

INSTRUCTOR MANUAL

To Accompany

Four Skills of Cultural Diversity Competence:

A Process
for
Understanding and Practice

By

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CHAPTER 1: INTRODUCTION

Cultural Diversity Competence: A Proactive Response to Change and Cultural Complexity

Chapter Overview

Chapter 1 introduces students to the practical need and theoretical grounding of cultural diversity competence training (also called cultural competence, diversity competence). The practical need of cultural awareness, understanding, and interaction skills--the dynamic components of cultural competence--springs from the cultural diversity of our communities and workplace. Daily cross-cultural encounters fraught with potential conflict face us, individually and collectively, in our relationships in the community, in our organizations, and among nations. Conflict and inefficiency are assured unless we enter upon these relationships purposefully and advisedly prepared through cultural competence training. Instruction here needs to be fully experiential since the nexus of learning always involves a personal engagement with the new information targeted for integration.

Toward this end, my formula is a simple one: **PRESENTATION + DEMONSTRATION + PRACTICE + DEBRIEF (PDPD) = TRAINING**. Presentation usually entails the use of visuals and always allows time for discussion that arises. Demonstration consists of case analysis and role-plays. Practice can involve any of various exercises, role-playing being a notable example. Debrief allows participants to discuss their experience of the foregoing as a whole in three ways: in terms of what each learned about themselves personally, what each learned about others, and what each learned about how they can apply their new learning in practical everyday life experiences.

Chapter Learning Objectives

1. To describe the meaning of cultural diversity competence.(Pgs. 1-3).
2. To explain the need for cultural diversity competence within the current sociocultural historical context. (Pgs. 2-3)

3. To specify fieldwork practice principles that form the basis of the four skills of cultural diversity competence.(Pgs. 4-6)
4. To highlight the congruency of the four skills with the national standards of the helping professions.(Pg. 6)
5. To discuss models of change for the individual and organizational levels. (Pg. 7)
6. To describe the method of instruction used in the four skills learning process contained in the book.(Pgs. 3-4; 7-8)

Chapter Outline

Introduction: Cultural Diversity Competence: A Proactive Response to Change and Cultural Complexity

- C u r r e n t c o n t e x t a n d N e e d f o r C u l t u r a l D i v e r s i t y C o m p e t e n c e (P g s . 1 - 3)
- Developing the Four Skills of Cultural Diversity Competence: An Overview of the Training / L e a r n i n g P r o c e s s (P g s . 3 - 4)
- Fieldwork Principles for Working with Diverse Populations (Pgs. 4-6)
- Congruency of the Four Skills with National Standards of the Helping Professions (Pg. 6)
- Change at the Individual Level: A Model (Pg. 7)
- Change at the Organizational Level: A Model (Pg. 7)
- Interactive Transformational Learning Mode (Pgs. 7-8)

Lecture Topics

- changes in workforce composition (Pgs. 1-2)
- globalization & accelerated rate of change (Pgs. 1-2)
- need for diversity/cultural competence (Pgs. 1-3)
- trends in organization change (Pgs. 1-3)
- interdependent team structure (Pg. 2-3)
- four skills of cultural diversity competence (Pgs. 1; 3-4)
- three underlying dynamic fieldwork principles that promote cultural diversity competence (Pgs. 4-6)
- National Standards of the Helping Professions and cultural diversity competence (Pg. 4)
- outcome of four skills (Pgs. 2-3; 4)
- the change model (individual and organization levels) (Pg. 7)
- interactive transformational learning (Pg. 7-8)

Glossary of Key Terms/ Phrases

Cultural diversity competence (Pgs. 1 & 3)

Cultural Diversity Competence combines cultural mindedness with interpersonal skills for effective relationships with all people forming the basis for culturally competent organizations, communities, and society.

Diversity competence (Pgs. 1 & 3)

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Cultural competence (Pgs. 1 & 3)

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Culturally competent organization (Pg. 2)

Organizations that have congruent structures, policies, programs, protocols, and processes that enable the entire system to work effectively with culturally diverse people.

Teamwork (Pg. 2)

Teamwork refers to collaborative and interdependent relationships in performing a task. It can be called synergistic because the collaborative combined effort increases each other team members' effectiveness. Teamwork (or synergy—see below) is possible only if people treat one another with respect and communicate with one another in ways that form bonds of mutual trust.

Synergistic organization . (Pg. 2)

A synergistic organization is capable of producing strategies on an ongoing basis that proactively respond to diverse and changing economic, social, and political environmental conditions

Broad objective of the training model (Pg. 4)

To work on a person-to-person basis to provide an interpersonal foundation for change while at the same time working to change our hierarchical social structures into more collaborative, synergistic organizations.

Fieldwork method for understanding culture (Pgs. 4-6)

The discipline of anthropology developed field methods for understanding human beliefs and behaviors past and present. The field method, called “ethnographic” is guided by the principles of self-reflection, nonjudgment, emic contextualization, comparison, and holism.

Self-reflection and nonjudgment (Pg. 5)

Active processes of understanding ourself and others while suspending judgment. We work at suspending judgment in order to understand our emotions, beliefs, behaviors and those of others. This process needs to be engaged in throughout our lifetime. Self-reflection and nonjudgment allow us to grow in our awareness and understanding of the ways our psychobiological capabilities of perception, memory, emotions, and symbolic processes interact with, and are influenced by, the sociocultural contexts of our daily lives over time. This orientation requires us to work constantly at understanding the ways in which our daily identity and sense of self are influenced by the sociocultural milieu in which we work and live.

Emic contextualization and comparison (Pg. 5)

This is a process of obtaining information on the attitudes, values, and social relations directly from the people involved in the present situation. It developed in anthropological field work in which anthropologists attempt to understand the “insider” viewpoint of the people’s culture the anthropologist is living in. This process requires continuous, mutually respectful contact with others in the work of participant observation and interviewing. It is an attempt to enter the mental world of others, to experience the categories and logic by which others see the world, and to see the content and pattern of their daily existence. This approach relies on a human interactive mode that pays close attention to culture, comparisons, insider viewpoints, honesty and accountability to the self and others.

Globalization (Pg. 2)

Accelerated world interconnections and flow of information, trade goods, natural resources, infectious diseases, human labor, and finance capital.

Holistic (Pg. 5)

This is a guiding perspective in anthropological field work in which anthropologists attempt to gain understanding of the whole system and its interrelated parts.

For example, the discipline of anthropology offers the “four field approach” in its attempt to understand humans past and present: 1) cultural (focus is on understanding current cultures in the world); 2) archeology (focus is on extinct cultures through research of their material remains); 3) physical anthropology (focus is on human physical variation and evolution); linguistics (focus is on language—the symbolic system of communication that is the cement of cultures). In addition to the “four fields”, there is a “fifth field” of applied anthropology (focus is on applying anthropology’s cultural understandings to issue identification and problem solving). The fifth field has had intermittent attention paid to it over the

approximately 120 years of the discipline's existence. Applied anthropology has been an aspect of the discipline even when attention was not paid to it in the general anthropology textbooks.

Another example of holism is the multilevel approach taken in the four skills education and training model covered in the text: the personal level, interpersonal level and organization/system wide level of cultural skills development.

Holistic implementation of change (Pg. 5)

A holistic or systems approach to change employs serious system-wide planning, implementation, and evaluation of organization policies and procedures in relation to organization goals—in this case, cultural diversity competence. The holistic approach also requires understanding of the organization from within the political and economic context of the wider sociocultural system of which the organization is a part. The goal is to gain understanding of human cultural diversity and to translate the cultural understanding into behaviors respectful of people, as well as to the organization's policies that govern daily life.

Interactive Learning Activities, Worksheets 1 & 2

1. Worksheet 1, Context and Need: Identifying Change and Diversity. Small and large group discussion of examples of *context* (change and diversity) and *need* (attempts at working collaboratively in culturally competent way) in text pgs.9-10. After whole group discussion of context and need, answer the debriefing Questions on page 10.
2. Show videos that feature issues of change and diversity followed by the 4-part structured debrief on page 10.
3. Worksheet 2, Teamwork Experience. Small and large group discussion of examples of *teamwork*, text pages 11-12. After the whole group discussion of examples of teamwork, answer the debriefing Questions on pages 12.

Worksheets for Chapter One (or for on-line activities)

The following worksheets can be used in the classroom/training or posted on-line for written student/participant responses.

Worksheet 1

Context and Need: Identifying Change and Diversity,

(approx. 20 minutes)

Worksheet 1 will help you experience, in a direct fashion, your own personal observations regarding change in cultural diversity.

Purpose: To demonstrate current context of population diversity and the fast pace of change and to promote a recognition of the need for cultural competence.

Instructions: Form groups of 2 to 4 persons. Discuss questions 1, and list pertinent examples for the item. If you are in a web-based on-line course, reflect on the answer to the question and list your examples.

1. Have you witnessed any examples of change related to cultural diversity in the last two years? Please list. (approx. 10 mins)

Examples: Computer systems regularly updated and changed by the university throughout the campus because of continuing developments in computer hardware and software. Or, with respect to cultural diversity, the continuing increase of students in my classes from Russia, Romania, Bosnia, Croatia, Ethiopia, and Afghanistan.

Your Example:

Debriefing Questions

Write your answers to the debriefing questions individually in the spaces that follow. Discuss as a group as time and circumstance allows, such as posting the responses in an on-line Discussion Board Forum (approx. 15 minutes)

Sample Answers:

1. Describe your personal reactions to doing this activity:

I realize I need to practice patience in relation to software and other technical changes.

2. What did you learn about yourself from this activity?

The use of computers is now an integral part of teaching and I need to stop grumbling about the need to routinely upgrade my computer skills.

3. What did you learn about others?

I observe a variety of faculty responses to the routine changes (“upgrades”) in computer software. Some faculty resist using their

computer altogether for email and for instructional purposes. Other faculty upgrade their skills when they can (they muddle through), and others anticipate and embrace technical changes with a gusto and light heart.

1. Name two ways you can use this learning in daily life activities.
 - I could regularly upgrade my computer skills by taking classes in the University's Faculty Development Center.
 - I could enrich my classes and my technological skill by requiring students to participate in the online Discussion Forum on the course website.

Debriefing Questions for Worksheet # 1 Write response in space provided.

1. Describe your personal reactions to doing this activity.
2. What did you learn about yourself from this activity?
3. What did you learn about others?
4. Name two ways you can use this learning in daily life activities.

Worksheet 2

Teamwork Experience

Worksheet 2 will help you experience, in a direct fashion, your own personal observations regarding the dynamic aspects of teamwork

Purpose. To reflect upon and to recognize the process of teamwork.

Instructions. Briefly describe in the space below an example in which you worked as a member of a team or saw others work as a team.
(approx. 10 mins)

Example: I serve as a member of the Steering Committee of California's Mental Health Services Act for the local county. Our task is to restructure the county's mental health services according to such principles as: client centered, family-focused, culturally competent, outcome driven, strengths- based, comprehensive and integrated, individualized to client, coordinated care, least restrictive and most appropriate care, and programs and services that are evidence-based best practices (MHSA, 2005). Since the committee members come from different academic disciplines and professions, which in itself creates a dynamic mix of different "professional cultures", the completion of our task requires we work cohesively across our differences.

Your Example:

Debriefing Question

Write your answers to the debriefing questions individually in the spaces that follow. Discuss as a group as time and circumstance allows, such as posting the responses in an on-line Discussion Board Forum

(approx. 15 minutes)

1. Describe your personal reactions to doing this activity.
2. What did you learn about yourself from this activity?

3. What did you learn about others?

4. Name two ways you can use this learning in daily life activities

Test Questions for Chapter 1

Short-Answer-Essay Questions

1. Describe three ways in which the training process is holistic. Cite an example to illustrate your answer. (Answer—Pgs. 2-3; 3-4; 4-6; Learning Objectives/ LO# 3 & 5)
2. Discuss two changes that are having a significant impact on our communities and the workplace. (Pgs. 1-3; L O # 1)
3. Describe three reasons that demonstrate a need for cultural diversity competence. Cite an example to illustrate your answer. (Pgs. 1-3; 6; L O # 2)
4. Describe the three dynamic fieldwork principles that underlay cultural diversity competence. Cite an example to illustrate your answer. (Pgs. 4-6; LO # 3)
5. Discuss two results of becoming culturally competent. Cite an example to illustrate your answer. (Pgs. 1-3; 6; L O # 1, 2 & 4)
6. Describe the change models for both the individual and the organization levels. What is meant by change “process”? Cite examples to illustrate your answers. (Pg. 7; L O # 5)
7. Discuss what is meant by the *interactive transformational learning mode*. Cite an example to illustrate your answer. (Pgs. 3-4; 7-8; L O # 6)

Multiple Choice Questions

1. Which best describes cultural diversity competence as defined by Hogan
 - a) refers to a current fad
 - b) refers to interpersonal effectiveness in culturally diverse settings
 - c) is an important skill for those traveling to other countries
 - d) a and c above
 - e) none of the above

2. Cultural diversity competence implies the underlying
 - a) qualities of tolerance and respect
 - b) qualities of empathy and warmth
 - c) qualities of cultural awareness, understanding and skill
 - d) a and b above
3. One can learn cultural diversity competence:
 - a) through purposeful training and practice
 - b) by learning another language
 - c) by interacting with culturally diverse people
 - d) by traveling to other countries
4. The interest in cultural diversity competence
 - a) exists in a just a few professional groups, such as among teachers
 - b) exists within a broad spectrum of workplaces
 - c) exists primarily among civil rights
 - d) a and c above
 - e) none of the above
5. A twofold national and global change underpins the need for cultural diversity competence
 - a) the decline in Western European immigration and the declining birthrate in the United States
 - b) the increased diversity in our communities and the accelerating pace of change
 - c) decline of White males in the workplace and the downsizing of organizations
 - d) a and c above
 - e) none of the above
6. An adaptive response to the change facing us is
 - a) to transform organizations and institutions into flexible systems
 - b) to institute proactive (anticipatory) organizations and institutions (as opposed to reactionary)
 - c) to continually restructure organizations and institutions in response to a constantly changing and unpredictable environment
 - d) all of the above
 - e) a and b above
7. In relation to the changes facing our society and world, cultural diversity is
 - a) a barrier to overcome in the adaptation to our changing environment
 - b) a resource useful in the adaptation to our changing environment
 - c) not an issue in the adaptation to our changing environment
 - d) a and b above
 - e) none of the above
8. Which best describes the multilevel problems facing our society
 - a) town, city, and county levels
 - b) city, county, state, and national levels

- c) personal, interpersonal, organizational and institutional levels
 - d) all of the above
 - e) a and c above
9. The broad objective of the training model is to:
- a) learn the interpersonal basis for fundamentally changing our organizations and institutions into more collaborative structures
 - b) learn to treat everyone the same regardless of the cultural diversity
 - c) learn to communicate with everyone regardless of the cultural diversity
 - d) none of the above.
 - e) b and c above
10. The training process is based on three dynamic fieldwork principles of:
- a) cultural competence, cultural relativism, cultural participation
 - b) cultural relativism, participant observation, ethnographic interviewing
 - c) holism, self-reflection and nonjudgment, emic contextualization and comparison
 - d) none of the above
 - e) a and c above
11. The four stages of organization change are:
- a) equilibrium stage- →change stage-→ conflict stage-→ new equilibrium stage
 - b) equilibrium stage-→ change and conflict stage- →problem solving stage-→ new equilibrium stage
 - c) relative equilibrium stage-→conflict stage- →proactive problem-solving stage→-new relative equilibrium stage
 - d) all of the above
 - e) none of the above
12. Which best describes the interactive learning mode:
- a) combines cognitive and experiential learning
 - b) is a dual-exercise of action and self-reflection
 - c) entails coaching, feedback, and self-reflection
 - d) a and c is correct
 - e) all of the above are correct

Power Point Presentation of Chapter 1 is in a separate file.

Answer Key, Page Numbers, and Learning Objectives (LO's)

- 1. b (pg. 1; LO #1)
- 2. c (pg. 1; LO # 1)
- 3. a (pgs. 2& 7; LO # 6 & 3)
- 4. b (pg. 1; LO #1 & 2)
- 5. b (pg. 1-2; LO # 2)
- 6. d (pgs. 1-3; LO # 2 & 4)
- 7. b (pg. 3; LO# 2, 4 & 5)
- 8. c (pg. 3-4; LO # 1, 3, & 4)

9. a (pg. 4; LO # 2, 4 & 5)