

Co-Creating a Culturally Proficient Workplace

Boost Master Class

April 19, 2017



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Agenda

April 19, 2017

10:30-Welcome and Overview

Outcomes

Norms of Operation

Cultural Perceptions

- Ladder of Inference

Cultural Proficiency Overview

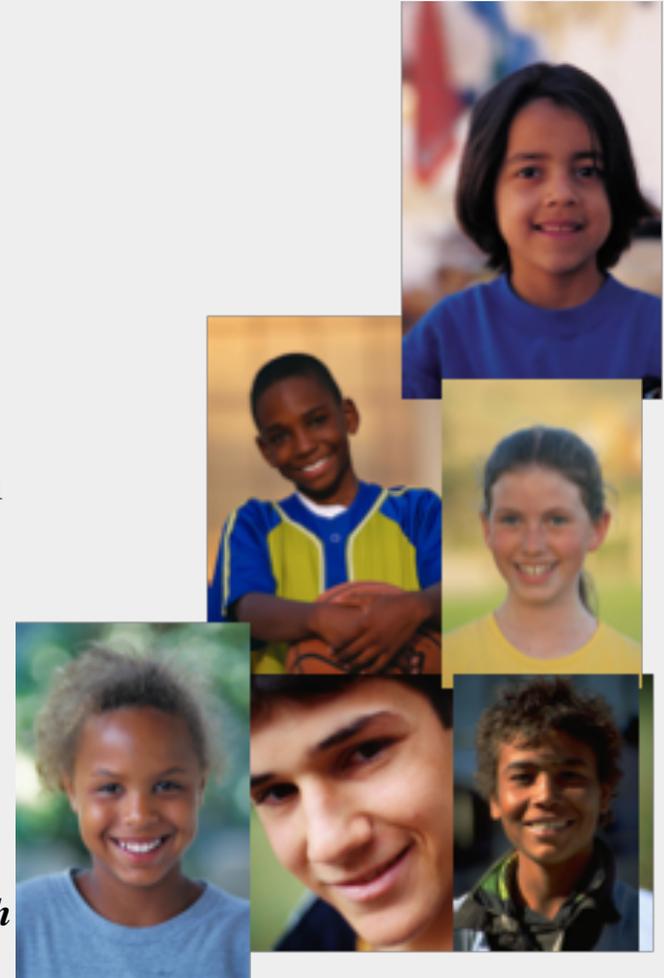
- **Tool:** Cultural Proficiency Continuum

Conversation

- Dialogue

12:10-12:15 One Word Reflection

“...We do not really see through our eyes or hear through our ears, but through our beliefs.” ~Lisa Delpit~



Session Outcomes

Participants will:

Examine their values, beliefs, and assumptions.

Practice with the Cultural Proficiency Continuum.



Learning Agreements

Open and honest conversation

Seek to understand

Expect to be misunderstood

Be 100% present and aware of self

Learn about self and others, and

Enjoy our time together!



Cultural Perceptions

Country of family origin and heritage

Language(s) spoken (other than English)

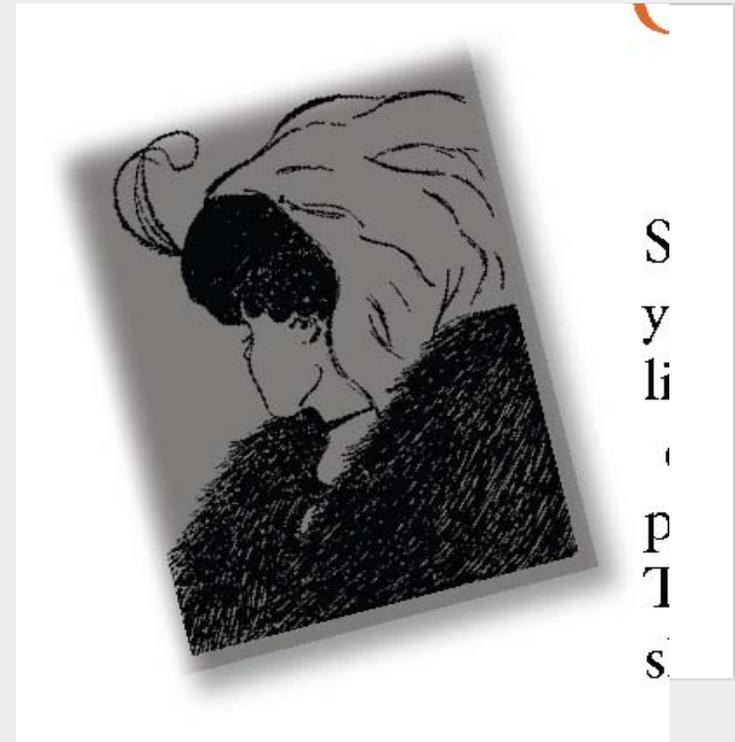
Interest or hobbies

Favorite food

Type of movies, TV programs preferred

Type of music preferred

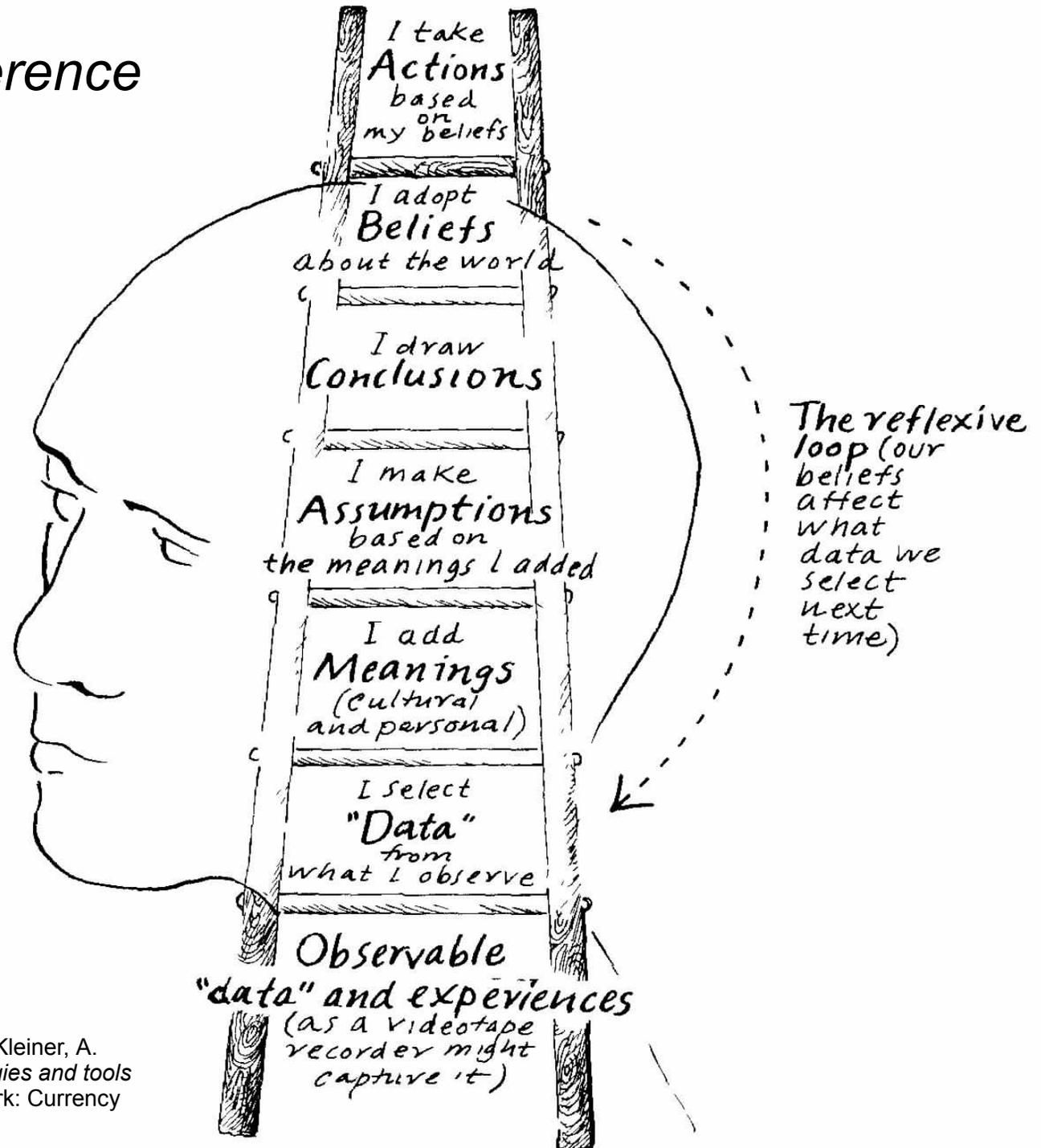
Pets, if any, or favorite animals





Ladder of Inference

by Chris Argyris



Senge, P., Roberts, C., Ross R., Smith, B., Kleiner, A.
(1994) *The fifth discipline Fieldbook: Strategies and tools
for building a learning organization*. New York: Currency
Doubleday

Ladder of Inference

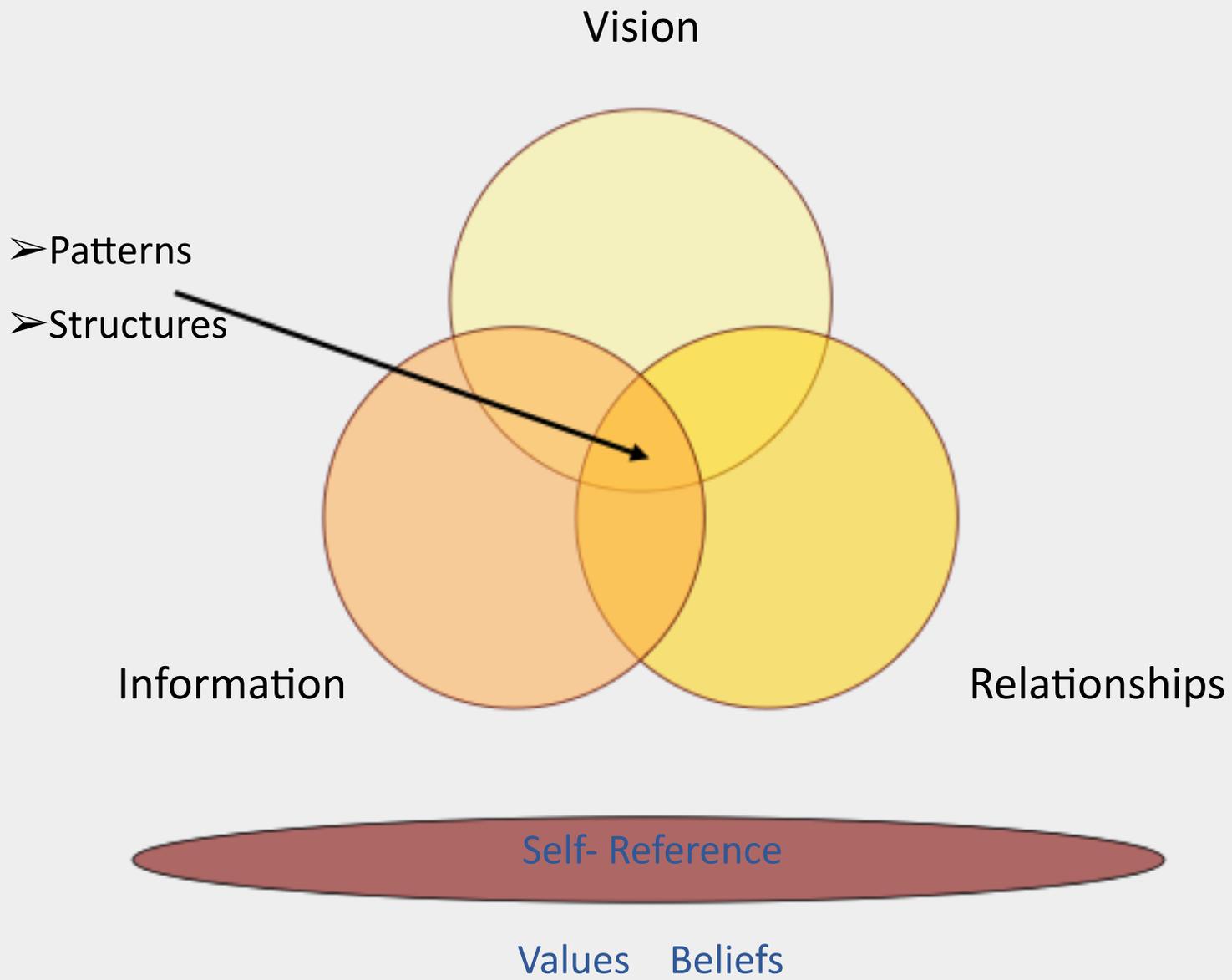
- We live in a world of self-generating beliefs that go largely untested. We adopt those beliefs because they are based on conclusions, which are inferred from what we observe, plus our past experience. *Our ability to achieve the results we truly desire is eroded by our feeling that:*
 - Our beliefs are the truth.
 - The truth is obvious.
 - Our beliefs are based on real data.
 - The data we select are the real data.

Senge et.al.,

**“The eye sees only what the mind
is prepared to comprehend.”**

~Henri Berson





*You Take Yourself With You
Wherever You Go.*

You bring the “*cour*” of who you are to work with you everyday and put it to work in your relationship with children.

What is Culture?

Culture is the system of shared beliefs, values, customs, behaviors, and artifacts that distinguish one group from another.



Grooming & Presence

Gender Roles

Culture is further defined as what is right and what is rude. Culture is *the way we do things around here.*

~Edgar Schein

Cultural Proficiency functions as

A worldview,
A perspective,
A mindset,
A mental model,
A journey,
A lens, **through which to
view your work**
The manner in which we
lead our lives.



The Tools of Cultural Proficiency

Culturally Proficient Schools, 2nd ed., 27 Culturally Proficient Schools, 2nd ed., 27

- **The Barriers**
 - Caveats that assist in responding effectively to resistance to change
- **The Guiding Principles**
 - Underlying values of the approach
- **The Continuum**
 - Language for describing both healthy and non-productive policies, practices and individual behaviors
- **The Essential Elements**
 - Five behavioral standards for measuring, and planning for, growth toward cultural proficiency



The Continuum

➤ Cultural destructiveness

➤ Cultural incapacity

➤ Cultural blindness

➤ **Cultural
pre-competence**

➤ **Cultural competence**

➤ **Cultural proficiency**

Unhealthy Practice

- Shuts down possibility
- Focused on “them”
- Mindset of *scarcity*
- What/who needs to be “fixed?”
- Oriented toward *blame*

Healthy Practice

- Opens limitless possibilities
- Focused on “our practice”
- Mindset of *abundance*
- Values diversity
- What do we want?
- Oriented toward *responsibility*

Cultural Destructiveness

“See the difference; stomp it out”

Eliminating other people’s culture

- Examples
- Genocide, Ethnocide, and/or Exclusion laws
- Shun/avoid certain curriculum topics

*“Why do we have to celebrate Jewish holidays? We should just celebrate the **normal** ones.”*

“My unborn child is smarter than you are.”

“Those new employees should speak only English.”

“Stop acting White. Stop acting Black (said to white/black student).”

Cultural Incapacity

“See the difference; make wrong”

Believing in the superiority of one’s own culture and behaving in ways that disempower another’s culture

Examples

- Disproportionate allocation of resources to certain groups
- Lowered expectations
- Expecting “others” to change: My way or the highway

“I’ve worked at this school for 25 years. I will only work with the smart kids.”

“John can’t be on the diversity committee. He’s White.”

“She’d be a good boss if she weren’t a woman.”

“The special Ed. and ESL kids don’t do much. They have parents that don’t care.”

Cultural Blindness

“See the difference; act like you don’t”

Acting as if cultural differences do not matter or as if there are not differences among/between cultures

Examples

- Discomfort in noting difference
- Beliefs/actions that assume world is fair and achievement is based on merit

“I don’t see color in any of my students.” I treat them all the same.”

“I cannot differentiate instruction in my classroom. All students must be treated the same way. It’s not fair if they are not.”

If we deal with the situation between the business department and human resources, it will cause conflict. Let’s just leave it alone.

Cultural Precompetence

“See the difference; becoming aware of culture, begin to know what we don’t know.”

Recognizing the limitations of one’s skills or an organization’s practices when interacting with other cultural groups.

Examples

- Delegate diversity work to others, to a committee
- Quick fix, packaged short-term programs, episodic events
- Unclear rules, expectations for all diversity programs for staff, not management

Celebrating Black History Month in February, Women’s History Month.

We have a diversity committee for that.

“Su-Li, what do Asians think about that? You’re Asian. Aren’t you?”

• We had a multicultural night that was very successful. Every culture was

Cultural Competence

“See the difference; understand the difference that difference makes”

Interacting with others using the five essential elements of cultural proficiency as the standard for behavior and practice. This point on the continuum is meets standard (doing what we are supposed to do).

Examples

- Advocacy
- On-going education of self and others
- Support, modeling and risk-taking behaviors

“With the addition of our new Muslim employees, I have learned a lot about different ways of doing things in the department. Their suggestions have improved relationships and efficiency.”

“I see you are frustrated about teaching our kids from diverse backgrounds. Your frustration simply has not been my experience.”

*“Let’s concentrate on what **we** can do rather than what **they** need to do.”*

*“I **felt** that way once. What I **found** to be the case was.... Now I **feel**...”*

Cultural Proficiency

“See the difference; respond positively. Engage and adapt”

Use the tools of Cultural Proficiency as an actionable means to identify right from wrong in serving the needs of historically underserved students within the context of serving the needs of every student. (**This point “pushes the boundaries to social justice”.**)

Interdependence

Personal change and transformation

Alliance for groups other than one’s own

“ I have integrated social justice issues into my math lessons as well as transformed the curriculum to reflect the variety of cultural groups in my class. Next year, I will change my instruction to include the new cultural groups entering my class.”

“I have adapted the current policy so that it bridges cultural gaps amongst and between staff and myself.”

Let’s critique our bereavement practice/policy and make it equitable. (administration and teachers get 5 days, all others get 3 days).

Continuous improvement/ learning is an integral part of the organization’s culture. ●

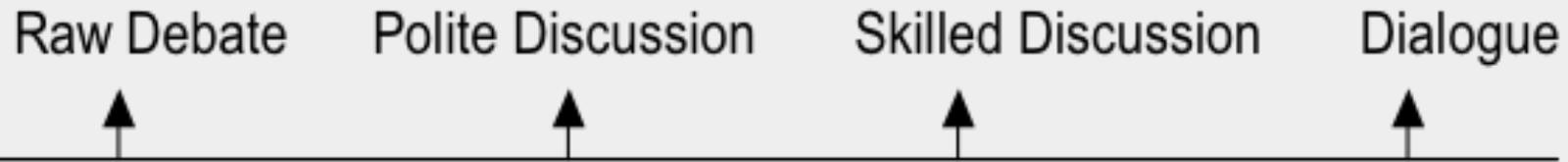
Continuum Discussion

What do you notice about the data?

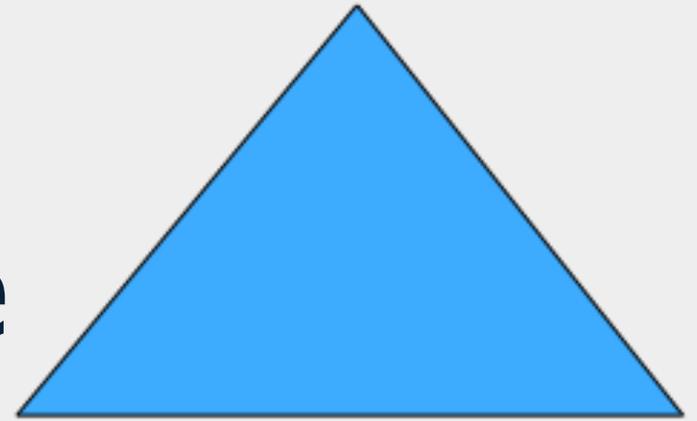
What surprised you if anything?

What conclusions are you drawing?

Conversation Continuum



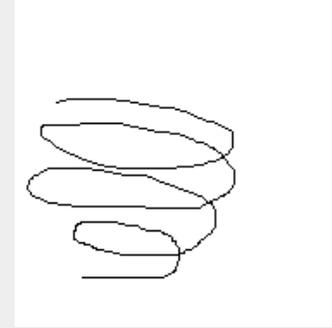
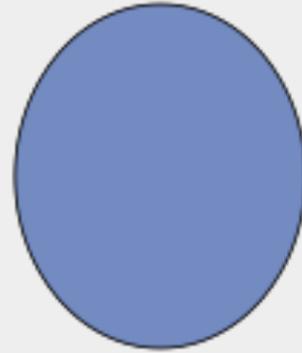
Raw Debate



- The purpose is to win
- Each person holds position
- Orientation is advocacy
- Participants listen as a matter of strategy
- Rhythm is very fast.

A
|
B

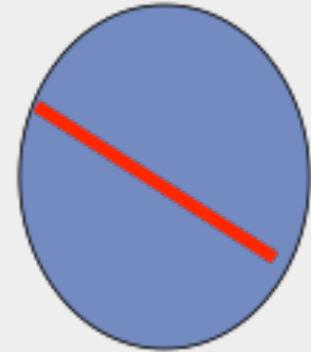
Dialogue



- oriented towards inquiry for the purpose of developing a collective understanding between participants.
- from the Greek root word dialogos - through words.
- dialogue means to move through the spoken word.
- Rhythm is slow

A ↔ B

Polite Discussion



dysfunctional form of conversation.

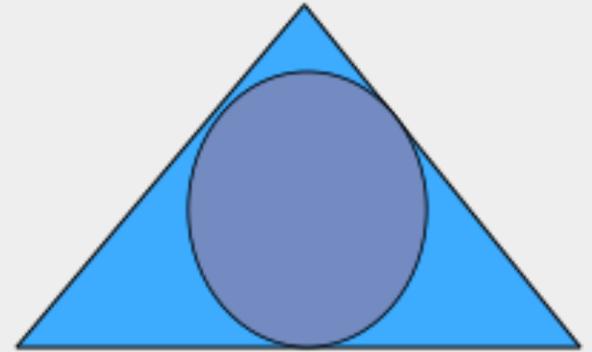
aligned with debate because participants hold their positions in the act of speaking.

filled with the words such as ‘but,’ ‘except,’ ‘yeah but,’ and ‘however.’



MASK

Skilled Discussion

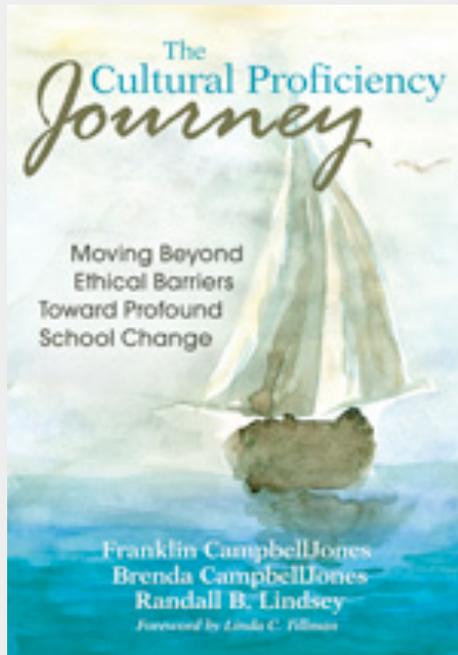


- a balance of inquiry and advocacy
- very productive way of conversing
- people who are good at skilled discussion move back and forth between these two forms of conversation very effectively

Handles to Deepen Dialogue

- What?
- Why?
- Where/When?
- Who?
- **How?**





- Start with a book study and conversation
- Gain a commitment from leadership and community: time, personnel, resources
- Engage teachers through teams
- Commit to having critical conversations
- Make structural change as attitude shifts
- Critique: practice, policies, curriculum

www.corwin.com

