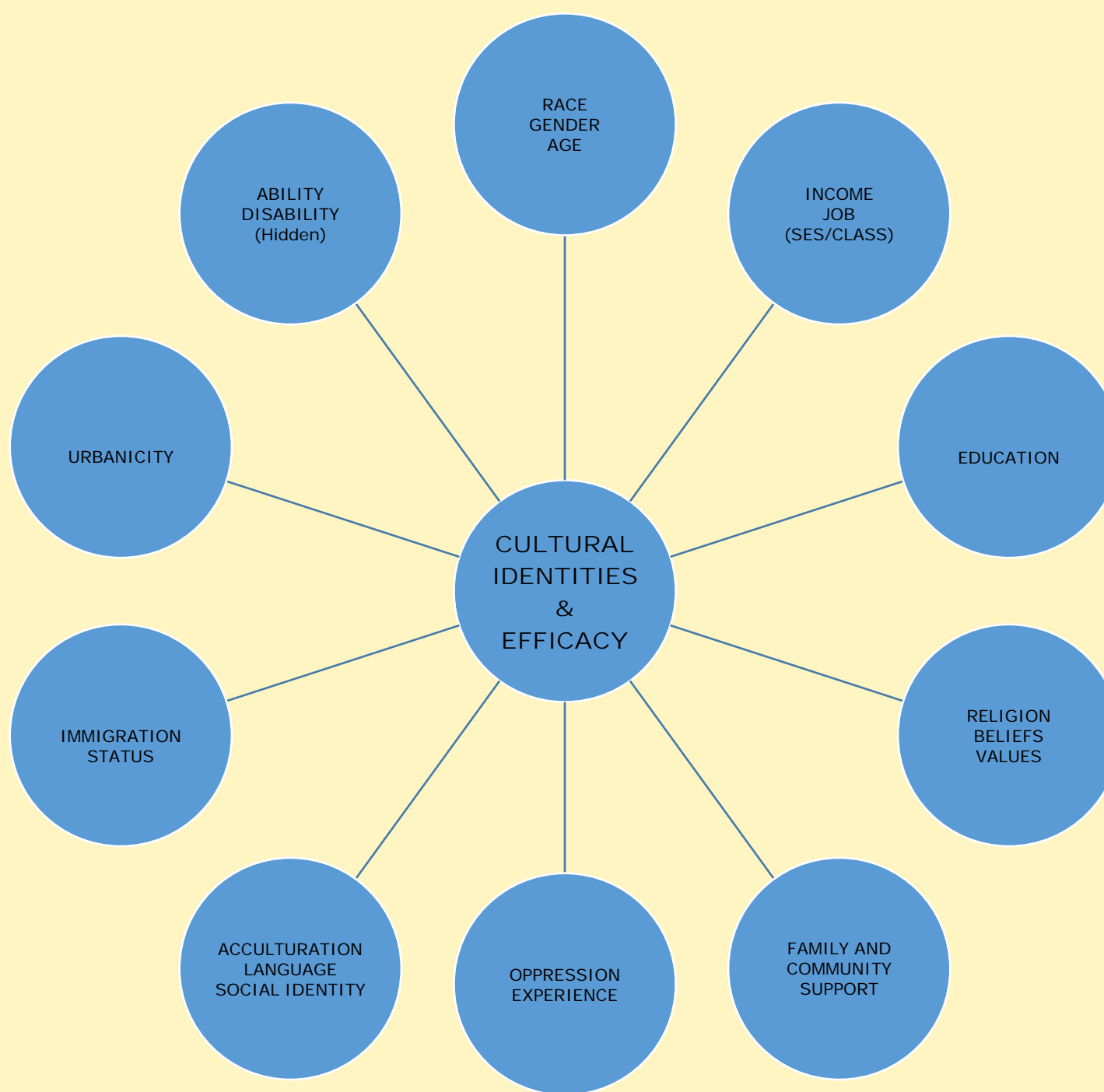
Occurs in predominantly white populations, for example, **whiteness becomes the normative standard, whereas people of colour are othered**, and the racism these individuals experience may be minimized or erased.

At an individual level, people with "colour blind prejudice" reject racist ideology, but also reject laws to fix institutional racism.



Cultural Pre-Competence

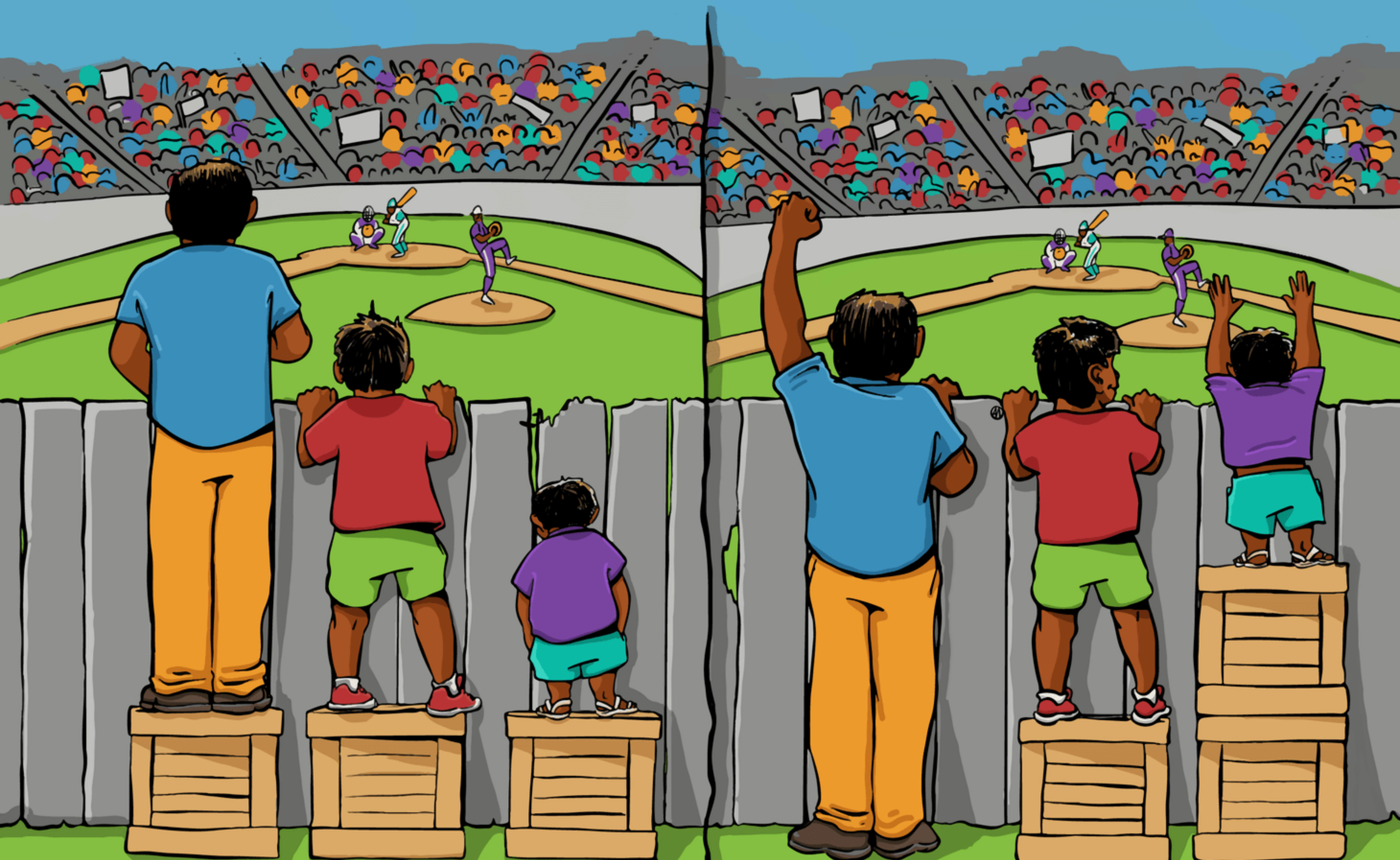




Quick Self-Check Using the Cultural Competence Continuum

Cross, Bazron, Dennis & Isaacs, 1989

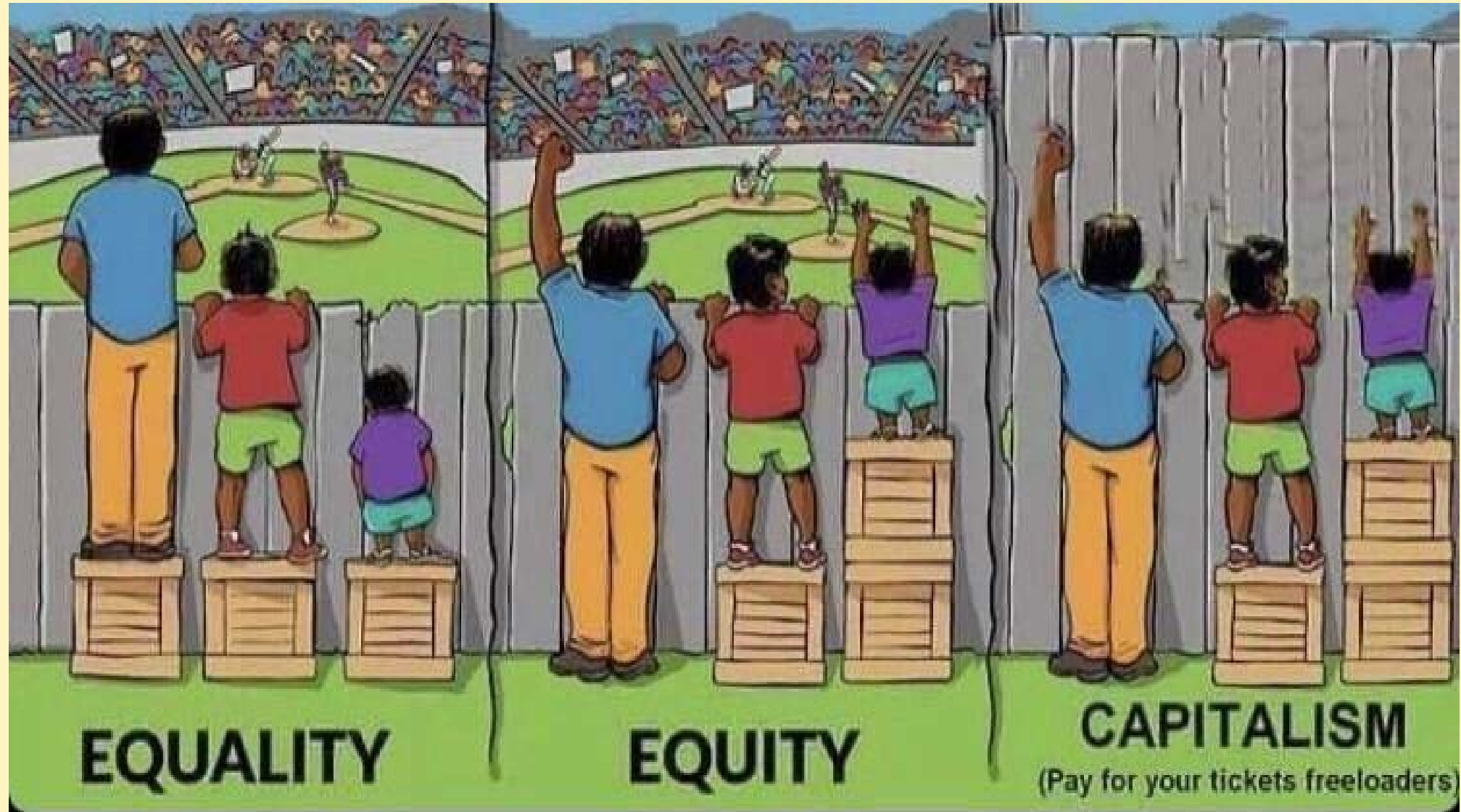
What Stage Are You In?	Characteristics
RED	attitudes, behaviors, values, and practices that are destructive to a cultural group
ORANGE	lack of skill and knowledge to respond effectively to the needs, interests and preferences of culturally and linguistically diverse groups
YELLOW	beliefs and practices that support viewing and treating all people as the same
GREEN	level of awareness about your strengths and areas for growth to respond effectively to culturally and linguistically diverse populations
BLUE	has acceptance and respect for differences
PURPLE	holds culture in high esteem



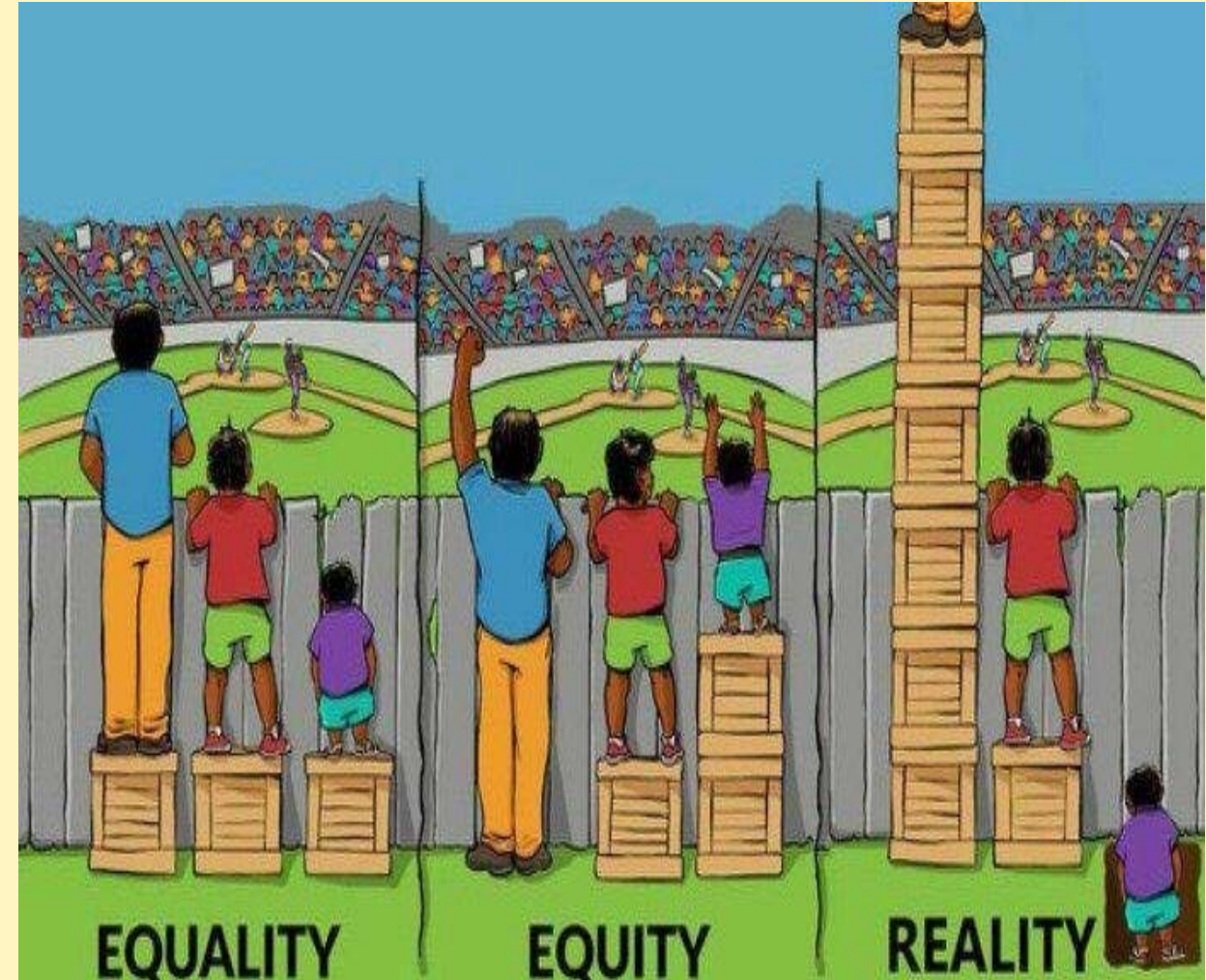
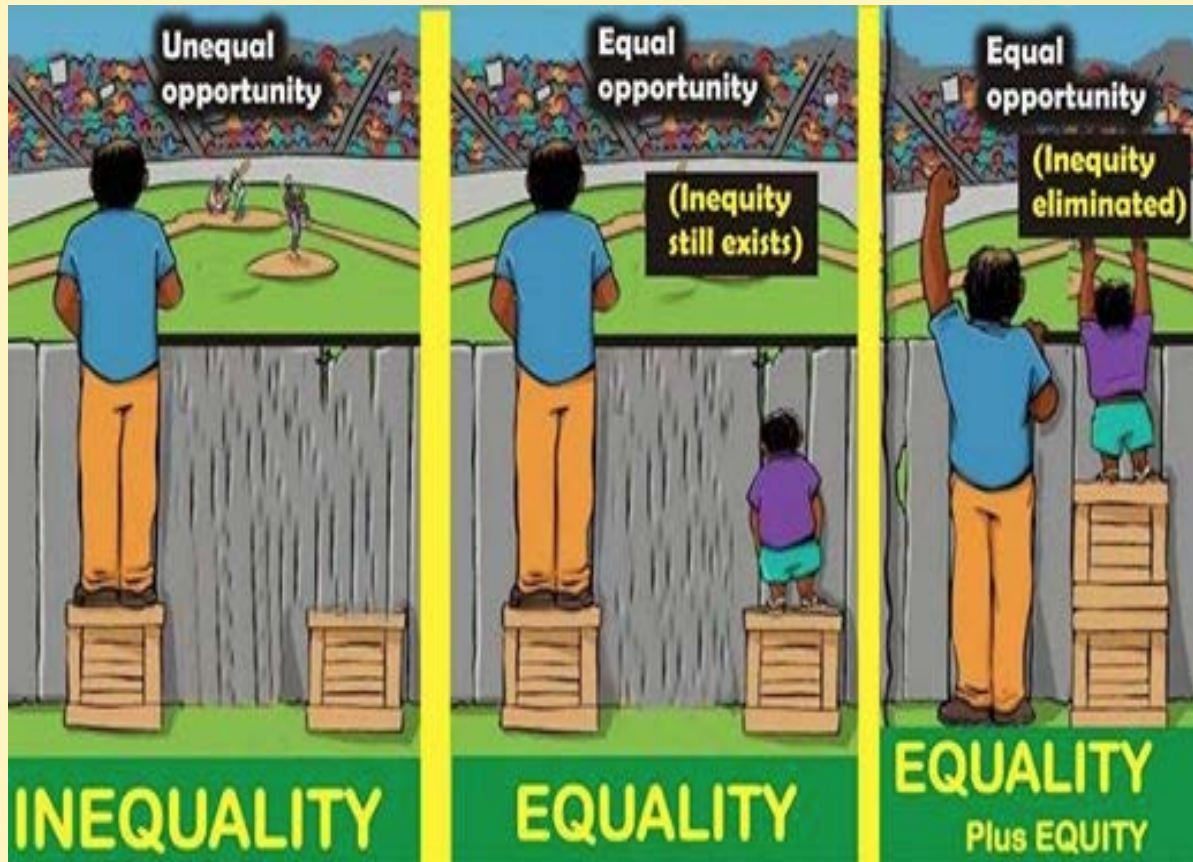
EQUALITY

EQUITY

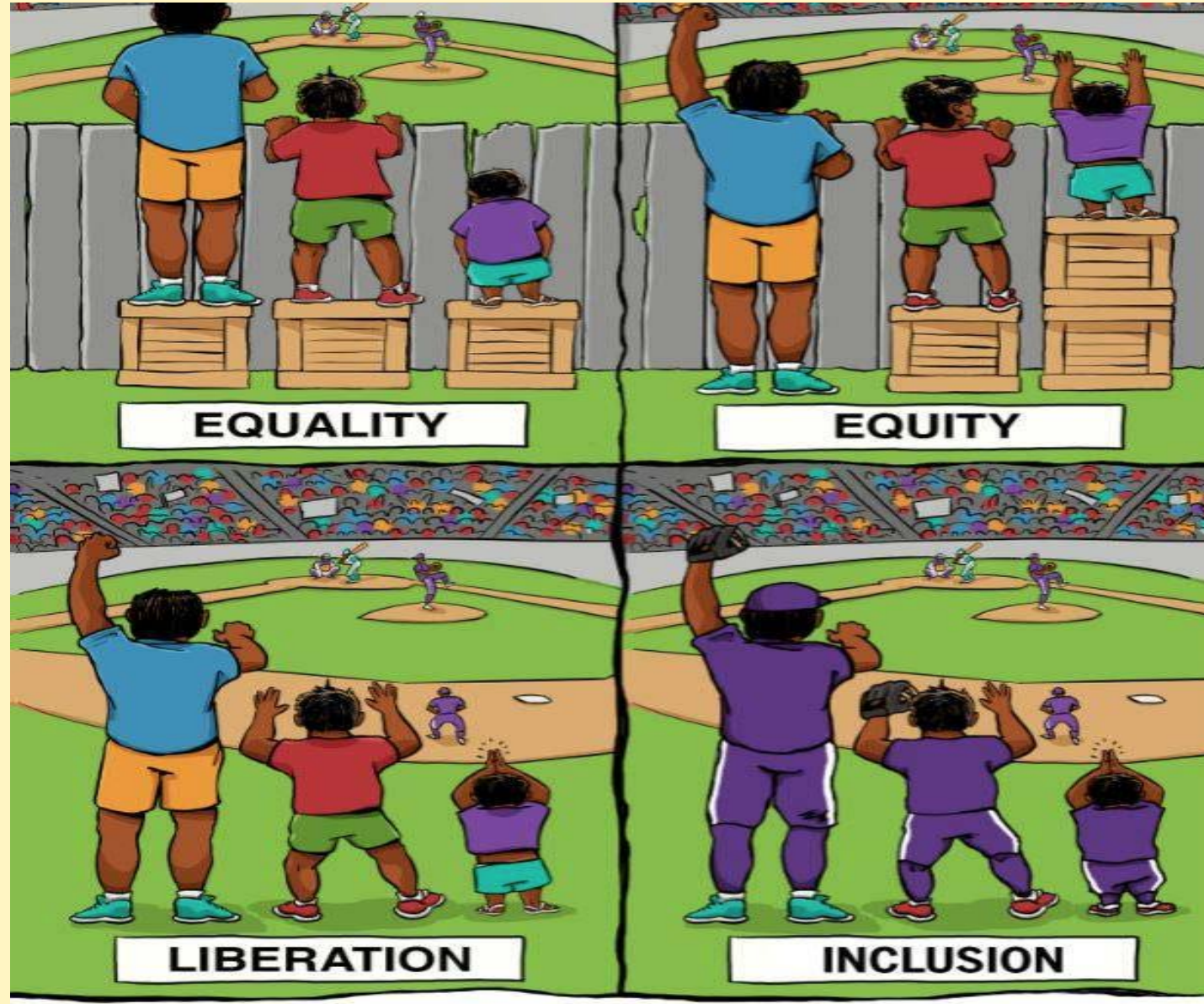
Cultural Humility and Social Justice

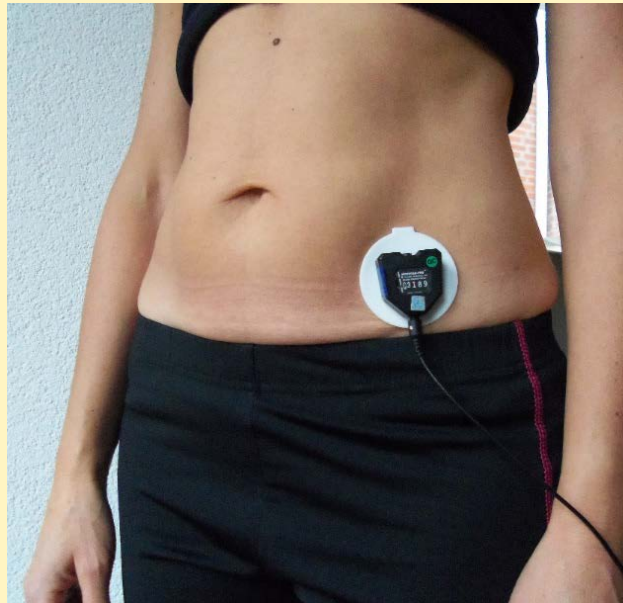
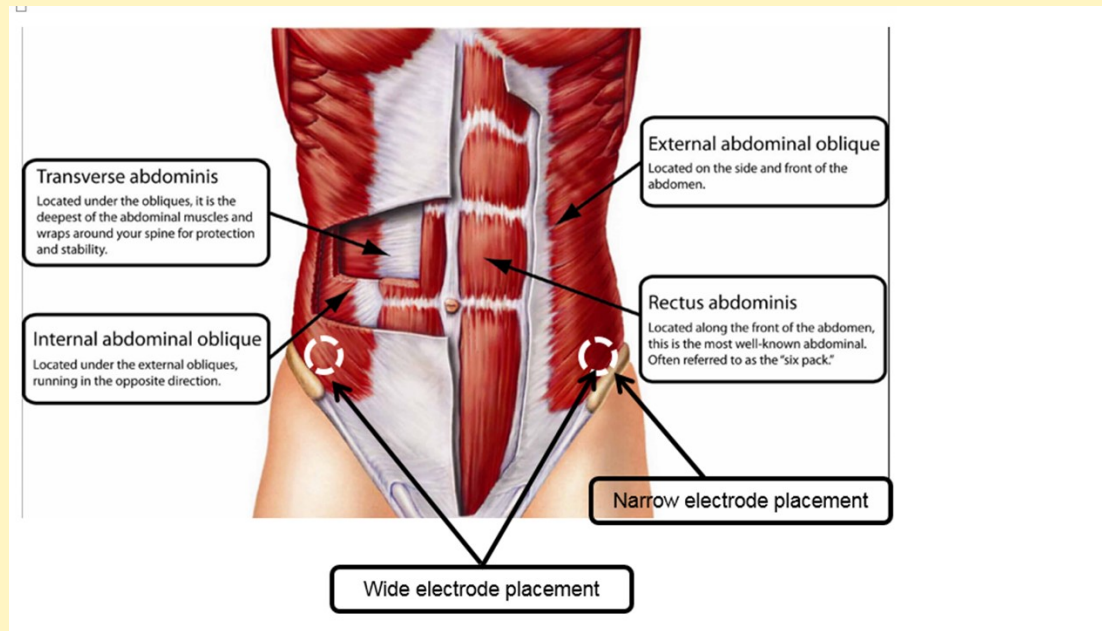


Cultural Humility and Social Justice



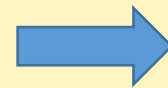
Cultural Humility and Social Justice





Appropriate Pictures?

The winner



Bare Shoulders

Privacy, Modesty, Confidentiality

Dutch Biofeedback Society,

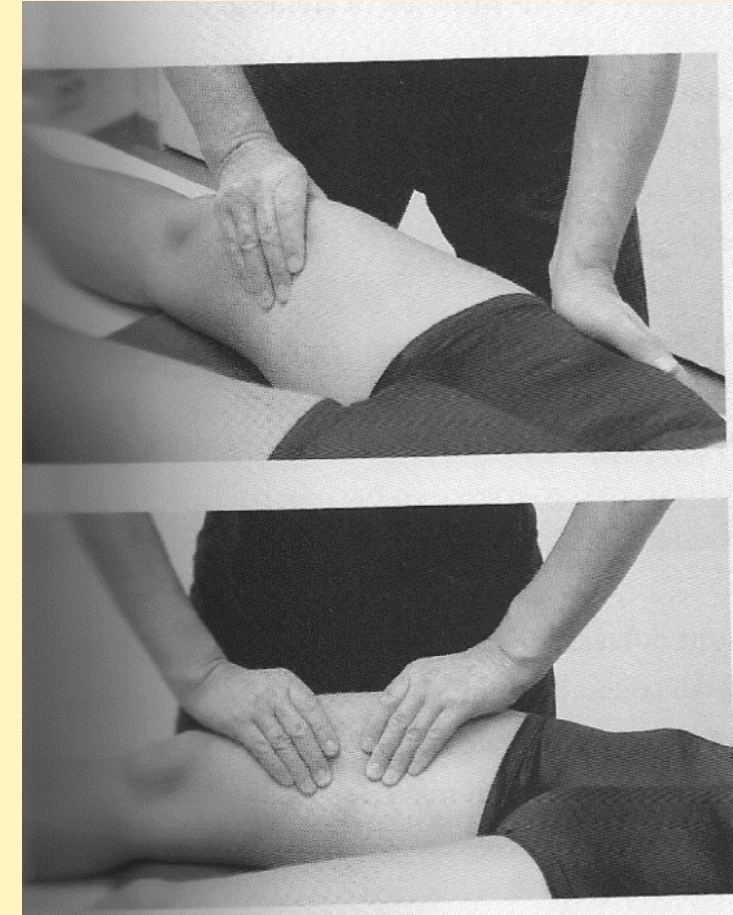
- The physical therapist would like to use a picture of a bare shouldered woman, seen from the back.
- The psychologists could not agree with the picture



Hand placements



- ▶ Can facilitate a functional movement/breathing.
- ▶ The Sykegrip or other manual hand techniques gives a professional frame
- ▶ Guide the therapist through effective, appropriate hand placements



NONVERBAL COMMUNICATION

- **“TO DO” people tend to use and trust words so written communication is most effective**
- **“TO BE” people use and trust all senses so face-to-face communication is the most effective**

CULTURAL CONTINUUMS

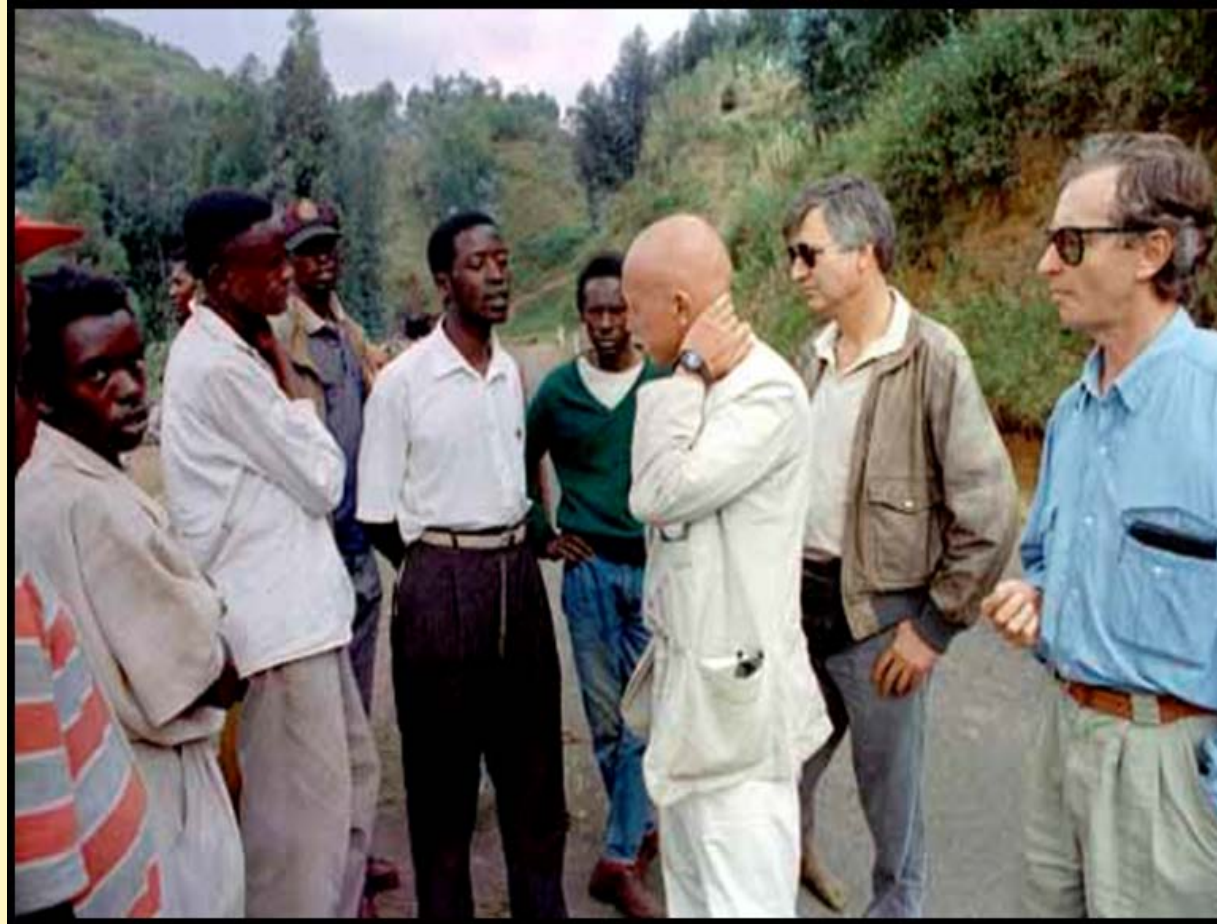
'To Do' Behavior

- ▶ Earned Status
- ▶ Individual Achievement
- ▶ Individual Action
- ▶ Equality
- ▶ Immediate family
- ▶ Self Reliance
- ▶ Independence
- ▶ Individual Competition
- ▶ Individualism
- ▶ Guilt
- ▶ Future
- ▶ Class Mobility

'To Be' Identity

- ▶ Ascribed Status
- ▶ Affiliation
- ▶ Stability
- ▶ Inequality
- ▶ Extended Family
- ▶ Reliance on Others
- ▶ Interdependence
- ▶ Cooperation
- ▶ Collectivism
- ▶ Shame
- ▶ Past or Heritage
- ▶ Caste Rigidity

- Youth
- Male
- Urban
- Heterogeneous
- Modern
- Low-Context
- Humane
- Linear
- External rules



- Adults
- Female
- Rural
- Homogeneous
- Traditional
- High-Context
- Human
- Cyclical
- Internal rules

Views of Time

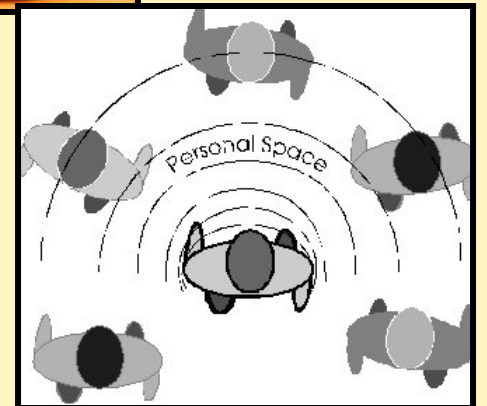
Slide 5:

Perception of Time and Space

Time

- **Monochronic** -- linear quantitative time, most common in the northern and western hemispheres
- **Polychronic** -- cyclical time w/ unraveling and unlimited continuity, most common in southern and eastern hemispheres

Space -- differences in comfortable distance between people



Views of Fate

Slide 6:

Fate and Personal Responsibility

Extent to which we feel ourselves
to be the masters of our lives

Extent to which we see ourselves
as subject to things outside our
control



Views of Face

Slide 7:

Face and Face-Saving

Face is the standing a person has in the eyes of others

The importance of "face" and face-saving varies across cultures

- Some cultures value "face" more than their own well-being
- Other cultures do not care about face all that much

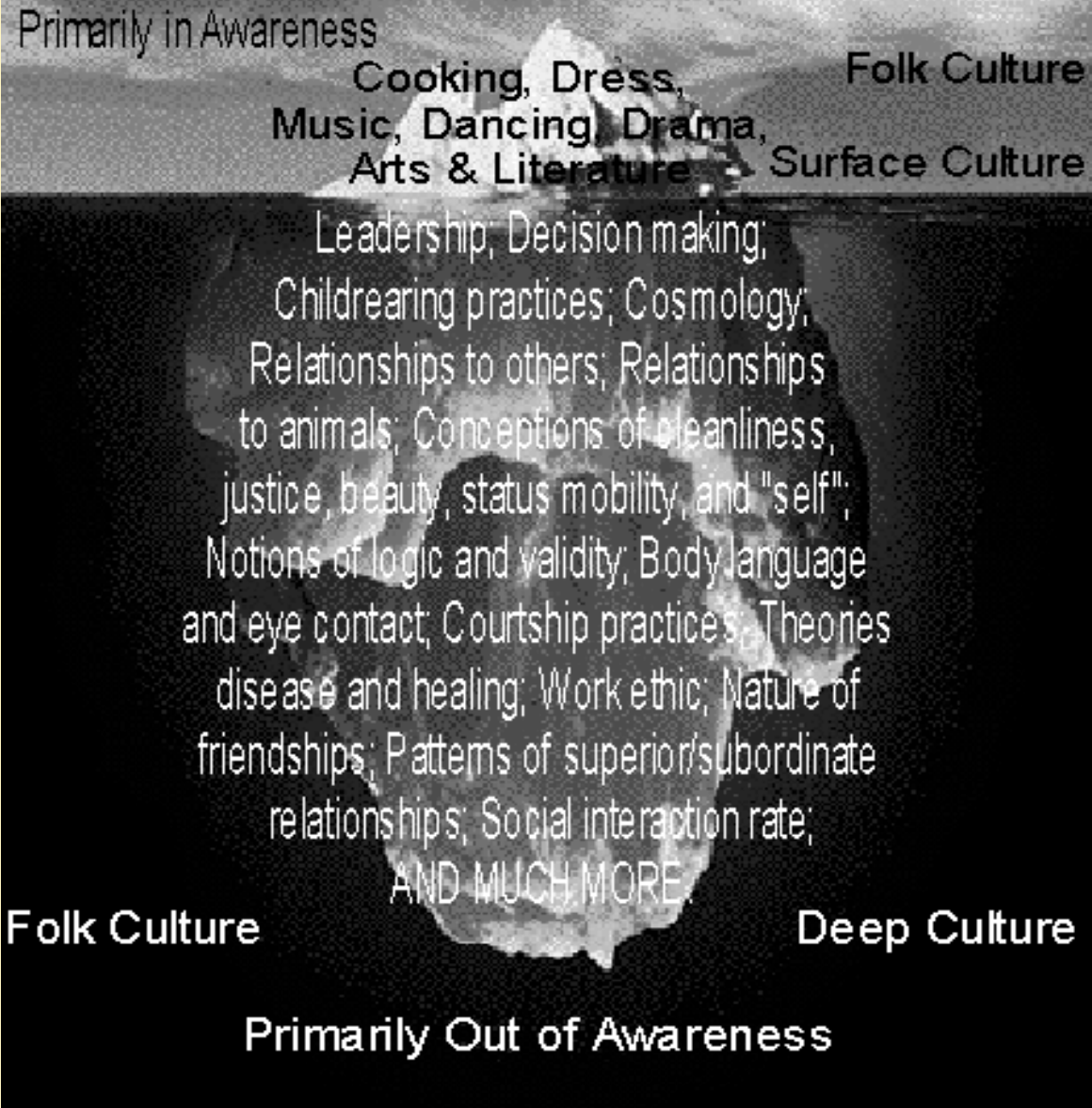


Building Cultural Humility

- Visit a church, temple, mosque...
- Consume a variety of news sources
- Look for culture
- Join a multicultural group
- Take a culture class
- Create a faith club
- Read (i.e., local print media when you travel)
- Go to the movies / museum
- Eat diverse foods
- Learn a new language
- Attend cultural celebrations
- Find a cultural coach

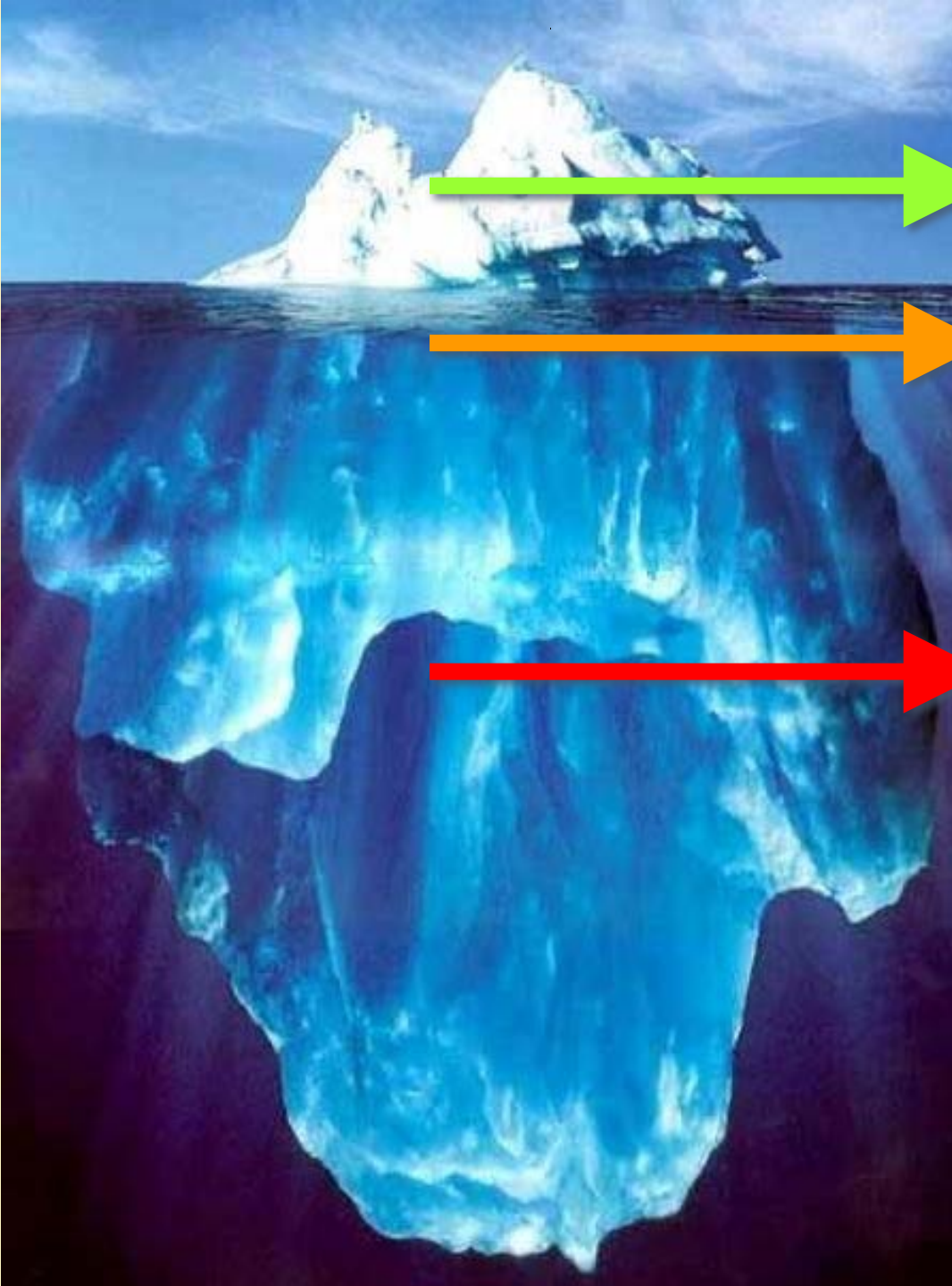
The End

of the main presentation, with the following additional slides for further discussion as time permits



Iceberg Concept of Culture

Weaver (1986)



BEHAVIOR

BELIEFS

**VALUES
AND
THOUGHT
PATTERNS**

BASIC AMERICAN BELIEFS

**Extreme Individualism
and
Distrust of Strong Centralized
Authority**

MISPERCEPTIONS
OTHERS HAVE OF
AMERICANS

Americans don't help others

Americans don't honor elders



Fons Trompenaars and Geert Hofstede Cultural Dimensions

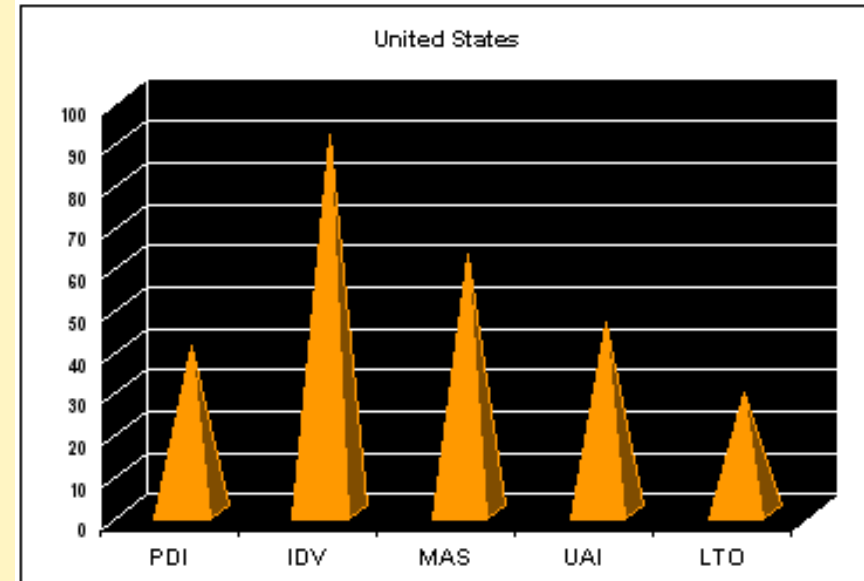


Contrasting and Comparing Values

	US TYPICAL AMERICAN VALUES		NIGERIA TYPICAL VALUES		PERSONAL VALUES FOR ME I VALUE:	
Honesty	# 151	% 40.4	# 77	% 20.6	# 267	% 71.4
Work hard, be productive	# 297	% 79.4	# 66	% 17.6	# 240	% 64.2
Honor your elders	# 1	% 00.3	# 356	% 95.2	# 160	% 42.6
Patriotism	# 54	% 14.4	# 65	% 17.4	# 57	% 15.2
Freedom	# 286	% 76.5	# 43	% 11.5	# 129	% 34.5
Pursue happiness	# 59	% 15.8	# 70	% 18.7	# 66	% 17.6
Gain goods and wealth	# 80	% 21.4	# 151	% 40.4	# 28	% 07.5
Education	# 160	% 42.8	# 162	% 43.3	# 224	% 59.9
Religion	# 14	% 03.7	# 253	% 67.6	# 118	% 31.6
Know the right people	# 25	% 06.7	# 64	% 17.1	# 24	% 06.4
Help other people	# 31	% 08.3	# 187	% 50.0	# 121	% 32.4
Try new things	# 132	% 35.3	# 12	% 03.2	# 59	% 15.8
Obey the law	# 120	% 32.1	# 88	% 23.5	# 87	% 23.3
Know your heritage	# 5	% 01.3	# 190	% 50.8	# 36	% 09.6
Save time, be punctual	# 216	% 57.8	# 4	% 01.1	# 50	% 13.4
Stand up for what you think is right	# 142	% 38.0	# 27	% 07.2	# 125	% 33.4
Achieve individual success	# 76	% 20.3	# 70	% 18.7	# 65	% 17.4

HOFSTEDE'S DIMENSIONS

- **POWER DISTANCE (PDI)**
- **INDIVIDUALISM (IDV)**
- **MASCULINITY (MAS)**
- **UNCERTAINTY AVOIDANCE INDEX (UAI)**
- **LONG-TERM ORIENTATION (LTO)**



HOFSTEDE'S DIMENSIONS

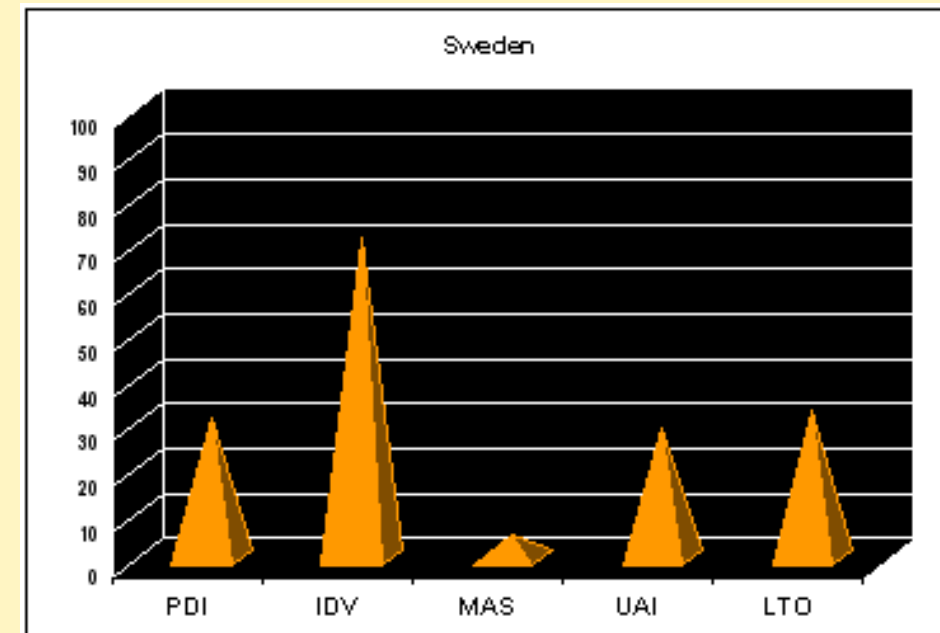
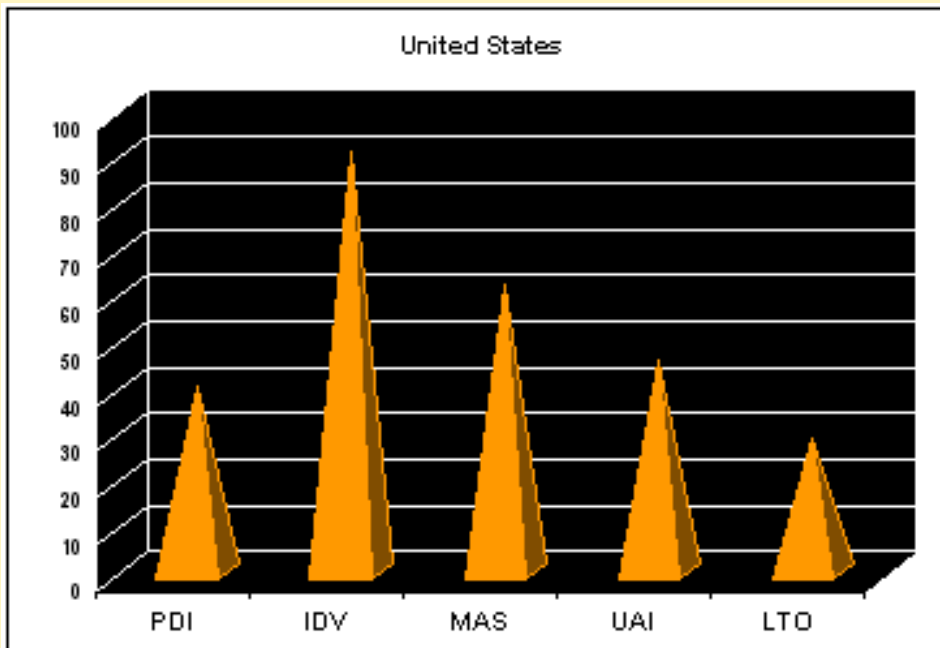
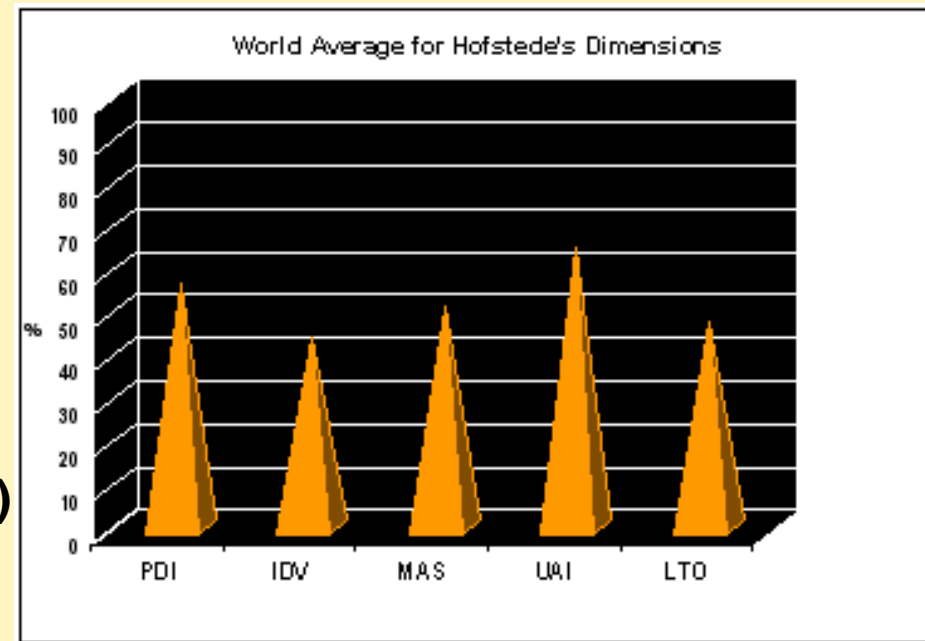
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INDIVIDUALISM (IDV)

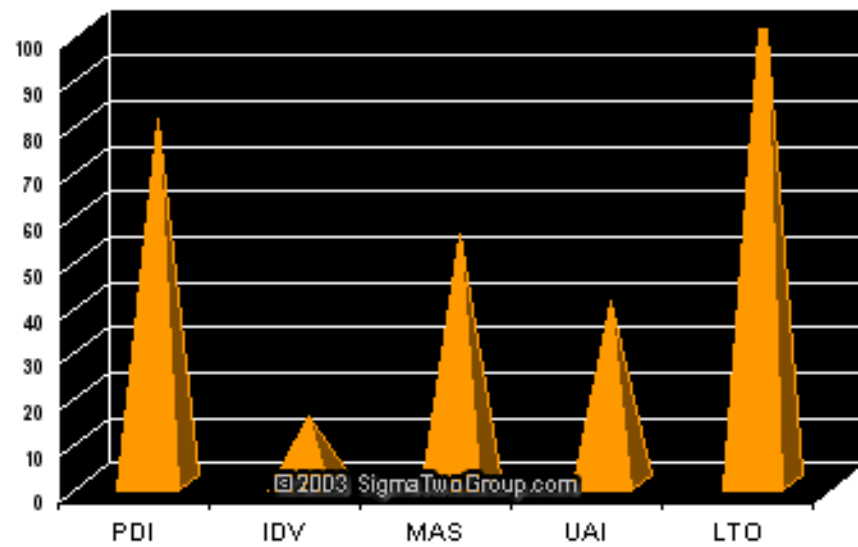
MASCULINITY (MAS)

UNCERTAINTY AVOIDANCE INDEX (UAI)

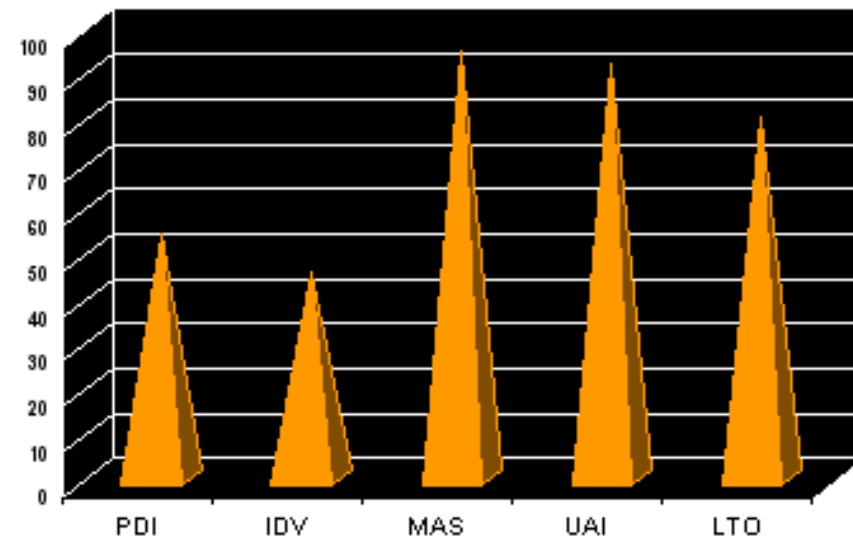
LONG-TERM ORIENTATION (LTO)



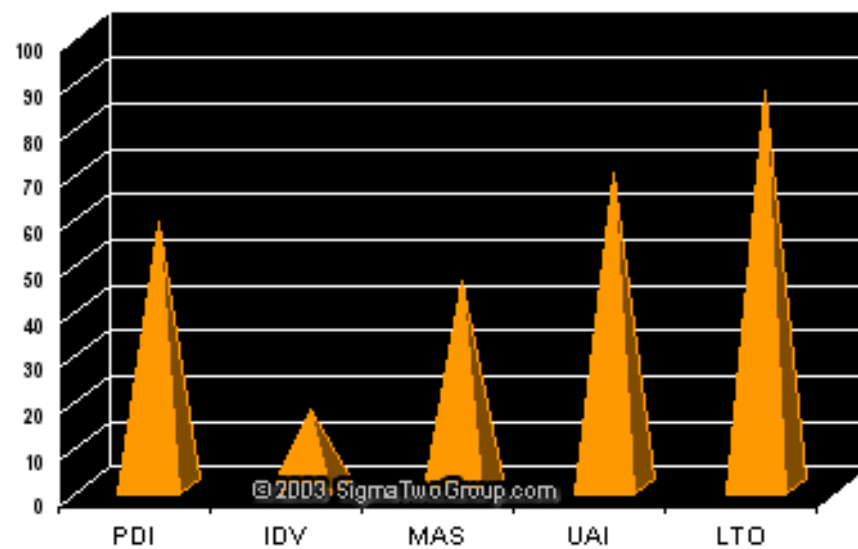
China



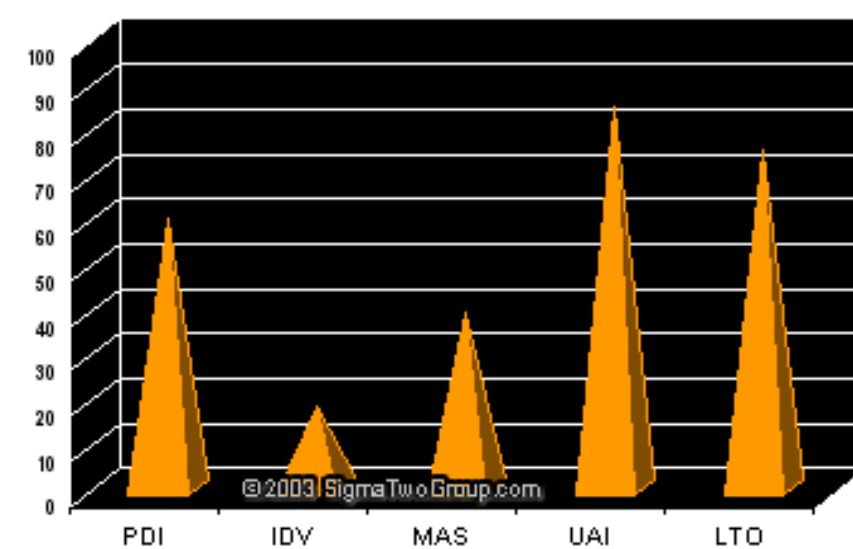
Japan



Taiwan



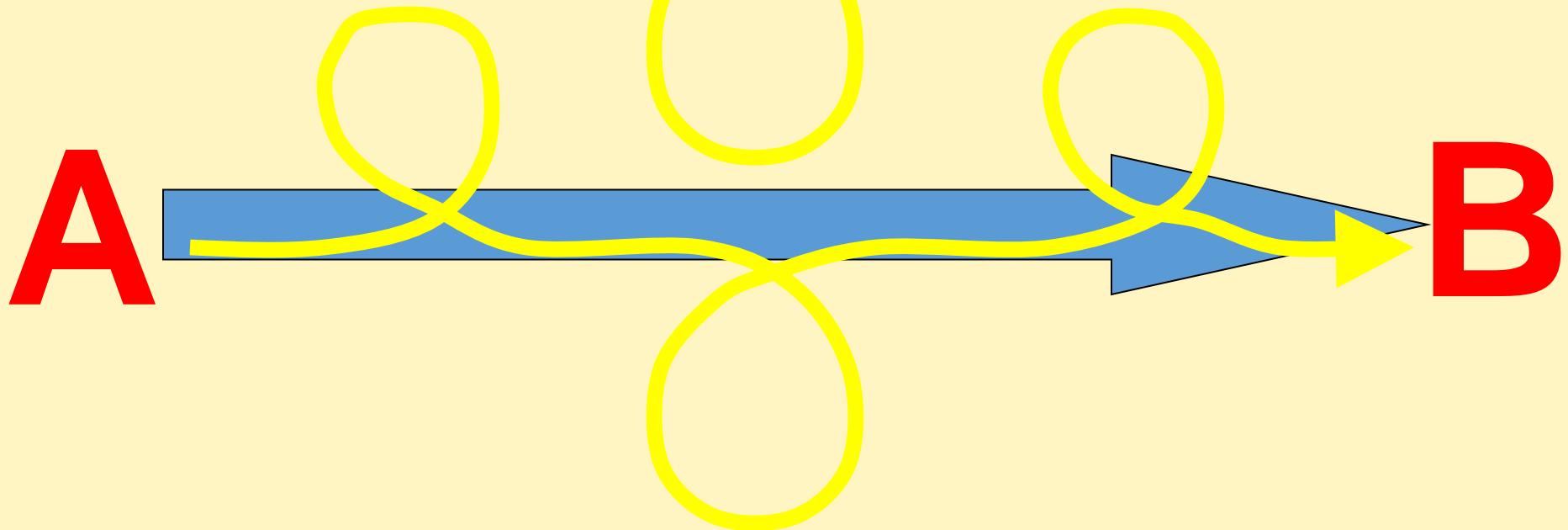
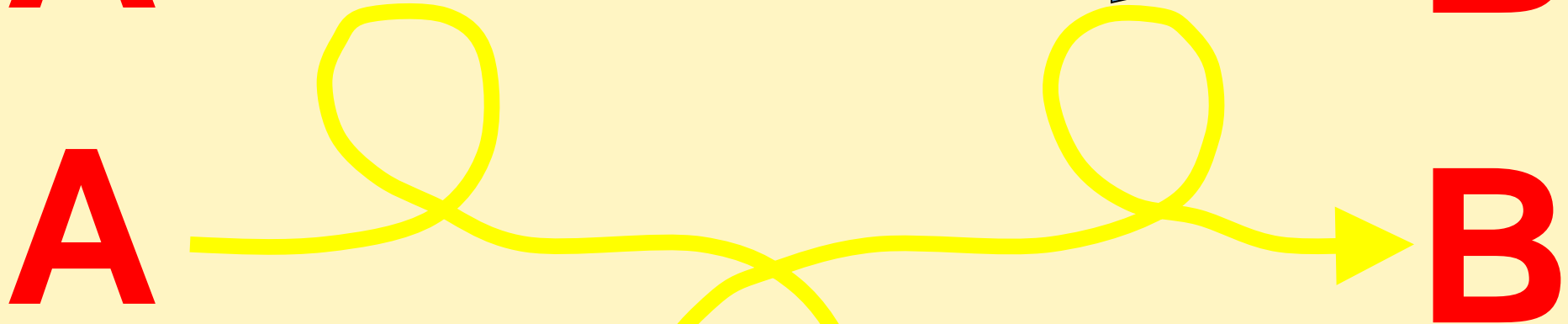
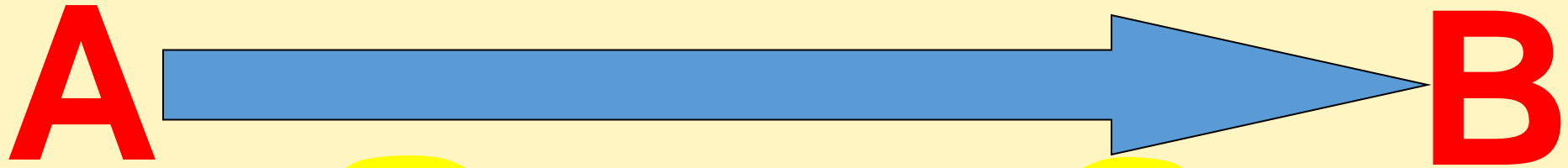
South Korea



Some Analysis of Communications

- **Nice weather we're having!**
- **High-Context – Relational- Associative**
- **Sunny, high in the 20s.**
- **Low Context - Abstractive - Analytical**

Communication Styles



Resources

- Hall, Edward. *Beyond Culture*.
- Hofstede, Geert. *Culture's Consequences: Comparing values, behaviors, institutions, and organizations across nations*. Thousand Oaks, CA: Sage Publications, 2001.
- Weaver, Gary R., ed. *Culture, Communication and Conflict, 2nd edition*. Boston, MA: Pearson Publishing, 2000.
- Weaver, Gary & Adam Mendelson, *America's*

Midlife Crisis: The Future of a Troubled Superpower. Boston, Intercultural Press, 2008.

- www.interculturalpress.com
- www.imi.american.edu
- California Tomorrow, Cultural Competency: What is it and Why it Matters, December, 2006.
- King, Mark A., Sims, Anthony, & Osher, David., How is Cultural Competence Integrated in Education?
- Cross, T., Bazron, B., Dennis, K., & Isaacs, M., Towards a culturally competent system of care: A monograph on effective services from minority children who are severely emotionally disturbed: Volume I.: Georgetown University Child Development Center, 1989.
- Goode, T.D., Jones, W., Dunne, C., & Bronheim, S. And the journey continues... Achieving cultural and linguistic competence in systems serving children and youth with special health care needs and their families. National Center for Cultural Competence, Georgetown University Center for Child and Human Development, 2007.
- California Tomorrow, Cultural Competency: What is it and Why it Matters, December, 2006.
- King, Mark A., Sims, Anthony, & Osher, David., How is Cultural Competence Integrated in Education?
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