

Improving Outcomes through Cultural Competency

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National Health Care for the Homeless Council
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Agenda

- Greetings and Agenda Review
- Welcoming Center Overview
- Objectives
- Defining Cultural Competency and Its Multiple Dimensions
- The Importance of Effective Cross-Cultural Communication
- Understanding the Challenges to Cross-Cultural Communication
- Strategies for Improving Cross-Cultural Communication
- Q&A and Wrap Up



PRESENTERS



Bahiya Cabral-Johnson, M.S., M.Ed.

Experienced in multicultural program development and evaluation, she holds a Master's degree in Sociology from Temple University and in Multicultural Education and TESOL from Eastern University. She is responsible for program development and delivery at the Welcoming Center.

PRESENTERS



Nicole Pumphrey, M.S.Ed.

Nicole has more than 10 years of experience in international and intercultural program development. Prior to joining the Welcoming Center, Nicole supported global initiatives at the Fox School of Business at Temple University as the Associate Director for International Programs, including developing short-term programs abroad and identifying cultural competence measures.

ABOUT THE WELCOMING CENTER

- The Welcoming Center is an independent nonprofit 501(c)(3) organization.
- We see ourselves as an economic development organization rather than a social services agency.
- Our mission is to promote immigrant participation in the Philadelphia area's political, social, and economic life.



*President and CEO
Peter Gonzales*



*Connecting immigrants, employers,
and communities*

WELCOMING CENTER FOR NEW PENNSYLVANIANS

- We work to connect immigrants with the opportunities they need to succeed in the Philadelphia region. The Welcoming Center for New Pennsylvanians connects immigrants from around the world with the economic opportunities they need to succeed in the city of Philadelphia and its vicinity.
- Since opening our doors in 2003, we have helped more than 11,000 immigrants from more than 140 countries.
- Our one stop centralized service center helps immigrants and others:
 - Find employment
 - Start their own businesses
 - Learn English
 - Earn their GED
 - Prepare for Citizenship
 - Receive legal support
- We also offer technical assistance:
 - to entrepreneurs and business associations seeking to make their services more accessible to immigrant entrepreneurs.
 - To businesses and nonprofits who want to provide culturally sensitive services to the immigrant community

Getting To Know You



What Do You Hope to Gain from Today's Discussion?

Objective

Objectives:

- ✓ Understand how one's worldview, biases, and assumptions impact relationships with others, including co-workers, clients, and community stakeholders
- ✓ Learn about the benefit of demonstrating culturally competent attitudes and behaviors in an organizational setting
- ✓ Explore the Cultural Competence Continuum as a personal and organizational evaluation tool
- ✓ Discuss strategies for enhancing cultural competence to improve relationships and perform better in the work setting
- ✓ Explore challenges to effective cross-cultural communication
- ✓ Discuss various strategies for improving cross-Cultural communication



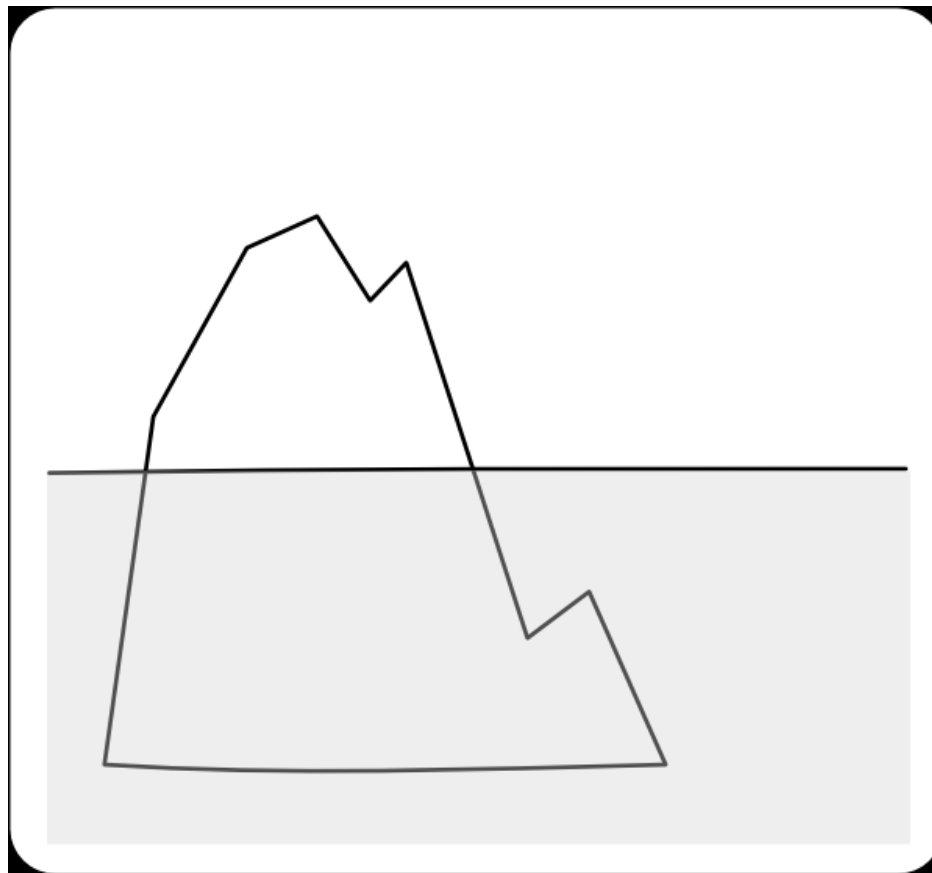
CONVERSATION GUIDELINES

- What do we need to establish to make this a safe space?
 - Ability to Pass or Participate
 - Respect of Differing Opinions
 - Meet people where they are
 - Use of “I” Statements
 - All Questions are Valid
 - Confidentiality
 - Risk-Taking Encouraged
 - Have FUN while learning
- Anything missing?



Group Activity

Cultural Iceberg



Defining Culture

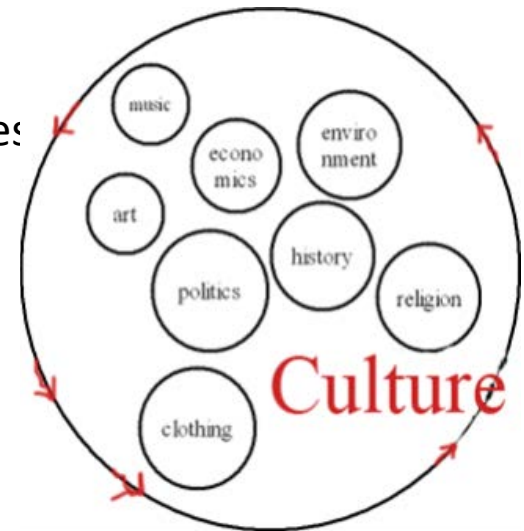
Culture

Shared products of a human group. The total lifestyle of a people. It includes all of the ideas, knowledge, behaviors, and material objects that people share.

- **Material Culture** - Physical objects, such as artifacts, tools, books, clothing, schools, and money. Anything made with human hands.
- **Non-Material Culture** - Non-physical objects, such as values, norms, knowledge, systems of government, language, and meanings of right and wrong.

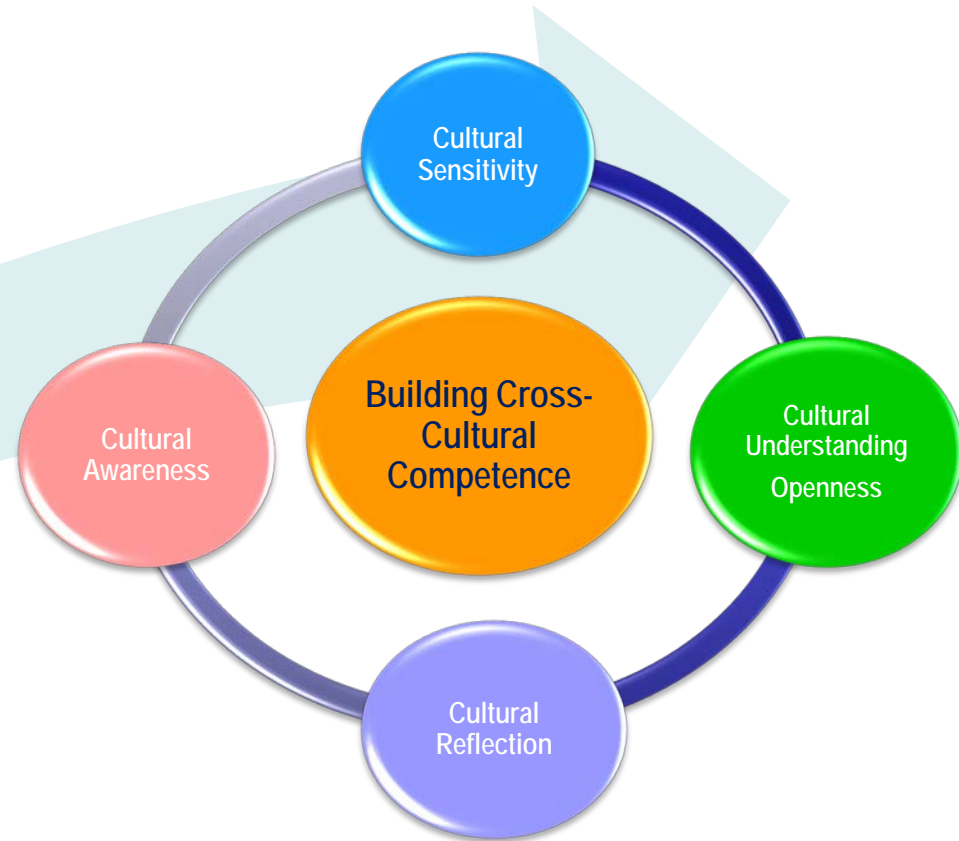
We are **not** born with culture, we must learn it after birth!

We are all a part of many cultures!



Defining Cross-Cultural Competency

- Working with people is inevitably a cross-cultural enterprise.
- Everything we do exists within a cultural context.
- Our approach to Cross-Cultural Competency is **NOT** focused on teaching/learning about “cultural stereotypes.”
- **Building Cross-Cultural Competence** is not a simple, technical skill that can be acquired once and for all, but rather a **DEVELOPMENTAL** and **CONTINUAL** process.



ONE'S CROSS-CULTURAL COMPETENCE CONTINUES TO GROW!

Cultural Competence

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

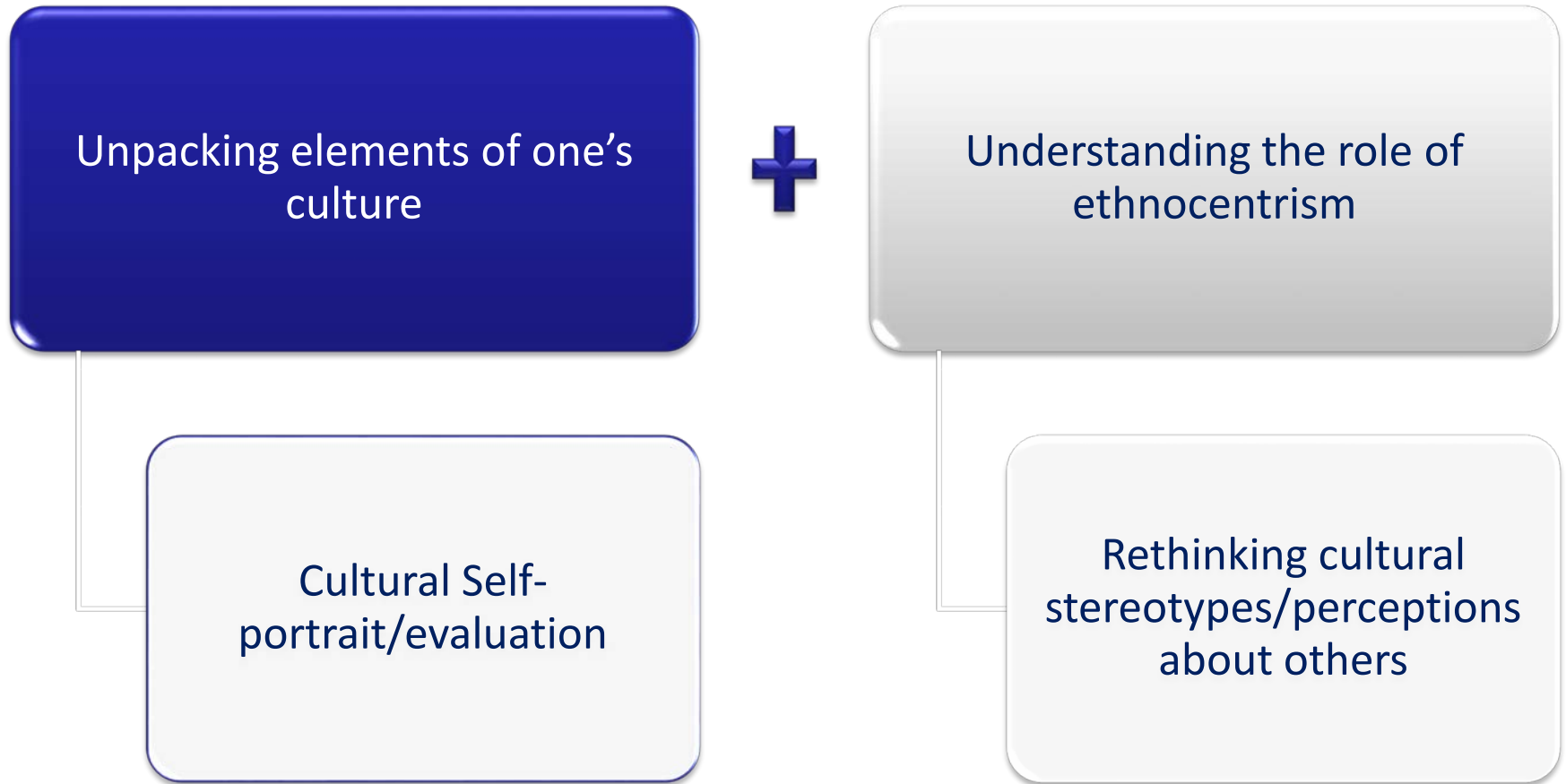




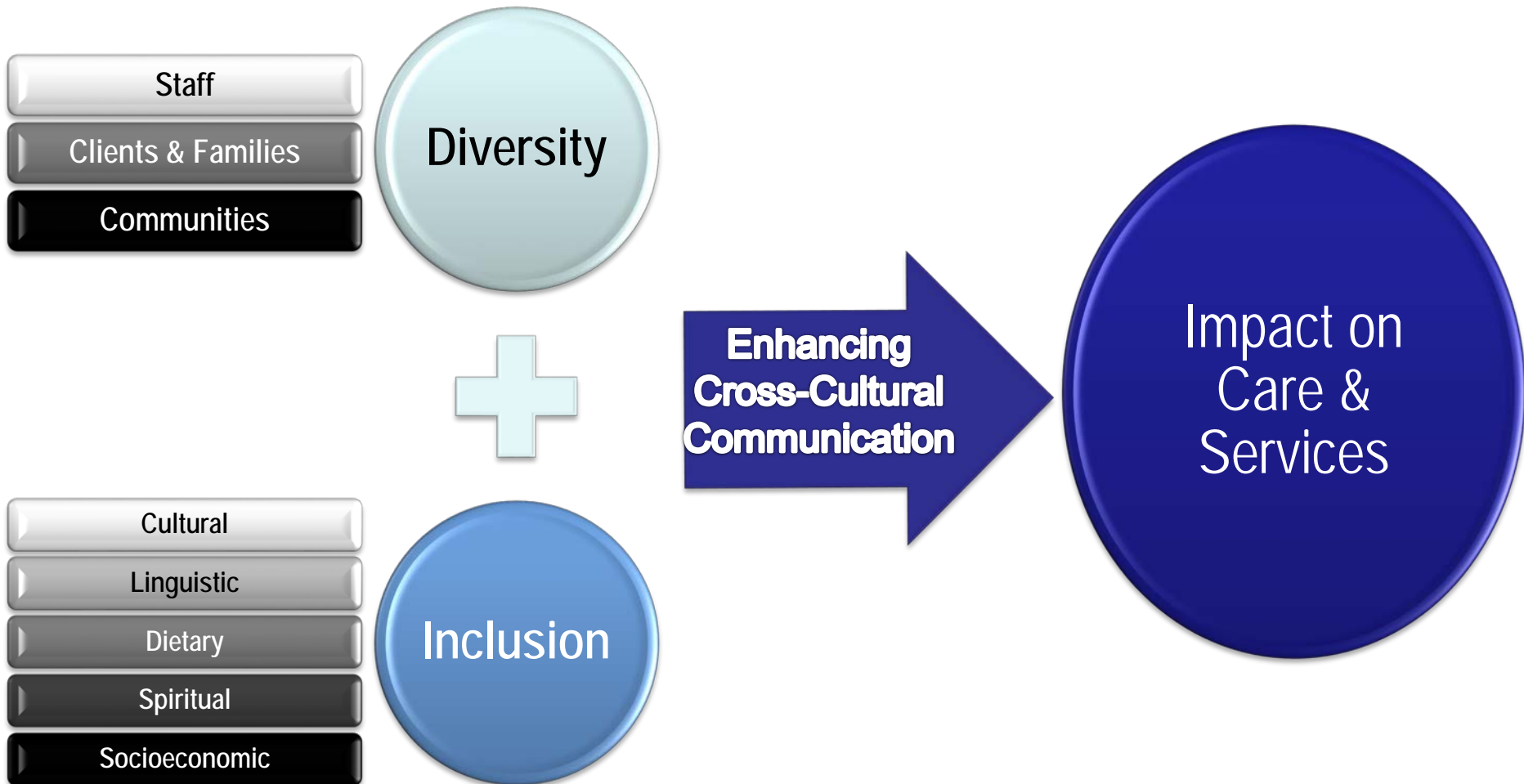
Elements of Cultural Competence

1. Awareness of one's own culture
2. Understanding the dynamics of difference
3. Awareness and acceptance of difference
4. Development and application of cultural knowledge
5. Celebration of diversity

What is Cross-Cultural Competency



Cultural Competency and Service Delivery Outcomes

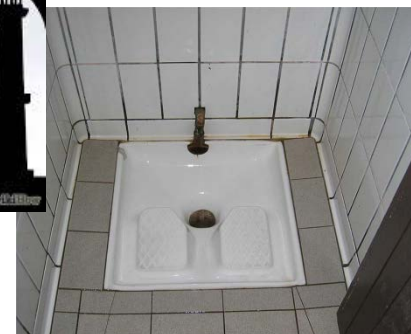


Culture Matters

When culture is ignored, families are at risk of not getting the support they need, or worse yet, receiving assistance that is more harmful than helpful.

Cultural Competence and Quality of Service

- Three examples
 - Addressing barriers to employment – child care
 - Persistence in education – a place to pray
 - Building community – bathroom etiquette



"French Squatter Toilet" by Mintguy - Wikipedia EN, there was updated by Mintguy 12:30, 16 Jun 2004 (UTC). Licensed under CC BY-SA 3.0 via Commons - https://commons.wikimedia.org/wiki/File:French_Squatter_Toilet.jpg#/media/File:French_Squatter_Toilet.jpg

Cultural competence enables an agency to...



- Respond to demographic changes in the community
- Work towards eliminating disparities in the health status of multicultural people
- Improve quality of services & outcomes
- Meet legislative, regulatory, & accreditation mandates
- Gain a competitive edge in the marketplace
- Provide community focused service delivery
- Enhance the workplace environment

Key Elements of Culturally Competent Organizations and their Staff



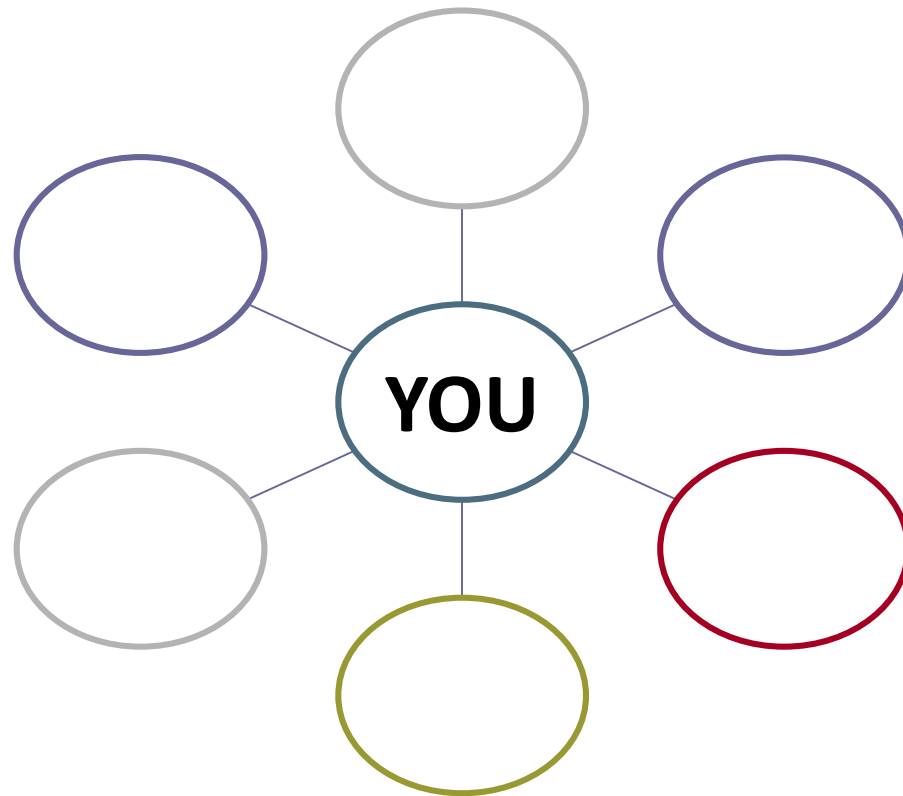
- ✓ Value diversity
- ✓ Assess themselves
- ✓ Manage the dynamics of difference
- ✓ Acquire and institutionalize cultural knowledge
- ✓ Adapt to diversity and the cultural contexts of individuals and communities served

Activity 2 – Cultural Self-Portrait



Activity 2 – Cultural Self-Portrait (cont.)

You as a Culturally Diverse Entity





Activity 2 – Cultural Self-Portrait (cont.)

- Think about two of your most important cultural identities on the diagram...
 - Pretend that someone knew everything about you except those two important cultural identities.
 - Now, pretend those two important cultural identities were discussed in a negative way.



Cultural Competence

“To be culturally competent doesn’t mean you are an authority in the values and beliefs of every culture. What it means is that you hold a deep respect for cultural differences and are eager to learn, and willing to accept that there are many ways of viewing the world.”

Dr. Okokon O. Udo

Breaking the Cycle by Becoming More Mindful



“Promising evidence in social cognitive psychology indicates that with sufficient motivation, cognitive resources, and effort, people are able to focus on the unique qualities of individuals, rather than on the groups they belong to, in forming impressions and behaving toward others.”

*From Reducing Racial Bias Among Health Care Providers:
Lessons from Social-Cognitive Psychology*



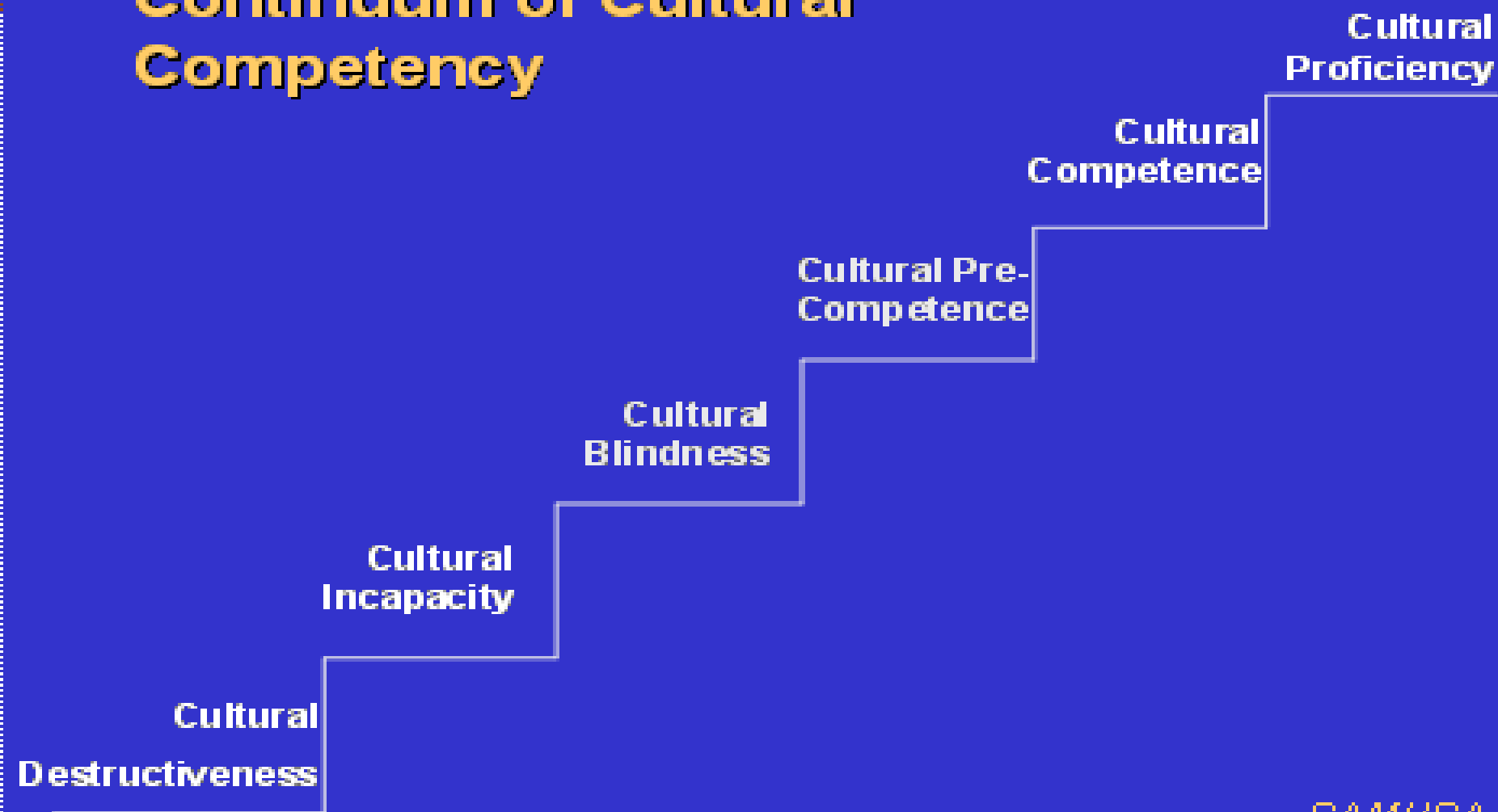
Leading with Cultural Intelligence

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

D. Livermore, 2010

PATH TO CULTURAL COMPETENCY

Continuum of Cultural Competency

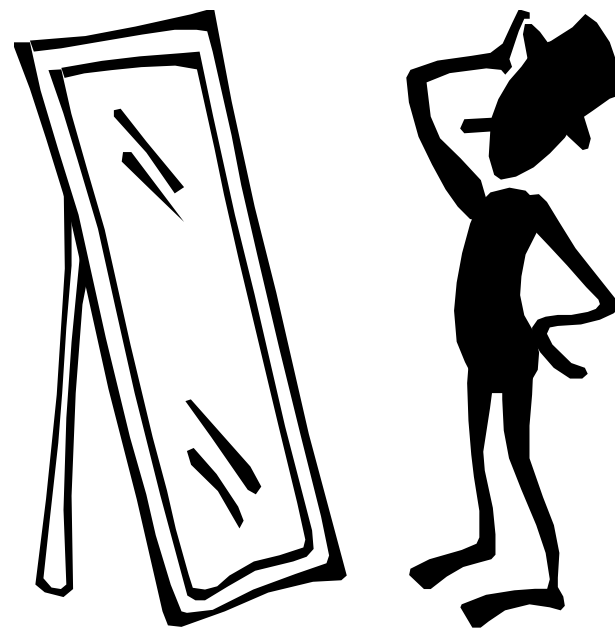


The Cultural Proficiency Continuum

1. **Cultural Destructiveness.** See the difference, stomp it out. Negating, disparaging, or purging cultures that are different from your own.
2. **Cultural Incapacity.** See the difference, make it wrong. Elevating the superiority of your own cultural values and beliefs and suppressing those of cultures that are different from your own.
3. **Cultural Blindness.** See the difference, act as if you don't. Acting as if the cultural differences you see do not matter, or not recognizing that there are differences among and between cultures.
4. **Cultural Pre-competence.** See the differences, respond inadequately. Recognizing that lack of knowledge, experience, and understanding of other cultures limit s your ability to effectively interact with them.
5. **Competence.** See the difference, understand the difference that difference makes. Interacting with other cultural groups in ways that recognize and value their differences.
6. **Cultural Proficiency.** See the difference and respond. Honoring the differences among cultures, viewing diversity as a benefit, and interacting knowledgeably and respectfully among a variety of cultural groups.

Reflections....

- Now, thinking about where you fall on this continuum, what is ONE thing you can do to move along the continuum towards cultural proficiency?
- Where does your agency fall on this continuum?
- How can everyone work together to move the agency along the continuum towards cultural proficiency?



“Cultural and linguistic competence
is a life’s journey not a
destination”!

Communication and Culture

Communication is cultural

- It draws on speech patterns, language, and nonverbal messages
- It is interactive
- It operates through social relationships

Activity 3 – Push Back



Communication and Culture

Cultural Fluency

- Essential for effective cross-cultural communication
- Consists of
 - Understanding your own cultural lenses
 - Understanding communication variation across cultures
 - Applying these understandings to enhance relationships

Complex Nature of Communication

Communication

Verbal Language

Non-verbal Language

Linguistic Differences

Tone

Directness &
Indirectness

...

Facial Expressions

Hand Gestures

Posture

Eye Contact

Silence

Personal Space

...

Major Characteristics of Verbal Styles

Major Style	Interaction Variation	Focus and Content	Cultures in which verbal characteristic is found
Indirect vs. direct	Indirect	Implicit messages	Collective, high context individualistic, low context
	Direct	Explicit messages	
Succinct vs. elaborate	Elaborate	High quantity of talk	Moderate uncertainty avoidance, high context
	Exacting	Moderate amount of talk	Low uncertainty avoidance, low context
	Succinct	Low amount of talk	High uncertainty avoidance, high context

Major Characteristics of Verbal Styles

Major Style	Interaction Variation	Focus and Content	Cultures in which verbal characteristic is found
Contextual vs. personal	Contextual	Focus is on the speaker and role relationships	High power distance, collective, high context
	Personal	Focus is on the speaker and personal relationships	Low power distance, individualistic, low context
Affective vs. instrumental	Affective	Language is process oriented and receiver focused	Collective, high context
	Instrumental	Language is goal oriented and sender focused	Individualistic, low context

Communication Process and Verbal Communication Styles

- Indirect and direct styles
 - In high-context cultures, messages are implicit and indirect
 - Voice intonation, timing, and facial expressions play important roles in conveying information
 - In low-context cultures, people often meet only to accomplish objectives and tend to be direct and focused in their communications

Communication Process and Verbal Communication Styles

Verbal communication styles

- Elaborate and succinct styles
 - Three degrees of communication quantity— elaborate, exacting, and succinct.
 - The elaborating style is more popular in high-context cultures that have a moderate degree of uncertainty avoidance
 - The exacting style focuses on precision and the use of the right amount of words to convey the message and is more common in low-context, low-uncertainty-avoidance cultures
 - The succinct style is more common in high-context cultures with considerable uncertainty avoidance where people tend to say few words and allow understatements, pauses, and silence to convey meaning.

Communication Process and Verbal Communication Styles

Verbal communication styles

- Contextual and personal styles
 - Contextual style is one that focuses on the speaker and relationship of the parties
 - Contextual style is often associated with high-powerdistance, collective, high-context cultures
 - Personal style focuses on the speaker and the reduction of barriers between the parties
 - Personal style is more popular in low-power-distance, individualistic, low-context cultures

Communication Process and Verbal Communication Styles

Verbal communication styles

- Affective and instrumental styles
 - Affective style is common in collective, high-context cultures and is characterized by language that requires the listener to note what is said and to observe how the message is presented
 - The meaning is often nonverbal and requires the receiver to use his or her intuitive skills to decipher the message
 - Instrumental style is goal oriented and focuses on the sender who clearly lets the other party know what he or she wants the other party to know.
 - The instrumental style is more commonly found in individualistic, low-context cultures

Summary of Verbal Styles

**Table 7-2
Verbal Styles Used in 10 Select Countries**

Country	Indirect vs. Direct	Elaborate vs. Succinct	Contextual vs. Personal	Affective vs. Instrumental
Australia	Direct	Exacting	Personal	Instrumental
Canada	Direct	Exacting	Personal	Instrumental
Denmark	Direct	Exacting	Personal	Instrumental
Egypt	Indirect	Elaborate	Contextual	Affective
England	Direct	Exacting	Personal	Instrumental
Japan	Indirect	Succinct	Contextual	Affective
Korea	Indirect	Succinct	Contextual	Affective
Saudi Arabia	Indirect	Elaborate	Contextual	Affective
Sweden	Direct	Exacting	Personal	Instrumental
United States	Direct	Exacting	Personal	Instrumental

Source: Reported in Anne Marie Francesco and Barry Allen Gold, *International Organizational Behavior* (Upper Saddle River, NJ: Prentice-Hall, 1998), p. 60.

Nonverbal Communication

- Nonverbal communication
 - The transfer of meaning through means such as body language and use of physical space
- Kinesics
 - The study of communication through body movement and facial expression
 - Eye contact
 - Posture
 - Gestures
- Chromatics
 - The use of color to communicate messages

Nonverbal Communication

- Proxemics
 - The study of the way that people use physical space to convey messages
 - Intimate distance is used for very confidential communications
 - Personal distance is used for talking with family and close friends
 - Social distance is used to handle most business transactions
 - Public distance is used when calling across the room or giving a talk to a group

Exploring Strategies to Enhance Cultural Competence so...

Celebrate what works!

What does your agency do or what do you do to effectively work with and serve the diverse groups in your community?





Take Home Messages

Cultural Competence = Relationship Building

- **INDIVIDUAL** - Get to know yourself (worldview, values, cultural identities) so you can better explore the uniqueness of others
- **ORGANIZATION** - Get to know your community (traditions, cultures, norms, practices, beliefs) so your agency can be more in tune with their assets & needs
- **SYSTEMS** – Get to know your agency (culture, mission, values, staff, services, policies, practices, philosophies) so you can better serve the community

Cultural Competence Checklist for Success

- Understand there is no recipe.
- Hire staff that reflect the client population.
- Understand cultural competency is continually evolving.
- Be creative in finding ways to communicate with population groups that have limited English-speaking proficiency.

Discussion and Debrief

- Q & A
- Feedback from session



WELCOMING CENTER for NEW PENNSYLVANIANS



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