

# Cultural Competency

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## CREATING CULTURAL COMPETENCY IN YOUR COURT

### Learning Objectives

-  To prepare in the best way possible to understand and work toward a culturally competent environment at work.
-  This is about how you show up for you, and how you show up for others.
-  Our ability to focus on what areas we need to work on, individually and collectively, as well as being in tune with what our strengths are.
-  To share our expertise / experience with wonderful ways to manage and supervise our colleagues.

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*Today, We will explore...*

- Who Wants A Better Work Environment?
  - Everyone Is Valued!
- Commitment to Cultural Competency
  - Intent v. Impact

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"NOT EVERYTHING THAT IS FACED CAN BE  
CHANGED. BUT NOTHING CAN BE  
CHANGED UNTIL IT'S FACED."

*~ James Baldwin*

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## Cultural Competence

Cultural competence refers to an ability to **interact** effectively with people of different cultures. Cultural competence comprises four components:

- (a) Awareness of one's own cultural worldview
- (b) Attitude towards cultural differences
- (c) Knowledge of different cultural practices
- (d) Cross-cultural Skills.

Developing cultural competence results in an ability to understand, communicate with, and effectively interact with people across cultures.

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Personal Identity Wheel  
Adapted from "Values of Discovery", Intergroup Relations Center, Arizona State University

Three Adjectives to Describe Yourself

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Name \_\_\_\_\_

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Social Identity Wheel  
(Adapted from "Voices of Discovery", Intergroup Relations Center, Arizona State University)

The Social Identity Wheel consists of two concentric circles. The inner circle is divided into four segments representing the frequency of identity use:

1. Identities you think about most often
2. Identities you think about least often
3. Your own identities you would like to learn more about.
4. Identities that have the strongest effect on how you see yourself as a person.

The outer ring is divided into ten segments representing different identity categories:

- Ethnicity
- Socio-economic Class
- Gender
- Sexual Orientation
- Age
- National Origin
- First Language
- Physical, Emotional, Developmental Ability
- Religion or Spiritual Affiliation
- Race

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(Feel free to use your own language for your identities)

Gender	Man, Woman, Transgender
Race	Asian, Native American, Black, White, Brown, bi/multiracial
Ethnicity	Irish, Chinese, Puerto Rican, Italian, Mohawk, Jewish, Guatemalan, Lebanese, Latino/a, Hispanic, African-American, Jewish
Sexual Orientation	Lesbian, Gay, Bisexual, Heterosexual
Religion	Hindu, Muslim, Buddhist, Jewish, Christian, Pagan, Agnostic, Atheist
Class	Poor, working class, lower middle class, upper middle class, owning class, ruling class
Age	Child, Young Adult, Middle-Age Adult, Elderly
Ability	People with disabilities (cognitive, physical, emotional, etc.). Temporarily-abled
Nations of Origin and Citizenship	United States, Nigeria, Korea, Turkey, Argentina, etc.

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"A YOUNG CHILD...ASKS HIS MOTHER WHY THE MAN IN THE GROCERY STORE IS SO DARK. INSTEAD OF ANSWERING, HIS MOTHER TELLS HIM TO BE QUIET, WHICH TELLS THE CHILD IT'S **NOT OKAY TO DISCUSS DIFFERENCES.**"

~ Beverly Daniel Tatum

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Baby Steps...  
BILL MURRAY HILARIO DREYFUSS



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## Our Commitment...

How do we commit to one another in our work and personal lives to show the kind of respect, honor and support through the lens of cultural competence?

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impact  
vs.  
intent

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Target



Agent

**Target Group:** social identity groups that are disenfranchised and exploited

**Agent Group:** social identity groups that hold unearned privileged in society

Example:  
men : women

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When a dominant group member says/does something hurtful or inappropriate, their tendency is to explain their intent.

Examples:

- I didn't meant it
- It was just a joke
- I didn't do it on purpose

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When a subordinate group member receives something disrespectful, harmful, oppressive, etc. from a dominant group member,

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The result or, the impact often causes an adverse reaction and often stops dialogue. When we are "shut down" in conversation and in other areas of our lives, how can we engage one another?

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**INTENT** →

- Best intentions
- No ill-will
- I didn't know
- No one ever told me

→

- This is my life
- Yet again...
- Ignorance
- History / Story
- Worst intentions

**IMPACT**

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*Case Study:*

As the supervisor, you call a special meeting because you have received information that a couple of your staff have made some inappropriate comments about some of the public who have noticeable accents. The comments about people have ranged from "they don't belong here" to "they need to learn English" and more.

You recognize some of the comments, because you or others around you have made such comments in private company.

**How do you approach this situation?**

**What internal or external conflicts exist?**

**How might this impact members of the public that come in?**

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<p><b>Self:</b> Educating yourself, understanding your values and feelings, examining how you want to change.</p> <p><b>Close Family &amp; Friends:</b> Influencing the people close to you.</p>	<p><b>Social, School and Work Relationships:</b> Friends and acquaintances, co-workers, neighbors, classmates, people you see on regular basis.</p> <p><b>Community:</b> People with whom you interact infrequently or in community settings.</p>
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Self

Friends & Family

Social/School/Work

Community

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## *Concluding Thoughts...*

- Cultural Competence involves everyone!
- What do you do at work, to show that you VALUE everyone?
- How do we "show up" for one another?
- "Baby Steps" to cultural competency
- Be willing to step out there and tell your Story!

*Any questions?*  
*Thank you so much for your time!*

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*Thank You!!!*

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