



EFFECTIVE MESSAGING WITH DIVERSITY, EQUITY, INCLUSION AND CULTURAL COMPETENCE AS PART OF THE COMMUNICATION STRATEGY

#CULTURAL HUMILITY/FLUENCY/COMPETENCE/INTELLIGENCE



DR. ADRIENNE COLEMAN

SPEAKER | RESEARCHER | DEI EXPERT

ADRIENNE@CANDIDCONVERSATIONSMATTER.COM

[HTTP://WORKS.BEPRESS.COM/ADRIENNE_COLEMAN/](http://works.bepress.com/adrienne_coleman/)

DR. COLEMAN'S CULTURAL IDENTITY SELFIE

CANDIDCONVERSATIONSMATTER.COM © 2020 CANDID CONVERSATIONS MATTER. ALL RIGHTS RESERVED

Race / Ethnicity / Language

Black/
African American / English

Sex & Sexual Orientation

Female and Heterosexual

Gender / Pronouns

Cisgender
She, Her, Hers

Religion / Belief System

Christian - Catholic - Spiritual

Age / Class / Ability

Middle Age / Class
Able-bodied
Emotionally Well

Family Roles

Daughter, Sister, Care-giver,
Organizer

Values / Beliefs

Social Justice, Educational Equity,
Culturally Responsive Public
Health

Work Ethic

Positive, Growth Mindset,
Collaborator, Innovative
Thinker / Problem-Solver

*Do I have Bias? / Am I a good
person? / What's my Bias? /
What did I do?*

*Yes / Yes / LGBTQIA+ /
Cultural Competence*

The iceberg concept of culture

Surface Culture

Above sea level

Emotional level: relatively low

food • dress • music
visual arts • drama • crafts
dance • literature • language
celebrations • games

Deep Culture

Unspoken Rules

Partially below sea level

Emotional level: very high

courtesy • contextual conversational patterns • concept of time
personal space • rules of conduct • facial expressions
nonverbal communication • body language • touching • eye contact
patterns of handling emotions • notions of modesty • concept of beauty
courtship practices • relationships to animals • notions of leadership
tempo of work • concepts of food • ideals of childrearing
theory of disease • social interaction rate • nature of friendships
tone of voice • attitudes toward elders • concept of cleanliness
notions of adolescence • patterns of group decision-making
definition of insanity • preference for competition or cooperation
tolerance of physical pain • concept of “self” • concept of past and future
definition of obscenity • attitudes toward dependents • problem-solving
roles in relation to age, sex, class, occupation, kinship, and so forth

Unconscious Rules

Completely below
sea level

Emotional level:
intense

AFS Intercultural Programs Inc., Copyright 2010

COURAGEOUS CONVERSATIONS

Stay Engaged

Balance Showing Up as Experts and as Learners

Safe Space vs Brave Space

Speak Your Truth

Experience Discomfort

Expect and Accept Non-Closure



Allow for growth and evolution in understanding

INSERT NAME HERE

CULTURAL IDENTITY SELFIE

CANDIDCONVERSATIONSMATTER.COM © 2020 CANDID CONVERSATIONS MATTER. ALL RIGHTS RESERVED

Race / Ethnicity / Language

Sex & Sexual Orientation

Gender / Pronouns

Religion / Belief System

Age / Class / Ability

Family Roles

Values / Beliefs

Work Ethic

*Do I have Bias? / Am I a good
person? / What's my
Bias? / What have I done to
diminish my bias?*

BIAS ...

“Explicit bias” refers to the attitudes and beliefs we have about a person or group on a conscious level. Much of the time, these biases and their expression arise as the direct result of a perceived threat. When people feel threatened, they are more likely to draw group boundaries to distinguish themselves from others.

“Implicit bias” refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner...it is the mental process that causes us to have negative feelings and attitudes about people based on characteristics like race, ethnicity, age and appearance.

THE ACTIONS OF BIAS

Microaggression:

- Subtle, verbal and nonverbal slights, insults, indignities, and denigrating messages directed toward an individual due to their group membership, often automatically and unconsciously.
 - Asking a person of Asian descent where they are REALLY from
 - Microaggression - is a form of "unintended discrimination"

Microassault:

- Conscious and intentional discriminatory actions on one's identity.
 - Flying a confederate flag, forbidding child from dating someone of the same sex, using derogatory names

Microinsult:

- Often unconscious verbal, nonverbal, and environmental communications that subtly convey rudeness and insensitivity that demean a person's heritage or identity.
 - Telling a Black, Indigenous Person of Color that they were only hired because of affirmative action

Microinvalidation:

- Communications that subtly exclude, negate, or nullify the thoughts, feelings, or experiential reality of a person's identity.
 - Color blindness, myth of meritocracy, denial of individual homophobic experience

THE LANGUAGE OF BIAS

Microaggression	Remark/Behavior	Possible Interpretation
Alien in own land When people of color are assumed to be foreign-born	“Where are you from?”; “Where were you born?”; “You speak good English”; Asking a Latinx or Asian person to teach you words in their native	<ul style="list-style-type: none"> ✓ You are not American ✓ You are a foreigner
Ascription of intelligence Assigning intelligence to a person of color on the basis of their race	“You are a credit to your race.” “You are so articulate.” Asking an Asian person to help you with a math or science problem.	<ul style="list-style-type: none"> ✓ People of color are generally not as intelligent as whites. It is unusual for someone of your race to be intelligent. ✓ All Asians are intelligent and good in math and science
Color-blindness Statements that indicate a white person doesn’t want to acknowledge race.	“When I look at you, I don’t see color.” “America is a melting pot.” “There is only one race, the human race.”	<ul style="list-style-type: none"> ✓ People of color are not racial/cultural beings. People of color do not have experiences that are racialized. ✓ People of color must assimilate/acclurate to the dominant culture.
Denial of individual racism A statement made when whites deny their racial biases.	“I treat everyone equally” “I’m not a racist. I have Black friends.” “As a woman, I know what you go through as a racial minority.”	<ul style="list-style-type: none"> ✓ I am incapable of being biased ✓ I am immune to racism because I have friends of color. ✓ Your racial oppression is no different than my gender oppression. I can’t be a racist. I’m like you.

THE LANGUAGE OF BIAS

Microaggression	Remark/Behavior	Possible Interpretation
<p>Environmental microaggressions Macro-level microaggressions that are apparent on a systemic and environmental level.</p>	<ul style="list-style-type: none"> - College and universities with buildings that are all named after white men. - Television shows and movies that feature (almost) all white people, with no representation of people of color. - Overcrowding and/or underfunding of public schools in communities of color. 	<ul style="list-style-type: none"> ✓ People of color don't belong. ✓ People of color won't succeed here. ✓ People of color are outsiders. ✓ People of color don't exist. ✓ People of color are not valued as learners.
<p>Myth of meritocracy Statements that assert that race does not play a role in life successes.</p>	<p>"I believe the most qualified person should get the job." "Everyone can succeed in this society, if they work hard enough."</p>	<ul style="list-style-type: none"> ✓ People of color are given unfair benefits because of their race. ✓ People of color are lazy and/or incompetent and need to work harder.
<p>Pathologizing cultural values/communication styles The notion that the values and communication styles of the dominant/white culture are ideal.</p>	<ul style="list-style-type: none"> - Asking a Black person: "Why do you have to be so loud/animated? Just calm down." - To an Asian or Latinx person: "Why are you so quiet? We want to know what you think. Be more verbal. Speak more." - Dismissing an individual who brings-up race/culture in work/school settings. 	<ul style="list-style-type: none"> ✓ People of color must assimilate/acclurate to the dominant culture. ✓ People of color need to leave their cultural baggage out of the classroom/workplace.
<p>Second-class citizen When a white person is given preferential treatment over a person of color.</p>	<ul style="list-style-type: none"> - Person of color is mistaken for a service worker. - A taxi driver passes a person of color to pick up a white passenger. 	<ul style="list-style-type: none"> ✓ People of color are servants to whites. They can't possibly occupy high-status positions. ✓ People of color are likely to cause trouble and/or travel to a dangerous neighborhood.

Avoid Using

Use

Ladies/Gentlemen
Ma'am/Sir
Girls/Guys
Mother(s)/Father(s)

The Person's Name
Colleagues
Friends
Folks
Everyone
Parent(s)



The handicapped, the disabled

People with disabilities/differently-abled

The Blind

People who are blind, have low vision

Wheelchair bound, conditioned to a chair

Person who uses a wheelchair

Autistic Child

Child with Autism

Retarded, slow, idiot, moron

Person with intellectual, cognitive, developmental disability

Crazy, insane, nuts, psycho

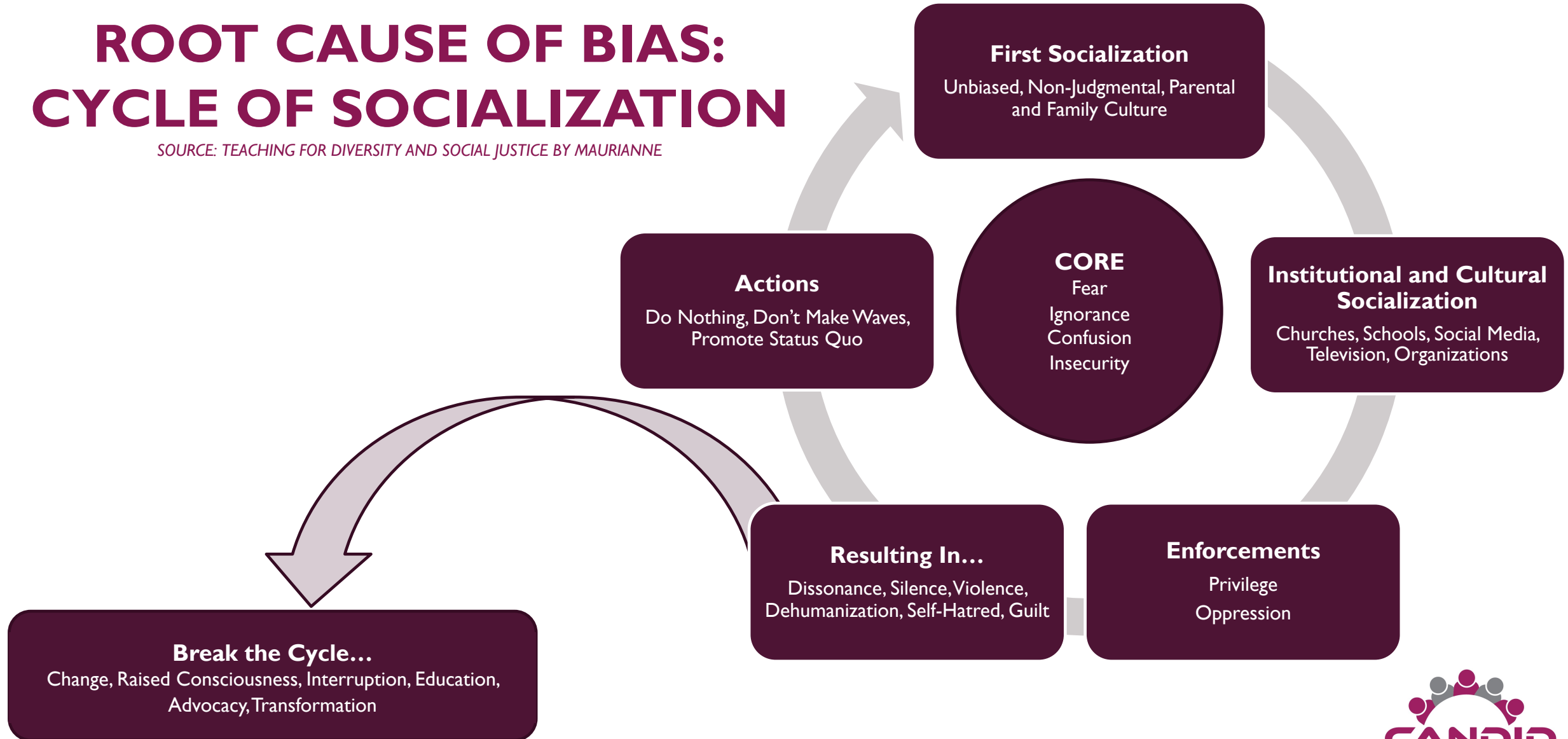
Person with psychiatric disability, mental illness, not emotionally well

THE LANGUAGE OF BIAS

Gender and Ability Inclusive Language

ROOT CAUSE OF BIAS: CYCLE OF SOCIALIZATION

SOURCE: TEACHING FOR DIVERSITY AND SOCIAL JUSTICE BY MAURIANNE



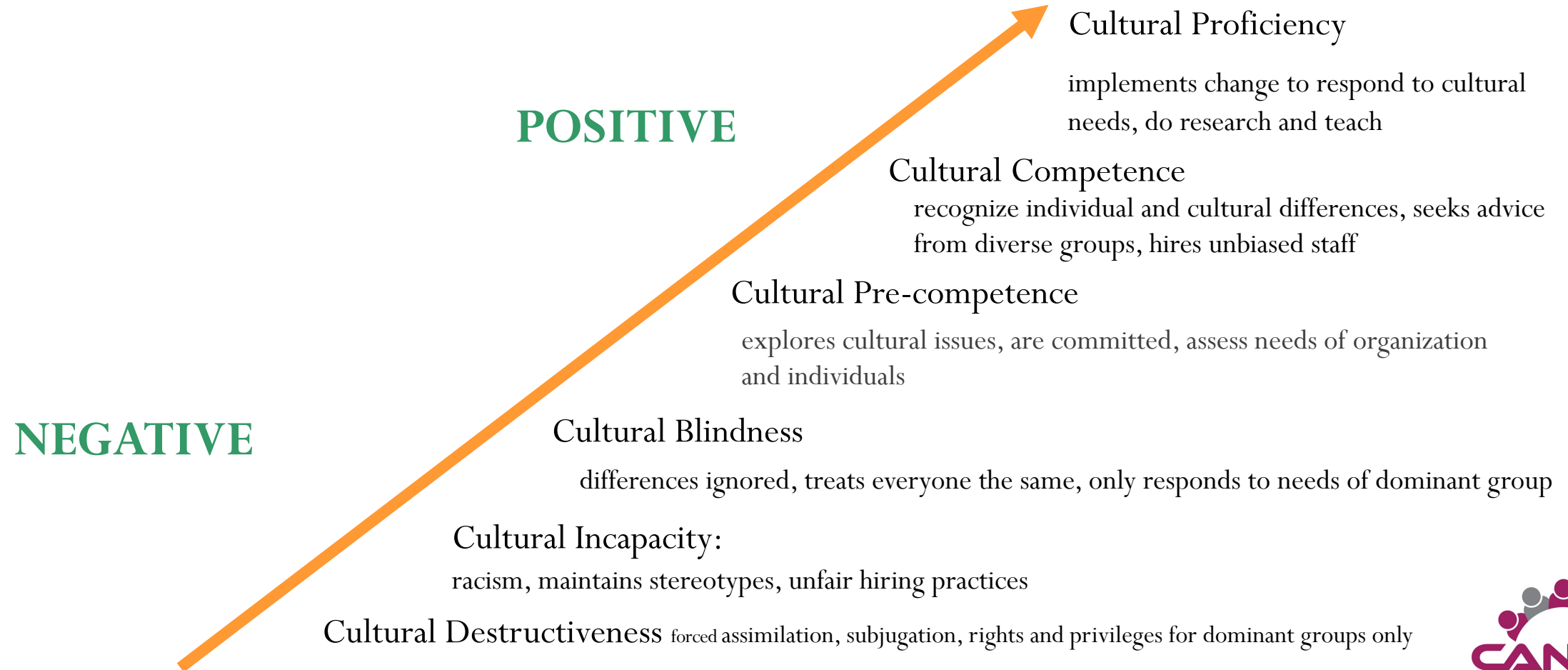
IDENTIFYING AND INTERRUPTING IMPLICIT BIAS

STRATEGIES FOR CONFRONTING UNCONSCIOUS BIAS, BY KATHLEEN NALTY

Give up being color/gender/age blind.	Engage in mindfulness exercises on a regular basis.
Retrain your brain.	Have Courageous Conversations - Engage in cross-difference relationships.
Actively doubt your objectivity	Mix it up.
Be mindful of snap judgments.	Shift perspectives.
Oppose your stereotyped thinking.	Find commonalities.
Deliberately expose yourself to counter-stereotypical models and images.	Reduce stress, fatigue, cognitive overload, and time crunches.
Remind yourself that you have Implicit (unconscious) Bias.	

HOW DO WE GET THERE? - POLL

BEGIN WITH CULTURAL – WHERE ARE YOU ON THE CONTINUUM?





CANDID CONVERSATIONS MATTER

LET'S CHAT

CULTURE

- The customary beliefs, social forms, and material traits of a racial, religious, or social group; also, the characteristic features of everyday existence (such as diversions or a way of life) shared by people in a place or time popular culture, Southern culture
- The set of shared attitudes, values, goals, and practices that characterizes an institution or organization a corporate culture focused on the bottom line
- The set of values, conventions, or social practices associated with a particular field, activity, or societal characteristic

WHY CULTURE MATTERS IN THE WORKPLACE

- Culture is a critical capability for navigating today's increasingly global and diverse business environment.
- Culture is deeply rooted patterns of values, customs, attitudes and beliefs that distinguish one group from another. It subconsciously guides behavior and thoughts and thus influences just about everything that happens in an organization: a worker's motivation to complete a task, a leader's influence over his or her team or a marketing campaign's effectiveness.
- Nationality is only one of several cultural spheres that influence what happens inside organizations. Ethnicity, gender, age-group, sexual orientation, profession and organizational culture are all part of an individual's cultural identity and have profound effects on organizations.

TYPICAL CHARACTERISTICS THAT HELP DEFINE CULTURE

- Language
- Traditions
- Art
- Norms
- Values
- Physical Objects
- Mores (the essential or characteristic customs and conventions of a community)
- Attitudes
- Knowledge
- Symbols
- Rights of Initiation
- Rituals

• Cultural humility involves an ongoing process of self-exploration and self-critique combined with a willingness to learn from others. It means entering a relationship with another person with the intention of honoring their beliefs, customs, and values. It means acknowledging differences and accepting that person for who they are.

Cultural Humility

• What cultural fluency allows us to do is to meet other cultures at their eye level. To explore without judgement. To understand despite the barriers. To be trusted not feared. To decode and not disdain. Cultural Fluency provides the code to culturally decipher behaviors, attitudes, and emotions to incorporate into cognitive models and acts as a sensory system, a warning system, to assess an audience's actions or reactions, so engagements and communication remain on track to deliver on intended outcomes.

Cultural Fluency

Cultural Intelligence

• Cultural Intelligence (CI) consists of three dimensions that correspond to....

- The emotional dimension – 'intercultural engagement'
- The cognitive dimension – 'cultural understanding'
- The action dimension – 'intercultural communication'

Cultural Competence

Cultural competence is the ability to interact effectively with people of various cultural, racial, ethnic, socioeconomic, religious and social groups. Cultural Competence is often tackled by learning about the patterns of behavior, beliefs, language, values, and customs of particular groups.

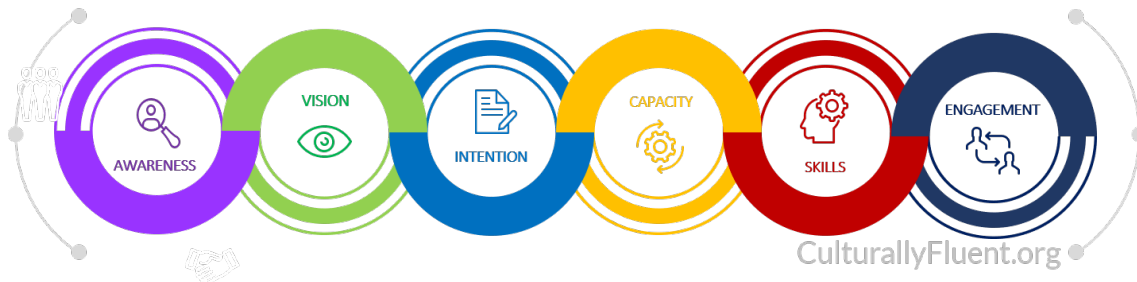


CULTURAL HUMILITY

- What Cultural Humility is Not
 - *Cynthia L. Foronda explains that to understand what cultural humility is, one can look at what it is not: “.... prejudice, oppression, intolerance, discrimination, stereotyping, exclusion, stigma, inequity, marginalization, misconceptions, labeling, mistrust, hostility, misunderstandings, cultural imposition, judgmental, undermining, and bullying....”*
- Openness
- Self-Reflection/Awareness
- Lifelong learning
- Institutional accountability
- Empathy and compassion
- To be “other oriented”
- Acknowledging Power Imbalances and Balancing power imbalances

CULTURAL FLUENCY

The Model of Cultural Fluency

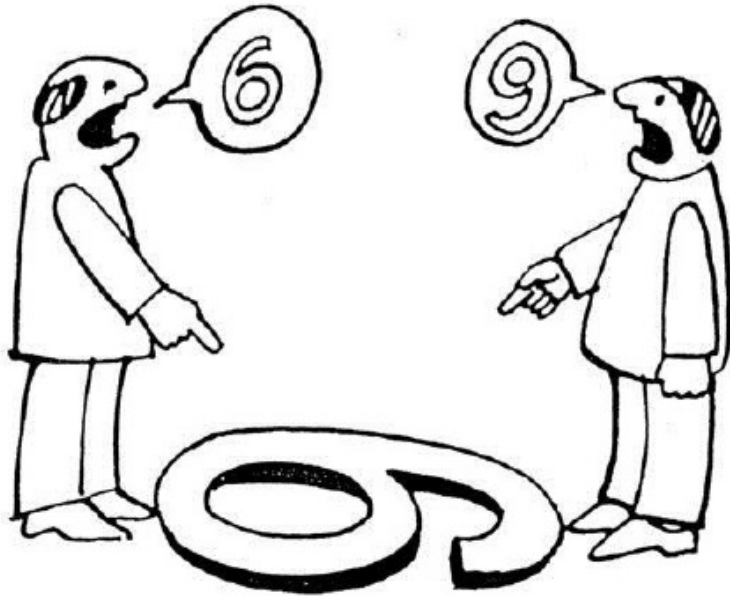


- What cultural fluency allows us to do is to meet other cultures at their eye level. To explore without judgement. To understand despite the barriers. To be trusted not feared. To decode and not disdain.
- ***Cultural Fluency provides the code to culturally decipher behaviors, attitudes, and emotions to incorporate into cognitive models and acts as a sensory system, a warning system, to assess an audience's actions or reactions, so engagements and communication remain on track to deliver on intended outcomes.***

CULTURAL COMPETENCE

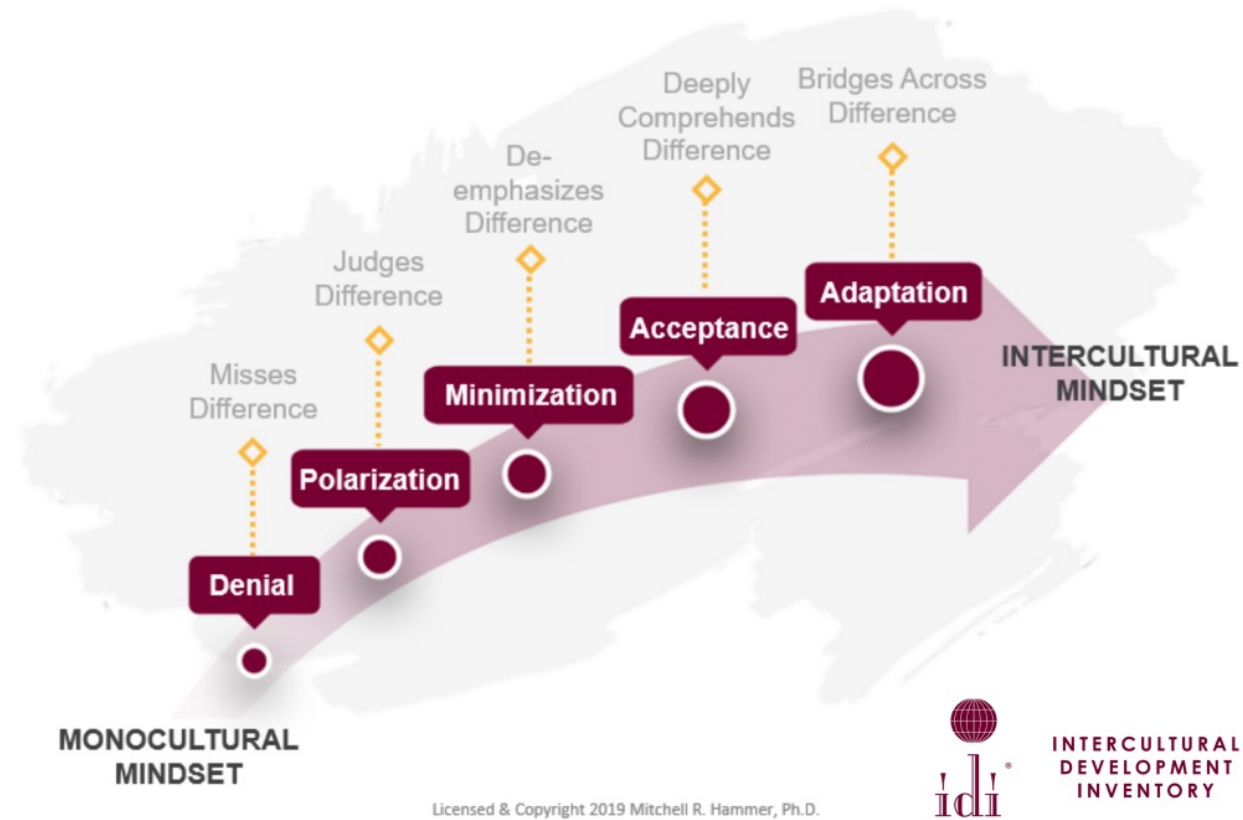
- Cultural competence is the ability to interact effectively with people of various cultural, racial, ethnic, socioeconomic, religious and social groups.
- ***Cultural Competence is often tackled by learning about the patterns of behavior, beliefs, language, values, and customs of particular groups.***
- Being aware of one's own world view
- Developing positive attitudes towards cultural differences
- Gaining knowledge of different cultural practices and world views
- Developing skills for communication and interaction across cultures.

PERCEPTION: HOW WE MAY SEE THINGS DIFFERENTLY
“WHAT YOU SEE AND HEAR DEPENDS A GOOD DEAL ON WHERE YOU ARE STANDING...”



- Our World View certainly shapes how we perceive the world as does our perspectives and sometimes what we think we see can be very different from what others see. Be open to different ways of seeing things.

Intercultural Development Continuum (IDC™)



INTERCULTURAL DEVELOPMENT CONTINUUM

What Stage Are You In?

BUILDING CULTURAL COMPETENCE

- Gaining awareness of and addressing negative bias.
- Learning to value diversity.
- Understanding how people of different backgrounds view the world.
- Providing services and information to meet special communication needs, in primary languages, and literacy levels.
- Offering accessible services that match real needs.
- Hiring staff who represent the diversity of the community.
- Training staff to develop cultural competence.
- Involving the community in planning, communications and outreach.

WE MUST START WITH LISTENING



Step 1: Face the speaker and maintain eye contact.

Step 2: Be attentive, but relaxed.

Step 3: Keep an open mind.

Step 4: Listen to the words and try to picture what the speaker is saying.

Step 5: Don't interrupt and don't impose your "solutions."

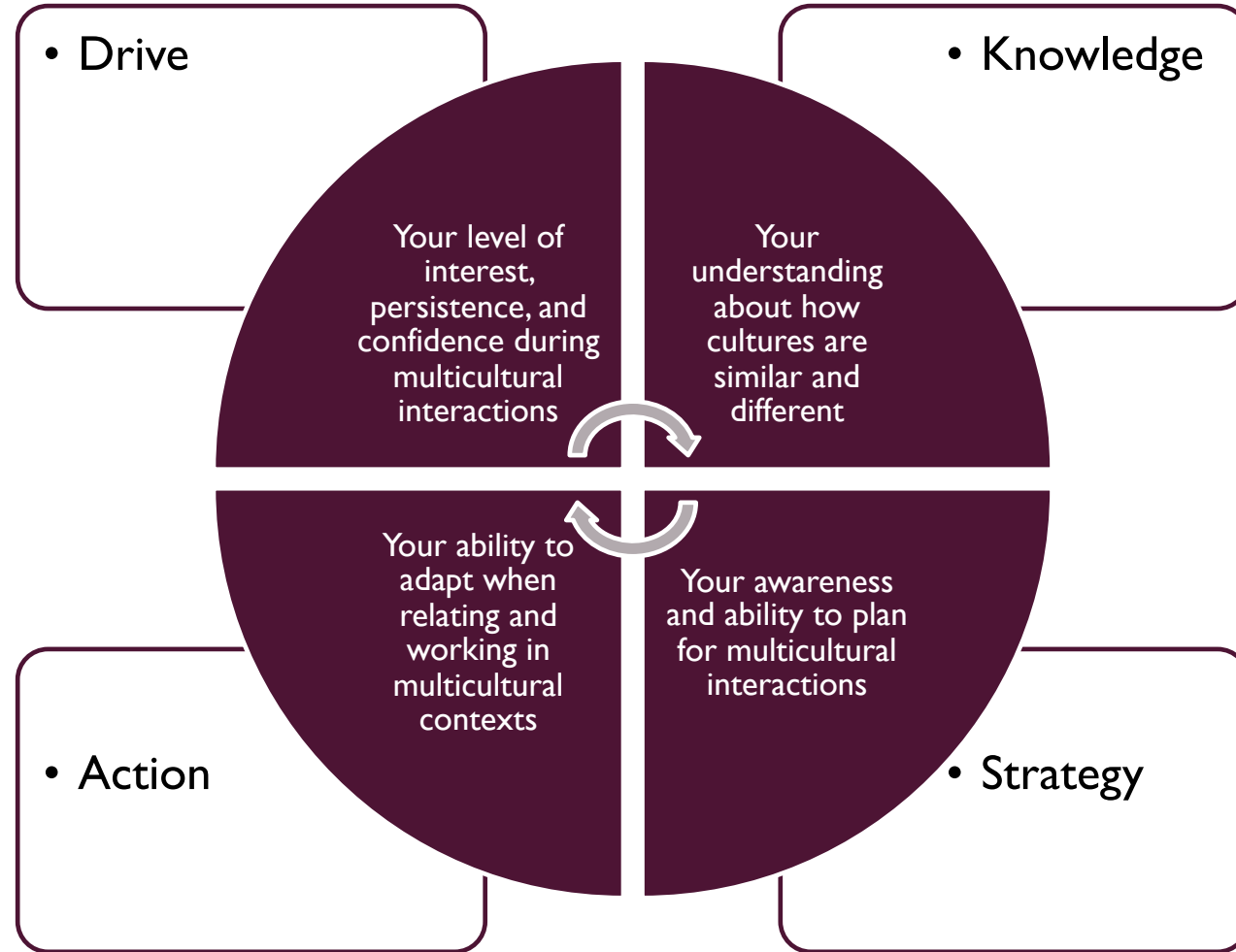
Step 6: Wait for the speaker to pause to ask clarifying questions.

Step 7: Ask questions only to ensure understanding.

Step 8: Try to feel what the speaker is feeling.

Step 9: Give the speaker regular feedback.

Step 10: Pay attention to what isn't said—to nonverbal cues.



THE FOUR CULTURAL INTELLIGENCE CAPABILITIES

Cultural Intelligence Center

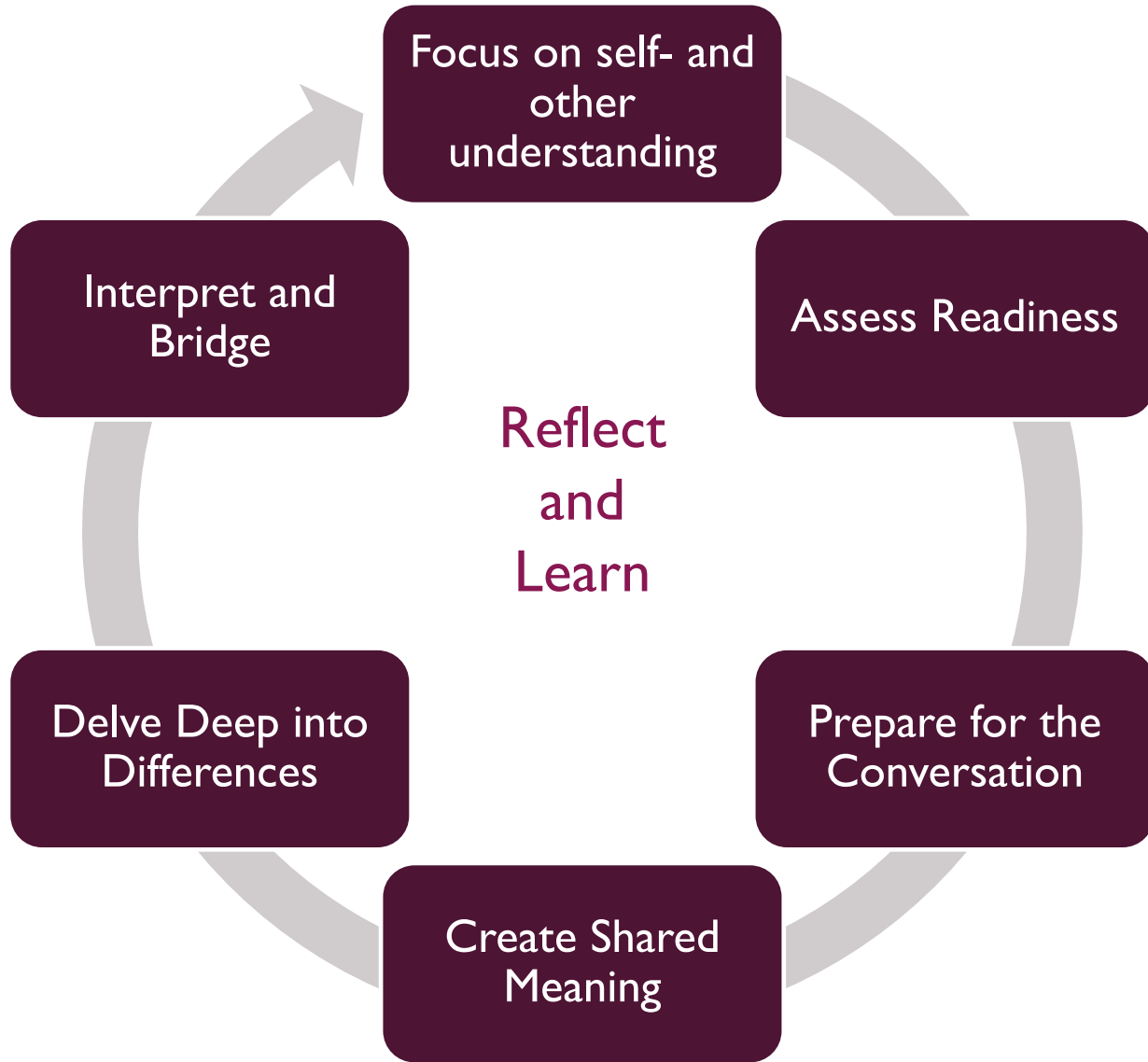
BENEFITS OF A CULTURALLY COMPETENT WORKPLACE

- Effective communication
- Reduce misunderstandings
- Increase understanding
- Relationship building
- Effective employment practices
- Better performance outcomes.
- Increased retention rates.
- Enhanced Customer Service
- Improves Collaboration and Teamwork
- Increases productivity and enhances innovation
- Embraces diversity, equity and inclusion
- Provides multiple perspectives on problem solving
- Building inclusive and respectful workplaces and communities
- Eliminating disparities and inequities
- Promotes Social Justice
- Improved services and products
- Ensuring safety
- Getting and retaining customers
- Customer satisfaction
- Greater self-awareness
- Understanding systemic issues
- Educating
- Reduces complaints and grievances.



CANDID CONVERSATIONS MATTER

LET'S CHAT



A Model for Bold, Inclusive, and Candid Conversations!!!

EXPLORE

Focus on Self- and Other Understanding

- *The ability to engage in bold, inclusive, Candid Conversations is a journey that requires self-understanding, addressing our biases and fears, and understanding our power and privilege. Recognize your power and privilege, as they are key determinants in the nature and tenor of cross-difference dialogue.*
- *Practice the 4 E's*
 - *Exposure*
 - *Experience*
 - *Education*
 - *Empathy*

Assess Organizational Readiness

- Is cultural competence explicitly articulated as one of the organization's values?
- Does the organization demonstrate that it values cultural competence through actions by all leaders in the organizations?
- Are there formal programs in place promoting cultural competence (e.g. employee network groups, mentoring, training, recruitment of diverse talent)?
- Does the organization celebrate culture and actively support diverse colleagues?
- Are leaders evaluated on their cultural competence practices?
- Is it common to call out the “elephant in the room” or does the organization tend not to tackle challenging topics?
- Do leaders show they care about all employees?
- What is the level of trust of leadership?

“DEAR WHITE BOSS” – CASE STUDY

■ PREPARE

Why?

Who?

What?

How?

Where?

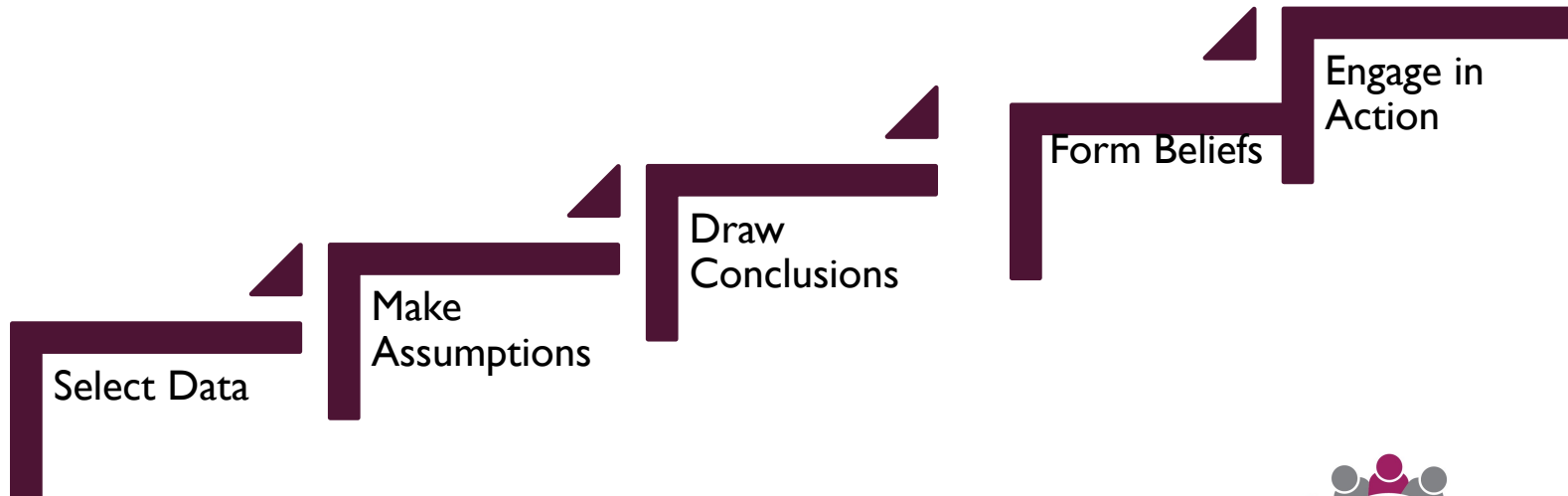
When?

LET THE CONVERSATION BEGIN

Most people do not listen with the intent to understand, they listen with the intent to reply!

- *Establish Common Ground based on Facts and Data*
 - *Describe the behavior*
 - *Navigate your understanding by exploring different interpretations. What are your feelings about each interpretation?*
 - *Adapt your actions based on your interpretation, along with that of others*

Shared Meaning



COMMUNICATION GUIDELINES FOR A BRAVE SPACE

- Welcome multiple viewpoints
 - Speak from your own experience by using “I statements.” Ask questions to understand the sources of disagreements.
- Own your intentions and your impacts
 - Respect each other’s experiences and feelings by taking responsibility for the effects of your words. On the other side, if you have a strong reaction to something, let the group know. Be open to dialogue.
- Work to recognize your privileges
 - Use this space to recognize and investigate your privileges (for example: class, gender, sexual orientation, ability). Honor the different experiences we all bring to this space.
- Take risks: Lean into discomfort
 - We are all in process. Challenge yourself to contribute even if it is not perfectly formulated.
- Make space
 - Share speaking time and try to speak after others who have not spoken.
- Notice and name group dynamics in the moment
 - We are all responsible for this space. Be aware of how others are responding or not responding. Ask for a “time out” or dialogue if needed.
- Actively listen
 - Use your energy to listen to what is said before thinking about how to respond. Notice when defensiveness and denial arise.
- Challenging with care
 - Find ways to respectfully challenge others and be open to challenges of your own views. Think about how to question ideas without personal attacks.
- Confidentiality
 - Share the message, not the messenger.
- Break it down
 - Use simple language and background information when necessary. Ask for clarification if needed.

STRATEGIES TO FACILITATE CANDID CONVERSATIONS AND NAVIGATE RESISTANCE

- Act as a mirror.
 - Reflect back to the speaker what you heard them say, and ask if this is what they intended to communicate.
- Address the needs of the individual who made the comment.
 - Consider what might be motivating the speaker's comment and focus the conversation on that underlying factor.
- Ask, "Who benefits"?
 - Ask the speaker to think critically about who—in regard to race/ethnicity, gender, sexual orientation, religion, age and opportunity—are being best served by a particular way of thinking, policy, practice, etc.
- Re-center.
 - Call attention to the importance of being conscious in equity work, especially when conversations become neutral and when equity does not seem to be central to practitioners' actions and decision-making.
- Name practices that undermine equity.
 - Explicitly point out equity-blind approaches and concepts that, if left unchallenged, will lead to inequitable outcomes.
- Use data to demonstrate that inequity must be addressed.
- Agree to hold each other accountable.
 - Ask individuals to speak up and name potential equity issues as they arise, and to find alternatives.



Let the Conversation Continue

- Interpret and Bridge Differences
- Acknowledge the “Elephant in the Room”

Sharpen Inclusive Habits

- Addressing Inequity
- Advancing Equity



CANDID CONVERSATIONS MATTER

LET'S CHAT