

CULTURAL COMPETENCY



INSTRUCTOR GUIDE

1-DAY COURSE

HRDQ[®]

CULTURAL COMPETENCY

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Instructional Design and Learning Philosophy

We are committed to providing the best core skills content possible for Instructor-Led Training (ILT). The following principles are applied in the development of programs:

Sound Instructional Design

All course content is developed using a variety of research techniques. These include:

- Brainstorming sessions with target audience
- Library research
- Online research
- Customer research (focus groups, surveys, etc.)
- Subject Matter Experts (SME)
- Interviews with trainers

Expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These include:

- Learning objectives — effective tools for managing, monitoring and evaluating training
- Meaningfulness — connects the topic to the students' past, present and future
- Appropriate organization of essential ideas — helps students focus on what they need to know in order to learn
- Modeling techniques — demonstrate to students how to act and solve problems
- Active application — the cornerstone to learning — helps students immediately apply what they have learned to a real-life situation
- Consistency — creates consistent instructions and design to help students learn and retain new information
- Accelerated learning techniques — create interactive, hands-on involvement to accommodate different learning styles

Application of Adult Learning Styles

Adults learn best by incorporating their personal experiences with training and by applying what they learn to real-life situations. Our experienced instructional designers incorporate a variety of accelerated learning techniques, role-plays, simulations, discussions and lectures within each course. This ensures that the learning will appeal to all learning styles and will be retained.

Course timing

Chapter One: Cultural competency skills

Type of activity	Segment	Time
	What is cultural competency?	15
	Elements of cultural competence	20
	Awareness of self	5
	Identifying common dimensions	15
	Examining your own culture	15

Chapter Two: Generating awareness about the world around us

	Developing your cultural awareness	15
	Dimensions of cultural awareness	15
	Five senses activity	15



Reading



Written exercise








Facilitation



Group activity






Course timing (cont.)

Chapter Two: Generating awareness about the world around us (cont.)

Type of activity	Segment	Time
 Reading	 How values differ among cultures	15
 Written exercise	 Recognizing norms and values	15
	 Acknowledging differences	15

Chapter Three: Effective communication skills


Facilitation

	 Build rapport	10
	 Communicate with your entire body	10
	 Techniques for giving feedback	15
	 Techniques for receiving feedback	15
	 Hall's patterns of communication	10


Group activity

Course timing (cont.)

Chapter Four: Respectful behaviors

Type of activity	Segment	Time
	Building bridges	10
	Behaviors that support cultural competency	10
	Handling sensitive situations	15
	Case study practice	30
	Wrap-up	10



Reading



Written exercise



Facilitation



Group activity

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Cultural Competency

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Course objectives

- Identify the elements of cultural competence in the workplace
- Increase your understanding of your own cultural background and how it affects your perceptions and interpretations of other cultures
- Recognize the three dimensions of cultural awareness when interacting with other cultures

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Course objectives (cont.)

- Develop the skills needed to practice respectful and caring behavior toward culturally diverse individuals and groups
- Understand how values differ among cultures
- Identify different communication styles among diverse cultural groups

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Course objectives

Successful completion of this course will increase your knowledge and ability to:

Identify the elements of cultural competence in the workplace

Increase your understanding of your own cultural background and how it affects your perceptions and interpretations of other cultures

Recognize the three dimensions of cultural awareness when interacting with other cultures

Develop the skills needed to practice respectful and caring behavior toward culturally diverse individuals and groups

Understand how values differ among cultures

Identify different communication styles among diverse cultural groups

Give and receive feedback in a caring, respectful way

Adapt behaviors that support cultural competency and minimize behaviors that undermine it

Chapter One



CULTURAL COMPETENCY SKILLS

Ice-breaker: Explain that, as the facilitator, you will be departing from tradition and introducing yourself last. Ask participants to write down the most important thing(s) about themselves, in 25 words or less, that they would want people to remember about them after they are dead. Have participants read their introductions aloud one by one. (If the group is large, ask for a few volunteers.) Next, introduce yourself using the following model of a relationship-oriented introduction: "My name is John Doe. My father is Jeremiah Doe and is a native of Massachusetts. My mother is Judith Alexander Doe. She is a housewife in Cambridge, Mass. I have a brother, Edward Doe, who lives in upstate New York. I also have a sister, Elaine Doe Smith, who lives in Ohio and has four children. My wife is Susan Jones Doe and is originally from Michigan. We have three children, Adam, Joseph and Emily." (Use your own example and base it on real relationships. When people begin to squirm, go a little longer and then stop.)

Have participants compare your introduction with theirs. The discussion should focus on how introductions reflect cultural values. Yours, for example, would reflect a culture in which relationships are more highly valued than accomplishments or career. In the U.S., where emphasis is placed on achievements, what a person does is often the focus of the introduction. Thus, cultural differences can become evident even at the first moment of meeting.

What is culture?

- The shared values, traditions, norms, customs, art, history, folklore and institutions of a specific group of people

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What is culture? Culture is the shared values, traditions, norms, customs, art, history, folklore and institutions of a specific group of people.

Culture is ...

- Manners and customs
- Beliefs and ideas
- Ceremonies and rituals
- Language
- Laws (written and unwritten)
- Ideas and thought patterns
- Social institutions
- Religious beliefs
- Arts and artifacts
- Knowledge
- Values and morals
- Concept of self
- Accepted ways of behaving

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A fancy definition of cultural competency is “the willingness and ability to interact respectfully and effectively with individuals and groups, acknowledging the common and different elements of our cultural identities.” The result is words and actions that recognize, affirm and value the worth of individuals and communities and protect and preserve the dignity of each.

“Cultural intelligence” is another term for cultural competence.

Elements of cultural competence

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What is cultural competency?

What does cultural competence look like?

Becoming aware of cultural identities and how these influence the way others are treated

Engaging each other as individuals and groups in a continuing, meaningful dialogue with the intent to establish ways to reach shared goals

Exploring ways to tap into the full potential of all members of an organization

Demonstrating caring and respectful behavior

Being conscious of the dynamics inherent when cultures interact

Respecting each person as an individual

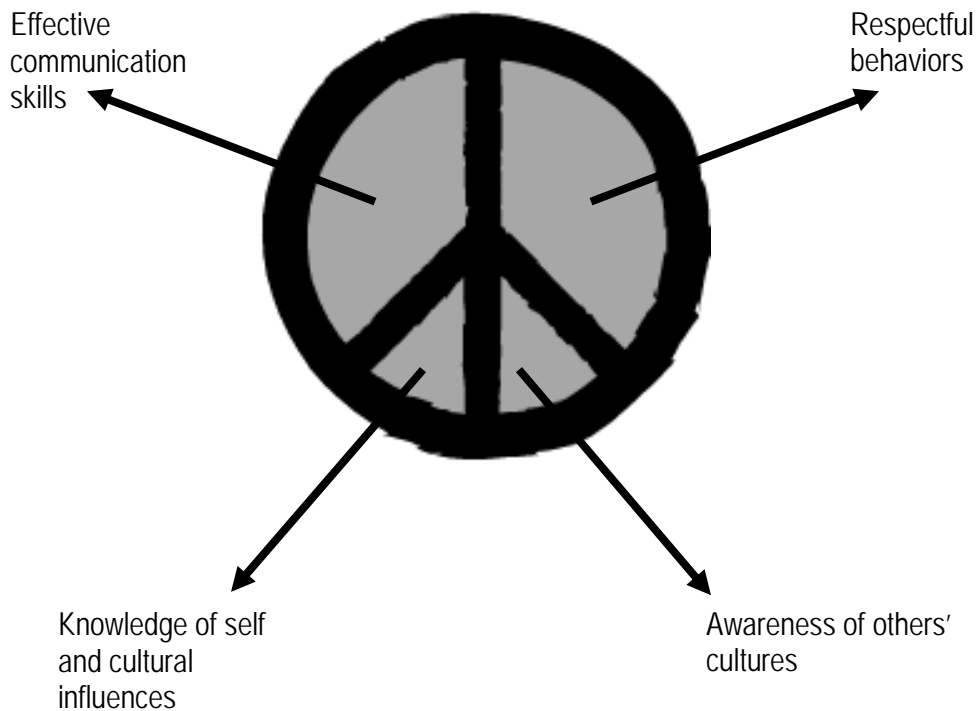
Elements of cultural competence

Knowledge of self and our own cultural influences

Awareness of others' cultural influences

Effective communication skills that convey respect and sensitivity

Commitment to respecting individual rights, dignity and differences through respectful behaviors



We've used the peace sign as a symbol of the elements of cultural competency because one of the goals of increasing cultural competence is to reduce misunderstandings and conflict due to ignorance and to encourage a peaceful (non-defensive and non-attacking) approach to understanding and resolving differences. The conceptual elements of knowing yourself and awareness of others are purposefully smaller than the concrete actions of communicating effectively and behaving respectfully.

Activity: Cultural encounter.

Purpose: To identify the components of cultural competence by experiencing another culture firsthand.

Instructions: Divide participants into two "culture" groups, ask for two volunteers to be "anthropologists" and assign one anthropologist to each group. Separate the anthropologists from the groups and give them the following instructions:

Try to interview as many people as possible within your assigned "culture" group. Use research methods — ask the same question of several people, verify responses for consistency, observe behavior, look for patterns, etc. After 10 minutes you will be asked to describe the culture of your group.

Group instructions: Take a couple of minutes and invent your own rules for your "culture." Some examples: Men can only talk with men and women can only talk with women. You can only answer yes or no questions. If the anthropologist is smiling when the question is asked, the answer is "yes," if the anthropologist is not smiling, the answer is "no."

Debrief by hearing the anthropologists' descriptions of each culture. See how close they came to uncovering the "rules" and talk about how easy or difficult it was to do that. Ask them how they felt to be on the outside trying to figure out how the culture operated.

Culturally competent people ...

- Engage in self-assessment
- Express individual heritage, values, beliefs and biases
- Form relationships based on trust and caring even in the face of individual differences
- Acquire knowledge about and are willing to listen to other perspectives



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The first element of cultural competence is awareness of self and one's own culture.

Culturally competent people ...

- Develop effective responses to challenges posed by new or uncomfortable situations
- Show openness and willingness to challenge prejudice and misperceptions
- Recognize similar and different communication, motivational and decision-making strategies



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Awareness of self

Recognizing assumptions and selective perceptions that we make about ourselves and others

Recognizing how we categorize or put people into "slots" to make them similar or different from ourselves

Using context to help us interpret events and situations

Looking at ourselves from an objective observer perspective

Seeking out fresh information to confirm or refute our perceptions

Identifying common dimensions

The following worksheet will guide you in developing self-awareness, first by examining affinity groups, then by examining your own culture.

Instructions: Identify a dimension that your group has in common. It could be anything from being working mothers or vegetarian to political affiliations, sports, hobbies, driving the same car, etc.

Common dimension:

One thing I like about being in this group:

One thing I dislike about what people say regarding this group:

Activity: Break participants into small groups. Have them identify a common dimension of their group — this makes them an affinity group.

Have participants share with each other one thing they like about being in that group and one thing they dislike about what others say regarding that group.

Debrief the perceptions and differences that exist among members of the same affinity group.

Once participants have identified an affinity group to which they belong, have them work individually, thinking about their own culture or heritage. For some people, this may feel sensitive, so do not require them to share their thoughts if they don't want to. But do ask for volunteers to share their responses.

Examining your own culture

Instructions: Answer the following questions.

1. What significance does being _____ (fill in your heritage) have for me?

2. What aspects of my cultural background/s do I like?

3. What aspects of my cultural background/s do I dislike?
