

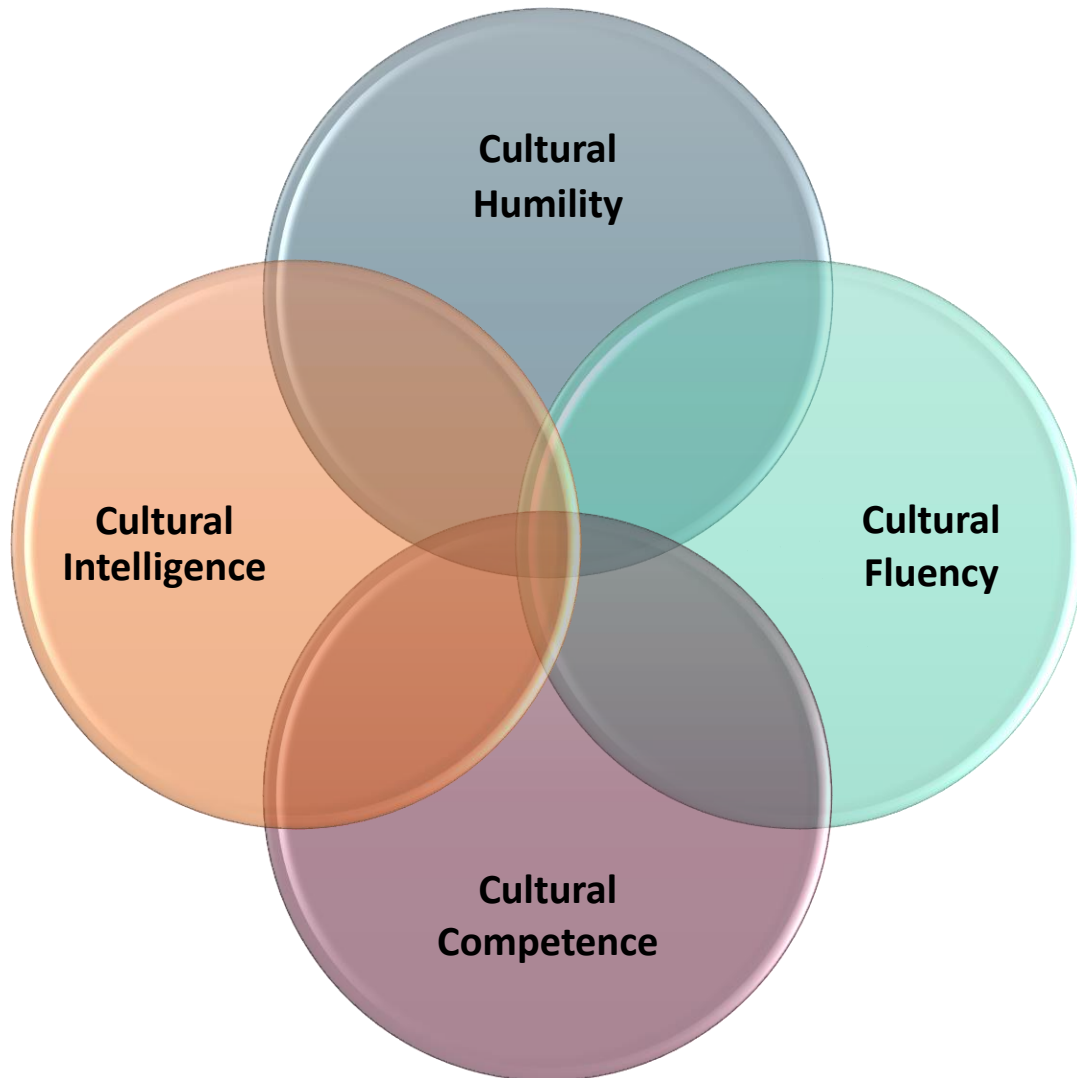
# Cultural Competence and Cultural Humility

## *A Literature Review for Understanding and Action*

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*"To understand what another person is saying, you must assume that it is true and try to imagine what it could be true of."*

*Miller's Law<sup>i</sup>*



By: Michael Wheeler, for Central Florida Diversity Learning Series, March 20, 2018

## INTRODUCTION

We live in a multicultural world that is inextricably intertwined. “Global” is not something outside of where we are, but integral to where we are no matter where that may be. “Culture” is not something that is something we find in another country, but something that is deeply embedded within every society, institution and individual. In fact, as Trompenaars and Hampden-Turner explain, culture “pervades and radiates meaning”<sup>1</sup> in everything.

Living in today’s world means we need to understand the implications and impact of culture on our lives, communities, institutions, corporations and economy and what we can do to be effective across cultures. Anna Katrina Davey notes five mistakes<sup>2</sup> that people make (and should avoid) when interacting across cultures:

1. Assuming we live in a global world where the role of cultural differences is disappearing
2. Relying on common sense;
3. Expecting a country-specific lists of do’s and don’ts as if they were “the 10 commandments;”
4. Having the illusion that effective communication and understanding has taken place in our exchanges with others; and,
5. Following “The Golden Rule.”

We may be well-intended but find ourselves stepping on hidden “landmines” which can result in a total breakdown in communication and relationships and have potentially serious consequences—especially for our communities and organizations.

Culture is complex. And, the skills and competencies for being effective across cultures requires lifelong learning. There are, however, definitions, theories, models and frameworks that help us explain, understand and learn to become culturally competent/intelligent/fluent and to have cultural humility.

This review is hardly exhaustive, but designed with the following goals:

- Raise awareness about rich and extensive bodies of research, models and frameworks
- Provide examples of definitions, models and frameworks to level-set and establish some bases for knowledge and understanding
- Identify opportunities for ways to improve one’s (and other’s) effectiveness across differences and cultures

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<sup>1</sup> Trompenaars, Fons, and Hampden-Turner, Charles, *Riding the Waves of Culture: Understanding Cultural Diversity in Business*, <https://pdfs.semanticscholar.org/baa5/8e86493834d21459cba14437d8900542d666.pdf>

<sup>2</sup> <https://wacaustin.org/5-mistakes-to-avoid-when-working-across-cultures/>

## DEFINITION OF CULTURE: ESTABLISHING FOUNDATIONS FOR UNDERSTANDING

*“All too often, concepts come burdened with the connotations and implications of the past contexts that gave rise to them. Hence a periodic review of our stock of ideas is neither an exercise in antiquarian nostalgia nor a ritual occasion for rattling the bones of our ancestors. It should be, rather, a critical evaluation of the ways we pose and answer questions.”*

Eric R. Wolf Pathways of Power. Building an Anthropology of the Modern World. (2001), p. 321

Definitions of culture vary depending on disciplines (e.g., Anthropology, Sociology, Psychology, Communication, etc.), Theories and Models (Geert Hofstede, Edward T. Hall) and Contexts (e.g., Business—Fons Trompenaars and Charles Hampden-Turner) yet most definitions can be distilled down to the following:

**a** : 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*

**b** : the set of shared attitudes, values, goals, and practices that characterizes an institution or organization a corporate *culture* focused on the bottom line

**c** : the set of values, conventions, or social practices associated with a particular field, activity, or societal characteristic<sup>3</sup>

### Typical Characteristics That Help Define Cultures Include:

- Language
- Traditions
- Art
- Norms
- Values
- Physical Objects
- Mores
- Attitudes
- Knowledge
- Symbols
- Rights of Initiation
- Rituals

Culture is dynamic, not static. There is no one size fits all theory, model or process. Individuals vary tremendously within cultures, but all are shaped by their cultures. Different is simply that, different.

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<sup>3</sup> <https://www.merriam-webster.com/dictionary/culture>

## How Culture Manifests Itself—Visible and Invisible

*“In analyzing the culture of a particular group or organization it is desirable to distinguish three fundamental levels at which culture manifests itself: (a) observable artifacts, (b) values, and (c) basic underlying assumptions.”<sup>4</sup>*

Helen Spencer-Oakes

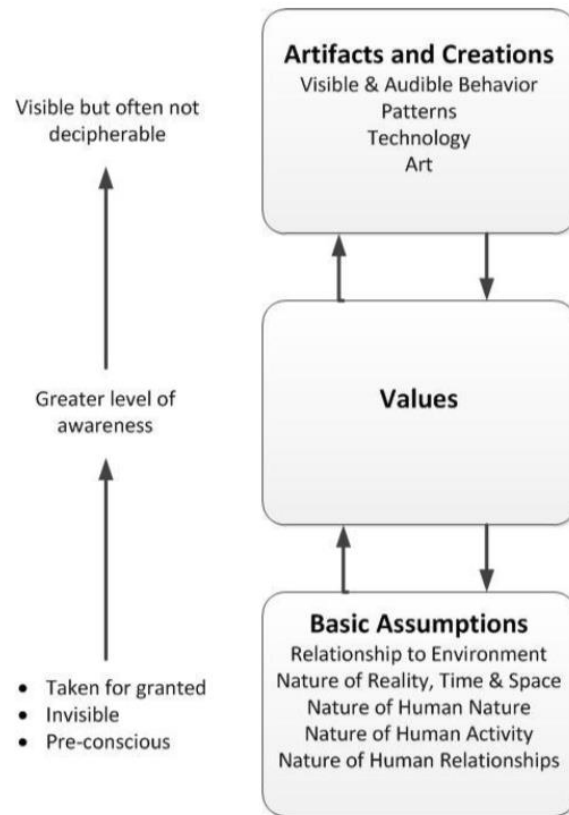


Figure 1: The Levels of Culture & their Interaction  
(Minor adaptation of Schein 1984: 4)

(Source: What is Culture? A Compilation of Quotations Compiled by Helen Spencer-Oatey,  
[https://warwick.ac.uk/fac/soc/al/globalpad/openhouse/interculturalskills/global\\_pad\\_-\\_what\\_is\\_culture.pdf](https://warwick.ac.uk/fac/soc/al/globalpad/openhouse/interculturalskills/global_pad_-_what_is_culture.pdf))

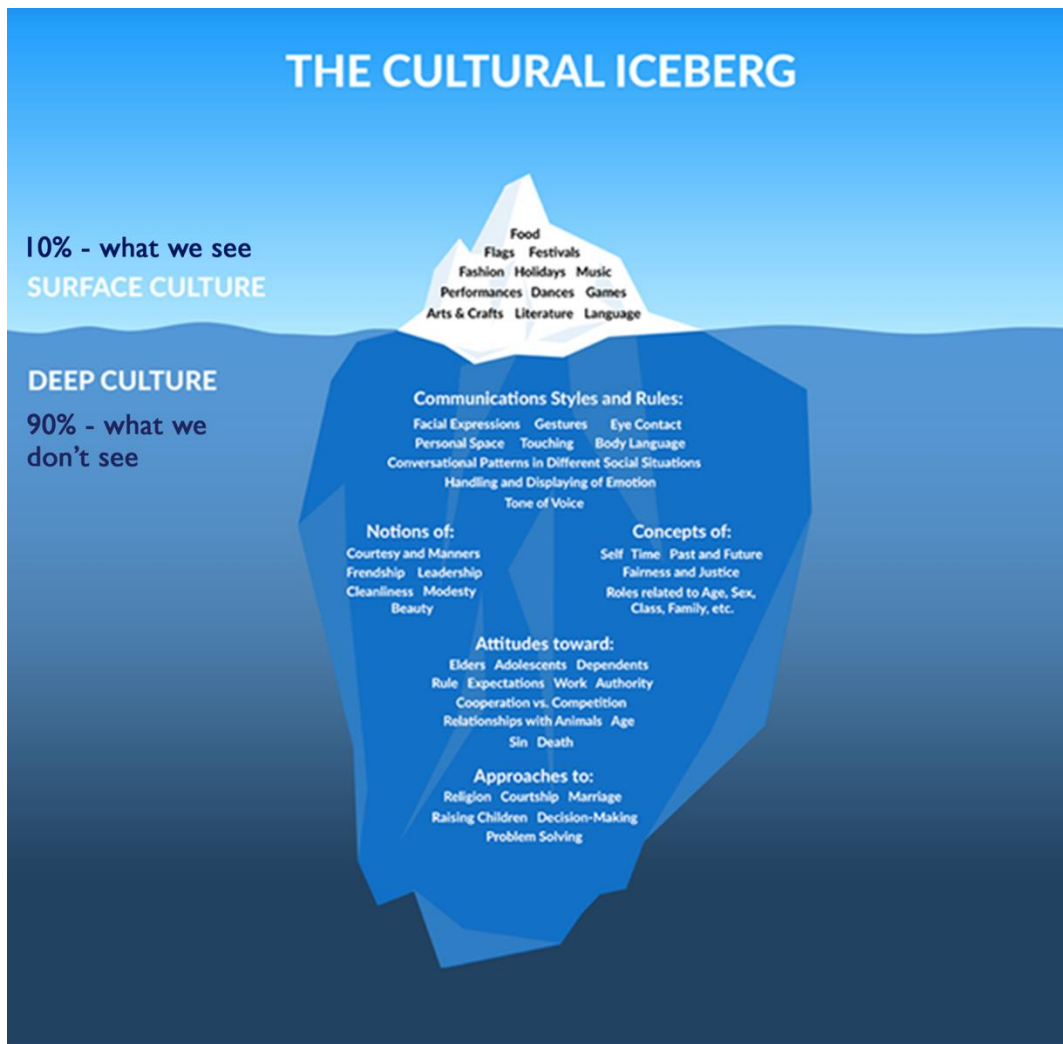
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<sup>4</sup> What is Culture? A Compilation of Quotations Compiled by Helen Spencer-Oatey  
[https://warwick.ac.uk/fac/soc/al/globalpad/openhouse/interculturalskills/global\\_pad\\_-\\_what\\_is\\_culture.pdf](https://warwick.ac.uk/fac/soc/al/globalpad/openhouse/interculturalskills/global_pad_-_what_is_culture.pdf)

## Going Beyond the Surface

*“The portions we see of human beings is very small, their forms and faces, voices and words (but) beyond these, like an immense dark continent, lies all that has made them.” Freya Star*

Dr. Milton Bennett notes, of the iceberg model below, that “it is important to realize that the iceberg is a starting point and that once our audiences have grasped the concept of culture, we must emphasize the fact that the iceberg is just one of the possible metaphors (including the onion, tree, atom) and that most likely, there is no perfect model that encompasses all aspects of culture.”<sup>5</sup>



(Source: <http://mcos.ca/anti-racism-101/attachment/cultural-iceberg/>)

<sup>5</sup> <https://woca.afs.org/afs-announcements/b/icl-blog/posts/culture-is-not-like-an-iceberg>

## Cultural Competence? Intelligence? Quotient? Fluency? Humility?

*“Never before has the need for intercultural competence been greater.”*

Anna Katrina Davey<sup>6</sup>

There are a number of terms related to being effective within and across cultures. Again, definitions vary. It has been said that “Cultural Competence” is about the head (cognitive) whereas “Cultural Humility” is about the heart. Indeed, both are required. The following definitions and concepts can apply to individuals, groups and organizations.

### 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 Fluency

Omid Sheybani explains “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.”<sup>7</sup> “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.”<sup>8</sup>

### Cultural Intelligence (CI)/Cultural Quotient (CQ)

According to, XX, 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’<sup>9</sup>

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<sup>6</sup> Anna Katrina Davey, Founder & President at Cultural Confidence, “5 Mistakes To Avoid When Working Across Cultures”<sup>6</sup>  
<https://wacaustin.org/5-mistakes-to-avoid-when-working-across-cultures/>

<sup>7</sup> Building Cultural Fluency, Omid Sheybani, <https://medium.com/@omidscheybani/the-idea-of-cultural-fluency-7ea41281c2b0>

<sup>8</sup> Cultural Fluency – A Business Imperative, Ray Celaya. <https://www.linkedin.com/pulse/cultural-fluency-business-imperative-ray-celaya-major-usa-ret-/>

<sup>9</sup> Elizabeth Plum, <http://www.culturalintelligence.eu/theory.html>

## Cultural Humility

*“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.”<sup>10</sup>*

### Key Attributes of Cultural Humility

- Openness
- Self-Reflection/Awareness
- Lifelong learning
- Institutional accountability
- Empathy and compassion
- To be “other oriented”
- Acknowledging Power Imbalances and Balancing power imbalances

### What Distinguishes Cultural Humility Apart from Cultural Competence?

- “Cultural Competency says, ‘I’m the expert.’ Cultural Humility says, ‘You’re the expert.’
- Cultural Competency is an end product. Cultural Humility is a lifelong process.
- Cultural Competency implies an objective set of best practices. Cultural Humility implies a subjective set of best practices.”<sup>ii</sup>

### 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....”<sup>11</sup>

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<sup>10</sup> Soundscaping Blog, <https://soundscapingsource.com/cultural-humility-vs-cultural-competence/>

<sup>11</sup> Cultural Humility: A Concept Analysis. **Article, Cynthia L. Foronda** in Journal of Transcultural Nursing, June 2015. [https://www.researchgate.net/profile/Cynthia\\_Foronda2/publication/279630344\\_Cultural\\_Humility\\_A\\_Concept\\_Analysis/links/57753d3c08aeb9427e25bbb9/Cultural-Humility-A-Concept-Analysis.pdf](https://www.researchgate.net/profile/Cynthia_Foronda2/publication/279630344_Cultural_Humility_A_Concept_Analysis/links/57753d3c08aeb9427e25bbb9/Cultural-Humility-A-Concept-Analysis.pdf)

## Building Skills and Competencies for Being an Effective Across Differences

*“INTERCULTURAL is what happens when the two (or more) culturally-different groups come together, interact and communicate.”*

Mari D. Gonzalez

Being culturally competent, or having cultural humility is in large part about learning (per my perspective) “Intercultural.” One does not have to be expert in any one culture to “...come together, interact and communicate” as Mari Gonzalez notes in the quote above. We do have to be open, have an attitude of lifelong learning and acquire some basic knowledge and skills to become intercultural. The following five steps will get you moving toward building the competencies and skills to be an interculturalist:

1. Knowing what we are trying to achieve and within which contexts
2. Being open
3. Taking time to acquire knowledge (Frameworks, concepts and specifics)
4. Building Awareness and Understanding (Self, others, dynamics)
5. Practicing skills (skills are learned through practice, e.g., active listening)

***“Actually, it is your chance when there are many people who only speak and don’t act. Because opportunities come only to people who act.”<sup>12</sup>***

*Bonbon Sphere: The Internal World of Catherine Bonbon* by Yumi Okano.

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<sup>12</sup> <http://www.interculturalist.com/blog/2017/11/21/a-glimpse-at-interculturalist-publishings-first-book>



## Goals and Objectives: What Are We Trying to Achieve?

While motivations, goals and objectives vary per disciplines and contexts, they include some of the following:

- Effective communication
- Reduce misunderstandings
- Increase understanding
- Relationship building
- Effective employment practices
- Competing in the global marketplace
- Research and understanding
- Customer Service
- Teamwork
- Productivity and innovation
- Embracing diversity and inclusion
- Problem Solving
- Building inclusive and respectful workplaces and communities
- Eliminating disparities and inequities
- Social Justice
- Improved services and products
- Ensuring safety
- Getting and retaining customers
- Customer satisfaction
- Leveling Power
- Greater self-awareness
- Understanding systemic issues
- Educating

## Contexts

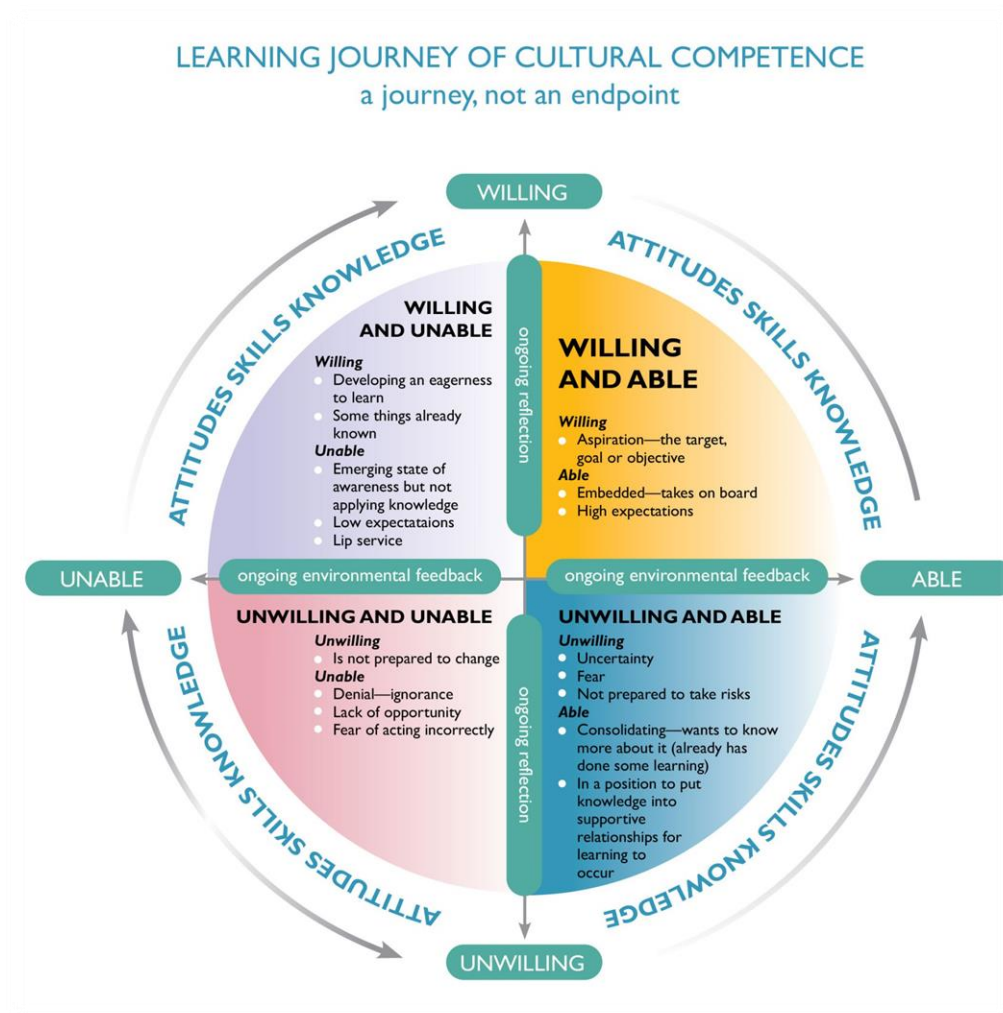
Context matters. Being able to bring cultural matters and implications to life in context, e.g., Customer Service for a bank, helps provide tangible examples that help identify opportunities.

- Work
- Home
- Religious Institutions
- Traveling
- Personal interests
- In Communities
- School
- As an employee
- As a manager
- As an executive
- As a team member
- Government institutions
- Not-for Profits

## Be Open, Willing and Ready for the Journey

“We live in a wonderful world that is full of beauty, charm and adventure. There is not end to the adventures that we can have if only we seek them with our eyes open.”

Jawaharlal Nehru



(Source: Educators' Guide to the Early Years Learning Framework (p26), <https://wehearyou.acecqa.gov.au/2014/07/10/what-does-it-mean-to-be-culturally-competent/>)

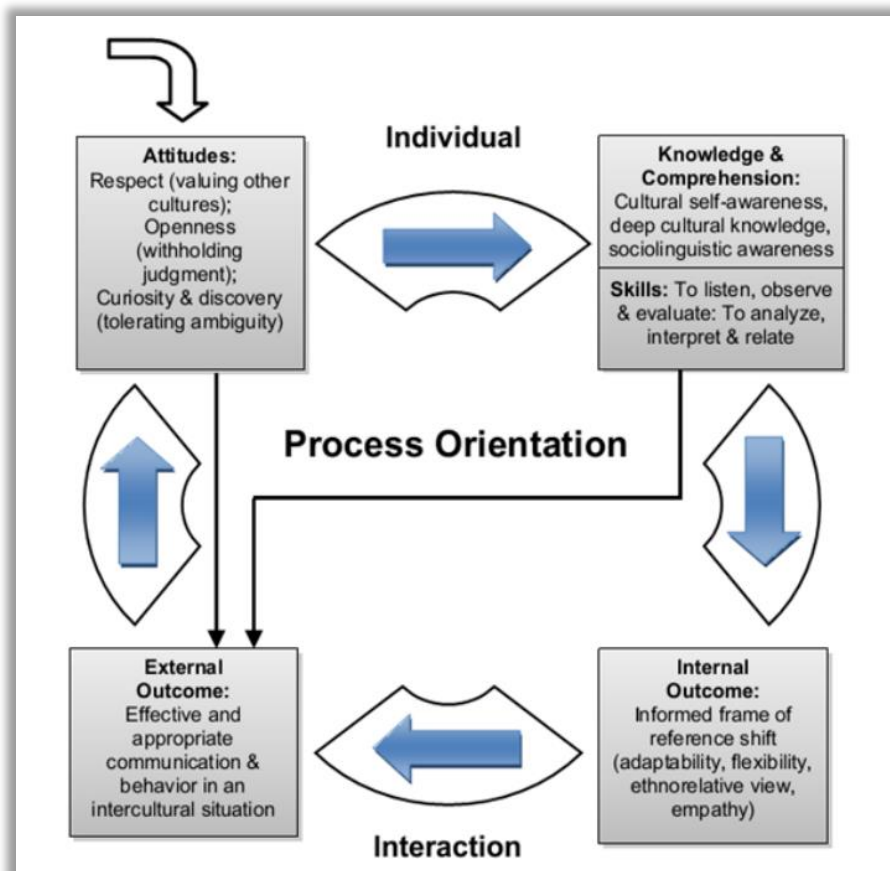
## Acquiring Knowledge

*“Human behavior flows from three main sources: desire, emotion and knowledge.”*

Plato

The focus for this review--relative to knowledge and competencies building--is on concepts, models and frameworks. There are tremendous resources available for those who want to learn more about specific cultures and theories, research and disciplines. The following should help for becoming an interculturalist with cultural humility.

The Process Model<sup>13</sup>

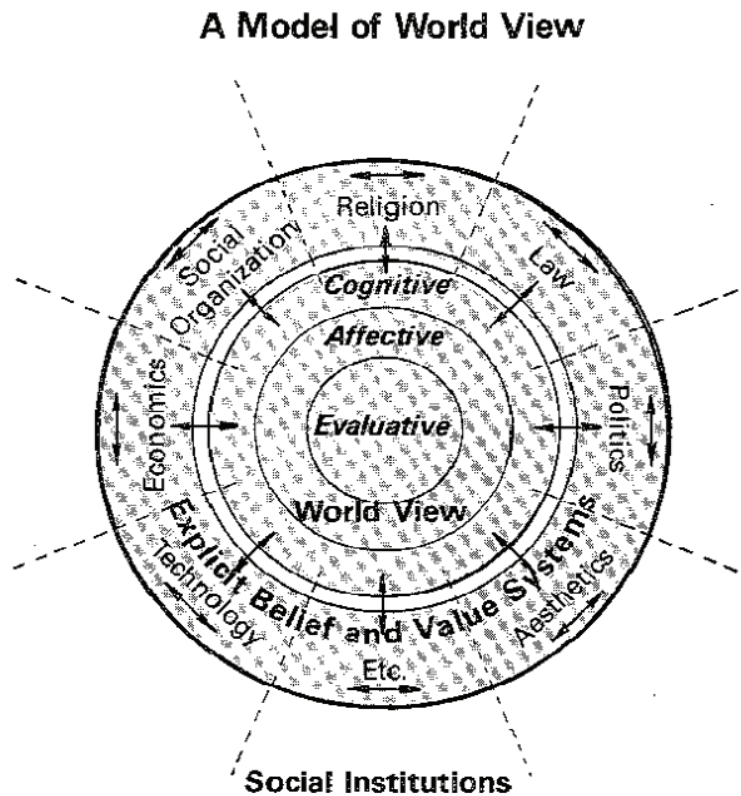


<sup>13</sup> The Process Model of Intercultural Competence. Source: Deardorff (2006). ' from publication 'On valuing peers: Theories of learning and intercultural competence' [https://www.researchgate.net/publication/262909447\\_On\\_valuing\\_peers\\_Theories\\_of\\_learning\\_and\\_intercultural\\_competence/figures?lo=1](https://www.researchgate.net/publication/262909447_On_valuing_peers_Theories_of_learning_and_intercultural_competence/figures?lo=1)

## World View

*A world view is a mental model of reality — a comprehensive framework of ideas & attitudes about the world, ourselves, and life, a system of beliefs, a system of personally customized theories about the world and how it works<sup>14</sup>*

I had a friend who used to say, “In my head....” And “I wouldn’t do that....” My response was, “you are the only one in your head, and the rest of us are not mind readers.” We all have a world view, we all see the world from that world views. One is not right, the other is not wrong—they are simply different.



**Source:** Paul Hiebert's Worldview Model: Understanding Cultural Encounters Manju Sharma<sup>15</sup>

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<sup>14</sup>The American Scientific Affiliation: <https://asa3.org/ASA/education/views/index.html>

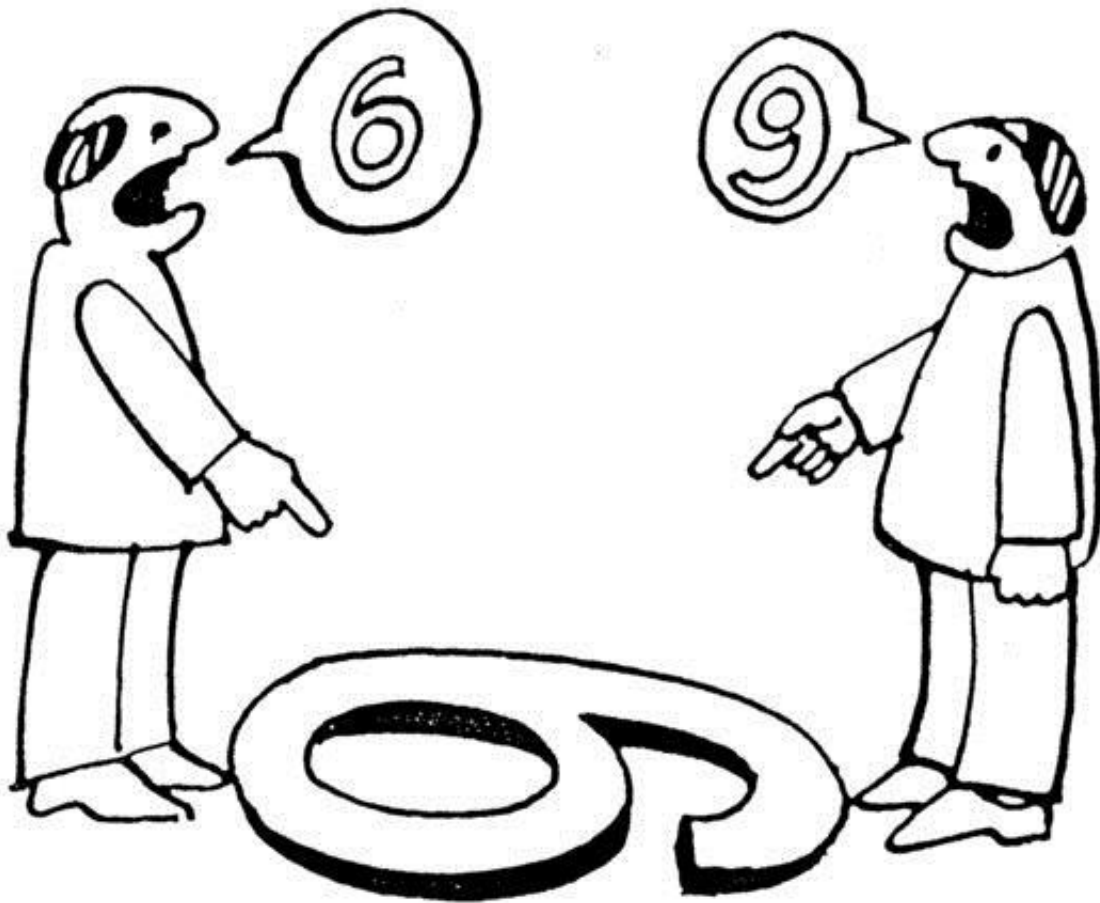
<sup>15</sup>[https://www.google.com/search?ei=VQq9Wrg3HKWs\\_QbgwYqQAw&q=Models+of+World+View&og=Models+of+World+View&gs\\_l=psy-ab.3..0i8i30k1l2.26271.27942.0.29971.10.10.0.0.0.151.809.8j2.10.0...0...1c.1.64.psy-ab..0.10.805...0i13i10k1j0i13k1j0i7i30k1j0i7i10i30k1j0i8i7i30k1j0i8i7i10i30k1j0i8i10i30k1j0i8i13i30k1.0..cFmiW4QEQU](https://www.google.com/search?ei=VQq9Wrg3HKWs_QbgwYqQAw&q=Models+of+World+View&og=Models+of+World+View&gs_l=psy-ab.3..0i8i30k1l2.26271.27942.0.29971.10.10.0.0.0.151.809.8j2.10.0...0...1c.1.64.psy-ab..0.10.805...0i13i10k1j0i13k1j0i7i30k1j0i7i10i30k1j0i8i7i30k1j0i8i7i10i30k1j0i8i10i30k1j0i8i13i30k1.0..cFmiW4QEQU)

## Perception: How We May See Things Differently

“What you see and hear depends a good deal on where you are standing...”

*C.S. Lewis*

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.



(Source: <https://abetteryoucentre.ca/different-people-different-perceptions/>)

## Dimensions of Cultures: Continuums and Comparisons

“Preservation of one’s own culture does not require the contempt or disrespect for other cultures.”

Cesar Chavez

In the late 1960s and early 1970s Geert Hofstede created his “Cultural Dimensions Theory”<sup>16</sup> as a result of working globally with IBM and surveying employees around the world. His work is cited extensively and provides *one* set of frameworks for thinking about cultures. Cultural Dimensions Theory includes the following indices:

1. **Power distance index (PDI):** The power distance index is defined as “the extent to which the less powerful members of organizations and institutions (like the family) accept and expect that power is distributed unequally.”
2. **Individualism vs. collectivism (IDV):** “I” (Individualism) versus the “we” (Collectivism).
3. **Uncertainty avoidance index (UAI):** This index measures a society's tolerance for ambiguity.
4. **Masculinity vs. femininity (MAS):** According to Hofstede’s definition, masculinity represents “a preference in society for achievement, heroism, assertiveness and material rewards for success.” Whereas femininity represents “a preference for cooperation, modesty, caring for the weak and quality of life.” This one is a good example to recognize that the terms are very subjective and may vary greatly. But, defining per Hofstede allows one to provide something to which to measure against.
5. **Long-term orientation vs. short-term orientation (LTO):** This dimension associates the connection of the past with the current and future actions/challenges.
6. **Indulgence vs. restraint (IND):** This dimension is essentially a measure of happiness; whether or not simple joys are fulfilled. Indulgence is defined as “a society that allows relatively free gratification of basic and natural human desires related to enjoying life and having fun.” Its counterpart is defined as “a society that controls gratification of needs and regulates it by means of strict social norms.”

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<sup>16</sup> Source: [https://en.wikipedia.org/wiki/Hofstede%27s\\_cultural\\_dimensions\\_theory](https://en.wikipedia.org/wiki/Hofstede%27s_cultural_dimensions_theory)

## Understanding Cultures Through the Continuum of “High Context” and “Low Context”

*“I like to see myself as a bridge builder, that is me building bridges between people, between, races, between cultures, between politics, trying to find common ground.”*

T.D. Jakes

Edward T. Hall, anthropologist and author of “Beyond Culture,” created a well-known framework and set of continuums to better understand cultures through the concept of high-context and low-context cultures. The terms are not evaluations, simply a way of describing. The following demonstrates how such a model can be helpful in understanding differences across cultures in the workplace:

	<b>Low-Context</b>	<b>High-Context</b>
Business Outlook	Competitive	Cooperative
Work Ethic	Task-Oriented	Relationship-Oriented
Work Style	Individualistic	Team-Oriented
Communication	Verbal over non-verbal	Non-verbal over verbal
View of Change	Change over tradition	Tradition over change

(Source: <http://robsegers.blogspot.com/2013/03/low-context-and-high-context-cultures.html>)

Hall elaborates his concepts further by looking at “Time,” and “Space”<sup>17</sup>:

- “Monochronic time” (which he tends to relate to low-context people/cultures) which XXX versus “Polychronic time” where human interaction is valued over time and material things, leading to a lesser concern for 'getting things done' -- they do get done, but more in their own time.”
- High-Territoriality – Cultures and people who fall into this end of the continuum typically have “...greater concern for ownership. They seek to mark out the areas which are theirs” and tend to create boundaries versus Low-Territoriality – “People with lower territoriality have less ownership of space and boundaries are less important to them.”

(Source: <http://www.csun.edu/~sm60012/Intercultural/Key%20Concepts%20-%20Hall%20and%20Hall%20-%20201.pdf>)

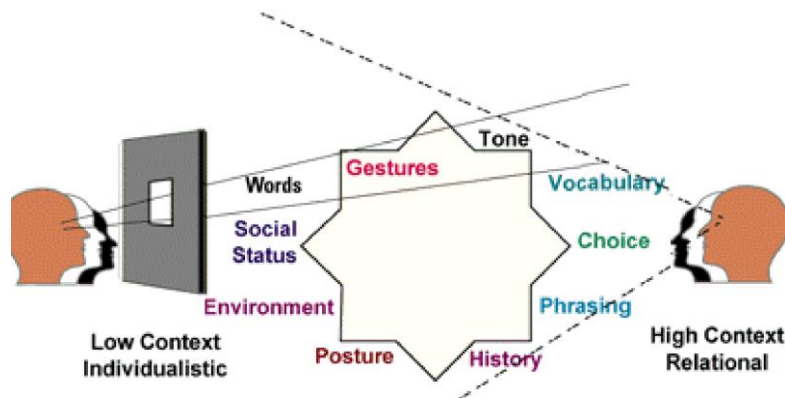
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<sup>17</sup> [http://changingminds.org/explanations/culture/hall\\_culture.htm](http://changingminds.org/explanations/culture/hall_culture.htm)

## Taking Action, Having Experiences, Practicing Skills and Expanding our Horizons

*“Experiential learning is the process of learning through experience, and is more specifically defined as “learning through reflection on doing”.*<sup>18</sup>

Theories, models, etc. are simply ways for understanding and describing our world. There are many, and each discipline (e.g., Psychology, Sociology, Anthropology, etc.) explore and explain cultures through different lenses, with each offering a glimpse into our complex world. The following image, one that references the high context low context framework, captures a great way to think about where we are and where we would like to be to be more effective across cultures. How do we expand our ability to be high-context people in how we see the world around us—paying attention to things, being aware in ways we might not have been before.



Source: Anderson, Claire, “Managing Cultural Differences”

### Some Things to Consider....

- Do not assume that one person’s experience speaks for an entire group of people who share that identity. All people are a combination of intersectional identities.
- Be verbally humble. E.g., Preface a conversation with: “If I ask anything that makes you uncomfortable, please let me know.”
- Frame your interactions with others as a partnership.
- Cultural humility is not just about what you know, it’s also about not being distracted by what you think you know.
- Create space for the others to advocate for themselves by asking, “Is there anything you think I should know?”<sup>18</sup>

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<sup>18</sup> <http://paetc.org/wp-content/uploads/2017/10/Plenary-2-Developing-Cultural-Humility-CCC.pdf> Erica Lillquist, MPA, Interim Director of Programs Marie-Fatima Hyacinthe, Mobilization Coordinator Black AIDS Institute



## Recognize Power Imbalances and Disparities Exist

Power imbalances and disparities show up in:

- Inequality
- Systemic oppression
- Social group memberships
- Inequity
- Dominant Culture vs. non-dominant culture
- Privilege
- injustice
- Cultural imposition
- Access to Healthcare
- Access to education
- Access to opportunities
- Access to housing
- Language (e.g., micro-inequities/micro-aggressions)
- Superiority
- Unequal
- Entitlement
- Power -- distribution of, social power and power differential
- Exclusion— Behaviorally/Systemically
- In-Groups and Out-Groups
- Socioeconomic
- Education
- Income

**Common “Stumbling blocks”<sup>19</sup> Individuals Encounter are:**

*“Every human is like all other humans, some other humans, and no other human”*

Clyde Kluckhohn

1. Assumption of similarities
2. Language differences
3. Values clashes
4. Nonverbal misinterpretations (Tone, gestures, body language)
5. Preconceptions
6. Judgements “Right and Wrong”
7. Stereotyping
8. Bias
9. Racism, sexism, homophobia, Xenophobia, etc.
10. Stigma
11. Intent versus impact
12. Power imbalances (see below)

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<sup>19</sup> Laray M. Barna, “Stumbling Blocks to Intercultural Communication,” [http://pharmacy304.pbworks.com/f/Barna,+L.M.+\(1994\).pdf](http://pharmacy304.pbworks.com/f/Barna,+L.M.+(1994).pdf)

## Actions Toward Becoming Intercultural

*“There are no secrets to success. It is the result of hard work, preparation and learning from failure.”*

*Colin Powell*

The tenets of Cultural Humility include self-awareness and action, holding ourselves and others accountable. As we build our own competencies and skills, we have an opportunity to make a difference within our spheres of influence. As you think of becoming intercultural, think about self, others and the organizations in which you live and work. Also, recognize, there are many tools to help use—self assessments, models (some shared here), experts, literature, every day people and experience.

Janet Bennett shares some insights into what we know about intercultural competence:

- Cultural knowledge does not necessarily lead to competence.
- Cultural contact does not necessarily lead to competence.
- Cultural contact may lead to reduction of stereotypes.
- Language learning may not be sufficient for culture learning.

What does lead to Intercultural Competence?

- Intentional and developmentally sequenced program design.
- Balancing challenge and support; anxiety reduction.
- Facilitating learning before, during, and after intercultural experiences.
- Depth of intercultural experiences, language immersion.
- Intercultural competence training.
- Cultivating curiosity and cognitive flexibility.<sup>20</sup>

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<sup>20</sup> [http://www.pindex.com/uploads/post\\_docs/1Analytic-ICIInterculturalCompetence\(PINDEX-DOC-14711\).pdf](http://www.pindex.com/uploads/post_docs/1Analytic-ICIInterculturalCompetence(PINDEX-DOC-14711).pdf)

## Tactics for Becoming Intercultural with Cultural Humility

*“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart”.*

Nelson Mandela, former president of South Africa

Becoming intercultural and developing cultural humility does not happen in a vacuum. We must look at and develop ourselves. We must interact with and engage others. And, we must look at how our organizations—policies, practices, processes, behaviors, rewards, organizational culture, etc.—support or inhibit cultural humility, respect and inclusion.



*At the individual level:*

- Examine one’s own attitude and values, and the acquisition of the values—take a self-assessment, e.g., Implicit Bias
- Try to value diversity, differences and similarities among all peoples—get to know people different from you;
- Read, study how to effectively respond to cultural differences;
- Travel—locally and beyond
- Attend cultural events
- Join an Employee Resources Group (ERG) different from your own
- Listen
- Observe

*At the Group Level:*

- Team build—with cultural content
- Start meetings with Ice-breakers – that raise awareness of differences and similarities
- Host Lunch & Learns – Create dialogue during Heritage Months, or other cultural holidays and events.
- Volunteer – Get into communities different from your own
- Training and Education – be a continuous learner, seize training opportunities made available to you.
- Create – provide some “guidelines” for working together respectfully and inclusively
- Ensure teams have the tools they need to work effectively, e.g., Thomas-Killman Conflict Model
- Clearly define expectations of behaviors
- Create goals and plans together—don’t dictate

*At a systems/organizational level:<sup>21</sup>*

One of the characteristics of cultural humility is holding oneself and others accountable, including our institutions.

- Review policies, procedures and practices—identify where bias might exist
- Infra-structure building – conduct an accessibility audit
- Think about the delivery of services and supports relative to diverse customers. Leverage your ERGs.
- Examine mission statements and values statements—are they ethnocentric?
- Review recruitment processes and practices—are they inclusive?
- Understand where there may be links in the pipeline of talent, e.g., higher rates of attrition for Women.
- Be proactive by offering professional development—with follow-through;
- Consider languages, provide translation where necessary
- Build community and professional partnerships;
- Identify potential disparities across dimensions of Diversity
- Look at communications, websites, advertising for inclusion

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• <sup>21</sup> <https://nccc.georgetown.edu/curricula/culturalcompetence.html>

## Practice Listening

*"Listening is such a simple act. It requires us to be present, and that takes practice...."*

Margaret J. Wheatley

The Chinese character for "To Listen."



How to Develop and Practice Listening Skills:

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.

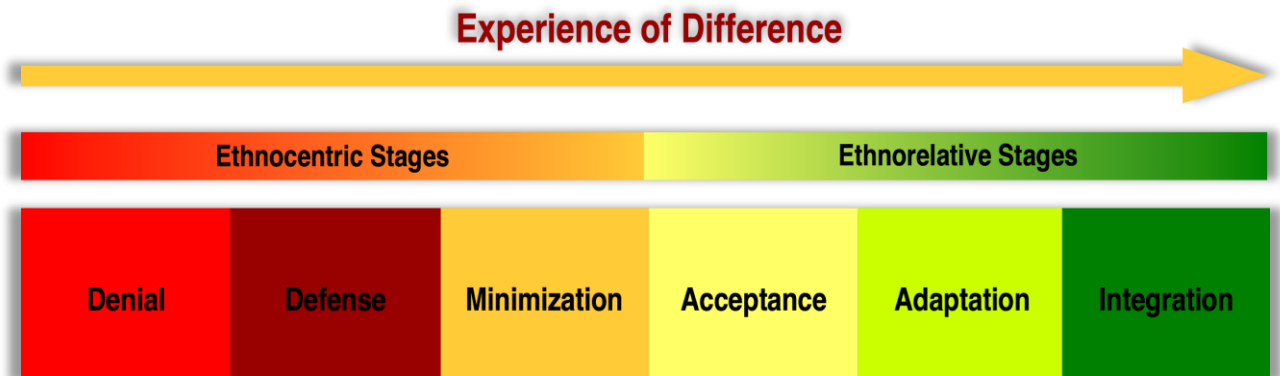
(Source <https://www.forbes.com/sites/womensmedia/2012/11/09/10-steps-to-effective-listening/2/#51a8338836bf>)

## Remember, It Takes Time for You and for Others....

*“Smooth seas do not make skillful sailors.”*

— African Proverb

Remember the evolution for yourself and for others. We are often not in the same place as others and that, in itself, can lead to misunderstandings. Be kind, be patient, recognize how you and others can learn to move forward through the different stages together. The following experiences of difference model, created by Milton and Janet Bennett, identifies the ways people experience difference, and the evolution of moving from ethnocentric (When individuals judge others based on their own cultural experiences and point of view) mindset to ethnorelative (Refers to people who are comfortable with many standards and customs and who can adapt his/her behavior and judgments to many interpersonal settings) mindset..<sup>22</sup>



Source: Developmental Model of Intercultural Sensitivity ©Dr. Milton J. Bennett, 1986 & 1993

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<sup>22</sup> Developmental Model of Intercultural Sensitivity, Dr. Milton J. Bennett,  
[http://www.idrinstitute.org/allegati/IDRI\\_t\\_Pubblicazioni/47/FILE\\_Documento\\_Bennett\\_DMIS\\_12pp\\_quotes\\_rev\\_2011.pdf](http://www.idrinstitute.org/allegati/IDRI_t_Pubblicazioni/47/FILE_Documento_Bennett_DMIS_12pp_quotes_rev_2011.pdf)

## Online Resources—Free Downloads

*Hyperlinks are provided for the following online resources with downloadable PDF files. These resources provide substantive and practical information (Concepts, models, terminology) to expand your knowledge, learning and application of the concepts.*

- [A Developmental Model of Intercultural Sensitivity, Dr. Milton Bennett](#)

A brief white paper from the Intercultural Development Research Institute that describes the Developmental Model of Intercultural Sensitivity.

- [“Basic Principles of Communication: Intercultural Communication”](#) (Chapter of a Book – 79 pages)

This chapter’s objectives are for the reader to be able to:

- Define and explain the importance of intercultural communication.
- Describe the role intercultural communication plays in communicating effectively.
- Define culture and co-culture and what it means to possess a cultural identity.
- Explain the six dimensions or frameworks for studying cultural differences.
- Distinguish among assimilation, accommodation, and separation strategies and their purpose.

- [Cultural-Competence-Checklist-Personal-Reflection.pdf](#)

- 1-page checklist

- [Cultural-competence-self-assessment-checklist.pdf](#)

- Self-Assessment Tool

- [“Cultural Intelligence: The Essential Intelligence for the 21st Century”](#)

(SHRM Foundation’s Effective Practice Guideline Series, Sponsored by: Ingersoll Rand, 29 pages)

- “This report explains the importance of cultural intelligence and how it can benefit your organization. It also provides guidance on how to assess and develop cultural intelligence in your employees in order to create a higher-performing organization.”
- Includes suggested readings.

- [“DEVELOPING INTERCULTURAL SENSITIVITY: AN INTEGRATIVE APPROACH TO GLOBAL AND DOMESTIC DIVERSITY”](#) (Janet M. Bennett, Ph.D. Milton J. Bennett, Ph.D., 44 pages)
  - This paper by one of the world’s renowned experts provides interesting insights relative to Diversity and the need for an “integrative approach” to Diversity. It is an academic paper, but an easy and practical read.
  
- [Dynamics of Power, Inclusion and Exclusion](#)
  - A brief piece in Non-Profit Online News Journal, by Lisa VeneKlasen with Valerie Miller, Just Associates
  
- [Foster-cultural-competence.pdf](#)
  - 28 page booklet—from Mass.gov with foundational information, assessments, “promising practices, and a checklist.
  
- [“Intercultural Communication”](#) (Academic Article by Jens Allwood)
  - This academic paper’s purpose is: “to provide a framework of factors that are important in intercultural communication within a general model of human, primarily linguistic, communication.”
  
- [“Intercultural Communication in Contexts”](#) (Book, J. Martin and T. Nakayama, 464 pages)

This piece is:

- Designed to help people think critically about intercultural communication, this book includes:
- An explicit discussion of differing research approaches to intercultural communication, focusing on both the strengths and limitations of each
- Ongoing attention to history, popular culture, and identity as important factors in understanding intercultural communication
- Student Voices boxes in which students relate their own experiences and share their thoughts about various intercultural communication issues
- Point of View boxes in which diverse viewpoints from news media, research studies, and other public forums are presented
- Incorporation of the authors’ own personal experiences to highlight particular aspects of intercultural communication



- [“Intercultural Competencies: Conceptual and Operational Framework”](#) (UNESCO, 44 Pages)

This UNESCO document answers the following questions:

- What are intercultural competences and why are they necessary in this globalizing world that has moved people of different backgrounds closer together?
- What place do intercultural competences take – and what place should they take – in shaping this world?
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- [“Intercultural Competence – The key competence in the 21st century?”](#) (Bertelsmann Stiftung and Fondazione Cariplo, 13 pages )

- This piece provides an interesting model—The Intercultural Competence Learning Spiral—along with concepts and terminology.

- [“Theory Reflections: Intensity Factors in Intercultural Experiences”](#) (R. Michael Paige, 4 pages)

- This brief academic piece—very practical—discusses “Ten Intensity Factors” relative to intercultural experiences.

- [“What is Intercultural Competence?”](#) (Sabine McKinnon, 2 pages)

- This simple, yet substantive 2-page document focuses on knowledge, skills and attitudes for building intercultural competence.

- [Practical Strategies for Culturally Competent Evaluation, CDC,](#)

- An evaluation guide from the Centers for Disease Control

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<sup>i</sup> (Source: Cultural Humility Working in Partnership with Individuals, Families and Communities May 2015 Melanie Tervalon, MD, MPH)

<sup>ii</sup> [http://www.patheos.com/blogs/loveisanoorientation/2014/08/culturalcompetency\\_v\\_culturalhumility/#kqoKQwidi0IGxfwxt.99](http://www.patheos.com/blogs/loveisanoorientation/2014/08/culturalcompetency_v_culturalhumility/#kqoKQwidi0IGxfwxt.99)