Embracing People In Communities
A program of PROCEED, Inc.

Third Edition

Toolkit

Assuring Cultural and Linguistic Competence
among DAS-funded Prevention Grantees

Prepared By:

EPIC is a program of PROCEED, Inc.’s National Center for Training, Support, and Technical Assistance (NCTSTA) and is generously funded by the New Jersey Division of Addiction Services (DAS).

Contact the Addiction Hotline at (877) 652 — 1148 / DIAL 2-1-1.
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Introduction

PROCEED, Inc., located in Elizabeth, New Jersey, is a non-profit, community based organization with a 40-year history of providing high quality, direct services throughout Union and Essex Counties. In 2001, PROCEED established the National Center for Training, Support and Technical Assistance (NCTSTA) as a platform to execute training and technical assistance (T/TA) on a national, regional, and local level. As such, NCTSTA has concentrated its efforts toward developing and sustaining culturally competent organizations.

NCTSTA’s Embracing People in Communities (EPIC) Program is a T/TA initiative aimed at assuring culturally and linguistically appropriate addiction prevention services among New Jersey’s diverse populations. The services offered by EPIC seek to enhance the operations of grantees funded through the New Jersey Division of Addiction Services (DAS) by boosting the knowledge and skill sets of management and staff as well as strengthening their ability to respond to the needs, beliefs, behaviors, perceptions, and preferences of their respective target groups. EPIC provides group-level skills building trainings, customized one-on-one technical assistance, consultation, and resources to initiate, expand, and enhance an agency’s capacity to provide addiction prevention services to multicultural and linguistically diverse communities. EPIC is generously funded by the NJ Department of Human Services, DAS.

About the Toolkit

The toolkit is designed to serve as a compendium of resources, materials, guides, etc. for agencies invested in appropriately serving multicultural and linguistically diverse clients. Some of these documents are works in progress and represent the current best thinking in the field; they may be adapted in the future, however, as the field progresses and thinking matures. As such, this toolkit is not static but, rather, it is fluid in design so as to allow the opportunity of further improvement and periodic updating to meet the shifting needs of the EPIC Program’s priority population, which are DAS-funded grantees throughout New Jersey. The components of this toolkit are divided into four (4) domains, which include:

1. An overview of Cultural and Linguistic Competence (CLC);
2. An exploration on the importance of infusing CLC into individual, organizational, and systems-level practices and tips on effective program planning, implementation, and continuous quality improvement (CQI); and,
3. Population-specific literature
4. Cultural and linguistic competence resources to assure and sustain culturally and linguistically appropriate services.

Note: When this icon appears in the Toolkit, please review the take home points.
What is Culture?

The executive summary of the national standards for Culturally and Linguistically Appropriate Services (CLAS) in heath care (2001) provides a definition of culture as defined by Katz. Culture is defined as:

“The thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or social groups. Culture defines how health care information is received, how rights and protections are exercised, what is considered to be a health problem, how symptoms and concerns about the problem are expressed, who should provide treatment for the problem, and what type of treatment should be given. In sum, because health care is a cultural construct, arising from beliefs about the nature of disease and the human body, cultural issues are actually central in the delivery of health services treatment and preventive interventions. By understanding, valuing, and incorporating the cultural differences of America’s diverse population and examining one’s own health-related values and beliefs, health care organizations, practitioners, and others can support a health care system that responds appropriately to, and directly serves the unique needs of populations whose cultures may be different from the prevailing culture”.

The definition of culture is multifaceted and the following variables or indicators are relevant to an understanding of culture:

- Ethnicity
- Race
- Country of Origin
- Gender
- Age
- Socioeconomic Status
- Class and class of origin
- Primary Language
- English Proficiency
- Spirituality / Religion
- Literacy Level
- Sexual and Affectional Orientation
- Employment
- Educational background
- Geographic Location
- Physical Ability/Limitations
- Mental Ability
- Immigration Status
- Criminal Justice Involvement
- Social Identity
- Political Involvement

While the indicators listed above denote several important dimensions of culture, the list is by no means exhaustive. Other indicators may be more relevant to understanding the culture of a given individual. For example, parenthood is a key cultural dimension of self that is missing from the list. Can you think of others?

**Exercise: Who Am I?**

Using the indicators of culture as a starting point, list all the “cultural groups” to which you belong:

I am

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

Select 3 or 4 groups that are most important to your perception of who you are and list them below. Then, next to each group, write the most important rules, norms, and/or values you learned. (For example, next to female one might write, “growing up, I had to be in the house by 9:00pm on a daily basis because my parent(s)/guardian(s) believed that young ladies were never safe in the street at night alone”.)

1. ______________________________

   a. ______________________________

2. ______________________________

   a. ______________________________

3. ______________________________

   a. ______________________________

4. ______________________________

   a. ______________________________

**Questions to Consider:**

1. What was it like completing the exercise?
2. What did you learn if anything about yourself, especially regarding the rules, norms, and values you adopted/didn’t adopt as an adult?
3. In thinking about a person you work with, what might be the cultural groups to which s/he belongs?
Worldview is another term that should be considered. Worldview has been described as:

- a culturally based variable that directly affects and mediates our belief systems, assumptions, modes of problem solving, decision making, and conflict resolution\(^2\); and,
- An individual’s perception of his or her relationship with the world, i.e., nature, institutions, people, and things\(^3\).

Culture and worldview help shape and/or reinforce individuals’ sociocultural experiences, that is, individuals’ ways of making meaning and sense of their individual, familial, community, and societal interactions and experiences.

What is Cultural Competence?

Cultural Competence can be defined as a set of congruent practices, skills, attitudes, policies, and structures which come together in a system, agency, or among professionals and enable that system, or those professionals to work effectively in cross cultural situations\(^4\). Cultural competence derives from a symbiotic relationship, where individuals inform organizations and, in turn, organizations work with individuals and communities to improve the organizations’ competence to deliver culturally and linguistically appropriate services of quality.

There are so many varied ways of describing this process and they are often used interchangeably with the term cultural competence. These include:

- Cultural Sensitivity
- Cross-cultural Competence
- Cross-cultural Expertise
- Cross-cultural Effectiveness
- Cultural Responsiveness
- Cultural Awareness
- Culturally Skilled
- Cultural Proficiency
- Multicultural Competence
- Cultural Humility
- Cultural Congruency

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\(^4\) Cross, T., Bazron, B., Dennis, K., & Isaacs, M. (1989). *Towards a Culturally Competent System of Care, Volume 1*. Washington, DC: CASSP Technical Assistance Center, Center for Child Health and Mental Health Policy, Georgetown University Child Development Center
In essence, each of these terms describes the extent to which organizations, programs, and providers provide effective services to members of various cultural backgrounds.

**TAKE HOME POINTS**

Worldview is important to the discussion of cultural competence because it describes the manner in which culture influences the human perceptual process.

*The basic tenets of cultural competence are:*

- Working with a person is inevitably a cross-cultural encounter;
- Becoming culturally competent is a process, not an endpoint;
- A central part of working effectively across cultures is becoming aware of our own personal, cultural filters;
- Whereas stereotyping is a natural part of the human perception process, cultural competence entails the ongoing recognition and challenging of stereotypes and biases; and,
- While group specific information can be used as a starting point for understanding cultural differences, cultural competence entails avoiding assigning labels or stereotypes to individuals.

**CULTURAL COMPETENCE IN PRACTICE**

Since cultural competence is “a process of learning that leads to an ability to effectively respond to the challenges and opportunities posed by the presence of cultural diversity in a defined social system,” the need to admit and understand one’s negative feelings against any group is important. This has been recently noted in the literature on discussions about microaggressions and their impact on health outcomes. Microaggressions have been described as daily assaults (subtle blows) delivered incessantly in small amounts resulting in small wounds. They result when members of privileged groups—however they might be defined in any one instance—exert their power over the less privileged.

Sue and colleagues have discussed various types of microaggressions, including microinsults. An example of a microaggression often mentioned and experienced by

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people of color, is having someone follow them around when they are shopping in a store. This microaggression could imply that people of color are not trustworthy, thus need to be watched. It builds off of the stereotype of associating crime with ethnicity.

Microaggressions are usually more apparent for people with “non-concealable” or “visible” stigmas, such as skin color, physical limitations, visible signs of illness, visible signs of poverty, “flamboyancy”, etc. Microaggressions can often be explained away by the “perpetrator” making it difficult for the receiver, the person being discriminated against, to call action to the issue. One could say that they were just doing their jobs and have been told to watch all people in the store. Evidence is often sought by the receiver: Am I the only person being followed?

Often microaggressions, like stereotypes and prejudices, have been embedded in our ways of making meaning based on our sociocultural upbringing. Nevertheless, the wound has already been afflicted, and a constant barrage of these wounds has been shown in research to impact help-seeking behaviors and health outcomes. Unfortunately, there are no measures to adequately assess the extent to which individuals and organizations microaggress. The advice is to be aware of how and when these aggressions occur, and how they might be perceived by individuals from other cultures.

Cultural competence at its basic level requires a willingness and desire to be honest and aware of biases, and aware of when microaggressing occurs. The chart below lists the form(s) of oppression a person may experience based on the cultural identity to which the person belongs.

<table>
<thead>
<tr>
<th>Cultural Identities</th>
<th>Forms of Oppression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexual Orientation</td>
<td>Heterosexism/Homophobia; Biphobia, Transphobia</td>
</tr>
<tr>
<td>Race</td>
<td>Racism</td>
</tr>
<tr>
<td>Gender</td>
<td>Sexism, Genderism</td>
</tr>
<tr>
<td>Religion</td>
<td>Antisemitism</td>
</tr>
<tr>
<td>Physical, Development, Mental</td>
<td>Ableism</td>
</tr>
<tr>
<td>Class</td>
<td>Classism</td>
</tr>
<tr>
<td>Age</td>
<td>Ageism</td>
</tr>
</tbody>
</table>

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It is not always easy to admit to cultural ignorance, to “harboring negative stereotypes and prejudices”, but with genuine desire and honest assessment, individuals and organizations can successfully work towards being more culturally competent\(^\text{10}\). In doing so, an environment can be created where individuals’ cultural variations can be taken into consideration in adapting interventions and maximizing the conditions by which organizations may better serve and improve the health and prevention needs of their communities.

In summary, competencies include

1. Awareness of One’s Own Values, Assumptions, and Biases;
2. Understanding of the Worldview of the Culturally Different Client; and,
3. Developing Appropriate Intervention Strategies for “Better Fit”\(^\text{11}\).

Provider-level Cultural Competence

Providers who strive to be culturally competent embrace values and principles that enable them to demonstrate respectful and appropriate behaviors, attitudes, and skills when working with multicultural and linguistically diverse persons. They have the capacity to (1) value diversity; (2) conduct self-assessment; (3) manage the dynamics of difference; (4) acquire and institutionalize cultural knowledge; and, (5) adapt to diversity and the cultural contexts of communities they serve.

Cultural competence should be included in all aspects of a provider’s practices – in behavior change planning and prevention program design; in supervision and management; and in administration, policy development, and funding considerations. Strength-based strategies used to enhance provider-level cultural competence include the following:

**Strategy 1: Offer hope -- help to sustain hope**

Addiction prevention providers work from a perspective of health promotion and generally recognize that hope is as an essential aspect of promoting change. Remember: “Hope sustains, even during periods of relapse. It creates its own possibilities. Hope is a frame of mind that colors every perception. By expanding the realm of the possible, hope lays the groundwork for healing and change to begin.”


Providers can begin by asking their clients or individuals with whom they are providing services to the following questions:

- Where they find hope?
- How they sustain hope?
- How they can help to increase hope?

**Strategy 2: Focus on strengths, gifts, interests, aspirations, and capacities**

- Ask about aspirations and dreams.
- Ask about interests, hobbies, and activities that a person enjoys.
- Ask about personal, or intrinsic, gifts.
- Ask about skills, past skills, skills that a person would like to learn.
- Ask about work and educational goals.
- Use this strengths-based focus as the context for facing limits and weaknesses.

**Strategy 3: Create support and offer community-focused care**

- Work with people to build multiple pathways into community life and relationships
- Provide services in people’s natural communities, not only in institutions
- Foster relationships between neighbors who live in the local community
- Help people find and fill roles that are valued by the community
- Help people recognize and take hold of their rights and responsibilities as citizens
- Work with the wider community to reduce stigma and increase access to opportunities and resources

**Strategy 4: Foster reciprocity in relationships**

- Recognize that “giving back” to others and the community is healing.
- Help people find ways to offer their “gifts” – to make a difference.
- Help people find opportunities to offer themselves.
- Appreciate and celebrate the offerings that are made.

**Strategy 5: Offer culturally competent care**

- Recognize that culture (including ethnicity, race, gender, sexual orientation, and other unique factors) are core aspects of identity.
- Ask about culture and seek to learn from the persons you serve.
• Recognize the legacy and impact of cultural differences on access to, quality of, and disparity in services received.
• Become a cultural learner – adjust yourself and your approach competently and respectfully.
• Respond to each person as a unique individual.

**Strategy 6: Recognize the importance of a person’s life context**

• Acknowledge, appreciate, and connect with each person’s unique developmental history, experiences, and life situation.
• Recognize the impact that years of marginalization can have on life trajectory.
• Respect life stages – the “ordinary” challenges of development (e.g. aging, youthful sexual drive, the desire to “give back”)

**Strategy 7: Focus on behavior change as a relational journey**

• Remember: changing behavior is often not a solitary journey – it requires supportive relationships.
• Supportive relationships with friends, family, community members, peers, professionals, and others.
• Help people build reciprocal relationships of their own choice – with people who can share in their disappointments and pain, and revel in their joy and successes.

**Strategy 8: Facilitate and optimize reliance on natural supports**

• Remember that behavioral health often surrounds people in recovery with a maze of “professionally delivered services...which stigmatizes them and sets them apart from the community.”
• Minimize the importance and role of professionals whenever possible, focusing instead on natural supports and relationships.
• Learn about the person’s own community, local resources and opportunities, and potential supports.
• Be creative, flexible, and innovative – leave your office and go into the communities of people you serve – become a community learner.

**Strategy 9: In every encounter, wherever possible, focus on and support self-determination and choice, all of which are essential to working with people towards changing behaviors.**
Organizational Cultural Competence

Organizational cultural competence is not dissimilar from the ongoing developmental process that providers must undergo to enhance and sustain their cultural competence. After all, both individuals and organizations are at varying levels of awareness, knowledge, and skills when it comes to having the capacity to respond to multicultural and linguistically diverse groups. For this reason, cultural competence is a goal that a system, agency, program, or individual continually aspires to achieve in order to progressively move along the Cultural Competence Continuum.

This continuum encompasses a spectrum of six phases from culturally destructive to the ideal of culturally proficient and stems from the seminal work of Cross et al., and further developed by Georgetown University – Center for Child and Human Development’s National Center on Cultural Competence (NCCC)\textsuperscript{12}. These researchers suggest that understanding the continuum can provide ways to assess and improve organizational cultural competence. A chart of these phases is described below. The researchers have noted that these phases should not be viewed as linear because organizations may move from phases depending on various contextual factors, including changes in policies, staffing, funding, etc.

\textsuperscript{12} Cross, T., Bazron, B., Dennis, K., & Isaacs, M. (1989). \textit{Towards a Culturally Competent System of Care, Volume 1.} Washington, DC: CASSP Technical Assistance Center, Center for Child Health and Mental Health Policy, Georgetown University Child Development Center
Cultural Competence Continuum

Culturally destructive

- Organizations actively participate in purposeful attacks on another culture, and dehumanize their clients from different racial and ethnic groups. The attitudes, policies and practices of these agencies are destructive to cultures and the individuals within these cultures.

Culturally incapacity

- Occurs when organizations do not intentionally seek to be culturally destructive but have no capacity to help clients from other cultures. The system remains extremely biased, believes in the superiority of the dominant group, and assumes a paternal posture towards "lesser" groups.

Culturally blind

- Organizations believe that color or culture makes no difference and that if the system works as it should, all people—regardless of race or culture—will be served with equal effectiveness.

Culturally pre-competent

- Organizations acknowledge their weaknesses in serving some communities and attempt to improve some aspect of their services to specific populations.

Culturally competent

- Organizations accept and respect differences among and within different groups; continually assess their policies and practices regarding culture and expand cultural knowledge and resources; and adapt service models in order to better meet the needs of different racial and/or ethnic groups. These organizations work to hire staff who are unbiased and those who represent the racial and ethnic communities being served; and seek the advice and counsel from their clients. They are committed to policies that enhance services to a diverse clientele.

Culturally proficient

- Organizations conduct original research, develop new therapeutic approaches based on culture and publish and disseminate their results to add to the knowledge base of culturally-competent practices. Culturally proficient agencies hire staff who are specialists in culturally competent practice. Such agencies are expansion, advocating for cultural competence throughout the health care system and for improved relations between cultures.
Systems and organizations that exemplify cultural competence demonstrate an acceptance and respect for cultural differences by practicing the following:

- Create an agency mission statement that articulates principles, rationale, and values for cultural and linguistic competence in all aspects of the organization.

- Implement specific policies and procedures that integrate cultural and linguistic competence into each core function of the organization.

- Identify, use, and/or adapt evidence-based and promising practices that are culturally and linguistically competent.

- Develop structures and strategies to ensure consumer and community participation in the planning, delivery, and evaluation of the organization’s core function.

- Implement policies and procedures to recruit, hire, and maintain a diverse and culturally and linguistically competent workforce.

- Provide fiscal support, professional development, and incentives for the improvement of cultural and linguistic competence at the board, program, and faculty and/or staff levels.

- Dedicate resources for both individual and organizational self-assessment of cultural and linguistic competence.

- Develop the capacity to collect and analyze data using variables that have meaningful impact on culturally and linguistically diverse groups.

- Practice principles of community engagement that result in the reciprocal transfer of knowledge and skills between all collaborators, partners, and key stakeholders.

- Employ faculty and/or staff, consultants, and consumers with expertise in cultural and linguistic competence in health care practice, prevention, education, and research.

- Develop and disseminate health promotion materials that are adapted to the cultural and linguistic contexts of populations served.

- Advocate with, and on behalf of, populations who are traditionally not served and underserved.
**Small Group Activity: Cultural Competence Continuum**

Where do you think you/your agency fall(s) within the Cultural Competence Continuum?

1. Individually review the construct items in the Cultural Competence Continuum.
   a. **Cultural destructiveness**: attitudes, policies, structures, and practices that are destructive to a cultural group partly because one way of being is acknowledged and accepted
   b. **Cultural incapacity**: lack of capacity of organizational systems and individuals to respond to linguistically and culturally diverse groups so that overt and covert systematic biases and devaluation mechanisms persist
   c. **Cultural blindness**: based on the assumption that all people should be treated equally – what works with members of one culture should work within all other cultures
   d. **Cultural pre-competence**: demonstrates an awareness of strengths in diversity and the need to respond effectively to culturally diverse groups but no clear plan for achieving cultural competence
   e. **Cultural competence**: an acceptance and respect for difference, actively seeking advice and consultation, and a commitment and strategic plan for incorporating new knowledge and experiences into a wider range of practice
   f. **Cultural proficiency**: hold culture in high esteem and use it as a foundation to guide all endeavors

2. Reflect and decide your personal position within the continuum.
3. In a small group of three to five (3-5) persons, discuss where your agency is on the continuum.
4. Develop 3 strategies that could move your agency one step closer towards Cultural Proficiency
5. Select a group member to record and present strategies to the larger group.

Provided below are points to consider towards improving the cultural competence of organizations. A good way to get started is to answer the following questions about your organization.

- Describe the culturally diverse populations served by your organization.
- Describe service delivery barriers you have encountered in serving culturally diverse populations in an effective manner.
- Discuss any challenges you have had working with:
  - Providers/Staff of culturally diverse backgrounds
  - Clients/Families/Groups of culturally diverse backgrounds
- Describe any cross-cultural success stories and why they occurred:
- Describe policies and procedures you have developed as well as strategies and resources you have used in serving culturally diverse populations in an effective manner.
• Identify areas where key stakeholders and coalition/constituency groups can collaborate to improve the delivery of services to culturally diverse populations.¹³

LINGUISTIC COMPETENCE IN PRACTICE

The capacity of an organization and its personnel to communicate effectively, and convey information in a manner that is easily understood by diverse audiences including persons of limited English proficiency, those who have low literacy skills or are not literate, individuals with disabilities, and those who are deaf or hard of hearing. Linguistic competency requires organizational and provider capacity to respond effectively to the health and mental health literacy needs of populations served.¹⁴

Policies and procedures should be developed to assure that clients have access to services and information in appropriate languages and reading levels and persons with mental health issues and hearing impairment are effectively informed. Information on the legal rights of linguistic minorities and what you should know when choosing and/or working with interpreters is available at: http://www.wraparoundoregon.org/pdf/Interpreter%20Policy%20Book-1.pdf

Tips for Ensuring Linguistic Competence

Recommendations for ensuring the linguistic competence of an organization are as follows:

• Provide environmental supports such as signage, health education materials, and public awareness materials in languages other than English

• Inform consumers/clients about the availability of foreign and sign language interpretation services

• Translate all paperwork that consumers/clients are required to read and sign, particularly legally binding documents (e.g., consent forms, confidentiality and client rights statements, release of information, applications)

• Hire bilingual/bicultural staff to work directly with clients and staff to offer multilingual telecommunication systems (e.g., answer phones, run hotlines or information lines)


¹⁴ Goode & Jones (modified 2009). National Center for Cultural Competence, Georgetown University Center for Child & Human Development.
• Train staff in working with the use of interpreters. Innovative technologies such as tele-medicine, tele-health, or Text Telephone Yoke (TTY) can also help to increase client access to care for the hearing impaired, individuals with limited English proficiency, or those living in rural areas. In addition, linguistic competence for individuals with low literacy or disabilities may require offering print materials in easy-to-read, low literacy, picture and symbol or other alternative formats (e.g., audiotape, Braille, enlarged print).15

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An exploration on the importance of infusing CLC into individual, organizational, and systems-level practices

Developing a culturally and linguistically appropriate support system for your agency’s population of focus will improve not only client satisfaction, but it will also aid in producing intended outcomes based on the target group’s voluntary-based, behavioral changes.

It is important to note that while culture is an essential mediator in people's health status, culture is not the only factor that shapes us. Other factors including environment, economics, genetics, previous and current health status, and psychosocial factors exert considerable influence on our well-being.

Thus, in understanding the eight determinants of behavior change, prevention providers can empower each client and/or group participant to make positive choices conducive to well-being and an optimal lifestyle.

### Determinants of Behavior Change

<table>
<thead>
<tr>
<th>The Population of Focus Must:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected Outcomes</td>
</tr>
<tr>
<td>Believe the advantages of performing the new behavior exceeds the disadvantages</td>
</tr>
<tr>
<td>Intention</td>
</tr>
<tr>
<td>Have formed strong positive intention or be committed to performing the new behavior</td>
</tr>
<tr>
<td>Skills</td>
</tr>
<tr>
<td>Possess the skills to perform the new behavior</td>
</tr>
<tr>
<td>Self-Efficacy</td>
</tr>
<tr>
<td>Believe they can perform the new behavior</td>
</tr>
<tr>
<td>Emotions</td>
</tr>
<tr>
<td>Believe that the performance of the new behavior will most like produce a positive rather than a negative emotional response</td>
</tr>
<tr>
<td>Self Standards</td>
</tr>
<tr>
<td>Believe that the performance of the new behavior is consistent with their self image</td>
</tr>
<tr>
<td>Perceived Social Norms</td>
</tr>
<tr>
<td>Perceive greater social pressure to perform a new behavior than not perform it</td>
</tr>
<tr>
<td>Barriers</td>
</tr>
<tr>
<td>Experience fewer environmental constraints to perform a new behavior than not to perform it</td>
</tr>
</tbody>
</table>

An agency’s capacity to provide client-centered care and/or support in a culturally, linguistically, and educationally appropriate manner can be rapidly assessed through SWOT Analysis, which is a popular and frequently used evaluation model. SWOT is an acronym for **Strengths, Weaknesses, Opportunities, and Threats.**
It is a strategic planning tool used to evaluate Strengths, Weaknesses, Opportunities and Threats and, if used routinely, can enable your agency to strategically institutionalize CLC. SWOT Analysis involves specifying a goal and identifying the internal and external factors that are favorable and unfavorable to achieving that goal. Thus, to conduct a SWOT Analysis an agency and/or individual must first start with the end in mind or, that is, the end goal and vision in mind. This technique is credited to Albert Humphrey16.

The SWOT Analysis model helps to categorize internal and external factors to be analyzed. In the SWOT Analysis model, strengths and weaknesses are internal characteristics, while opportunities and threats are external elements that are influential.

**Strengths:** attributes of an agency that are helpful to achieving the goal

**Weaknesses:** attributes of an agency that are harmful to achieving the goal

**Opportunities:** *external* conditions that are helpful to achieving the goal

**Threats:** *external* conditions which could do damage to the goal

<table>
<thead>
<tr>
<th>Strengths (Capabilities):</th>
<th>Weaknesses (Areas Needing Improvement):</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you do well to demonstrate cultural competence?</td>
<td>What could you improve to enhance your service delivery and/or practices to ensure that you are appropriately serving multicultural groups?</td>
</tr>
<tr>
<td>What unique resources can you draw on?</td>
<td>Where do you have fewer resources than others?</td>
</tr>
<tr>
<td>What do others see as your strengths?</td>
<td>What are others likely to see as your weaknesses?</td>
</tr>
<tr>
<td><strong>Opportunities:</strong></td>
<td><strong>Threats:</strong></td>
</tr>
<tr>
<td>What good opportunities are open to you?</td>
<td>What best practices and/or trends could harm you?</td>
</tr>
<tr>
<td>What best practices and/or trends could you take advantage of?</td>
<td>What is your competition doing?</td>
</tr>
<tr>
<td>How can you turn your strengths into opportunities?</td>
<td>What threats do your weaknesses expose you to?</td>
</tr>
</tbody>
</table>

Questions to Consider:

1. **What are the strengths, weaknesses, opportunities, and threats regarding your organization’s competence in dealing with multicultural and linguistically diverse groups?**

2. **What have been some of your organizational “successes” and “challenges” related to responding to the needs, beliefs, behaviors, perceptions, and preferences of multicultural and linguistically diverse groups of clients?**

3. **What would help you better serve multicultural and linguistically diverse populations?**

For example:

<table>
<thead>
<tr>
<th><strong>Strengths</strong></th>
<th><strong>Weaknesses (Areas Needing Improvement)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bilingual and diverse staff</td>
<td>1. Lack of routine cultural competence assessment</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Opportunities (to demonstrate or enhance Cultural Competence)</strong></th>
<th><strong>Threats</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Staff participation in professional development trainings related to cultural competence</td>
<td>1. There are other agency competitors that clients can go to receive services and/or obtain resources and information</td>
</tr>
</tbody>
</table>
Now, write in your own and identify as many as you can:

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses (Areas Needing Improvement)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
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<tr>
<td>2.</td>
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<td>3.</td>
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<tr>
<td>4.</td>
<td>4.</td>
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<tr>
<td>5.</td>
<td>5.</td>
</tr>
</tbody>
</table>

**Opportunities (to demonstrate or enhance Cultural Competence)**

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
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<td>2.</td>
<td>2.</td>
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<td>3.</td>
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<td>4.</td>
<td>4.</td>
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<tr>
<td>5.</td>
<td>5.</td>
</tr>
</tbody>
</table>

**TAKE HOME POINTS**

Monitoring client satisfaction will enable your agency to assess the degree to which culturally and linguistically competent practices are infused in your workplace.

Client satisfaction is the extent to which a client’s expectations for a service are met.

Thus, two main components to client satisfaction are:

- Client expectations; and,
- Actual/perceived quality of the delivered services.
Tips on effective program planning, implementation, and continuous quality improvement (CQI)

Program Planning

Cultural factors unique to the population of focus are to serve as a guide when planning for a new program as well as expanding or changing the components of an existing one. These factors are expected to impact all aspects of the provider-client relationship, no matter how brief the interaction. Closely examine and discuss each of the following cultural factors within your working group. Your working group should serve as an excellent vehicle for understanding the cultural community’s perspectives.

The working group should include cultural brokers, or individuals who help to communicate differences and similarities across and within cultures to eliminate the cultural gap between them. They may also mediate and negotiate more complex processes within organizations, government, communities, and between interest groups or countries. Cultural brokers are knowledgeable about the beliefs, values and norms of their cultural group. They can serve as cultural liaisons, cultural guides, mediators of distrust between cultures, models, mentors, and catalysts for change. Table 1 provides a list of factors that vary by culture and should prove useful as a guide throughout your planning process.

<table>
<thead>
<tr>
<th>Cultural Factor</th>
<th>Cultural Variation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discrimination</td>
<td>Discrimination occurs when one group is given preferential treatment over another based on certain characteristics. It often takes the form of intentional exclusion from a location or activity. How this is experienced can vary by culture.</td>
</tr>
<tr>
<td>Equality</td>
<td>People may have different roles in their culture. It is important to consider equal treatment of people vs. equal status in a community.</td>
</tr>
<tr>
<td>Stereotypes</td>
<td>It is important to consider both the provider’s and client’s preconceived notions about the other’s culture, particularly in situations where there is a cultural mismatch.</td>
</tr>
<tr>
<td>Acculturation</td>
<td>Level of acculturation can impact attitudes towards seeking and accepting services. Providers need to consider how people are addressed. Are titles used? At what point, if any, is it appropriate to use familiar terms?</td>
</tr>
<tr>
<td>Formality</td>
<td></td>
</tr>
<tr>
<td>Lifestyle</td>
<td></td>
</tr>
<tr>
<td>Housing</td>
<td>In some cultures, many generations reside together. It is important to understand the dynamics of families based on where they live.</td>
</tr>
<tr>
<td>Education</td>
<td>It may be important to consider the value that the client’s culture places on education and educational attainment.</td>
</tr>
</tbody>
</table>

Social Class
In Western Culture, social class is dictated primarily by income. For other cultures, the primary factor may be level of education, social connections, and/or family history.

Development through life
Western viewpoints on how individuals develop are based on the works of individuals such as Piaget, Erickson, and Freud. Some non-Western cultures may conceptualize different developmental milestones, timing, and goals throughout the life cycle (i.e., independence from parents). Norms for life-cycle events may differ across cultures.

Age
Cultural norms and beliefs about age vary by culture, as some cultures value elders while others value youth.

Gender
In some cultures, gender roles are prescribed while other cultures may be more fluid.

Marriage
In some cultures, marriages are arranged or semi-arranged. Whether monogamy, polygamy, or bachelorhood is acceptable varies by culture. In some cultures, marriage is the most desirable state for adults, while others may value independence.

Divorce
In some cultures, divorce is commonly accepted while in others it is unacceptable. Couples may physically separate without the formality of a legal divorce.

Sexual activity
Cultures view sex differently. In some cultures, discussions around sex are completely taboo while others are more open.

<table>
<thead>
<tr>
<th>Health</th>
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<tbody>
<tr>
<td>Use of drugs and alcohol</td>
</tr>
<tr>
<td>Specific health problems</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Family/Kin Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family makeup</td>
</tr>
<tr>
<td>Disciplining children</td>
</tr>
<tr>
<td>Power in relationships</td>
</tr>
<tr>
<td>Communication</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Worldview</th>
</tr>
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<tbody>
<tr>
<td>Religion/religious practice</td>
</tr>
<tr>
<td>Views of human nature</td>
</tr>
<tr>
<td>Views of interconnectedness of people</td>
</tr>
<tr>
<td>Views of nature</td>
</tr>
<tr>
<td>Individuality vs. collectivism</td>
</tr>
<tr>
<td>Locus of Control</td>
</tr>
<tr>
<td>Outlook</td>
</tr>
<tr>
<td>Time</td>
</tr>
</tbody>
</table>
**Working Group Activity: Consider the Cultural Values of the Community**

1. Review the cultural values listed in Table 1.
2. Write down and discuss the beliefs, attitudes, and practices of the cultural group you are interested in working with, as they relate to each cultural value. Draw on research, data, observation, information from member(s) of the cultural group, and interactions with the cultural group of focus.
3. Develop at least three (3) program implementation strategies for translating your findings into practice or, in other words, taking the knowledge acquired and developing action steps to institutionalize what your working group knows about the particular cultural group.

In understanding how a cultural group within your community views the issue that your agency’s working group is planning to address, consider the following questions based on Kleinman’s Explanatory Model:\(^{19}\):

1. *What does the community call this problem?*
2. *What are the causes of this problem?*
3. *Why did this problem develop in the community when it did?*
4. *What does this problem do? How does it work?*
5. *How severe is the problem? Does it have a short or long course?*
6. *What kind of intervention is appropriate for this problem? How can my organization help?*
7. *Who does the community usually turn to for help? Who is involved in decision making?*
8. *What are the most important results to receive from the program?*
9. *What are the chief problems caused by this problem?*
10. *What is the biggest fear about the problem?*

After responding to the questions above, determine whether the program intervention you have chosen for your cultural group is feasible by using the *Feasibility Tool* found in Appendix A.

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Using Appreciative Inquiry in Organizational Development and Program Planning

In the program planning phase, your organization may also want to consider using Appreciative Inquiry (AI) as an approach for discovering your organization’s internal resources by engaging staff, administrators, community stakeholders, and boards in a collaborative and organic change process. This is a new, exciting, and potentially revolutionary process that differs from other “problem solving” approaches.

The Organizational Development and Planning Guide found in Appendix B. introduces A.S.K. as a strategy for implementing an AI change process that will enable organizations to create new programs, revise policies, and create sustainable strategic outcomes. By implementing this AI approach, administrators and staff will learn to:

- **Ask** Appreciative questions;
- **S-share** information in a manner that celebrates and highlights an organization’s “best work”; and,
- **K-(c)onnect** the life giving elements of that organization with its mission and goals.

The Guide offers examples of AI questions and stories of how A.S.K. has been used, and provides practical insight in the application of this approach. Several tools, links, and resources are also included to further support your organization’s ongoing change efforts. These resources will be particularly useful after your organization has gained a basic understanding of how AI works.

When an organization learns from what works and focuses on what they do have, it is then possible to generate momentum for more positive and sustainable change.

Program Implementation and Continuous Quality Improvement

The cultural competence of an organization impacts its ability to appropriately implement and support intervention program(s) and service(s). In particular, if your organization is seeking to engage cultural group(s) within the community that have not been traditionally served or are underserved, assessing the agency’s readiness to change is critical before program implementation occurs. Organizational readiness for change may include the motivation and personality characteristics of program leaders and staff, the institutional resources and community partnerships, and the organizational climate.
Several organizational readiness scales are available to indicate how ready an organization is to undertake an implementation project and areas that require further consultation, technical assistance, or other organizational/system support. Appendix C. showcases an Organizational Change Readiness Assessment useful in determining whether your agency is ready to develop and/or expand programming to better serve diverse subgroups in your community. To foster readiness, your agency should develop a strategic plan at least six months prior to program implementation to assure that the goal of institutionalizing cultural competence is realized prior to focused efforts to engage multicultural and linguistically diverse groups. Table 2. showcases a sample strategic plan that your agency’s working group can modify and complete.

The systematic assessment of a program’s implementation and outcomes to improve service delivery is a form of quality assurance—Continuous Quality Improvement (CQI).

- Information from the initial implementation of a program or service can inform how to improve its effectiveness in the future.

- Important to have programmatic processes and outcomes well documented and the presence of a feedback mechanism.

- Key stakeholders should meet to share experiences, interim findings, provisional interpretations of the outcomes, and draft reports.
• **PLAN:** Recognize an opportunity to make a change and make a plan.

• **DO:** Test the change. Gather data on a pilot group.

• **STUDY:** Analyze the data and interpret what the findings mean to the program and whether further changes are needed.

• **ACT:** Take action based on what you learned. If the change did not work, go through the cycle again with a different plan. If the change did work, incorporate what you learned from the pilot into wider programmatic changes. Use what you learned to make further improvements, beginning the cycle again.
### Table 2: Sample Strategic Plan

**One Year Work Plan**

**Goal:** Promote sustained internal cultural competence.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Steps to Achieve Objective</th>
<th>Persons Responsible</th>
<th>Time Frame</th>
<th>Indicators of Success</th>
</tr>
</thead>
</table>
| Create an organizational culture in which diversity is celebrated, leadership is shared based on competencies and interests, and diverse points of view are valued. | • Develop grievance and conflict resolution procedures  
• Create structure for the routine examination of the organization’s cultural climate  
• Create organizational structure to support cultural competence:  
  - Conduct monthly staff meeting check-ins on cultural areas  
  - Rotate leadership in staff meetings  
  - Continue regular meetings of the working group responsible for the accountability and monitoring of the CC plan. | • | • |  
  - Completed grievance policy that is approved by the organization  
  - Defined structure with specific follow-up dates and procedures to examine climate  
  - Completion of monthly check-ins  
  - At least 4 staff meetings with rotated leadership  
  - At least 10 working group sessions held across the year |
| Build the knowledge and experience of all faculty and staff on cultural competencies. | • Staff will participate in one formal cultural competence training  
• Develop a structure to formalize training  
• Define learning objectives for training  
• Define evaluation procedures of CC | • | • |  
  - Completed training by 85% of the organization  
  - Approved structure with defined training schedule  
  - Completed written objectives  
  - Completed written evaluation procedure |
| Develop strategic partnerships with local, regional and statewide community groups and/or organizations to collaborate on projects and issues. | • Secure guidelines on board service.  
• Identify groups and organizations with whom we are already working.  
• Define optimal criteria for engagement and desired outcomes.  
• Identify additional groups and organizations with whom we should engage that would help to foster relationships with diverse persons. | • | • |  
  - Guidelines obtained  
  - List completed  
  - Criteria defined and written  
  - Groups identified |
TAKE HOME POINTS

WHY CQI?

Keep what works well

Improve what worked poorly

Implement a more effective program
Understanding the ethnographic cultural patterns of the subgroups comprising your population of focus and their respective epidemiological risk factors in the area of addiction, will enable you and your agency to focus on evidence-based strategies (i.e., conducting needs and assets assessments, using gatekeepers/key informants, tailoring prevention programs/services to specific populations, creating safe and welcoming work spaces, etc.) that can be employed for recruiting, engaging, and retaining multicultural and linguistically diverse persons.

The Latino Community

In this section, a discussion of key Latino cultural values, challenges to service delivery, suggested practices, and mini vignettes are offered as an example of one cultural grouping and issues that should be noted in delivering culturally competent interventions and services.

For a point of reference, ethnic identity has been defined as

- a sense of group or collective identity based on one’s perception that he or she shares a common racial heritage with a particular racial group\(^{20}\); and,
- a commitment and sense of belonging to one’s ethnic group, positive evaluation of the group, interest and knowledge about the group and involvement in activities and traditions of the group\(^{21}\).

Depending on the individuals’ affiliation and identification with their cultural identity, values may or may not be shared, supported or endorsed by all individuals within Latino communities. Also, remember that Latinos are not a homogenous group, thus cultural values are not supported, shared, or practiced by all Latinos. Key experts have identified five key Latino cultural values relevant to service delivery among Latinos:

A. **FAMILISMO (Family Orientation)**
B. **PERSONALISMO/SIMPATÍA (Interpersonal Orientation & Friendliness)**
C. **CONFIANZA (Trust)**
D. **RESPETO (Respect)**
E. **FATALISMO (Fatalism)**


A. FAMILISMO (Family Orientation)

- Sub-type of collectivism
- Familial Self\textsuperscript{22, 23}

Characterized by family loyalty, reciprocity, and solidarity

- Fosters a sense of dutifulness, respect and consideration, and inter-dependency and collaboration
- Kinship characterized by the additional inclusion of non-blood relatives (“Padrino” and “Madrina” refers to “Godfather” and “Godmother” respectively; or, a parent would use the word “Compadre” to describe the Godfather of his/her child(ren) and “Comadre” to describe the Godmother of his/her children)
- Flexible and expandable boundaries
- Often manifested in rituals (\textit{i.e.}, celebrations, “comidas” refers to informal social gatherings with food, family activities, etc.)

MINI VIGNETTE

Carmen is a 32-year-old single, Colombian female referred to an out-patient treatment facility by the prevention provider of a local community-based resource center. Carmen presented to the intake appointment with her sister, godmother, and two young children. Though the client had expressed that family was an integral part of her experience, cautious to protect client confidentiality, the clinician omitted the family from treatment. She attended the session, but then told a bilingual practitioner that she wanted her family to be there. The clinician respected the client’s wishes and invited the family in for some of the sessions.

B. PERSONALISMO/SIMPATÍA (Interpersonal Orientation & Friendliness)

- Refers to values placed on maintaining relationships on a personal level & being interpersonally pleasant (\textit{i.e.}, “buena gente” describes a likeable and friendly person vs. “antipatica/o” meaning “unfriendly”)
- Values harmony
- Value placed on \textbf{knowing} the person; thus, organizational channels may be viewed as untrustworthy and rigid


• Preference for direct, interpersonal contact, however, confrontations likely addressed in an indirect manner

ASSESSMENT TIPS

These tips are offered to, in a sense, get to know or “rule out” the importance of these cultural values.

• “Many people often use the term buena gente to describe a likeable and friendly person. How important is it to you to be considered buena gente or simpatica/o? Or to be around buena gente?”
• “What helps to make you feel comfortable when you are first getting to know someone?”
• “I’ve asked you many questions today. I’m wondering what questions you may have for me?”
• “How do you handle conflict/express disagreement?”
• “How would I know if you disagreed with me or with something I said?” *

*Can also be used to assess Respeto (Respect)

POSSIBLE CLINICAL/ PRACTICE IMPLICATIONS

• Clients may want to know the provider as a person
• Clients may tend to avoid conflict and direct communication
• May present a pleasing, non-controversial attitude that is often mistakenly perceived as non-assertive

SUGGESTED STRATEGIES

• Allow time for “small talk” at the beginning of session
• Engage in therapeutically appropriate self-disclosure (i.e., about favorite foods, country of origin, etc.)
• Expand traditional therapeutic role to include areas of advocacy and case management
• Make therapeutic tasks an interpersonal and collaborative interaction
• Include use of “el diminutivo” describes the process of changing a person’s name or a noun into a term of endearment when referring to a person
• Learn to use “dichos” and “refranes” refers to quotes, sayings, and/or proverbs reflective of Latino heritage
MINI VIGNETTE

Carlos is a 52-year-old Puerto Rican male who is a participant of Strengthening Families. Recently, the group facilitator noticed that he was appearing 15-20 minutes late to the weekly group sessions. Due to the intervention’s time frame, Carlos’ consistent tardiness was problematic and disrupted the group sessions. Following consultation, the group facilitator was advised to soften her request to Carlos by stating: “Le voy a pedir un favorcito, por favor trate de venirse un poquito mas temprano la proxima semana” (I’m going to ask you a small favor, can you please try to come a little earlier next week). This approach worked over time. Each session, the group facilitator acknowledged his earlier attendance and in doing so he remained motivated to appear “on time”.

C. CONFIANZA (Trust)

- Refers to an expression of the degree of intimacy felt in the therapeutic relationship
- There must be a high degree of trust in order for relationships to work

SUGGESTED STRATEGIES:

- Confianza develops gradually through a relationship based on personalismo (interpersonal orientation and friendliness) and respeto (respect).
- Confianza should be addressed as an essential goal of prevention or treatment to facilitate alliance between the provider and the consumer/client.
- Consumer/client should be given the opportunity to communicate what he or she feels is necessary in order for confianza to develop24.

MINI VIGNETTE

After having connected to her treatment provider over several months, Sra. Diaz became very upset when she learned her provider was leaving the treatment facility. She refused to transfer to another provider stating that she would rather leave the program completely. Sra. Diaz had a significant trauma history and expressed concern that the new clinician “would not understand her.” The “departing” treatment provider validated Sra. Diaz’s worries and described the new clinician as “una persona de confianza (a trustworthy person).” Sra. Diaz agreed to a meeting with the two clinicians and at the conclusion of the meeting agreed to see the new clinician for an initial session.

---

D. **RESPETO** (*Respect*)

- Demonstrating deference or acknowledging authority
- Strongly mediated by gender and age

**SUGGESTED STRATEGIES:**

- Be aware of the consumer/client’s gender, age, and generational status
- Ask the consumer/client how she or he wishes to be addressed. [A suggested rule of thumb for initial contact is to address the consumer/client formally until told otherwise].
- There can be a possible “risk” with respeto in clinical or helping relationships. The consumer/client may identify the provider as an authority figure who knows what is best. While this is useful in prevention interventions, the consumer/client should feel empowered to disclose their thoughts and feel valued for their own choices. The provider can incorporate reflective listening skills and paraphrasing to demonstrate that the consumer/client is making his or her own decisions, rather than the provider²⁵.

**MINI VIGNETTE**

Doña Maria is a 61-year-old client at a community-based organization who participates in an evidence-based intervention, endorsed by the Centers for Disease Control and Prevention (CDC), called Safety Counts. She is also a well-respected figure in her community. She was recently referred to a peer support program because of her relapse, however, after only attending two groups, Doña Maria asked to be removed from the program stating “it was not for her.” Upon consulting with the group facilitator, the case manager learned that after Doña Maria spoke about a recent argument with her daughter, two younger group members had remarked that she “should just get over it.” The case manager discussed this issue with her client who admitted that she felt that the comments were “*una falta de respeto* (an act of disrespect)” and she did not feel comfortable. The case manager assisted Doña Maria with understanding generational differences, but honoring how her role in the group could eventually assist the younger members. She asked Doña Maria if she would feel comfortable to discuss these concerns when checking in during the beginning of the next group.

E. FATALISMO (Fatalism)

- Tendency to value and defer to powers outside of human experience: God and destiny\textsuperscript{26}
- Believed to be linked to encounters with life-threatening events so typical in Latin American countries and socioeconomic status
- Client may feel that there is no need to make behavioral changes because of the divine order

SUGGESTED STRATEGIES:

- Thoughtfully examine the beliefs related to fatalismo as this can be empowering to the consumer/client.
- Avoid invalidating the consumer/client’s personal connection to a higher power and/or causing feelings of inadequacy.
- Use active listening skills to reflect and validate the consumer/client’s affect, concerns, and thoughts.
- Explore the consumer/client’s contribution to their achievement or goals without questioning his or her spiritual or religious beliefs\textsuperscript{27}.

MINI VIGNETTE

Jorge is a 35 year old Ecuadorian-born male who is HIV+. He attends a weekly support group at a local clinic where in addition to peer support he receives an array of medical services. He has a history of hospitalization for depression and on occasion attempted suicide by hanging. He reported to the intake worker that “the rope snapped and I dropped to the floor.” During a group session he reported that “he was never really into church until after God spared his life.” He said, “God must have a purpose for me.” Since that time he has become a devout catholic and attends daily mass. The facilitator of the group noticed that Jorge’s attendance to the clinic had become inconsistent and erratic. He decided to raise the issue of treatment compliance in the next group session. When discussing attendance and other treatment compliance issues in the group, Jorge responded by saying “mi vida es en los manos a dios” (my life is in the hands of God). The group facilitator and peers validated the connection Jorge has to his spirituality and to God and encouraged Jorge to continue to attend group because they believed that that too was “God’s will.”


In conclusion, there are various challenges to the implementation of prevention programs within Latino communities, including:

- Access to adjunctive services/insurance
- Immigration status
- Undocumented status
- Language Barriers
- Low Socioeconomic status
- Transportation
- Staffing
- Serious mental illness
- Substance Abuse
- Illness status
- Generational Acculturation status
- Gender discrimination
- Stigma
- Services tend to be crisis driven

These challenges can be met with genuine respect for the individual’s cultural identity, values, and strengths. In addition, organizations should foster collaborative relationships with other service organizations, community groups, civic organizations, faith communities, etc. that can assist in working with Latino communities, as these challenges cannot often be met within the confines of programs and interventions, but individuals can be made aware of resources and connected to others in the community that can assist.
The LGBTQI2-S Community

This section will explore why it is important for an organization to demonstrate a general level of sensitivity towards the Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersexed, and Two-Spirit (LGBTQI2-S) Community. To assure understanding of each of the aforementioned terms of sexual orientation and gender identity, the following chart provides a listing of the definitions:

<table>
<thead>
<tr>
<th>Definitions of Sexual Orientation and Gender Identity&lt;sup&gt;28&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesbian</strong></td>
</tr>
<tr>
<td><strong>Gay</strong></td>
</tr>
<tr>
<td><strong>Bisexual</strong></td>
</tr>
<tr>
<td><strong>Transgender</strong></td>
</tr>
<tr>
<td><strong>Questioning</strong></td>
</tr>
<tr>
<td><strong>Intersex</strong></td>
</tr>
<tr>
<td><strong>Two-Spirit (2-S)</strong></td>
</tr>
<tr>
<td><strong>Other Terms</strong></td>
</tr>
</tbody>
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The research that supports Healthy People 2020, a science-based, 10-year national agenda led by the US Department of Health and Human Services, “...suggests that LGBT individuals face health disparities linked to societal stigma, discrimination, and denial of their civil and human rights. Discrimination against LGBT persons has been associated with high rates of psychiatric disorders, substance abuse, and suicide. Experiences of violence and victimization are frequent for LGBT individuals, and have long-lasting effects on the individual and the community. Personal, family, and social acceptance of sexual orientation and gender identity affects the mental health and personal safety of LGBT individuals.” 29 For this reason, one of the goals highlighted in Healthy People 2020 is to “improve the health, safety, and well-being of lesbian, gay, bisexual, and transgender (LGBT) individuals”. 30

Tremendous damage results from institutional structures weighted against LGBTQI2-S persons. In working to prevent incidences of discrimination, harassment, and abuse faced by LGBTQI2-S individuals in the health care system, and their high risk for poor health outcomes, it is important to create safe and welcoming environments within the organizational settings to which LGBTQI2-S individuals go for services. Through organizational and systems-level cultural competence, the protective factors and inherent assets that help to buffer LGBTQI2-S individuals from health, mental, emotional, and social issues can be appreciated, utilized, and strengthened through the delivery of timely, respectful, and client-centered services.

Organizational and Systems-level Cultural Competence for Engagement with the Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersexed, and Two-Spirit (LGBTQI2-S) Community

Behavioral health and community-based organizations should offer services that are not only inclusive, but also centered around and oriented to the specific needs of the LGBTQI2-S population. Before serving this often hidden and underserved population, providers must consider the myths and stereotypes they hold that would only prove to damage the process of building relationships with and respectfully engaging persons who identify as being a part of the LGBTQI2-S community. Questions to consider include, but are not limited to:

1. Do I believe that having sex with someone of the same sex or having sexual feelings toward someone of the same sex indicates that the person is lesbian or gay?
2. Do I believe that the sexual act, by itself, constitutes sexual orientation or identity?
3. Do I believe that having a lesbian or gay or bisexual or transgender orientation is unnatural, immoral, sick, or disgusting?

Providers who aim to continuously work towards being cultural competent, especially in the context of serving LGBTQI2-S individuals, must closely monitor themselves so they are aware of and can work through their own feelings, values, and biases. It is particularly important to remain aware of any issues relating to “power” and “authority”.

All clients served within an organization deserve the highest standard of ethical treatment – to know and feel that their well-being and safety is of the uppermost priority and concern. In working with LGBTQI2-S clients, having a safe and welcoming environment that upholds confidentiality, even in regards to clients making the choice to self-disclose their sexual orientation and gender identity, is vital to their well-being. Here are some useful tips to consider so that, as a provider, you are able to demonstrate competence in serving LGBTQI2-S individuals.

1. **Help clients break the silence in order to tell their stories about the pain of being different.**
   
   • Encourage discussion of how the client hid his or her LGBTQI2-S feelings from others;
   
   • Explore the emotional costs of hiding and denying one’s sexuality and/or gender preferences; and,
   
   • Examine negative feelings of self-blame, feeling “bad” or “sick”, impact of shaming messages on client.

2. **Help clients establish perpetrator responsibility in the context of the discrimination and prejudice they have experienced.**
   
   • Offer anger management support so that it is managed in a constructive manner rather than directed inwardly;
   
   • Facilitate an understanding that anger and a negative self-image are the result of cultural victimization and not a personal defect; and,
   
   • Ensure that the treatment environment and/or organization fosters behavior by staff and clients that is not hostile.

3. **Help clients reclaim their personal power.**
   
   • Improve their self-concept and self-confidence;
• Identify internalized negative messages that result from cultural victimization and heterosexism;

• Change negative messages to positive, affirming statements; and,

• Build a support network of individuals who accept and value them for who they are.

There are also practical suggestions to consider when supporting, engaging, and serving LGBTQI2-S individuals.

1. In conducting psychosocial histories and using intake forms, ask about partners or significant others opposed to martial status and/or boyfriend/girlfriend.

2. In working to create safety, directly state that you will hold in confidence what you share with your team and/or supervisor, and express supportive attitudes.

3. Demonstrate your familiarity with or knowledge of the LGBTQI2-S population, but remember that no one can truly be an expert on any culture so be curious-minded and ASK.

4. Create an affirming, supportive atmosphere by using inclusive language on forms and in all verbal interchanges (i.e., instead of asking for “next-to-kin” in cases of emergency, ask for the name of the responsible party and that person’s relationship to the client).

5. Acknowledge clients’ significant others and encourage their participation in service delivery. Hang pictures or posters of known LGBTQI2-S people (i.e., athletes, historical figures, etc.), showcase books on tables in areas where clients congregate, and post lists of LGBT-friendly services and social gatherings in the community.
I. Non-verbal Communication can be divided into several categories: facial expressions, head movements, hand and arm gestures, physical space, touching, eye contact, and physical postures. Additional information on non-verbal communication strategies available at:  
http://erc.msh.org/mainpage.cfm?file=4.6.0.htm&module=provider&language=English

a. Tips for Providers:
   i. Follow the client’s lead. If the client moves closer or touches you in a casual manner, you may do the same.
   ii. Use hand and arm gestures with great caution. Gestures can mean very different things in different cultures.
   iii. Be careful in interpreting facial expressions. They may lead you to misinterpret the client’s feelings or to over- or underestimate the client’s level of pain. This is also true of the presence or absence of crying and other expressions of pain, which are closely tied to a person’s culture.
   iv. Don’t force a client to make eye contact with you. He/she may be treating you with greater respect by not making eye contact.  

II. Sample cultural and linguistic competency coordinator job description developed by the Cultural Competence Action Team – TA Partnership available at:  
http://www.tapartnership.org/docs/clcCoordinatorSampleJobDesc_20081030.pdf

III. The Cultural Competence Self Assessment Protocol for Health Care Organizations and Systems, developed by Dennis Andrulis, Thomas Delbanco, Laura Avakian, and Yoku Shaw-Taylor. Available at:  
http://erc.msh.org/mainpage.cfm?file=9.1g.htm&module=provider&language=English

IV. Reducing Stigma and Discrimination among People who are Gay, Lesbian, Bisexual and Transgender. Available at:  

V. A Historical Context to Structural Racism. Available at:  

31 Non-verbal Communication (Adapted from) MSH: The Provider’s Guide to Quality and Culture, Available http://erc.msh.org
### Feasibility Tool for the Implementation of Prevention Programs:

#### Resources

<table>
<thead>
<tr>
<th>Point Value</th>
<th>Categories</th>
<th>Program Requirements</th>
<th>Capacity</th>
<th>Scale Score</th>
<th>Feasibility Score (scale score x category point value)</th>
</tr>
</thead>
<tbody>
<tr>
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<td>RESOURCES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Costs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Staff training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Access to qualified staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Availability of space</td>
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<td></td>
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</tr>
<tr>
<td>14</td>
<td>SAMPLE</td>
<td>3 rooms: parents (1); kids (1), and daycare (1)</td>
<td>2 rooms</td>
<td>.6</td>
<td>(.6 * 14 = 8.4)</td>
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<tr>
<td>14</td>
<td>Access to program materials</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>14</td>
<td>Access to equipment</td>
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</tr>
<tr>
<td>14</td>
<td>Access to science-based information</td>
<td></td>
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</tr>
<tr>
<td>14</td>
<td>Time requirements</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Training for community members and other key leaders</td>
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<td>----------------------------------------------------</td>
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</tr>
<tr>
<td>14</td>
<td>Access to the target population</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>14</td>
<td>Availability of other program services (e.g., transportation)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Incentives for program participants</td>
<td></td>
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</table>
### Feasibility Tool for the Implementation of Prevention Programs: Target Population

<table>
<thead>
<tr>
<th>Point Value</th>
<th>Categories</th>
<th>Program Requirements</th>
<th>Capacity</th>
<th>Scale Score</th>
<th>Feasibility Score (scale score category point value)</th>
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<tr>
<td>~167 points</td>
<td>TARGET POPULATION</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>24</td>
<td>Cultural relevance (e.g., language, norms)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Demographics (e.g., age, gender, SES)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Willingness to accept a new program</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>24</td>
<td>Fit with existing prevention efforts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Buy-in of key leaders</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Favorable history (e.g., critical incidents, previous program success)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Permission (e.g., to collect data)</td>
<td></td>
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</table>
# Feasibility Tool for the Implementation of Prevention Programs:
## Organizational Climate

<table>
<thead>
<tr>
<th>Point Value</th>
<th>Categories</th>
<th>Program Circumstances and/or Conditions</th>
<th>Capacity</th>
<th>Scale Score</th>
<th>Feasibility Score (scale score category point value) *</th>
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</thead>
<tbody>
<tr>
<td>~167 points</td>
<td>ORGANIZATIONAL CLIMATE</td>
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</tr>
<tr>
<td>33</td>
<td>Willingness to accept a new program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Fit with existing prevention efforts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Buy-in of key leaders</td>
<td></td>
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</tr>
<tr>
<td>33</td>
<td>Buy-in of staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Favorable history (e.g., critical incidents, previous program success)</td>
<td></td>
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<td></td>
</tr>
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</table>
### Feasibility Tool for the Implementation of Prevention Programs: Community Climate

<table>
<thead>
<tr>
<th>Point Value</th>
<th>Categories</th>
<th>Program Circumstances and/or Conditions</th>
<th>Capacity</th>
<th>Scale Score</th>
<th>Feasibility Score (scale score category point value) *</th>
</tr>
</thead>
<tbody>
<tr>
<td>~167 points</td>
<td>COMMUNITY CLIMATE</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>28</td>
<td>Willingness to accept a new program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Fit with existing prevention efforts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Buy-in of key leaders and community members</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Favorable history (e.g., critical incidents, previous program success)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Permission (e.g., to collect data)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Access to referral network for program participants[^32]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[^32]: A network of referrals for treatment or other assistance should be in place before the program begins.
## Feasibility Tool for the Implementation of Prevention Programs: Evaluation

<table>
<thead>
<tr>
<th>Point Value</th>
<th>Categories</th>
<th>Program Circumstances and/or Conditions</th>
<th>Capacity</th>
<th>Scale Score</th>
<th>Feasibility Score (scale score category point value) *</th>
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<tr>
<td>~167 points</td>
<td>EVALUATION</td>
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<tr>
<td>33</td>
<td>Availability of baseline data</td>
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<td></td>
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</tr>
<tr>
<td>33</td>
<td>Access to participants over time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Simple program design</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Access to appropriate evaluation skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Availability of financial resources for evaluation</td>
<td></td>
<td></td>
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</table>
# Feasibility Tool for the Implementation of Prevention Programs:
## Future Sustainability

| Point Value | Categories | Program Circumstances and/or Conditions | Capacity | Scale Score | Feasibility Score (scale score category point value) *
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>~167 points</td>
<td>FUTURE SUSTAINABILITY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Collaboration between community and your organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Community ownership</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Renewable financial support</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Continuous leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Positive image in the community</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Strong host organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Strong program advocate(s) or spokesperson(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total ~1,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total Feasibility Score</td>
</tr>
</tbody>
</table>

*Feasibility Score: 0.0 not feasible, 0.1 extremely not feasible, 0.2 not feasible, 0.3 feasible, 0.4 extremely feasible.*
Interpreting your score:

Many factors contribute to successful program implementation. Six general categories, or dimensions, of feasibility have just been assessed to systematically select programs that match your agency's capacity. The results are intended to heighten awareness about the feasibility of implementing a prevention program in a community of focus. There is no answer key to denote whether your responses are correct. Rather, this tool should inform your selection process in that the higher the score, the more feasible it is to implement the chosen prevention program.
Appendix B. Organizational Development and Planning Guide

Organizational Development and Planning Guide:

How to Use Your Organization’s Internal Capacity to Build Sustainable Change, Programs, and Practices: Using Appreciative Inquiry
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About the Organizational Development and Planning Guide

This Guide introduces Appreciative Inquiry as an approach for discovering your organization’s internal resources by engaging staff, administrators, community stakeholders, and boards in a collaborative and organic change process. In many change processes, organizations spend a significant amount of time planning what they are going to do. However, when the implementation phase starts, most of the energy or the event that led to the planning process has been forgotten. This Guide will help your organization use a unique approach that will help clarify what can be done immediately to make change possible and more doable.

Organizations are invited to engage in a new, exciting and potentially revolutionary process by first understanding the history, theory and key components of Appreciative Inquiry (AI). This Guide explains how an Appreciative Inquiry approach to change differs from other “problem solving” approaches. This guide specifically introduces A.S.K., which is a strategy for implementing an AI change process that will enable organizations to create new programs, revise policies, and create sustainable strategic outcomes. By implementing this AI approach, administrators and staff will learn to:

- **A-ask** Appreciative questions;
- **S-share** information in a manner that celebrates and highlights an organization’s “best work”; and,
- **K-(c)onnec**t the life giving elements of that organization with its mission and goals.

Throughout the Guide examples of AI questions and stories of how A.S.K. has been used, provide practical insight in the application of this approach. Several tools, links, and resources are included in the Resource Section to further support your organization’s ongoing change efforts. These resources will be particularly useful after your organization has gained a basic understanding of how AI works.

This guide uses a “light bulb” icon to draw your attention to key points.
To best learn this Appreciative Inquiry approach, take time to complete Exercises 1 and 2; and use the material presented in this Guide to stimulate conversations within your organization. Lastly, know that the concepts presented in this guide may go against your organizations status quo. It takes time for change to occur. Moreover, it will take time for your organization to fully embrace this new and seemingly counter-intuitive approach. However, once your organization begins to discover the positive impact appreciative inquiry can produce the ideas will naturally develop.

Credit for the resources provided in this Guide goes to David Cooperider and the Originators and many Practitioner’s of Appreciative Inquiry. This Guide also pulls from the theory and practice of Asset Based Community Development (ABCD). ABCD is closely related to Appreciative Inquiry. It was developed by John McKnight and Jody Kretzmann at Northwestern University, to empower communities defined as “at risk”. ABCD posits that by focusing on the part of the glass that is full, organizations are able to be strengths-based and take actionable steps that are not often considered when that organization focuses primarily on its deficits. Similarly AI focuses on an organizations best work, each approach creates unexpected yet sustainable opportunities.

When an organization learns from what works and focuses on what they do have, it is then possible to generate momentum for more positive and sustainable change. The stories shared in this Guide come from the authors’ experiences in putting these theories into practice and are showcased here to help your organization learn to embrace what works.

Thank you to the authors of this Guide, Drs. Dietra D. Hawkins, David Stayner, and Chyrell D. Bellamy of Yale University’s Program for Recovery and Community Health, and to the staff and personnel of PROCEED, Inc.’s NCTSTA.
Chapter One

Appreciative Inquiry

“AI is an exciting way to embrace organizational change. Its assumption is simple: Every organization has something that works right – things that give it life when it is most alive, effective, successful, and connected in healthy ways to its stakeholders and communities. AI begins by identifying what is positive and connecting to it in ways that heighten energy and vision for change.”

Cooperider, Whitney and Stavros (2003)

The History of Appreciative Inquiry

David Cooperider of Case Western Reserve University and Suresh Srivastva developed Appreciative Inquiry (AI) in the 1980s. They challenged the traditional Change Management Theory, suggesting that it was not useful to simply focus on the “problem” or to assume that any organizational problem can be “fixed” by examining the problem more closely. The term “Appreciative Inquiry” was inspired by David’s artistic wife Nancy (Hammond, 1996). Cooperider applied the concept that in every piece of art work there is beauty, to his world of business suggesting a reframe that in every organization there is something that works.

AI has now been used with businesses and organizations, both large and small, nationally and internationally in over 100 countries (Bushe & Kassam, 2005, Mitchell, 2007). It has been shown to be an effective way for organizations to implement sustainable change, inform leadership, and direct organizational development. AI is both a philosophy and a process that is strengths-based (Mitchell, 2007). By engaging in an appreciative process that extols the best of an organization, participants develop a collective sense of what is possible. This collective awareness also creates a shared sense of responsibility for building and developing future projects and goals.

“AI is based on the assumption that organizations change in the way they inquire into problems or difficult situations by first finding out more of what is best in that organization. This process itself will assist organizations to find and discover more and more of what is good.”

This approach invites all those involved to have a stake in its future direction (Mitchell, 2007). AI sets a positive frame, for an inclusive process of co-constructing an organization’s future.
Defining Appreciative Inquiry (AI)

Let us review a few definitions:

**Ap-pre’ci-ate**, v., 1. valuing; the act of recognizing the best in people or the world around us; affirming past and present strengths, successes, and potentials; to perceive those things that give life (health, vitality, excellence) to living systems 2. to increase in value, e.g. the economy has appreciated in value. Synonyms: VALUING, PRIZING, ESTEEMING, and HONORING.

**In-quire’** (kwir), v., 1. the act of exploration and discovery. 2. To ask questions; to be open to seeing new potentials and possibilities. Synonyms: DISCOVERY, SEARCH, and SYSTEMATIC EXPLORATION, STUDY.

~ *A Positive Revolution in Change: Appreciative Inquiry*  
by David L. Cooperrider and Diana Whitney.

AI is *an approach to change*. It is what its name suggests: to “ask” or “inquire” about a particular topic from a place of wanting to “learn” and “appreciate” more about it. Sometimes in practice, this approach has been referred to as the “what’s working approach”.

By using AI, *problem solving is turned upside down*, meaning that asking, “what’s the problem”, starts at a different place than is usual. Organizations will eventually address the “what’s not working” question, but not until first having some other conversations to explore “what is working”.


"[AI] deliberately seeks to discover people’s exceptionality – their unique gifts, strengths, and qualities. It actively searches and recognizes people for their specialties – their essential contributions and achievements. And it is based on principles of equality of voice – everyone is asked to speak about their vision of the true, the good, and the possible. AI builds momentum and success because it believes in

As Cooperider and his colleagues explain in this quote, conversations that identify, search, and recognize the unique contributions of an organization’s staff reveal the essential elements for positive change. It is important to highlight conversation.

One of the real differences in an approach based in Appreciative Inquiry is the focus on having conversations or dialogue. When individuals engaged in these conversations value and honor, and search and discover together as an initial activity, they build an opportunity for momentum and success that is based on a principle of equality. In other words, all participants have something valuable to offer and participating in a shared experience creates a solid foundation for sustainable growth.

Reflect on the last “brain storming” or “problem solving” meeting your organization held:

- Who spoke during the meeting?
- Who was invited to participate?
- What came of the discussion?
- What did it feel like in the room?
- Did everyone leave ready to jump in and volunteer?

Often when a group of colleagues sit together and try to understand a problem or issue lots of comments are made - some related and some not. In many cases, the conversation is pressured; either everyone has something to say adding examples and stories about how bad the problem is or one or two people do all the talking. Very rarely are people jumping in to help fix the problem. At the end of these meetings no one feels ready to solve the problem, and few have the energy, or stamina to implement a change. Such efforts to problem solve are often fruitless and lead to unfulfilled action plans and very few actionable enterprises.

This “appreciative inquiry” approach works because it inspires and motivates everyone’s best ideas. The results from an AI process lead to sustainable outcomes now linked to a shared understanding or “story” of what has been successful in the past. And by having a conversation with a diverse group of participants everyone knows who can do what, and why they are the right person for the task. Moreover, they can all appreciate that person or the group’s specific contribution(s).
Appreciative Assumptions

There are several reasons why using an appreciative approach will help your organization develop programs and policies that are sustainable. However, it is important to understand some of the assumptions and basic principles that ground this approach. At the forefront, AI posits that in every organization, program, or person, something works.

AI begins by asking appreciative questions. This approach puts the affirmative question or goal at the center of the process. If a problem is in the middle, then that will be what is real; hence, by putting an affirmative mission in the middle, this becomes that organization’s reality. In other words, what your organization focuses on will become its reality. In order to have a positive and sustainable change, your organization has to inquire into what is good, working, and possible. By celebrating and lifting up the stories and examples of what your organization values, it stands to benefit from the knowledge garnered from past successes.

The list below summarizes the basic appreciative assumptions that are inherent to an AI approach (Cooperider, 2002; Hammond, 1996):

- **In every group or organization something works.**
- **What we focus on becomes our reality.**
- **Reality is created in the moment, and there are multiple realities.**
- **The act of asking questions influences the group in some way.**
- **People have more confidence and comfort to journey forward when they carry forward parts of the past.**
- **We should carry forward what is best.**
- **We should embrace, value, and celebrate differences.**
- **Our language creates our reality.**

After reviewing these assumptions, it may seem that AI is “fluffy” or unrealistic. In the next section, we will describe the theoretical principles that ground AI and explore its basic elements and core principles.

**AI Foundation and The 4Ds**

The principles of AI are all based on rigorous research and are discussed at length by the founders of AI in the literature. In combination, the AI principles and assumptions offer a framework for understanding why this approach works, and why it is counterintuitive to Western management theory. The literature is full of examples of how AI has been used.
Despite the various ways AI is applied or described, they are all shaped around the same core principles.

The five core principles are:

- **The Constructionist Principle** - Constructionism is an approach to human science and practice which replaces the individual with the *Relationship*. In other words, reality as we know it is subjective and socially created through the language that we use and the conversations we have;

- **The Simultaneity Principle** - This principle recognizes that *inquiry* is itself an intervention, by asking a question we are beginning to create change;

- **The Poetic Principle** - This principle invites a reconsideration of what we focus on because human organizations are more like open books, there are endless sources of study and learning. What we choose to study makes a difference in ultimately determining what we learn;

- **The Anticipatory Principle** - This principle states that human systems move in the direction of their images of the future. Therefore, the more positive and hopeful the image is of the future, the more the present–day actions and reality will be reflective of this positive image; and,

- **The Positive Principle** - This principle says that momentum for change requires large amounts of positive affect and social bonding. We are more effective the more we are able to learn, admire, be surprised, and inspired alongside the people we are working with. (Mitchell, 2007; Cooperider & Whitney, undated)

Later on in this Guide, we will offer our interpretation of these principles in action through the presentation of examples from our work.
The AI process has been described in a number of different ways yet the majority of practitioners use the 4D cycle. Most AI processes adhere to this cycle, although the approaches taken and reasons for using AI will vary (Mitchell, 2007). Please see Table #1 below that describes the 4Ds: Discovery, Dreams, Design, and Destiny.

Table #1. Discovery, Dreams, Design, and Destiny

<table>
<thead>
<tr>
<th>Discovery</th>
<th>“what gives life?” The best of what is. Appreciating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dreams</td>
<td>“what might be?” Envisioning results</td>
</tr>
<tr>
<td>Design</td>
<td>“what should be the ideal?” Co-Constructing</td>
</tr>
<tr>
<td>Destiny</td>
<td>“how to empower, learn and adjust/improvise?”</td>
</tr>
</tbody>
</table>

Although the 4Ds are important, the key is that the process uses dialogue and amazingly powerful, energizing questions to create a shared experience. The AI process should begin with appreciation, be applicable, provocative, and collaborative (Bushe & Kassam, 2005). The appreciative “dialogue” itself is vital.
For an effective dialogue, it is important to engage front line staff members, consumers, family members, and community partners in explorative conversations.

If organizations can use the shared energy and wisdom generated by this diverse group of people, they will have tapped into one of the most underutilized resources available for any change effort.

Using this group of stakeholders insights to guide and fuel a strategic planning process not only ensures that those individuals will find their jobs or participation in programs to be more enjoyable, but the process and resulting work will be sustainable. Moreover, those engaged will be able to make immediate changes that they may not have considered. When organizations generate cooperative energy from listening and showing that they value what has been shared change can begin immediately.

The AI approach is both an intervention and a method for collecting “data”. Data is simply information. With AI, however, individuals understand that information differently. The process of inquiry becomes almost more important than the information itself.

The following questions can open up new and often undervalued aspects to an organization’s functioning:

- What are the indicators of resiliency?
- How do people stay hopeful?

If a client says that it was the janitor that helped them have hope, it might be important to understand more about the relationship the janitor had with this client. What did the janitor say or do to convey hope? When an organization takes the time to truly listen to the stories told and understand all the key players and steps that created that outcome, that success. By inquiring deeply and from a place of curiosity that organization can discover how to repeat or build on an existing strength.

The AI approach argues against a traditional action research model where the inquiry comes first, after which a diagnosis and

“AI recognizes that every organization is an open system that depends on its human capital to bring its vision and purpose to life.”

“...The outcome of an AI initiative is a long-term positive change in the organization.”

“...AI is important because it works to bring the whole organization together to build upon its positive core. AI encourages people to work together to promote a better understanding of the human system, the heartbeat of the organization.”

action plan is generated before implementation (Bushe & Kassam, 2005).

The developers of AI distinguish themselves from other organizational development approaches by avoiding traditional action plans. Instead, AI creates a foundation for members of the organization to innovate and make changes that naturally arise from the inquiry process itself.

By focusing on what “gives life”, organizations can organically develop action steps that will lead to sustainable outcomes. People engaged in an appreciative process will feel energized, valued. They will listen more deeply to themselves and others. When people are heard, they are able to be more innovative, to think outside of the box.

In our current world of readily accessible information, it can be easy to become overwhelmed with information. Our generation no longer lacks access to information. Instead our generation must struggle to make links and find ways to relate too all the information available. AI establishes a context, reveals the knowledge base, and creates an environment for understanding how positive, effective and sustainable change happens. AI promotes a generative experience, where one good thing follows another.

Is AI too “positive” for you?

On a cautionary note, many people initially think that by using an AI approach, problems are never addressed, or that AI’s avoidance of the real problem is unrealistic. There are times when people will need to focus on problems, particularly in emergencies. Here is an example:

When you arrive to the emergency room with a broken bone, you do not want to have your doctor talk with you about your hopes and dreams first. Instead, you want the doctor to fix the broken bone. However, some information about your life and what kinds of activities you previously engaged in might be helpful if options for how to fix your broken bone are available. In one case, you might be an avid hiker, and if one treatment would give you the ability to continue hiking, while another would significantly limit this option, you might want your doctor to know this about you and to take this into account.

AI does not ignore problems. The focus is simply moved to a different location. This next section will discuss the difference between AI and Problem Solving.
“Appreciative Inquiry focuses us on the positive aspects of our lives and leverages them to correct the negative. It’s the opposite of ‘problem-solving.’” White, T.H., (1996)

A problem-focused cycle might look like chart #1 below, where everything revolves around an identified “problem”. In a problem-focused cycle the person or the passion or an organization’s mission becomes displaced by a problem.

In a problem-focused cycle, organizations start by asking “What is the problem? What is not working? What are our needs?” The problem or need is then identified, labeled, or diagnosed. Most often this step is validated by an expert, not the community, person, or organization. The expert then develops an intervention to solve the problem or address the need. Sometimes the expert will turn to the community or person for suggestions about what might work, but in many instances the community, organization, or key stakeholders are not consulted. After a plan is developed, someone else (still not the organization, person, or community) will be responsible for implementing the plan. That someone (for example, a case manager, or the Department of Justice) will be responsible for assuring compliance with the plan and measuring the compliance. In some cases, the need is resolved, but in most cases the need/problem/diagnosis persists. At this juncture, if the problem has not changed or worsened, the process returns to trying to correctly label or re-diagnose the problem.
result, the energy generated around the problem question is often negative and does not promote health or effective outcomes.

In this cycle, the focus is on fixing a problem, and if the problem persists, the energy becomes reactionary and crisis driven. This is not an environment that best fosters innovation and creativity.

Another way to think about the difference between “problem solving and AI” can be seen in Table #2:

<table>
<thead>
<tr>
<th>Problem Solving</th>
<th>Appreciative Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Felt Need”</td>
<td>Appreciating and Valuing</td>
</tr>
<tr>
<td>Identification of Problem</td>
<td>The Best of “What Is”</td>
</tr>
<tr>
<td>Analysis of Causes</td>
<td>Envisioning “What Might Be”</td>
</tr>
<tr>
<td>Analysis and Possible Solutions</td>
<td>Dialoguing “What Should Be”</td>
</tr>
<tr>
<td>Action Planning</td>
<td></td>
</tr>
<tr>
<td>(Treatment)</td>
<td></td>
</tr>
<tr>
<td><strong>Basic Assumption:</strong></td>
<td><strong>Basic Assumption:</strong></td>
</tr>
<tr>
<td>An Organization is a Problem to be Solved</td>
<td>An Organization is a Mystery to be Embraced</td>
</tr>
</tbody>
</table>

(Continued)

*In a problem-focused cycle, organizations start by asking “What is the problem? What is not working? What are our needs?”*

By engaging in a process that focuses on the organization’s strengths, passions, and interests, the organization will have the energy and knowledge needed to address and overcome problems. They will focus on what is most energizing, exciting, and inspiring.
Implementing an AI process will give your organization the tools to:

1. Get on the same page.
2. Pause to regroup if you are not on the same page.
3. Create a road map for staying on the same page altogether.

This is not necessarily an easy and smooth experience, but it is a process that creates sustainable change.

**Formats for Using AI**

The various approaches or formats for using AI can take place over several hours, several days, or unfold over several months (Mitchell, 2007). Each format will require different resources. For the purposes of learning how to use Appreciative Inquiry, your organization will likely best benefit from listening sessions, sometimes also referred to as focus groups. The process of creating your Appreciative questions and facilitating dialogues with key stakeholders can be very powerful.

Once your organization is more comfortable, the use of these various formats describe in below may be more beneficial. Nevertheless, your organization may decide to begin with an external consultant or with small internal conversations that are self-managed. The following list presents some of the AI approaches described by Mitchell (2007) as background information:

- **Whole System Dialogue**: All members of the organization and some stakeholders participate in the interviews, analysis, and planning efforts. The dialogue may take place at multiple locations over an extended period of time and involve activities that integrate the inquiry across departments, usually culminating in a summit meeting.

- **Summit**: A large group of people participate simultaneously in a one to two day retreat process.

- **Mass Mobilized Inquiry**: Large numbers of interviews (thousands to millions) on a socially responsible topic are conducted throughout a community or city.

- **Core Group Inquiry**: A small group of people select topics, craft questions, conduct interviews and analyze the information. This approach is useful for quickly planning a summit.

- **Positive Change Network**: Rather than beginning with the selection of topics and launching an organizational wide inquiry, this begins with a training program to create a critical mass of people familiar with AI who then begins to launch inquiries in their own teams and departments.

- **Positive Change Consortia**: Several different organizations are brought together to undergo an inquiry and see what they can learn from each other. The focus of such an inquiry is
usually a change agenda of shared strategic importance such as “improved health care”. Teams work together as larger cross organizational inquiry teams and conduct interviews at one another’s sites in a mutual benchmarking process. They return to a summit to make sense of the data and organize into specific teams to see what they have learned.

**Learning Teams:** Most often formed at the delivery/destiny stage, learning teams come together to carry out new projects; create innovations consistent with the newly articulated vision of the organization.

**Progressive Meetings:** Working through the AI cycle through a series of short meetings over several months. This creates opportunities to engage in inquiry and change without significant disruption of the day to day operations. Meetings do take discipline, though, and it is easy to lose momentum.

For the purpose of finding your organization’s internal assets and capacities, we suggest using a focus group format, sometimes also described as a “listening session”. Facilitating a learning event that resembles the positive change network or consortia may help galvanize participants and constructively support your organization’s strategic planning efforts. Bear in mind, what will fit your organizational culture, time frame, and comfort level with using an AI approach? Use the Link provided in the Resources section of this Guide to learn more about the various AI formats through the AI Commons.

For organizations just introducing AI consider starting first with small conversations and focus groups. Specific steps for facilitating an AI focus group or “listening session” are described in Chapter 3 of this Guide.

This chapter has presented the History of AI, described the core principles, and discussed the difference between AI and problem focused change strategies. The next chapter will introduce a specific strategy for using AI to find your organizations internal capacities and resources for positive change. To learn more about AI, its history, and application across different disciplines use the **Appreciative Commons link**, a website devoted to the free sharing of AI materials, resources, and tools located in the Resource section of this Guide.
## Key Points

- AI is a process that starts by asking a different type of question - What is working at this organization?
- AI helps organizations discover their successes through dialogue.
- AI has been used in numerous fields, countless countries, and in various formats.
- AI is a theory and practice that is inclusive and empowering.
- AI leads to innovation and provides a road map for sustainable outcomes.
Exercise #1

After reviewing the material in this first chapter, use these review questions to help your organization start its appreciative process. Think about using a few of these questions during a staff meeting, or with another co-worker. See what information, questions, or stories are generated.

- How would you define AI?
- In a few sentences, explain “why” AI might work for your organization at this time?
- Whom do you need to talk with about using this approach?
- How would you like to implement AI?

Now, take a minute to answer a few questions regarding your organization. These questions can be used to begin thinking about your organization with an appreciative perspective.

- Think about what most people do every day, what do they feel is most valued?
- What is in the center of your organization?
- Is the problem-focused cycle familiar? If it is, how does it look where you work?
- What would you like it to look like? What should be in the middle?
- What is your organization interested in providing? What is your organization’s mission?
- How aligned are your passions with your organization’s missions, vision, and goals?
Chapter Two

A.S.K.

“Appreciative Inquiry is the coevolutionary search for the best in people, their organizations, and the relevant world around them…. AI involves, in a central way, the art and practice of asking questions that strengthen a system’s capacity to apprehend, anticipate, and heighten positive potential” (Cooperrider and Whitney, 2005).

Overview of A.S.K.

A.S.K. is a change strategy grounded in AI. The acronym stands for (A)asking appreciative questions, (S)sharing, and (K)connecting. Your organization can use A.S.K. as an approach to facilitate program development or to enhance your strategic planning process. Given that AI is a widely practiced, proven theory and approach to organizational change. An AI approach can be applied at the individual, programmatic, or organizational level.

Appreciative questions are central to A.S.K. Organizations start by (A)asking appreciative questions through facilitated focus groups or individual interviews with diverse groups of participants. The appreciative questions are developed around 5 core areas: Passions, Interests, Resources, Opportunities, and Challenges.

These five core areas help shape the overall dialogue. The conversation starts with passions and interests, proceeds to resources and opportunities and then moves into challenges. When the discussion on challenges concludes, always return to questions that tap into an organization’s passions and interests to keep the dialogue grounded in an AI approach.
The AI questions start by *(A)asking* about *Passions and Interests*, for example:

- What does this organization do really well?
- Share an example of how this organization’s core mission is addressed.

The next set of questions explores the *Resources and Opportunities* available or needed to build on the identified passions and interests, for example:

- In order to accomplish its mission, what supports does this organization need?

After exploring *Opportunities and Resources* the next set of questions reflects on previously identified passions and interests, and lead to ideas for addressing *Challenges*, for example:

- Given your organization’s mission and interests, what stands in the way of doing more?
Once you have reflected on potential challenges, always conclude with questions that tap into the first core area passions and interests. For example:

- Why do people keep getting up to come to work here?

Information gathered can inform your organization’s efforts to develop new programs, or create a strategic plan. *(A)asking Appreciative questions and gathering the information is just one critical step.* The next step - *(S)sharing*, creates momentum and discovers the ingredients for establishing sustainable outcomes.

**(S)sharing** becomes central for any change process to take root. By sharing information broadly - to everyone who participated or may be impacted by any changes, your organization will be better situated to reap the full benefits of asking appreciative questions. One might ask, how do we share this information? Who should do the sharing? Or what should be shared? Chapter 3 of this Guide will offer examples to answer these and other questions. This Chapter will show how the five core areas can help structure and analyze the appreciative stories and themes collected.

The final step in this structured, but non-linear process is *(K)connect*. Connecting the information shared is really about putting all the key players and information together in a way that will hold. For any action plan to work, the organization must identify “who” will be responsible for what steps. Organizations are often challenged to discover “who” should be the right person to get the job done. This Chapter offers examples of how *(K)connecting* often happens simultaneously when the right people are being *(A)asked* appreciative questions or participate in the *(S)sharing* of an organization’s best work.

An example of A.S.K. is presented on the next page.
A.S.K. Case Example

A.S.K., as presented in this chapter is an easy to remember acronym for using AI to conduct strategic planning or facilitate organizational program development. The three A.S.K. steps can help leaders structure their organization’s efforts to identify internal assets and link these with opportunities for innovative change. It is not enough to simply ask good questions, however. Though defining the “right” question is crucial, a second critical step is to share the gathered information effectively with all levels of leadership, and then connecting that information with the organization’s mission / vision and strategic and tactical goals.

Structuring conversations and feedback around the five core areas already outlined: passions, interests, resources, opportunity and challenges, helps ensure that your organization has a practical and workable plan. The five core areas can help to shape the conversations and structure the flow of the questions you will ask. They will also shape how the information is analyzed and shared.

This next section will present a Story of AI in action and invite you to examine it from several angles - How does the A.S.K. process flow? How did the core areas help shape the discussion? And it presents an example of how to analyze and give feedback guided by the five core areas.

A Story of AI in Action!

Most people by this point can see that AI has some potential. They may even believe that they have always known the principles of AI to be effective, but they struggle to see how to apply AI to their own work or dilemmas. “All of this stuff sounds great, but how do you make it real?” This case example and following study questions are designed to make the application of AI more concrete.

The following case example illustrates how the AI process is used to:

- address an identified problem by (A) asking an appreciative question
- illustrate how (S) sharing identified themes to a diverse group positively impacts an organization; and last it will
- demonstrate how (K) connecting the right people and relevant information can lead to unanticipated outcomes and growth.
WE ARE ALL IN THIS TOGETHER

Getting Started- The Identified “Problem”

During preliminary conversations, a team of consultants was asked to assist the leadership of a health organization to “educate” their paraprofessional behavioral health assistants (BHAs). Of course, it is not unusual to be asked to help organizational leaders to solve a particular problem by finding ways to “educate” or change the practices of a particular class or group of employees. In this case, the consultants were asked to help increase the effectiveness of paraprofessional BHAs’ interactions with clients.

The consultants suggested facilitating meetings with all staff; professional, paraprofessionals (BHAs), managers, and administrators. These meetings were guided by three simple questions:

- What is working here?
- What gets in the way of doing your best work?
- What keeps you coming to work, and how do you maintain the motivation to keep working here every day?

The Appreciative Approach

The Listening Sessions comprised of both focus group meetings and key informant interviews. They were held with each personnel group separately per request of the groups. This was due to a history of distrust among and between the groups.

The BHA’s Perspective

From these listening sessions, the consultants learned that the BHA position requires that the individual spends all of his or her time near or with clients, as a “first” level of assistance. These workers understood their role as essentially “keeping the peace” or “rules” or “protecting” clinical staff from clients. Thus, they spent most of their time watching the clients and very little time engaging clients in one-on-one interactions.

The BHAs were aware of managers’ frustrations, but did not really understand how to live up to their expectations, nor were they really clear about their managers expectations. “There is only so much time” in a day, many said; “we can’t be expected to do more than we already do!” Despite these mutual frustrations, many of the BHAs were talented one-on-one engagers. They enjoyed the times they were able to talk with clients, and wanted to learn how to assist clients and better avoid confrontations.
The BHAs felt undervalued ("not heard"), when managers and professionals discussed how to help clients ("They don’t ask us what we think"), even though everyone recognized that these paraprofessionals spent the most time with the clients. The BHA dilemma was best expressed by one’s story explaining that when she was finally asked to attend a treatment planning meeting, she was not given a chair to sit in the room. Instead, she was asked to stand at the door and offer any ideas or questions that occurred to her in the course of the meeting.

The Client’s Perspective
Consultants also met with clients receiving assistance and learned that the clients actually valued the presence of BHAs, and saw them as underappreciated by the managers and professional staff. They explained that many of the BHAs were good listeners and had their best interests at heart, and many went out of their way to help them with basics needs, such as a pair of gloves when it was cold or diabetic snacks.

The clients expressed strong concern about the high BHA staff turnover, believing that this must be related to the poor wages ("The good ones leave too soon!").

They also felt that some of the BHAs were poorly trained – that they meant well but didn’t really know how to assist. At the same time, clients identified some BHAs who seemed burned out or seemed to be “in the wrong job”. Clients were grateful to be heard, and made it clear that they had good ideas if staff would listen to them.

The Managers Perspective
Finally, consultants met with managers who initially struggled to think of anything that was working well. They wanted the BHAs to “change” and be more responsive and “responsible”. They noted (as did the clients) that BHAs who became certified or attained more education quickly left for higher paying positions at other institutions.

One manager talked about his experience in a previous job developing a training relationship with a local college to provide certification classes on site for BHAs. Although this innovation had reduced job turnover, other managers had not heard about it before the consultant meetings. At the same time, the presence of a new Director seemed to bolster the possibility that what had been seen as an insolvable problem might be addressed effectively.

Cross Perspective Sharing and Connecting
After gathering these “stories” and themes, we held a feedback/planning session with all groups represented, including the new Director.
Among others, the following findings were shared:

**What was working:**
- A new Director and a “great” new mission statement
- BHAs who listened well and assisted clients (identified by clients)
- BHAs who wanted to receive more training and learn more about how to engage effectively with clients
- Many committed professional staff and managers

**What was in the way:**
- Poor (or “no”) BHA training
- Low BHA wages and benefits
- Low perceived appreciation for BHAs’ work (lack of “respect”)
- Lack of continuing education opportunities
- Little (or “no”) recognition of the knowledge and contributions BHAs could make to organizational management
- No recognition that the clients appreciated the listening and assistance of some BHAs
- No recognition that managers wanted BHAs to do MORE listening and assisting with clients

**Hopes:**
- A new Director and more “open” leadership style
- Possibilities for new BHA certification training and continuing education on site
- Strong faith community and neighborhood connections

**Initial Outcomes**

As a result of the meetings, everyone had a better appreciation and recognition that several perspectives were shared across all stakeholders:

- Most staff, including management, felt like the “low person on the totem pole”, that they lacked the power to make an effective difference in the identified “problem area”.
- All levels of staff expressed a desire to provide what was best for the clients; they all came to work for more than the pay check.
- All staff shared optimism about the organization’s choice of a new Director; and they felt renewed energy around the organization’s mission.
- BHAs heard directly from clients (many for the first time) that clients appreciated their listening and assistance – that time spent in this way helps (from clients’ own
perspectives)

- BHAs heard directly from managers that they wanted them to spend more time engaging one-to-one with clients
- ***BHAs saw the striking congruence between clients’ and managers’ requests and expectations

**Sustainable Outcomes**

By inviting the BHAs to share their perspectives with management and leadership, the BHA experience was seen to hold equal value in the room (addressing one of the primary BHA sources of frustration – lack of “respect”). During the meeting, many practical suggestions were made and an effective sequence of improvements were chosen that did not require additional funding.

- **New team meetings**

  - The team meetings were moved to a location that would provide enough chairs for everyone to be in the room. The BHA was no longer asked to stand at the door, but had a seat at the table. This meeting included opportunities to share news about any upcoming BHA training opportunities and other staff announcements.

- **New Mechanisms for input and communication**

  - A “client transitional meeting”, was instituted which gave all staff “and clients” an opportunity to share insights about assistance that had been effective and ideas for future change and expansion of supportive services.

  - One BHA, inspired by the listening sessions (focus groups), began facilitating a regular client and staff community meeting (structured like the AI listening session). In these community meetings, a mixed group of clients and staff share their perceptions of what is working, discuss concerns, and end with a mutual recognition (celebration) of client successes – as well as appreciating staff for taking an “extra” step to assist a client.

- **Basic Needs Closet**

  - A “basic needs” resource closet was created, based on experiences of BHAs who had helped to address clients’ basic needs, such as soap, gloves, extra large sweatshirts and socks, provided, practical assistance that some clients especially appreciated. The client’s realized that staff who helped them with these basics had gone above and beyond their job responsibilities and really valued their kindness.
• Increased Certification and Training Opportunities

- The organization began working with a local community college to offer BHAs a path toward certification. The courses were held onsite and offered small class sizes with individual attention and support.

- The organization was then eligible to claim a higher level in billable hours for services being provided by certified personnel.

- They also made a commitment to pay BHAs more after attaining their certification.

- This training collaboration helped provide better trained staff for the clients, while increasing BHA preparation and effectiveness.

- These new BHA incentives for better training and certification helped increase BHA staff retention and reduce the substantial organizational costs of retraining staff, while also reducing the number of “incidents” and eased staff frustration.

• Clear Job expectations

- BHAs no longer experienced the vague “frustration” of managers, but instead understood clearly that both managers and clients valued one-to-one engagement and assistance. This understanding also provided a useful, practical definition of effective BHA work for managers and Human Resources administrators, where BHAs moved from primarily “watching” clients to the Primary “engagers”.

These changes were perceived by all levels of staff and clients as a “**win-win**” outcome.
Exercise #2

This case example was offered as an introduction into how an **A.S.K.** approach can work. Take a few minutes to answer these review questions.

- Can you identify the AI questions? What were they?
- Can you imagine how a “problem” focused process might have turned out?
- Why was it important for the consultants to share the information with a cross section of people attending the same meeting?
- What stood out, in regard to how connecting worked in this case?

Your organization might want to start with just reviewing this case example. Have a discussion about the strategy. Take time to review each phase: 1) **(A)**sking Appreciative questions; 2) **(S)**haring of information; and, 3) **(K)**necting the themes, information, and skilled people with the organization’s vision and goals.

**Exercise #2: Reflections**

- Identifying the AI questions:
  - What is working here?
  - What gets in the way of doing your best work? and
  - What keeps you coming to work and how do you maintain the motivation to keep working here every day?

The consultant shifted the focus from “fixing” a problem to understanding and “embracing” what was working at this organization.

- Imagine how a “problem” focused process might have turned out:

In a problem-focused cycle, the BHAs would have been in the center. The Managers had already decided that the BHAs needed to be fixed. All of the negative energy would have continued to isolate each group from each other and further entrenched the negative perspectives held by each group.
The consultation may have focused on trying to motivate the BHAs by providing training to increase their engagement skills. Policies may have been implemented to ensure that each BHA met a certain criteria, and this identified problem may have been resolved. It is unlikely, however, that any of the other outcomes would have resulted from a problem focused approach. The “client transitional meeting” and basic needs resource closet was created, and the team meetings were inclusive (where the BHA was no longer asked to stand at the door, but had a seat at the table).

- The value of sharing information across stakeholders:
By inviting all staff to the meeting, each professional, paraprofessional (BHAs), manager, and administrator was seen to hold equal value in the room. The feedback allowed for immediate changes to take place, and for everyone at each level to know why the changes were occurring. Some organizational changes became derailed - not because the idea was ineffective, but as a result of not having the right people included in the development of the plan.

- What stands out, in regard to how connecting worked in this case:
Hopefully, this example clearly showed how presenting feedback on “what works”, including the passions and interests of the organization and its members, creates an opportunity for everyone to get on the same page. This new awareness helped dismantle a barrier of distrust that had existed between the paraprofessional and professional staff.
Processing the Case Example Based on the Five Core Areas

Facilitating the Dialogue

The facilitation of the focus groups, analysis, and feedback sessions were all guided by the five core areas: Passions, Interests, Resources, Opportunities, and Challenges. This next section presents some of the information gathered during the BHA’s focus groups. A chart then presents how the core areas helped guide the consultants’ analysis of what was eventually shared and then connected to this organization’s internal resources.

Passions - Interests

In the case example previously presented, the BHAs were initially identified as a problem group that needed to be fixed. Consultants began by first asking each group to talk about what worked. This question tapped into what they as individuals cared about— their passions/interests and what the organization wanted to focus on— helping the clients out.

Most of the BHAs really wanted to help the clients. This was not a high paying position; they could make a better wage at a fast food restaurant. So, their willingness to work hard for little recognition was fueled by something intrinsic. And when the managers and other clinical staff reconnected with their passions and interests, they were able to think about what “did work” at this organization. This enabled them to identify specific BHAs, managers, and leaders that were exceptionally progressive, supportive, and respected by everyone.

Resources - Opportunities

By directing the conversation to explore resources and opportunities, the BHAs were able to see themselves as valuable resources based on the relationship they were able to develop with the clients. The clients were similarly supportive in recognizing the value of particular BHAs, specifically highlighting those who went above and beyond the call of duty.

At this point in the session, the conversation with the managers led to a critical opening when one manager was able to share their experience in developing and creating an onsite certification program. The managers were able to acknowledge that staff turnover might be related to training, certification, and difficulty with attaining additional certification without a guaranteed wage increase once attained. It was easy to understand why their best staff would eventually leave for higher paying institutions. Opportunity wise, the new leadership was clearly a bright spot noted by everyone.
**Challenges**

The challenges being faced by this organization were tremendous and well known even before consultants were engaged. By first focusing on what was working - passions, interests, resources, and opportunities, the challenges could be talked about in a way that invited suggestions and insights into how things used to be/were done at institutions where people had previously worked. Some of the BHAs were burned out, some did not have the capacity to perform this kind of work, and others were mistreated and undervalued.

Until these meetings, no one had been able to see how not having enough chairs in a room could so negatively shift the dynamics of the treatment planning meetings. While facilitating the listening session each group, expressed an appreciation for how the sessions were facilitated. They remarked that the meetings helped them discover ideas for what they could do differently. They did not become overwhelmed or leave feeling like they were “the problem”. The Managers noted that they did not realize that the clients were so tuned into their environment; they were surprised that the sessions actually lasted the entire scheduled time, and often went over the scheduled time because each group had more they wanted to share.

**Passions - Interests**

Each meeting was concluded by asking the participants about their hopes. Though it had been difficult for almost everyone to start talking (particularly to share what was working and/or what they cared about), they all had hopes. Many stated that they felt more hopeful by the end of the sessions.

Some even shared their initial pessimism that the meeting would not lead to anything- but had come to feel that they had gotten something from the experience -more ideas and hope- even if nothing concrete happened for the organization as a result of the sessions. The Hope question helped them reconnect with why they did this work and what their real passions were.
Analysis and Feedback

During each conversation, the five core areas guided the consultation. This chart offers a sample of how the core areas were used to analyze the themes and stories collected throughout the consultation. Each core area becomes a question. The table below showcases a small sample of the information gathered; it is not an aggregate representation of what was collected. Examine the table on the next page for how the questions and answers stem from an appreciative perspective.

...they all had hopes.

Many stated that they felt more hopeful by the end of the sessions.
<table>
<thead>
<tr>
<th>Core Area</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passions</td>
<td>What are some of the passions among the people that work at this organization?</td>
<td>Learned about the person who collected extra clothes and items to give to the clients. They used their church as a resource. This person’s passion led to the creation of the community basic needs closet to supply clients with extra clothes, toiletries, and gloves.</td>
</tr>
<tr>
<td>Interests</td>
<td>What is this organization interested in doing?</td>
<td>Helping the clients out! It was an easy to remember and catchy mission that everyone could relate to.</td>
</tr>
<tr>
<td>Resources</td>
<td>What resources do they have or need?</td>
<td>Several resources emerged such as the new Director’s leadership, the manager’s experience with creating on-site certification programs, and the room location for a meeting space with enough chairs for everyone to have a seat at the table.</td>
</tr>
<tr>
<td>Opportunities</td>
<td>What opportunities are present?</td>
<td>The new Director realized that the “problems” with the BHAs were much more complex. The resolution would not require just “fixing” them or providing training for BHAs. The Director wanted everyone involved and also strongly encouraged all managers to participate.</td>
</tr>
</tbody>
</table>
| Challenges   | What are some of their challenges or barriers?                           | Poor (or “no”) BHA training  
Low BHA wages and benefits  
Low perceived appreciation for BHA work (lack of “respect”)  
Little (or “no”) recognition of the knowledge and contributions that BHAs could make to the organization  
No recognition that the clients appreciated the listening and assistance of some BHAs |
| Passions/Interests | How can any of their interests or passions help with these challenges? | Most importantly, everyone noted that they came to work- not just for a pay check; many were able to connect with their faith and hope for humanity. This was a shared passion or interest that each group expressed but had not been widely acknowledged between the groups. All staff shared optimism about the organization’s choice of a new Director, and they felt renewed energy around the organization’s mission. |
The five Core areas presented in this table illustrates how information gathered from the listening sessions can be analyzed and then shared back to a representative group of participants. This AI approach facilitated immediate changes and plans for long term sustainable outcomes.

**Key Points**

- Ask appreciative questions.
- Share identified themes back to a diverse group of participants.
- Connect the right people, relevant themes, and stories with the organization’s mission, vision, and goals, along with other participants sharing similar passions.
- Use the 5 core areas - Passions, Interests, Resources, Opportunities, and Challenges, to ask AI questions and analyze the information attained.
- Share and connect the stories and themes with your organization’s mission, vision, and goals.
Chapter Three

... Appreciative Inquiry suggests that we look for what works in an organization. The tangible result of the inquiry process is a series of statements that describe where the organization wants to be, based on the high moments of where they have been. Because the statements are grounded in real experience and history, people know how to repeat their success.”

Hammond, Sue
The Thin Book of Appreciative Inquiry

Getting Started

This chapter reviews practical considerations for helping your organization begin its AI process. It starts with presenting sample AI questions, and then highlights a few logistical questions; such as who will be interviewed, how might this process be introduced, and who should participate in the feedback session? It will briefly present steps for analyzing the data collected and outline a strategy to help your organization share and connect key themes and stories with its mission, vision, and goals.

Start developing your AI questions

To identify your organization’s internal capacity, starting by developing a set of appreciative questions. For example: What helps...or, what is working well here? The most important aspect to note in this first step is that the AI process starts by inquiring into your organization’s passions and interests: What is working? How could we do more of this? Then ask about the resources and opportunities: What helped make that program so successful? Are there any opportunities to do more of that? Try to leave challenges for the end: What do you think gets in the way? Use these five core areas to help shape the questions.

Let’s return to the BHA example, we asked “what was working?” and “what helped people?” (although they originally wanted to talk about how terrible the BHAs performed their jobs)?
Here are some other questions to reflect on while crafting your organization’s AI questions. (Adapted from Bliss, B. Imagine Chicago, 2008, Hawkins and Stayner, 2007.)

- Share an example of something that your organization does really well.
- What helps people here come to work every day?
- Share about a time when you felt really proud to be part of this organization.
- Tell a story about something you are passionate about.
- Share an example of when you last felt really joyful.
- What motivates and inspires you most right now? How is that evident in the choices you are making?
- Briefly describe a positive change that you’ve been involved in and something you have learned about change.
- What do you consider your greatest strength as an organization?
- Think of a question you would appreciate being asked that might help unlock your creativity... your commitment... your participation.
- If you wanted to establish a new partnership around some important organizational issue, what are some of the most important factors that would help your partnerships thrive?
- What are your best practices, skills, and values?
- What policies make this organization prepared to work effectively?
- What are the benefits and outcomes of forming strong partnerships?
- Describe a story in which you have seen someone come back from something difficult. What are some of the things that it takes to get better? How does this organization support these things that help people get better?
Craft seven to eight open-ended questions that reflect your organization’s goal for using AI. The organization’s agenda needs to be clear. Review AI questions. Are these questions going to help your organization discover insights for developing a new program, enhance its strategic planning, or revise a policy? Review the purpose of the focus group and then select four to seven core questions. Each core question might have follow-up questions that will help participants share in more detail about the topic being discussed. After developing your AI questions, determine who will be invited to participate.

**Who do you ask?**

To initiate an AI process, ask appreciative questions to a broad range of stakeholders.

Although it will be tempting to have a conversation with only one or two people, it will be important to engage a diverse group of participants for input. For example, if creating a new program, consider asking former clients, current staff, and a few family members to share their ideas for what the new program should look like. They can help determine topics, format, participants, location; they may have ideas for naming for the program or suggestions for recruiting participants and hiring staff. Be sure to acknowledge their important role in the development of the program by sharing with them and future participants how their feedback informed the development of its structure.

To build “buy-in”, it is important to involve a broad range of people - community members, faith organizations, leadership, support staff, program participants, etc. If your organization wants to engage the community, it is helpful to have the community represented and present. Start by asking:

* Who is the community?
* Who represents the community's perspective?
* Where do community members gather?
* What is the best way to engage with the intended audience?

If working on an organizational issue, include anyone who will be impacted by the organizational change and invite them to participate.

Focus groups work best with a group of six to twelve participants. Invite them to participate in a 90 minute focus group. This will give facilitators enough time to have opening and closing remarks while still addressing the core questions.
Once the participants have been determined (selected and invited), develop a time frame for conducting the focus group, determine how many will be needed, and prepare to facilitate the focus group (or groups).

**Facilitating an AI focus group!**

To facilitate the focus group or “listening session”, carefully select experienced facilitators.

- Think about who should facilitate the AI session—an external consultant, administrator, or a community member? It is often useful to have a mix of facilitators. For example, pair a community volunteer with a task force committee member.
- Plan to have two people co-lead the focus group. One person can facilitate the conversation, while the other takes notes and observes the group’s dynamics. The second person can also identify those who may want to participate but have been inadvertently overlooked by the other facilitator or overshadowed by other participants.
- If it is not possible to have co-facilitators, ask for a volunteer to help take notes or plan for another way to record the session.
- The facilitators should be experienced and comfortable with leading groups. They should be able to deal tactfully with outspoken group members, be able to keep the discussion on track, and make sure every participant has a chance to be heard.
- They should be a trusted and respected staff member, volunteer, or committee member; or, a neutral consultant external to the organization.
- For sensitive topics, consider hiring an outside consultant so participants can feel safe expressing their views. Outsiders have the vantage point of being able to inquire into an organization’s culture, issues, or topics that are “understood” assumptions that most everyone knows.

Choose a location that accommodates participants and allows everyone to feel comfortable sharing their perspectives.

- Consider - what message does this location send? (Is it cozy, informal, sterile, or inviting?)
- Does the setting encourage conversation?
- Is it comfortable? Does it accommodate the expected number of participants? (Can each participant sit comfortably and view the other participants?)
- Is it easily accessible? (Does it have access for people with disabilities - safety, transportation, parking, etc.?)
Useful materials to have on hand:

- Notepad, pen, or pencils
- Large newsprint and easel
- Focus group script
- Handout with AI focus group description and questions (for participants)
- Markers in different colors
- List of participants’ contact information
- Masking tape
- Refreshments
- Easily visible watch or clock

Conducting the Focus Group:

- Facilitators are expected to arrive before participants.
- Set out refreshments and arrange the room so that all participants can view one another.
- As participants arrive, the facilitator welcomes everyone and sets a tone for the discussion.
- Have a way to capture what people share. We suggest using large newsprint in front of the group to take notes.
- Use bold markers to make notes on large newsprint, this will help the group read along and make corrections.
- Begin the session on time and, more importantly, end at the stated time. If the group is very engaged, ask for permission to go over the set time and make the appropriate accommodation(s).
- Offer a description of the overall plan for how the focus group will work. This description should introduce facilitators, explain the purpose of the focus group, convey how the information collected will be shared, and reveal when participants can expect to hear about the findings. (Ideally, let participants know specific dates for these tasks, or use some of the focus group time to co-develop a timeline and plan for disseminating the findings.)
- Provide participants with a confidential e-mail address or phone number for following up with facilitators, and allow them to schedule an opportunity to share more.

On the following page, there is a sample script for beginning a focus group among clients. This script was written to help an organization assess its existing programs and start creating new programs for clients served. This example is offered as a guide and should be adjusted to reflect your organization’s agenda.
Script:

“Thank you for allowing us to meet with you for the next hour and a half.”

“My name is--------.”

Invite colleagues to introduce themselves...

“We are here to listen to you; we are interested in having you help us improve the services offered here. We have 5 core questions, and you can answer them in any order.”

"We will be taking notes, so please feel free to correct us if we get something wrong. Feel free to share only what you are comfortable with being shared. We will use the findings to help us improve the services and programs provided here. We want to lift up those we know who are doing great work here. We will return to share our findings with you."

The questions are (put on handout or large newsprint):

- What do you feel helps you here?
- How did you find our program?
- Share about how someone has helped you here.
- What do you think we could improve?
- If you were to design a program for your children’s children, who might be going through something similar to what you have experienced, what would you want it to offer them? When should it be offered and how?
- Is there anything we have not heard that you think we should know about the program to help us make it better?
- What would you say is most helpful to you- it could be anything- even something that this program does not provide?

At close:

Thank everyone for participating. Let everyone know how to contact you and when you will return with findings.
What do you do with the Data?

Think about how the information should be documented, analyzed, and by whom? The people who facilitate the focus group may or may not be part of the group that analyzes the data, therefore it is important that at the conclusion of each focus group:

- Facilitators take time to make any notes that will clarify what was learned.
- Co-Facilitators should sit together, summarize, and review each session to capture key stories and reflections while their memories are fresh.
- Have all notes and recordings transcribed as soon as possible.

Analyzing the data:

- Read all of the focus group material during one setting.
- Look for trends- comments that appear repeatedly and for surprises- unexpected but resonate statements.
- Consider the context when reviewing material - was the comment associated with a particular emotion, or was it followed by other comments, agreement, or silence?
- Develop possibility statements or themes.
- Identify key stories that capture the core meaning of the possibility statements or themes.
- Use the five core areas to assess if there is enough information for understanding and presenting the findings. For example:

  - Do you know what this organization cares about (passions)?
  - Do you understand this organization’s core interest - the organization’s mission?
  - What are some of the resources they have (people, community, leadership)?
  - What opportunities were mentioned? Do they need to be created (grant money, community demographic shifts, new business, or home development)?
  - What challenges exist that need to be further explored for how they might be addressed?
  - How do their challenges match up with their passions, interests, goals, resources, and opportunities?
Giving Feedback and Developing Next Steps

Use the five core areas to shape the feedback session. Start with the organization’s passions, interests, or what’s working. Then present the resources and opportunities before sharing the stated challenges. The feedback session should acknowledge the initial focus group goals, identify who participated in the focus groups, present the findings, and create a space for reactions to the findings and time for action planning.

- Hold the feedback session with a group representing each perspective collected (community members, staff, clients, administration).
- Be intentional about highlighting areas of commonality discovered in the data. This key intervention will help create a sustainable strategic plan by building a bridge between historically disparate groups.
- Introduce information that was unique to one group in the form of a question and ask for additional comments. The facilitator might say “We heard this from one group; is this unique to them or is it shared among others?”

One feedback session may not be enough to fully discuss all the findings and begin a useful planning process. Use appreciative questions to discover what steps should be taken as a result of the findings discussed. For example, divide participants into small work groups and have them talk about:

- What stands out from the feedback?
- Are there other examples for what is working at this organization?
- What ideas come to mind for activities or practices they would want to build on?

In many instances participants will want to share the stories and themes back with other stakeholders; they may even want to host another set of listening sessions. Use the five core areas to further review and plan a course of action. Given the various outcomes that may derive from using AI, use the AI Common’s link to explore how other AI practitioner’s have conducted action planning.
Other Considerations

- For some organizations the term “focus group” will only imply research. The goal of these sessions includes the collection of information, while also creating an opportunity for team synergy, shared learning, and the development of innovation. Host a “listening session” or “learning event” as an alternate term for focus group in this case.

- Decide if there should be a stipend offered to non-staff participants?

- Schedule the focus group for a time when the intended audience can most easily attend (consider time of day, and day of the week).

- Will any participants need childcare? Or need reimbursement for transportation?

- And lastly, are the refreshments appropriate for the intended participants? (Consider healthy food choices, or culturally familiar foods that may attract participants if they are not going to receive a stipend. Plan a two-hour focus group if providing participants a meal.)

These are just a few additional considerations that may come up. To address these and any other challenges, seek feedback by first asking your key stakeholders for input. The dialogue will surely be rich and rewarding.

Ready? Set! Go!

The process for facilitating AI focus groups as outlined in this chapter involves coordinated planning and intentional effort. The appreciative energy, however, derives from the dialogue and storytelling that occurs. To benefit from an AI approach, an organization must take time to carefully develop appreciative questions and select an appropriate facilitator who will encourage participants to share their “best work” with each other. The next chapter in this Guide will focus on stories and how the sharing of positive stories serves as a renewable fuel starting a sustainable and effective change process.
Key Points

- Develop AI questions with the aid of others. Devote time to carefully craft your questions.

- Ask a broad range of stakeholders to participate in the focus groups.

- Include anyone who will be impacted by subsequent organizational changes.

- Select an experienced facilitator.

- Use the 5 core areas – passions, interests, resources, opportunities, and challenges to shape selection of AI questions, analyze data, and report findings.

- Design your organization next steps by asking more appreciative questions.
Chapter Four

“We store information in other people”
Malcolm Gladwell, The Tipping Point

Stories

Finally- but most importantly! Focus on the Story!

Take time to listen, tell and understand the “story”.

Take a moment to think about the way most people make decisions...

Sue Hammond, the author of the Thin Book on Appreciative Inquiry (1996) notes that we typically buy cars based on our family’s history with cars. Years ago, if your uncle had a terrible car experience with a Honda, your family will likely avoid purchasing cars made by Honda. This behavior will persist despite any factual information extolling the high quality of their vehicles. Hammond explains that we are more swayed by stories than facts. Malcolm Gladwell, (2000), the author of The Tipping Point, similarly says that our behaviors are less determined by fact and reason, and more influenced by our environment and context.

Stories – official or not, influence the way people approach their work. An organization’s story sheds light on that organization’s culture.

This last chapter focuses solely on the power of “stories”. The story or “buzz” that emanates from your organization’s AI process ultimately determines how sustainable the outcomes will be. This chapter will make several recommendations for how to focus on the telling and sharing of stories during your organization’s AI process. Using examples from the authors’ work, this chapter illustrates how an appreciative question can reveal an untold story that breathes life back into an organization suffering from low morale, and how an organization benefited from an individual’s unique gift because a different question was asked. Hopefully, your AI process will be inspired to ask, share, and connect with the wonderful stories waiting to be discovered by and about your organization, its employees, and clients.
Ask for a story- Share and connect stories!

During focus groups, the facilitator may ask a follow-up question, such as:

- Please share a story about when you felt really good about the work you do here.

- What about your day-to-day work gives you hope? Can you share how that experience helps you?

When facilitating your organization’s AI process, it will be important to set aside enough time for people to share their stories.

Focus groups need to be scheduled for at least 90 minutes, and plan for at least 45 minutes to an hour for an individual interview, anything less is not recommended.

If you want people to share personal stories and reflections, be prepared to be transparent about your organization’s agenda and how it will impact the participants. Be prepared to share and be transparent about how their stories may be used.

It is important for any organization to find ways to lift up its success stories. When these stories become visible and alive, others can be inspired or learn about what is possible.

In the work we do, there are many untold stories. A front line employee who uses their own money to help supply crayons for the children of her clients so they have something to do while waiting for their parent. Or, the agency that makes room for AA meetings in their space. Where and how are these stories told in your organization?
Creatively Lift Up Success Stories

The process of sharing success and positive stories becomes critical for developing momentum.

- Share the story and the impact of the story back with participants. Stories help people remember information. Most people are drawn to stories that they can connect to, an emotionally moving or “sticky” story can influence our behaviors.

- In the Resource section of this Guide, several key lessons from Malcolm Gladwell’s Tipping Point are presented. Learn more about the “stickiness factor” that helps make a message memorable.

- Think creatively about how to share your success stories. For example, do you have a regular newsletter that goes out to everyone? Is there a check-in during a staff meeting that you could create a time for sharing success stories?

In the A.S.K. Case Example, entitled “We are all in this together” in Chapter 2, one BHA took hold of the listening session idea. They restructured the community meeting to include staff and clients. The meeting started with what was working, addressed concerns, and ended with kudos! It was a change that fit the organization’s culture, required no new money, and helped sustain the positive changes that were initiated from the consultation.

This Guide will conclude with two short examples of how an A.S.K. approach can work based on the stories told and shared. By asking (A)ppreciative questions, (S)haring information and the common themes and interest broadly, and (K)connecting findings and people to each other through stories - unexpected gifts and resources refuel an organization’s mission.
A unique gift

A number of listening sessions were facilitated throughout an organization to discover “what they did well”. The listening sessions uncovered a number of stories about staff and clients’ successes that the leadership and client advisory board wanted to highlight. Although these stories could be recognized during an all-staff meeting or through their agency newsletter, it was suggested by one individual that they create a film to showcase these exceptional stories.

That individual had the interest, drive, and ability to develop films. He conducted interviews with people at each level of the organization, and asked them to share stories about “what was working so well” at their organization. He spoke with leadership, clients, and family members. He edited, distributed, and presented the DVD. The organization’s leadership later used the DVD to share with the broader community and funders their “success stories”. By sharing the DVD with other organizations, community groups, and grant funders, the organization gained local and statewide recognition for innovation. The leadership credits their organization’s continued successes and additional funding streams to the new programming and increased community recognition received after the DVD was released.

This is a unique example of what can happen when an organization shares their success story broadly and creatively. Despite this great development, it was more notable that the person who stepped forward with the idea for creating the DVD had only been known to the organization as a client. His skills had not been tapped into prior to this AI process. The AI process led to the discovery of not only exceptional stories, but his unique gift that supported the goals of this organization in an unexpected way.

We got back in touch with our vision

An organization had a number of people fired for fraud, and subsequent problems with finances. Some staff had been laid off and morale was low. By facilitating an all staff one day Learning Event this organization got to hear from a panel of clients, “What was working” and “What was helping them each lead a healthy life”. The participants and the panelist found that they had more to say that was positive than they had imagined. Everyone was encouraged—staff, leadership, and clients.

The AI process helped remind them of the good work they and their colleagues provide. The organization realized that they might not be able to change the fraud situation or address issues at the executive level; but, they could be genuine with each client, and could be helpful. Having hope and working to support their clients’ right and ability to live in the community, allowed their clients to contend with their health concerns and still have a meaningful active life.
Staff and clients worked together to develop ideas for how they could do more of what they did well. Everyone had ideas for how to do more of what did work in their programs. At a one year follow-up, the organization reported that things were going well. “We implemented a plan of action after your presentation... with each of our teams identifying goals to help move us forward.”

This story helps highlight what happens when people feel connected to a mission, to each other, and to meaningful work. They are more likely to continue to give their best, return to help out, and not become burned out. It is easier to stay connected to something that values what you have to offer. When staff or key stakeholders can share their stories and connect around them, they become more invested.

These two short examples illustrate the value of using an AI approach to identify stories that propel the organization forward - toward what “gives life.”

**Key Points**

- Seek out organizational stories that help the organization focus on what gives life, embraces what works and supports positive growth.

- Tell the story! And Ask for stories!

- Stories hold an organization’s past, present, and future!

- Find creative ways to share the “story”.

- Recognize the power of stories in your organization.
Conclusion

“Appreciative Inquiry builds momentum and success because it believes in people. It really is an invitation to a positive revolution. Its goal is to discover in all human beings the exceptional and the essential. Its goal is to create organizations that are in full voice!”

Cooperrider, D.L. et. al.,(2001)

This Guide has been developed to help organizations find their internal assets and create sustainable programs, motivate staff, and develop supportive policies. We hope that you will use the information presented here to have wonderful dialogues and engage in a dynamic, inspiring process of growth and change.

AI is a dynamic process.

It is not linear, but organic and fluid.

Feel free to re-read, reflect and share different parts of this guide.

To make this work, your organization has to engage in a conversation that focuses on what is working. Use this Guide to stimulate conversations at your organization with colleagues, stakeholders and program participants.

This Guide only offers a short introduction on how AI can be used. It has specifically focused on organizations, but this approach is very useful for individuals and with general human interactions. Cooperrider and his colleagues believe that AI and positive organizational developments are leading our society toward a positive revolution. We hope that you will start or continue your AI journey, and share your experiences broadly so that others will learn from your ongoing successes!


**Resources**

**Links**

**AI Commons**

The "AI Commons" is a worldwide portal devoted to the fullest sharing of academic resources and practical tools on Appreciative Inquiry and the rapidly growing discipline of positive change. This site is a resource for you and many of us--leaders of change, scholars, students, and business managers--and it is proudly hosted by Case Western Reserve University's Weatherhead School of Management.

[http://appreciativeinquiry.case.edu/](http://appreciativeinquiry.case.edu/)

**ABCD**

The Asset-Based Community Development Institute (ABCD) is at the center of a large and growing movement that considers local assets as the primary building blocks of sustainable community development. Building on the skills of local residents, the power of local associations, and the supportive functions of local institutions, ABCD draws upon existing community strengths to build stronger, more sustainable communities for the future.


**Appreciative Inquiry Summary**

This is a great You Tube video link introducing the basics of AI in practice from a business perspective.

[http://www.youtube.com/watch?v=8JeipOqu7po](http://www.youtube.com/watch?v=8JeipOqu7po)
Tools

Listening Skills

Practice your listening technique and skills:

- Take two minutes with a partner to listen to him or her without verbally interrupting, then switch roles (the other person listens and lets the partner talk without interruption). How did you do? What did you learn?

- Two minutes can sometimes be a long time; but, when you don’t interrupt, it can offer an opportunity to learn a lot of information. This is a useful activity to help you practice listening.

- Dialogue is a skill. It differs from how most of us usually communicate with each other. The link and information below help highlight the value and difference between debating (the way most westerners see others communicate with each other); and dialogue (a skill we suggest anyone can use to facilitate better communication).

Enhance Your Relationship Building Skills

The following is adapted from a paper prepared by Shelley Berman, which was originally developed from discussions of the Dialogue Group of the Boston Chapter of Educators for Social Responsibility (ESR). This list of the distinctions between a dialogue and debate can help set a tone for a more collaborative relationship. When people sit down to truly listen without rehearsing their own personal agenda, it is more likely that everyone will be able to achieve their goals. In summary, dialogue creates a relationship of understanding.

http://www.nald.ca/library/learning/study/scdvd.htm
<table>
<thead>
<tr>
<th>Dialogue</th>
<th>Debate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dialogue is collaborative: two or more sides work together toward common understanding.</strong></td>
<td>Debate is oppositional: two sides oppose each other and attempt to prove each other wrong.</td>
</tr>
<tr>
<td><strong>In dialogue, finding common ground is the goal.</strong></td>
<td>In debate, winning is the goal.</td>
</tr>
<tr>
<td><strong>In dialogue, one listens to the other side(s) in order to understand, find meaning and find agreement.</strong></td>
<td>In debate, one listens to the other side in order to find flaws and to counter its arguments.</td>
</tr>
<tr>
<td><strong>Dialogue enlarges and possibly changes a participant’s point of view.</strong></td>
<td>Debate affirms a participant’s own point of view.</td>
</tr>
<tr>
<td><strong>Dialogue reveals assumptions for re-evaluation.</strong></td>
<td>Debate defends assumptions as truth.</td>
</tr>
<tr>
<td><strong>Dialogue causes introspection on one’s own position</strong></td>
<td>Debate causes critique of the other position.</td>
</tr>
<tr>
<td><strong>Dialogue opens the possibility of reaching a better solution than any of the original solutions.</strong></td>
<td>Debate defends one’s own positions as the best solution and excludes other solutions.</td>
</tr>
<tr>
<td><strong>Dialogue creates an open-minded attitude: an openness to being wrong and an openness to change.</strong></td>
<td>Debate creates a close-minded attitude, a determination to be right.</td>
</tr>
<tr>
<td><strong>In dialogue, one submits one’s best thinking, knowing that other people’s reflections will help improve it rather than destroy it.</strong></td>
<td>In debate, one submits one’s best thinking and defends it against challenge to show that it is right.</td>
</tr>
<tr>
<td><strong>Dialogue calls for temporarily suspending one’s beliefs.</strong></td>
<td>Debate calls for investing whole-heartedly in one’s beliefs.</td>
</tr>
<tr>
<td><strong>In dialogue, one searches for basic agreements.</strong></td>
<td>In debate, one searches for glaring differences.</td>
</tr>
<tr>
<td><strong>In dialogue, one searches for strengths in the other positions.</strong></td>
<td>In debate, one searches for flaws and weaknesses in the other position.</td>
</tr>
<tr>
<td><strong>Dialogue involves a real concern for the other person and seeks to not alienate or offend.</strong></td>
<td>Debate involves a countering of the other position without focusing on feelings or relationship and often belittles or deprecates the other person.</td>
</tr>
<tr>
<td><strong>Dialogue assumes that many people have pieces of the answer and that together they can put them into a workable solution.</strong></td>
<td>Debate assumes that there is a right answer and that someone has it.</td>
</tr>
<tr>
<td><strong>Dialogue remains open-ended.</strong></td>
<td>Debate implies a conclusion.</td>
</tr>
</tbody>
</table>
Few Lessons from Tipping Point

Retrieved from Gladwell.com

http://www.gladwell.com/tippingpoint/index.html

What is The Tipping Point about?

It's a book about change. In particular, it's a book that presents a new way of understanding why change so often happens as quickly and as unexpectedly as it does. For example, why did crime drop so dramatically in New York City in the mid-1990s? How does a novel written by an unknown author end up as national bestseller? Why do teens smoke in greater and greater numbers, when every single person in the country knows that cigarettes kill? Why is word-of-mouth so powerful? What makes TV shows like Sesame Street so good at teaching kids how to read? I think the answer to all those questions is the same. It's that ideas and behavior and messages and products sometimes behave just like outbreaks of infectious disease. They are social epidemics. The Tipping Point is an examination of the social epidemics that surround us.

There are many lessons described in Malcolm Gladwell’s The Tipping Point: How Little Things Can Make a Big Difference. This book is a great resource that presents complex research in a manner that is easy to understand. It is also an enjoyable read. Tipping Point talks about how change happens.

“That magic moment when an idea, trend or social behaviour crosses, tips and spreads like wildfire.” He identifies - Three Agents of Change (1) The Law of the Few (2) The Stickiness Factor, and (3) The Power of Context., which offer a guide for how to create a tipping point.

The three lessons listed below are particularly useful when planning and facilitating an AI process. Consider learning more about these lessons and discussing them with your organization.

- Find your connectors and mavens.
- Create your “stickiness factor” – (How to make a message so memorable that it sticks in someone’s mind and compels them to act.)
- Celebrate your small successes, building momentum for change.
Bibliography


Appendix C. Organizational Change Readiness Assessment

Organizational Change Readiness Assessment

*Instructions:* Change leaders should complete this readiness assessment *prior to* introducing a specific change. This tool is intended as a general assessment of change readiness *as perceived by a change leader*. The level of readiness is helpful to the extent that the change leader accurately understands the strengths of these components as they may be perceived by employees at all levels of the organization. If the leader accurately senses these components *as perceived by employees*, then this tool can help the leader structure the change accordingly. If the change leader is *unable* to answer these questions with confidence, then the assessment will be less accurate. To increase the accuracy of this assessment, it is recommended that change leaders *gather data from others* regarding employee perceptions of these issues before completing this assessment.

Indicate your *level of agreement* with each statement using the following scale:

| -3 = strongly disagree | +1 = slightly agree |
| -2 = disagree          | +2 = agree         |
| -1 = slightly disagree | +3 = strongly agree |
| 0 = Not Sure/Don’t Know|

<table>
<thead>
<tr>
<th>Organizational Support Component</th>
<th>Level of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The organization’s vision is truly a “shared” vision in that employees at all levels understand, value, and work toward accomplishing this vision through their daily work.</td>
<td></td>
</tr>
<tr>
<td>2. Decision making and authority are decentralized (there are multiple levels of decision makers throughout the organization—decision making isn’t centralized at the top).</td>
<td></td>
</tr>
<tr>
<td>3. Employees have, in the past, actively participated in organizational decision making, goal setting, and organizational change initiatives.</td>
<td></td>
</tr>
<tr>
<td>4. Employee ideas and suggestions for improving their work and the organization are listened to.</td>
<td></td>
</tr>
<tr>
<td>5. Employees view the organization’s training and development programs as effective and supportive of change-driven training needs.</td>
<td></td>
</tr>
<tr>
<td>6. The organization is effective at setting and achieving measurable performance goals and targets.</td>
<td></td>
</tr>
<tr>
<td>7. The organization effectively uses multiple communication channels to routinely and effectively communicate with employees.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cultural Component</th>
<th>Level of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. The organization’s culture (i.e., its deeply held beliefs, values, and assumptions) is open and receptive to new ideas, innovation, and change.</td>
<td></td>
</tr>
<tr>
<td>9. Real teamwork and collaboration exist within and between organizational work units/ departments.</td>
<td></td>
</tr>
<tr>
<td>10. There is a high level of trust between leaders and employees.</td>
<td></td>
</tr>
<tr>
<td>11. When the going gets tough here, people tend to stick together and help each other out.</td>
<td></td>
</tr>
<tr>
<td>12. Employees generally feel encouraged to innovate, offer ideas, and take risks.</td>
<td></td>
</tr>
<tr>
<td>13. During past change initiatives, employees have generally stepped up and actively participated in helping to shape and implement these changes.</td>
<td></td>
</tr>
<tr>
<td>14. People here generally feel that they are personally responsible for their own success.</td>
<td></td>
</tr>
</tbody>
</table>
The Change Environment Component

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Level of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>People are aware of the forces driving change that exist outside the organization.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>The proposed change and its effects on all organizational dimensions (e.g., structure, strategy, processes, work flow, systems, etc.) are clearly defined and understood by those leading the change.</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>When the change is completed, we'll be able to gauge our success with the change effort (there are clear measures to evaluate the change results).</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>The organization has successfully implemented change initiatives in the past.</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>The reason or the &quot;why&quot; of the coming change can easily be translated into tangible evidence that will get the attention of employees.</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>The number of change initiatives currently underway feels manageable by employees who are most affected by any change.</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>The perceived benefits from the change are greater than the perceived losses or disadvantages.</td>
<td></td>
</tr>
</tbody>
</table>

Employee Attitudes and Behaviors Component

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Level of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Employees feel a sense of urgency — a felt need — for change.</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Employees have a high level of job engagement (job engagement reflects employee commitment to their jobs and the company).</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Employees feel able to make decisions and act independently concerning their daily work.</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Innovators, entrepreneurs, and risk takers exist at all levels of the organization.</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Employees are generally receptive to change vs. feeling that &quot;this too shall pass.&quot;</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>When change happens, employees typically feel that they have the opportunity to influence or affect the change.</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Employees have confidence in their manager’s ability to successfully guide them through the change.</td>
<td></td>
</tr>
</tbody>
</table>

Overall Change Readiness

<table>
<thead>
<tr>
<th>Readiness Component</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Support</td>
<td></td>
</tr>
<tr>
<td>Cultural</td>
<td></td>
</tr>
<tr>
<td>Change Environment</td>
<td></td>
</tr>
<tr>
<td>Employee Attitudes</td>
<td></td>
</tr>
</tbody>
</table>

Total Overall Change Readiness: [Blank]

Interpreting Your Change Readiness Score

If your overall readiness score is zero or a negative number, the organization is probably not ready for the change and the change effort is likely to fail. Examine the lowest scoring readiness components to identify specific areas where your organization may be least ready for change.

If your overall readiness score is between 28 and 56, the organization has a moderate level of change readiness. The change effort is likely to be successful only through careful implementation and attention to the issues identified in the lower-scoring readiness components.

If your overall readiness score is between 57 and 84, the organization has a high level of change readiness. The change effort is likely to be successful as long as organizational leaders, employees, and these readiness components stay aligned with and receptive to the idea of change as the source of organizational renewal.

This Organizational Change Readiness Assessment was developed by Russell Consulting, Inc. (RCI). For more information on RCI’s consulting and training services in the areas of leadership, strategy, and change, visit RCI online at www.RussellConsultingInc.com or contact them via e-mail (RCI@RussellConsultingInc.com) or via phone at 608.274.4482.
Facilitator’s Guide

Standardized Cultural Competence Staff In-Service Training

June 2012
About EPIC
Embracing People In Communities

Who We Are

PROCEED, Inc., located in Elizabeth, New Jersey, is a non-profit, community based organization with a history of more than 40 years in the provision of high quality, direct services throughout Union and Essex Counties. In 2001, PROCEED established the National Center for Training, Support and Technical Assistance (NCTSTA) as a platform to execute training and technical assistance (T/TA) on a national, regional, and local level. As such, NCTSTA has concentrated its efforts toward developing and sustaining culturally competent organizations.

NCTSTA’s Embracing People in Communities (EPIC) Program is a training and technical assistance (T/TA) initiative aimed at assuring culturally and linguistically appropriate addiction prevention services among diverse populations throughout New Jersey.

Training and Technical Assistance from EPIC

The free services offered by EPIC seeks to enhance the operations of grantees funded through the NJ Division of Addiction Services (DAS) by boosting the knowledge and skill sets of management and staff as well as strengthening your ability to respond to the needs, beliefs, behaviors, perceptions, and preferences of your respective target groups.

EPIC provides group-level skills building trainings, customized one-on-one TA, mentoring, and resources to initiate, expand, and enhance an agency’s capacity to provide addiction prevention services to multicultural and linguistically diverse communities. EPIC is generously funded by the NJ Department of Human Services, Division of Mental Health and Addiction Services (DMHAS). This Facilitator’s Guide presents a standardized cultural competence in-service training entitled, “Enhancing Relationships through Cultural Competence”. It is designed to create a professional development opportunity for enhancing the cultural competence of staff members at DMHAS-funded addiction prevention organizations.

EPIC trainings and services help to boost your knowledge and skill sets as well as strengthen your ability to respond to the needs, beliefs, behaviors, perceptions, and preferences of the diverse communities you serve.
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<td>Note to Facilitators</td>
<td>112-113</td>
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<td>114-115</td>
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Overview of the Cultural Competence Staff In-Service Training

The standardized training entitled, “Enhancing Relationships through Cultural Competence”, is designed as an introductory to intermediate level course for staff members in need of a foundation or refresher on the importance of cultural competence. In this way, an agency can assure that each of its staff members receive the same training and information to better accomplish broader agency goals regarding attracting and retaining culturally and linguistically diverse clients, seeking new grant funding opportunities, employing and retaining a multicultural workforce, establishing policies on inclusiveness, partnering with diverse organizations and stakeholders, and so on.

In recognizing that most non-profit organizations have to “do more” with “less” in today’s economy, this standardized training has been developed so that it can be implemented within an organization at a time best suited to the availability of all its staff members. The training explores cultural competence in the context of its essential connection to building and sustaining relationships and responding to others in a multicultural context. Participants will gain a deeper understanding of their own cultural identities, and their individual power to prevent discrimination by learning from, respecting, and accepting diverse worldviews.

Training Duration and Preparation

This standardized training can be implemented within a two-hour time frame. The facilitator will need to prepare for training implementation by becoming familiar with the PowerPoint presentation and correlating materials, and reading the notes section of the PowerPoint presentation or the “How to Use the PowerPoint Presentation to Facilitate the Training” section of this guide on page 121. This training is interactive and designed to foster rich discussion among participants; therefore, allotting adequate preparation time is essential. The training also provides an evaluation form on page 170 to assess how well the course met staff members’ needs and helped enhance staff cultural competence.

Who Should Participate?

It is recommended that all staff members of an agency participate in this training, which may serve as an intermediate course to some and a refresher course to others. In this way, the training content will provide a foundation for all who participate (i.e., board members, leadership, support staff, prevention staff, volunteers, etc.) to learn and practice culturally appropriate strategies for responding to the needs, preferences, beliefs, behaviors, and perceptions of individuals.
NOTE TO FACILITATORS

As a Facilitator, your presence is vital to the success of this cultural competence training. The following twelve points are offered as an overview for thinking about your role. Dialogue is the cornerstone for successful trainings aimed at culture change. How to facilitate, organize, and approach your role can support or impede a participant’s experience and willingness to engage. Review these points as a foundation for facilitating this standardized training.

1. **Stress** that participants will be engaged in a dialogue not a debate. Participants should speak from their own experiences. Expert opinion and facts are not part of the dialogue process. Review with participants the differences between dialogue and debate. (See Pgs. 113-114)

2. **Help** participants recognize that the process of dialogue is not easy. Therefore, there must also be a commitment from participants to risk the hard, emotional work of engaging their own biases.

3. **Stress** the necessity of a safe and open environment for genuine dialogue. Each participant is expected to converse with each other honestly and candidly. Organizers are to stress that everyone show respect to each participant, even if they hold an opposing opinion. Facilitators want to help the process by monitoring the group, not allowing any one person’s biases to dominate the conversation. They also want to help stimulate deeper exploration of the topic to ensure that participants feel like they are not wasting their time.

4. **Explain** that the purpose of a dialogue on culture is not about reaching an endpoint. The process of dialoguing is a beginning. Through sharing and mutual understanding, the establishment of common ground can lead to healing, understanding and growth.

5. **Recognize** the role and importance of a neutral facilitator. The facilitator needs to be comfortable with silence and his or her role in the group. The facilitator should especially avoid bringing personal issues into the conversation. A biased facilitator could negatively influence the group or alienate minority members. The facilitator should have the ability to reframe and keep all members present during the conversation. Facilitators with previous group experience may enhance the process, although personal experience with the topic is most essential.

6. **Engage** a balanced group of participants. Diversification in representation is useful and helps the process feel beneficial. If the group is not well balanced with diverse people and opinions, the facilitator may use prompts to challenge the group. Any
additional materials used should also offer various controversial perspectives for promoting a deeper exchange.

7. **Incorporate** an educational piece because the historical experience of various cultural groups may have been left out or misrepresented. For example, if two groups are unaware of the other’s historical struggles, education could help them see how they have similarly been alienated, oppressed, struggled and survived.

8. **Use** flexible materials and schedules. Different formats may be interchanged throughout a session. Personal stories, expert presentations, or current articles, multimedia and interactive exercises are a few alternative formats.

9. **Prepare** the participant for the process; all the basics such as time, place, and a basic format should be addressed.

10. **Allow** participants to express their concerns about the process before beginning. This opportunity to express their pessimism or anxiety is often cathartic. Participants may also share why they came and what they hope to gain from the experience. The process of sharing helps normalize the experience and allows the facilitator to know where people may want to begin.

11. **Establish** conversation ground rules or guidelines. The use of conversation ground rules helps keep discussions on track and fair. For example, the facilitator can refer to a specific ground rule to refocus a domineering participant.

12. **Acknowledge** that feelings of anger and fear are natural. The discussion of culture is very difficult and complex. However, it is possible to have productive dialogues, if everyone respects the other.


The five recommended resources that follow have noted several suggestions that should be incorporated and are found to be effective in facilitating difficult and emotion ridden dialogues: 1) The Study Circles “Can’t We All Just Get Along?” (Niedergang & McCoy, 1992); 2) Kramer and Weiner’s (1994) Dialogue on Diversity Format; 3) Capowski’s (1996) guidelines for Managing Diversity; 4) Norman’s (1994) cultural model for mixed group dialogue; and, 5) Sanford’s (1983) approach to beginning a dialogue in South Africa.
Enhance Your Relationship Building Skills
This list of the distinctions between a dialogue and a debate can help set the tone for a more collaborative relationship. When people sit down to truly listen without rehearsing their own personal agenda, it is more likely that everyone will be able to achieve their goals. In other words, dialogue creates a relationship of understanding.

<table>
<thead>
<tr>
<th>DIALOGUE</th>
<th>DEBATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is collaborative: two or more sides work together toward common understanding.</td>
<td>Is oppositional: two sides oppose each other and attempt to prove each other wrong.</td>
</tr>
<tr>
<td>Finding common ground is the goal.</td>
<td>Winning is the goal.</td>
</tr>
<tr>
<td>One listens to the other side(s) in order to understand, find meaning and find agreement.</td>
<td>One listens to the other side in order to find flaws and to counter its arguments.</td>
</tr>
<tr>
<td>Enlarges and possibly changes a participant’s point of view.</td>
<td>Affirms a participant’s own point of view.</td>
</tr>
<tr>
<td>Reveals assumptions for re-evaluation.</td>
<td>Defends assumptions as truth.</td>
</tr>
<tr>
<td>Causes introspection on one’s own position</td>
<td>Causes critique of the other position.</td>
</tr>
<tr>
<td>Opens the possibility of reaching a better solution than any of the original solutions.</td>
<td>Defends one’s own positions as the best solution and excludes other solutions.</td>
</tr>
<tr>
<td>Creates an open-minded attitude: an openness to being wrong and an openness to change.</td>
<td>Creates a close-minded attitude, a determination to be right.</td>
</tr>
<tr>
<td>One submits one’s best thinking, knowing that other people’s reflections will help improve it rather than destroy it.</td>
<td>One submits one’s best thinking and defends it against challenge to show that it is right.</td>
</tr>
<tr>
<td>DIALOGUE</td>
<td>DEBATE</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Calls for temporarily suspending one's beliefs.</td>
<td>Calls for investing whole-heartedly in one's beliefs.</td>
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<td>Searches for basic agreements.</td>
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<td>Searches for strengths in the other positions.</td>
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<td>Involves a real concern for the other person and seeks to not alienate or offend.</td>
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</tr>
<tr>
<td>Remains open-ended.</td>
<td>Implies a conclusion.</td>
</tr>
</tbody>
</table>

Dialogue assumes that many people have pieces of the answer and that together they can put them into a workable solution.

The section above is adapted from a paper prepared by Shelley Berman, which was originally developed from discussions of the Dialogue Group of the Boston Chapter of Educators for Social Responsibility (ESR). Access this work online at: [http://www.nald.ca/library/learning/study/scdvd.htm](http://www.nald.ca/library/learning/study/scdvd.htm)
Cultural Competence Staff In-Service Training

Training Title:

Enhancing Relationships through Cultural Competence

Training Description:

During this interactive training, participants will discuss cultural competence as an essential aspect of effectively responding to others in a multicultural context. Participants will gain an understanding of their own cultural identities, and their individual power to prevent discrimination by learning from, respecting, and accepting diverse worldviews. Through dynamic, memorable instruction, participants will learn strategies that will help them respond to the needs, preferences, beliefs, behaviors, and perceptions of individuals both in and outside their organization.

Training Objectives:

At the end of this workshop, participants will be able to:

1. Understand how one’s worldview, biases, and assumptions impact relationships with others, including co-workers, clients, and community stakeholders

2. Learn about the benefit of demonstrating culturally competent attitudes and behaviors in an organizational setting

3. Explore the Cultural Competence Continuum as a personal and organizational evaluation tool

4. Discuss strategies for enhancing cultural competence to improve relationships and perform better in the work setting
Cultural Competence Staff In-Service Training Agenda

* Date of Training *

Training Title: Enhancing Relationships through Cultural Competence

I. Welcome & Introductions

II. Icebreaker Activity

III. Culture & Worldview

IV. Valuing Cultural Differences
   a. Film: “A Class Divided”

V. What is Cultural Competence?

VI. The Cultural Competence Continuum

VII. Strategies for Enhancing Cultural Competence – Individual and Organizational Level
   a. Film: “Enhancing Organizational Cultural Competence”

VIII. Evaluation & Adjournment
Schedule of Training Topics and Activities

This is an outline of the order of the topics and activities that take place during the Cultural Competence Staff In-service Training. The allotted time frames give an estimate as to how much time each section will take. These times can differ depending on the number of participants, the length of discussions, and/or questions that are asked.

<table>
<thead>
<tr>
<th>Topic/Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome, Introductions, Overview and Conversation Guidelines</td>
<td>12 minutes</td>
</tr>
<tr>
<td>Activity: “Stand if…”</td>
<td>2 minutes</td>
</tr>
<tr>
<td>Objectives</td>
<td>3 minutes</td>
</tr>
<tr>
<td>Culture &amp; Worldview</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Activity: “You as a Culturally Diverse Entity”</td>
<td>8 minutes</td>
</tr>
<tr>
<td>Valuing Cultural Differences and Cycle of Conditioning</td>
<td>5 minutes</td>
</tr>
<tr>
<td>View and debrief video: “A Class Divided”</td>
<td>13 minutes</td>
</tr>
<tr>
<td>Cross-cultural interactions</td>
<td>5 minutes</td>
</tr>
<tr>
<td>How does Cultural Competence relate to your work?</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Activity: “True or False” Quiz</td>
<td>8 minutes</td>
</tr>
<tr>
<td>What is Cultural Competence?</td>
<td>7 minutes</td>
</tr>
<tr>
<td>The Cultural Competence Continuum</td>
<td>12 minutes</td>
</tr>
<tr>
<td>Activity: Reflections</td>
<td>5 Minutes</td>
</tr>
<tr>
<td>View and debrief video: Enhancing Organizational Cultural Competence</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Ensuring Cultural Competence at the Organizational Level</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Evaluation and Adjournment</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

Total Time: 2 hours
Materials and Advance Preparation for the Facilitator

Materials:
- PowerPoint Presentation slides – can be accessed online at: http://www.proceedinc.com/?p=national-resources
- LCD projector, laptop computer, and screen
- Newsprint, markers, and masking tape or pushpins
- Printed Answer Key for the “True or False” Quiz
- Note cards or index cards – 2 per participant for “Reflections” activity

Posted Newsprint (prepare in advance):
- Conversation Guidelines from PPT Slide #3 (leave enough space to add additional guidelines suggested by attendees)

Handouts:
- Agenda
- “You as a Culturally Diverse Entity” Blank Sheet
- Cultural Competence “True or False” Quiz

Advance Preparation:
- Distribute PowerPoint presentation and Agenda at each seat before the participants arrive.
- Download the two videos for the training before the presentation or bookmark it on your internet browser for easy access. If possible, make sure that YouTube is accessible and if it is not, please contact your IT administrator. The videos are as follows:
  1. “A Class Divided” – Watch Part 5 of the PBS Video entitled, “How the adults reacted”. It is 14 minutes and 45 seconds in duration. If more than two hours is allotted for the training, it may be beneficial to show the participants Part 4 of the video as well. The video can be viewed online at: http://www.pbs.org/wgbh/pages/frontline/shows/divided/
  2. “Infusing Cultural and Linguistic Competence into Health Promotion Training” – Watch Chapter 4 of the National Center
for Cultural Competence’s Video entitled “Applying Cultural and Linguistic Competence”. It is 6 minutes and 21 seconds in duration. Information about the video can be viewed online at: http://nccc.georgetown.edu/projects/sids/dvd/index.html. The direct link to the online video is: http://nccc.georgetown.edu/projects/sids/dvd/view_online/p4a.html#

- Watch both videos prior to the in-service training. Better understanding of the video content will allow you to “set-up” or frame the videos around the training content so there is a clear connection, discuss the videos, and answer any questions.
- If possible, watch the whole film series, “A Class Divided.” Watching the series in its entirety will allow you to gain a full understanding of what Jane Elliott initially did with her classroom and how the experiment evolved with time.
How to Use the PowerPoint Presentation to Facilitate this Standardized Cultural Competence Staff In-Service Training

To facilitate this staff in-service training entitled, “Enhancing Relationships through Cultural Competence”, the facilitator would find it useful to become familiar with the course content by reading through the notes section of each PowerPoint presentation slide. Please note: some presentation slides may not have a lot of commentary because the information on the slide is self-explanatory.

This section of the Facilitator’s Guide offers guidance on what talking points should be conveyed by the facilitator to maximize learning opportunities and recommendations on how to debrief training activities. Each slide will be presented, along with the commentary that can be found on the notes section of the PowerPoint presentation slides.

SLIDE 1

Directions
Facilitator(s) welcome the participants and allow time for them to introduce themselves. This is especially helpful when inter-departmental staff members are participating in the training together and group cohesion needs to be fostered to establish a safe and confidential training environment.

Recommended Icebreaker:

Each person can introduce themselves by sharing their nicknames and the story of their names. The facilitator(s) should start in order to model the way.

SLIDE 2

- Hope
- Activity
- Objectives
- Keys to Learning
- Culture & Worldview
- Who Am I?
- Valuing Cultural Differences
- Cultural Competence
- Cultural Competence Continuum
- Strategies for Enhancing Cultural Competence
- Wrap up

Directions

The facilitator should provide an overview of the agenda, starting with “hope”. Ask the participants, “What do you hope to learn?” It is recommended that the facilitator jot down participant responses on large newsprint paper and connect what they’ve shared to the training content as it is covered in the course. In this way, the participants will feel empowered knowing that their hopes/expectations were met in the training.
**Share Talking Points**

The facilitator should convey the agenda, as follows:

- Hope
- Activity – honoring diversity
- Objectives
- Keys to Learning
- Culture and Worldview
- Who Am I?
- Valuing Cultural Differences
- Cultural Competence
- Cultural Competence Continuum
- Strategies for Enhancing Cultural Competence
- Wrap up

**Conversation Guidelines**

- What do we need to establish to make this a safe space?
  - Ability to Pass or Participate
  - Respect of Differing Opinions
  - Meet people where they are
  - Use of "I" Statements
  - All Questions are Valid
  - Confidentiality
  - Risk-Taking Encouraged
  - Have FUN while learning

- What is missing?

**Directions**
The facilitator should ask participants, “What do we need to establish to make this a safe space?”

**Share Talking Points**

After asking the participants, “what do we need to establish to make this a safe space?”, the facilitator should read the conversation guidelines written on the presentation slide. After doing so, ask, “What is missing?” Allow time for the participants to share what they think is missing. Then ask, “Why do this as a group?” Let the participants know that it is important for everyone to feel that they are in a safe training space for sharing their thoughts, questions, and concerns!

**SLIDE 4**

**Honoring Diversity: “Stand If…” Activity**

*Directions*

The purpose of this exercise is to help the participants become aware of "otherness". The facilitator should mention that a series of questions will be asked and if the answer is "yes", the participant should stand (or, alternatively, participants can raise their hands).

Ask the participants to take note of how many individuals answer “yes” to each question and to think about the questions of which only a couple of people respond. For those
questions, it would probably be harder for the group to appreciate the position they represent and they may need "glasses" or "hearing aids" to understand those positions. Please note: where only one or two people represent a position, it may be especially hard for the dominant group to understand their position.

When the list of questions has been read, briefly discuss "otherness" and being able to “hear” or understand minority points of view with the participants.

“Stand If…” Questions:

1. Are you a NY Giants Fan?
2. Do you watch the Jersey Shore?
3. Do you like to participate in outdoor recreational activities?
4. Do you enjoy watching soap operas, “stories” or “novelas”?
5. Do you like to travel outside of the United States?
6. Are you 30 or younger?
7. Do you remember the day Martin Luther King was shot?
8. Has anyone in your family been a veteran?
9. Is your heritage any part Jewish?
10. Do you self-identify as being mixed or multiracial?
11. Are you an immigrant to the United States?
12. Did you speak a language other than English in your family growing up?
13. Have you ever applied to a school that you did not get into?
14. Have you ever experienced oppression or rejection because of your culture or race?
15. Do you practice the same religion as your parents?
16. Do you live in what you would consider a truly integrated neighborhood?
17. Do you have more than 2 children?
18. Has your class status changed from the class of your parents through education, marriage, or money?
19. Are you are a grandparent?
20. Did you grow up in a two-parent household?

Debrief Activity

Here are recommended debriefing questions to ask the participants in order to facilitate a discussion about this activity. The debriefing questions are as follows:

1. What reactions to and/or surprises do you have regarding the diversity in the room?
2. What questions, if any, were difficult to respond to? Why?
3. Share your thoughts/feelings about being among the majority / minority in the group. How might others feel if they were in the minority? What should be the responsibility of those in the majority?

SLIDE 5

Objectives

✓ Understand how one's worldview, biases, and assumptions impact relationships with others, including co-workers, clients, and community stakeholders

✓ Learn about the benefit of demonstrating culturally competent attitudes and behaviors in an organizational setting

✓ Explore the Cultural Competence Continuum as a personal and organizational evaluation tool

✓ Discuss strategies for enhancing cultural competence to improve relationships and perform better in the work setting

Directions

The facilitator should summarize and convey the training objectives to the participants. The Objectives are as follows:

1. Understand how one's worldview, biases, and assumptions impact relationships with others, including co-workers, clients, and community stakeholders

2. Learn about the benefit of demonstrating culturally competent attitudes and behaviors in an organizational setting

3. Explore the Cultural Competence Continuum as a personal and organizational evaluation tool

4. Discuss strategies for enhancing cultural competence to improve relationships and perform better in the work setting
Share Talking Points

The facilitator should express the limitations of this 2-hr training on cultural competence by stating that s/he will not be able to cover all aspects of cultural competence today, and so the training is designed to be an introductory overview of cultural competence for some of the participants and a refresher course for others.

SLIDE 6

Take Home Messages

*Cultural Competence = Relationship Building*

- **INDIVIDUAL** - Get to know yourself (worldview, values, cultural identities) so you can better explore the uniqueness of others
- **ORGANIZATION** - Get to know your community (traditions, cultures, norms, practices, beliefs) so your agency can be more in tune with their assets & needs
- **SYSTEMS** – Get to know your agency (culture, mission, values, staff, services, polices, practices, philosophies) so you can better serve the community

Directions

The facilitator should share the take home messages for this training, and emphasize that cultural competence is associated with relationship building.

Share Talking Points

Ask the participants, “what skills do we need to have in building relationships?” Provide the following points if no one has shared them:

1. Empathic listeners
2. Ability to be aware of our worldview and to not let assumptions be a hindrance to relationship building
3. Expression of genuine interest
4. Consistent demonstration of trust worthiness
Then, let the participants know that the same skills that are necessary in building relationships are the same skills needed in demonstrating cultural competence. Cultural competence can be demonstrated at the individual, organizational, and systems levels, and at each level some or all of the skills listed above are key.

SLIDE 7

**Keys to Today’s Learning**

- Working with people is inevitably a cross-cultural enterprise.
- Becoming culturally competent is a process, not an endpoint.
- Everything we do exists within a cultural context.

**Directions**

The facilitator will need to unlock the door to learning and thinking about cultural competence with the keys noted on the presentation slide.

**Share Talking Points**

The facilitator should share that all of the participants have a role to play in their learning experience. It is recommended that the facilitator say, “throughout our time together, I encourage you to share the wealth of your knowledge and experiences so that we can learn from one another. So, here are just a few keys to guide our thinking and learning about this topic”.

Other Keys to Share:

- Recognize the limitations of cultural awareness and acknowledge that there are always exceptions to cultural patterns.
- Understand that NO ONE can be fully “competent” in anyone else’s culture.
SLIDE 8

**Keys to Today’s Learning**

- Becoming aware of our own personal cultural filters is essential to this work.

- “How to” and cookbook approaches to cultural competency work to promote stereotyping.

- Stereotyping is a natural part of what we (people) do.

**Directions**

The facilitator will need to unlock the door to learning and thinking about cultural competence with the keys noted on the presentation slide.

**Share Talking Points**

- Becoming aware of our own personal cultural filters is essential to this work.
- “How to” and cookbook approaches to cultural competency work to promote stereotyping.
- Stereotyping is a natural part of what we (people) do.
  - As humans, stereotyping is a natural human perception process.
  - Learning about specific groups can lead to over confidence so we need to express cultural humility on an ongoing basis.
Culture can be defined as...

“… vast structures of behavior, ideas, attitudes, values, habits, beliefs, customs, language, rituals, ceremonies, and practices peculiar to a particular group of people...[that]...provides them with a general design for living and pattern for interpreting reality...”

Wade Nobel, M.D., TA Partnership (2007)

Directions

The facilitator should read the presentation slide, as follows:

- Culture can be defined as “... vast structures of behavior, ideas, attitudes, values, habits, beliefs, customs, language, rituals, ceremonies and practices peculiar to a particular group of people...[that]...provides them with a general design for living and pattern for interpreting reality...” - Wade Nobel, M.D. as noted by Cayce, et al. (2008)

Share Talking Points

The facilitator should share that when cultural competence is discussed later on in the training, the participants will learn that it is “the state of being capable of functioning effectively in the context of cultural differences.” - Cross, Bazron, Dennis & Isaacs (1989). It is also important to mention that an organization’s culture is made up of all of the life experiences each employee brings to the organization. Culture is especially influenced by the organization’s founder, executives, and other managerial staff because of their role in decision making and strategic direction.
Directions

The facilitator should explain the diagram on the presentation slide. Culture is comprised of behavior, knowledge, and attitudes.

Share Talking Points

The facilitator should recap what was discussed about culture by saying, “we see here that culture encompasses behavior, knowledge, and attitudes”.

- Culture is LEARNED not INHERITED! We each have the choice to adopt or disregard what we have learned or continue to learn about our cultural identities, and how we choose to demonstrate who we are.
- Cultural values are “rooted” in ethnic, religious, and generational beliefs, traditions, and practices that influence individual and social values (Lum, 1999)
Share Talking Points

This presentation slide presents some cultural considerations, which include age, country of origin, sexual orientation, primary language, literacy, criminal justice involvement, immigration status, and so on. Can you think of anything that is missing?

SLIDE 12

![Cultural Iceberg Diagram]

- Race, Age, Physical Abilities, Gender, etc.
- Marital Status, Religion/Spirituality, etc.
- Military Experience, Ethnic Background, Nationality, Educational Status, Socioeconomic Status, Language, Sexual Orientation, Political Affiliation, Hobbies, Family Roles, Health Status, etc.
Share Talking Points

There are primary and secondary characteristics of a person's identity. The primary characteristics of a person can not be changed. These include, but are not limited to: age, race, physical abilities, and gender. While secondary characteristics of a person can change. These include, but are not limited to: marital status, religion, and educational status. We often meet people and only focus on the characteristics that we can see, but we need to get beneath the tip of the iceberg to truly get to know a person's individuality.

Remember, get to know a person beneath the tip of the iceberg!

SLIDE 13

Share Talking Points

Based on the definition of culture, a person has many unique identities. This is because culture can be ethnically, racially, and behaviorally defined. Cultural identities can be influenced by:

1. Acculturation
2. Economy
3. Family Structure
4. Food
5. Gang Affiliation
6. Gender
7. Music
8. Immigration
9. Language
10. Sexual Orientation
11. Migration
12. Politics
13. Profession
14. Religion
15. Geography
**Directions**

Give each participant a copy of the handout associated with this presentation slide. For your reference, it can be found on page 166 of this Facilitator’s Guide.

**Share Talking Points**

Let us discuss your cultural identities and the rules, norms, and values associated with each of them. This will help us to explore and better understand the range of cultural identities, behaviors, and expectations that influence the makeup of who we are as individuals. Individual culture is multifaceted and encompasses so many dimensions or layers such as:

- Personality i.e., unique style
- Internal factors i.e., gender, race, age, sexual orientation
- External influences i.e., society, experiences
- Where individuals grow up or live now
- Religious affiliation / Spirituality

**Debrief Activity**

Here are recommended debriefing questions to ask the participants in order to facilitate a discussion about this activity. The debriefing questions are as follows:

1. What reactions to and/or surprises do you have regarding your own cultural diversity?
2. Do any of your cultural identities come in conflict with one another? If so, explain.
3. Describe whether you adopt all of the rules, norms, and values learned from each of your identities.

SLIDE 15

What if...
- Think about two of your most important cultural identities on the diagram...
  - Pretend that someone knew everything about you except those two important cultural identities.
  - Now, pretend those two important cultural identities were discussed in a negative way.

Directions

The facilitator should help the participants to explore how they would feel or what they would think if their two most important cultural identities were not valued.

Share Talking Points

Ask the participants these reflection questions after they imagine their two most important cultural identities not being valued:

1. Would you feel welcomed?
2. How might this impact your ability to work, access services, build a new relationship with someone?
Culture Shapes Worldview

- “A culturally based variable that directly affects and mediates our belief systems, assumptions, modes of problem solving, decision making and conflict resolutions (Ibrahim, 1991):

- An individual’s perception of his or her relationship with the world, i.e., nature, institutions, people, and things (Sue, 1978).

Directions

The facilitator should read the presentation slide.

Share Talking Points

Worldview is another term that is relevant to a discussion on culture. It describes the manner in which culture influences the human perceptual process. Culture and worldview help shape and/or reinforce socio-cultural experiences, that is, peoples’ ways of meaning and sense of their individual, familial, community and societal interactions and experiences.

“At least half of the exercise I get everyday comes from jumping to conclusions.”

Bruce Dexter, Journalist
Share Talking Points

Jumping to conclusions may be like going through a ring of fire; it can be very dangerous, producing unintended consequences based on our assumptions. Would anyone like to describe a time when assumptions were made about you that led to discrimination, or even a time when you have made assumptions?

Self-awareness of our own cultural identities and stereotypes will allow us to improve cross-cultural interactions.

Think about your thoughts and actions…

- Distinguish between the “intent” and the “impact” of your behavior
- Notice how you assign status and importance to individuals
- Review your negative reactions to others and ask yourself “What am I responding to and why?”

Moreover, exercising our ability to NOT make assumptions about others will better enable us to provide culturally competent service delivery.

SLIDE 18

Cultural Differences = Culture Clash?

Share Talking Points

What are your thoughts on whether differences affect cross-cultural interactions?
We often label people or things we do not understand as “weird”, “bad”, or “wrong”. Acknowledging our cultural differences need not divide or paralyze us with fear of not saying or doing the “right thing”.

Becoming more aware of our cultural differences/similarities can help us interact more effectively with each other.

**SLIDE 19**

**Creating Prejudice:**
**How we learn to discriminate**

The Cycle of Conditioning:
*We are all influenced by our environment.*

- Prepare
- Separate groups
- Differences pointed out
- Justify marginalized group’s behavior
- Continue cycle-reinforced stereotypes

**Directions**

Let the participants know that they are about to watch a film entitled, “A Class Divided”.

**Share Talking Points**

In this film, we will learn about how discrimination is taught through the cycle of conditioning. (Introduce briefly the cycle of conditioning, as per the presentation slide.)

How discrimination is taught:

- Prepare - use a person that is trusted to share grossly inaccurate information
- Separate groups so they can not learn about the other
- Differences pointed out - use isolated incidents or one individual’s behavior to stereotype to a larger group
- Justify marginalized group’s behavior
- Continue cycle-reinforced stereotypes
Pay close attention to what happens in the film, and how our expectations can shape another group’s behavior.

Recommended term to explore: Prejudice, an emotional commitment to a particular point of view, not swayed by contradictory evidence.

**SLIDE 20**

**Video: “A Class Divided”**

*Jane Elliot*


- Keep in mind the cycle of conditioning.
- Note your reactions.
- Have you seen this in other settings?

**Directions**

Show the participants Part 5 of the Video, which is entitled, “How the adults reacted”. It is 14 minutes and 45 seconds in duration. If more than two hours is allotted for the training, it may be beneficial to watch Part 4 of the video as well. The video can be viewed online at: [http://www.pbs.org/wgbh/pages/frontline/shows/divided/](http://www.pbs.org/wgbh/pages/frontline/shows/divided/)

**SLIDE 21**

**Discussion about Video**

- What did you notice about yourself and your reactions / feelings?
- Have you ever felt left out, different, or discriminated against?
- How did the cycle play out?
- How do you see the cycle playing out in society today?
- How do we break or interrupt this cycle?
Debrief Activity

Place the participants in pairs or small groups so they can answer the questions noted on the presentation slide. After they spend time sharing, ask them to report their responses to the larger group for further processing.

Share Talking Points

In this video, we get a sense of how our worldview, biases, and assumptions impact relationships with others. Before prison staff members were introduced to Jane’s experiment, they were probably a more cohesive group. With a changed worldview and new assumptions, the staff members worked in opposition to one another based on the distinctions made between blue-eyed and brown-eyed people. How might the worldviews and assumptions of service providers impact how they engage and serve community members?

SLIDE 22

Cross-cultural Interactions

“We all use stereotypes, all the time, without knowing it. We have met the enemy of equality, and the enemy is us.”

~ Article from Psychology Today

Share Talking Points

The ability to distinguish friend from foe helped early humans survive, and the ability to quickly and automatically categorize people is a fundamental quality of the human mind. Categories give order to life and, every day, we group people into categories based on social and other characteristics. The word “stereotype” means to categorize or generalize. It is usually exaggerated or oversimplified (is often offensive), and is used to describe or distinguish a group in a positive or negative way.
**Breaking the Cycle by Becoming More Mindful**

“Promising evidence in social cognitive psychology indicates that with sufficient motivation, cognitive resources, and effort, people are able to focus on the unique qualities of individuals, rather than on the groups they belong to, in forming impressions and behaving toward others.”

*From Reducing Racial Bias Among Health Care Providers: Lessons from Social-Cognitive Psychology*

**Directions**

The facilitator should read the presentation slide.

**Share Talking Points**

A Person who Negatively Stereotypes can Change! The negative stereotypes associated with many immigrant groups, for example, have largely disappeared over time. For African-Americans, civil rights laws forced integration and nondiscrimination, which, in turn, helped to change public opinion.

**Reducing the Impact of Stereotyping**

These efforts may, over time, reduce the strength of stereotyping:

- **Commit to change.**
- **Monitor and attempt to make better hidden attitudes before they are expressed through behavior.**
- **Make a conscious decision to be egalitarian, which may lead one to widen one’s circle of friends and knowledge of other groups.**
**Directions**

The facilitator should read the presentation slide.

**Share Talking Points**

*How can a person commit to change?* If people are aware of the ways in which they stereotype, they can monitor and attempt to ameliorate hidden attitudes before they are expressed through behavior. This compensation can include attention to language, body language, and to the stigmatization felt by target groups.

Common sense and research evidence also suggest that a change in behavior can modify beliefs and attitudes. It would seem logical that a conscious decision to be egalitarian might lead one to widen one’s circle of friends and knowledge of other groups. Such efforts may, over time, reduce the strength of stereotyping.

**SLIDE 25**

How does Cultural Competence relate to your work?

![Thinking Emoji](image)

**Share Talking Points**

How does cultural competence relate to your work? As a person or an agency concerned about appropriately helping those that you serve, encouraging voluntary behavior changes, and producing successful outcomes, the person or agency itself must hold cultural differences and diversity in high esteem by promoting improved cultural relations within and between diverse groups (Adapted from Cultural competence Continuum, Cross et al.).
Common Critiques of Cultural Competency

It’s a *Soft Construct* because:

- It’s not skill-based
- It’s not data-driven
- It’s not linked to specific outcomes
- It’s hard to operationalize

*Share Talking Points*

Many organizations, leadership, and even some of you may feel that cultural competence is a *Soft Construct* because:

- It’s not skill-based
- It’s not data-driven
- It’s not linked to specific outcomes
- It’s hard to operationalize

Well, we are going to explore some of the benefits of cultural competence to make this term more concrete.

*SLIDE 27*

*Cultural competence enables a person to...*

- Value the differences/similarities between persons and groups
- Make the knowledge of a culture a part of oneself
- Focus on one’s strengths and capacities
- Recognize the importance of a person’s life context

*Directions*

The facilitator should read the presentation slide.
Cultural competence enables an agency to...

- Respond to demographic changes in the community
- Work towards eliminating disparities in the health status of multicultural people
- Improve quality of services & outcomes
- Meet legislative, regulatory, & accreditation mandates
- Gain a competitive edge in the marketplace
- Provide community focused service delivery
- Enhance the workplace environment

Directions

The facilitator should read the presentation slide.

What is Cultural Competence?

Multidimensional Construct

- Individual / Provider Level
- Organizational Level
- Systems Level

Directions

The facilitator should read the presentation slide.

Multidimensional Construct:

- Individual Provider Level (practices, skill sets, experiences)
- Organizational Level (mission and vision statement, culture, demographic composition of management and staff, etc.)
- Systems Level (policies and procedures, programs and services)
Directions
The facilitator should distribute the Cultural Competence Assessment found on page 167 of this Facilitator’s Guide so that the participants can complete it. Be sure to review each answer before moving on to other training content. The purpose of this exercise is to test the knowledge of the participants and to keep them engaged in the content.

Answer Key can be viewed on page 168:

1. T
2. F
3. T
4. F
5. F
6. F
7. T
8. F
9. T
10. T

Score Key:

0 to 4: You have a lot to learn. We hope you find this training and the strategies / tools provided useful in the process!
5 to 8: You have a solid foundation. Use this training to enhance the support you offer.
9 to 10: You are ahead of the game! Use this training to teach others and continue to strive for excellence!
**Cultural Competence**

“A process of learning that leads to an ability to effectively respond to the challenges and opportunities posed by the presence of cultural diversity in a defined social system.”

**Directions**

The facilitator should read the presentation slide.

**Share Talking Points**

So, what is cultural competency? Does anyone have a definition other than the one noted on this presentation slide that can be shared? There is no single definition of cultural competence that is universally accepted – that’s why as the USDHHS defines it, cultural competency is a goal that a system, agency, program, or individual continually aspires to achieve. Another definition states that cultural competence is “the extent to which programs provide effective services to members of various cultural backgrounds”. This is a simple way to think of how this complex term works in practice.

Terms related to cultural competence include: Cultural Sensitivity; Cross-Cultural Competence; Cross-cultural Expertise; Cross-cultural Effectiveness; Cultural Responsiveness; Cultural Awareness; Culturally Skilled; Cultural Proficiency; and, Multicultural Competence. Essentially, each of these terms describes the extent to which individuals and organizations provide effective services to members of various cultural backgrounds.

It is recommended that you share other definitions of Cultural Competence with the participants, such as:
1. Cultural Competence refers to the process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, disabilities, religions, genders, sexual orientation and other diversity factors in a manner that recognizes, affirms and values the worth of individuals, families and communities and protects and preserves the dignity of each (Oregon Department of Human Services).

2. Operationally defined, cultural competence is the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, thereby producing better outcomes. ([http://www.oregon.gov/DHS/aboutdhs/diversity/definitions.shtml](http://www.oregon.gov/DHS/aboutdhs/diversity/definitions.shtml))

3. HRSA Bureau of Health Professions Division of Nursing: Cultural competence is a set of academic and interpersonal skills that allow an individual to increase their understanding and appreciation of cultural differences and similarities within, among and between groups.

4. HRSA Bureau of Primary Health Care – Office of Women and Minority Health: Competence implies having the capacity to function effectively as an individual and an organization within the context of the cultural beliefs, behaviors, and needs presented by consumers and their communities.

5. Knowledge and Information integrated and transformed into Clinical standards, skills, approaches, techniques and marketing-that match the individual’s culture and increase both the quality and appropriateness of health care and health outcomes. (King Davis, 2003)
Elements of Cultural Competence

1. Awareness of one’s own culture
2. Understanding the dynamics of difference
3. Awareness and acceptance of difference
4. Development and application of cultural knowledge
5. Celebration of diversity

Directions

The facilitator should read the presentation slide.

Share Talking Points

Cultural awareness is different from cultural competence in that being culturally competent requires action and behavior changes. In other words, because you are aware of cultural differences and similarities, you strive to do something about it. You are an ally of oppressed groups, you develop programs that consider the cultural values of the intended audience, and you develop relationships with diverse people to increase your cultural understanding.
**Cultural Competence**

“To be culturally competent doesn’t mean you are an authority in the values and beliefs of every culture. What it means is that you hold a deep respect for cultural differences and are eager to learn, and willing to accept that there are many ways of viewing the world.”

*Dr. Okokon O. Udo*

**Directions**

The facilitator should read the presentation slide. Ask participants what this quote from Dr. Okokon O. Udo means to them in terms of building relationships with others.

**SLIDE 34**

*Cultural Competence is an ongoing process so keep working towards it even if you feel lost!*

© Original Artist
PreventUnsongAngryWithMeOnly.com
www.PreventUnsongAngry.com

**Directions**

The facilitator should read the presentation slide.
**Share Talking Points**

Cultural Competence is an ongoing process so keep working towards it even if you feel lost. To transition to the next presentation slide, ask the participants, “what should be done if one is lost?”

Participants might say:
- The person should ask someone for directions.
- The person should buy a map.
- The person should keep going until their destination is found.

After responses are shared, you can say, “the person should assess where they are to get a better sense of where they are heading in relation to their destination (or, end goal)”, if no one has conveyed this point.

Ask participants, “when we think about cultural competence, how can we assess where we are as individuals to get a better sense of whether we are continually moving towards cultural competence, which is an ongoing professional development process and not a destination endpoint?”

Let the participants know that you will begin a discussion on cultural competence self-assessment with the next activity.

**SLIDE 35**

<table>
<thead>
<tr>
<th>Quick Self-Check Using the Cultural Competence Continuum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What Stage Are You In?</strong></td>
</tr>
<tr>
<td>RED</td>
</tr>
<tr>
<td>ORANGE</td>
</tr>
<tr>
<td>YELLOW</td>
</tr>
<tr>
<td>GREEN</td>
</tr>
<tr>
<td>BLUE</td>
</tr>
<tr>
<td>PURPLE</td>
</tr>
</tbody>
</table>
Directions

Pass out note or index cards. Ask participants to take a card and jot down where they think they fall on the Cultural Competence Continuum after reading the characteristics of each stage. For this activity, do not reveal what the colors mean.

Debrief Activity

Tell the participants that the purpose of this activity is for them to become familiar with completing a quick self-check of their individual cultural competence. The Cultural Competence Continuum will be discussed in the next several presentation slides, and they will get a better understanding of what each color means on the continuum. Later, they will process this activity even further by answering some follow-up questions. So, let the participants know to keep their note or index cards nearby.

SLIDE 36

![The Cultural Competence Continuum](image)

Cross, Bostrom, Dennis & Isaac, 1989

Directions

Explain what the colors means in relation to the Cultural Competence Continuum.

Share Talking Points

The Cross, et al. framework emphasizes that the process of achieving cultural competency occurs along a continuum and offers six non linear stages: 1) cultural destructiveness (red color), 2) cultural incapacity (orange color), 3) cultural blindness or ignorance (yellow color), 4) cultural pre-competence (green color), 5) cultural competency (blue color), and 6) cultural proficiency (purple color).
Please note: The term “cultural blindness” may be viewed as an insensitive one towards those with visual impairments, especially since it is being used on the Cultural Competence Continuum to characterize a phase that individuals may find themselves in on the continuum and need to work towards moving beyond if they are to demonstrate culturally appropriate practices towards all individuals. This term can be substituted with “cultural ignorance”.

Organizations and their staff must progressively move along the cultural competence continuum, which is an ongoing, active developmental process that encompasses a spectrum from culturally destructive to culturally proficient.

1. Cultural destructiveness: attitudes, policies, structures, and practices that are destructive to a cultural group partly because one way of being is acknowledged and accepted
2. Cultural incapacity: lack of capacity of organizational systems and individuals to respond to linguistically and culturally diverse groups so that overt and covert systematic biases and devaluation mechanisms persist
3. Cultural blindness/ignorance: based on the assumption that all people should be treated equally – what works with members of one culture should work within all other cultures
4. Cultural pre-competence: demonstrates an awareness of strengths in diversity and the need to respond effectively to culturally diverse groups but no clear plan for achieving cultural competence
5. Cultural competence: an acceptance and respect for difference, actively seeking advice and consultation, and a commitment and strategic plan for incorporating new knowledge and experiences into a wider range of practice
6. Cultural proficiency: hold culture in high esteem and use it as a foundation to guide all endeavors
Share Talking Points
Cultural competence is a complex framework, and there is a tendency for individuals and organizations to want a textbook solution, a quick fix, a recipe, or a “how to”, step-by-step approach for engaging, serving, and building relationships with diverse communities. The complexity of achieving cultural competence does not allow for such an easy solution. The Cultural Competence Continuum helps present a frame for understanding the complexity of Cultural Competence.

The characteristics described as a “continuum” are not meant to simply define an individual or organization, as they are not linear. These stages allow individuals and organizations to broadly gauge where they are, and to plan for movement toward enhanced cultural competence. More than likely, individuals and organizations will be at different stages at various points in regard to different client populations and cultural groups. This offers a visual representation of the Cultural Competence Continuum and its stair-steps, which showcases the up-and-down movement in either direction that exists.

Before we review each stage, what questions or comments would you like to share?
CULTURAL DESTRUCTIVENESS
Actively participates in purposeful attacks on other cultures. Attitudes, policies and practices are destructive to cultures and individuals within the cultures, e.g., depriving gay or lesbian clients access to quality care.

Directions
The facilitator should read the presentation slide.

Share Talking Points
In the Cultural Destructiveness stage, individuals and organizations actively participate in purposeful attacks on other cultures. Attitudes, policies, and practices are destructive to cultures and individuals within the cultures. For example, depriving gay or lesbian clients access to quality care.

CULTURAL INCAPACITY
Lacking the capacity to help individuals from other cultures. These individuals are extremely biased, may believe in race superiority of the dominant group or act paternalistic towards Minorities.

Directions
The facilitator should read the presentation slide.
**Share Talking Points**

In the Cultural Incapacity stage, individuals and organizations lack the capacity to help individuals from other cultures. These individuals are extremely biased, may believe in race superiority of the dominant group or act paternalistic towards minorities. For example, referring a Burmese client to another agency because the client does not speak English or conveying subtle messages that some cultural groups are neither valued nor welcomed. In addition, having or expressing lower expectations for some cultural, ethnic, or racial groups demonstrates cultural incapacity.

Make connection back to the Jane Elliot film, “A Class Divided”, and the cycle of conditioning!

**SLIDE 40**

![Cultural Ignorance Slide]

**Cultural Ignorance**

The perspective that color or culture makes no difference whatsoever, if the system works as it should, all people, regardless of race or ethnicity, shall be served with equal effectiveness, e.g., ignoring the individual differences of your community or prevention activities, and treating them all the same.

**Directions**

The facilitator should read the presentation slide.

**Share Talking Points**

An individual or organization in the Cultural Ignorance (Blindness) stage would express a philosophy of viewing and treating all people the same. This conveys a perspective that color or culture makes no difference whatsoever and, if the system works as it should, all people, regardless of race or ethnicity, shall be served with equal effectiveness, e.g., ignoring the individual differences of your community and treating everyone the same without providing targeted and tailored prevention activities.
CULTURAL PRECOMPETENCE

Awareness of one’s limitations in serving persons of diversity and making small steps to improve on some level, e.g., asking a colleague or client about their culture in effort to acquire cultural knowledge and sensitivity.

Directions
The facilitator should read the presentation slide.

Share Talking Points
In the stage of Cultural Precompetence, an individual or organization has an awareness of their limitations in serving diverse persons and makes small steps to improve on some level, e.g., asking a colleague or client about their culture in an effort to acquire cultural knowledge and sensitivity.

The individual or organization exhibits the following:
1. Value for the delivery of high quality services and supports to culturally and linguistically diverse populations;
2. Commitment to human and civil rights;
3. Hiring practices that support a diverse workforce;
4. Capacity to conduct asset and needs assessments within diverse communities;
5. Concerted efforts to improve service delivery usually for a specific racial, ethnic or cultural group;
6. Tendency for token representation on governing boards; and,
7. Unclear plan for achieving organizational cultural competence.
CULTURAL COMPETENCE

Accepting and respecting differences among and within different cultures. Continuously assessing one’s behavior to ensure it is congruent with culturally competent practices. Expanding one’s knowledge, resources and services in order to better meet the needs of different racial and ethnic groups.

Directions
The facilitator should read the presentation slide.

Share Talking Points
In this stage, individuals and organizations, accept and respect differences among and within different cultures. They continuously assess themselves to ensure congruency with culturally competent policies, philosophies, and practices. In addition, they work to expand their knowledge, resources, and services in order to better meet the needs of different racial and ethnic groups.

CULTURAL PROFICIENCY

Taking a proactive approach towards cultural competency to move it forward on a systemic level. The advanced level specializes in cultural competency and these individuals are often involved in multicultural research, developing new preventions and treatment modalities that address diversity issues, publishing culturally-based knowledge, raising society awareness and sensitivity to cultural issues.

Directions
The facilitator should read the presentation slide.

Share Talking Points
This stage represents advanced Cultural Competence (Cultural Proficiency). Individuals and organizations take a proactive approach towards cultural competency to move it forward on a systemic level. These individuals and organizations may specialize in
cultural competency and often conduct multicultural research, develop new prevention and treatment modalities that address diversity issues, publish culturally-based knowledge, and raise societal awareness and sensitivity to cultural issues.

SLIDE 44

**Process of Gaining Cultural Competence**

- **Lacks cultural awareness and thinks there is only one way of doing things**
- **Recognizes different cultures and seeks to learn about them**
- **Actively seeks knowledge about other cultures; educates others about cultural differences**

**Culturally Incompetent**
- Views themselves as culturally superior to other cultures
- Sees all the same people, and thinks everyone should be treated the same

**Culturally Competent**
- Accepts, appreciates and accommodates cultural differences. Understands the effect his/her own culture has in relating to others

**Directions**

Explain the diagram. Check in with participants for understanding, as this information will help them complete the exercise that follows.

**Share Talking Points**

This is another way to view the process of moving from one end to the other – the culturally incompetent end represents a lack of awareness and unwillingness to actively seek out knowledge. If you notice, the culturally competent end is not represented by “knowing” everything about other cultural groups but indicates an awareness and ability to seek and learn and teach others about differences.

SLIDE 45

**Reflections....**

- Now, thinking about where you fall on this continuum, what is ONE thing you can do to move along the continuum towards cultural proficiency?
- Where does the agency fall on this continuum?
- How can everyone work together to move the agency along the continuum towards cultural proficiency?
Directions
Ask participants to take out the index card or note card that they used for the Quick Self-Check Exercise using the Cultural Competence Continuum. Distribute new index cards for those needing one. Participants should write down on their index card the one thing they can do to move along the continuum.

Collect the cards and redistribute them, and have each person share what is on the index card. Discuss briefly, by asking the participants what they think about their position on the continuum and whether they view it important or have confidence in moving towards cultural competency.

Move on to the next question. Have the participants write their response about where the agency falls on the continuum on a new index card or note card. Then, on the other side, have them write what can be done to move the agency along the continuum. Collect the cards and redistribute them. Have participants share and discuss.

Debrief Activity
It can be difficult for individuals and organizations to make changes. Ask the participants whether they can see themselves as agents of change in their organization taking action to help their agency move towards cultural competence in everything that it does e.g., hiring multicultural staff, establishing and monitoring inclusive policies, advocating for social justice and the elimination of health disparities, etc.

SLIDE 46

We all need Cultural Competence

- Everyone will work with people outside their own cultural groups; so they must be able to learn about, relate to, and communicate with people who are different from themselves
- To build trust and rapport
- To be able to work effectively

Share Talking Points
So, based on all that we have discussed, we all need cultural competence. Can you imagine going to a health care provider or an educational institution or a store or to a
neighbor who does not value your cultural identities? You probably would not feel respected or valued as a person. Everyone will work with people outside their own cultural groups; so they must be able to learn about, relate to, and communicate with people who are different from themselves.

We need cultural competence to build trust and rapport, and to be able to work effectively with others.

**SLIDE 47**

*Key Elements of Culturally Competent Organizations and their Staff*

- Value diversity
- Assess themselves
- Manage the dynamics of difference
- Acquire and institutionalize cultural knowledge
- Adapt to diversity and the cultural contexts of individuals and communities served

**Directions**

The facilitator should read the presentation slide. Pass out a handout on the Culturally and Linguistically Appropriate Services Standards (CLAS) (OMH-DHHS, 2000). This information can be retrieved and printed out for the participants in advance of the training by accessing it at:


**Share Talking Points**

The 14 CLAS Standards are based on an analytical review of key laws, regulations, contracts, and standards currently in use by federal and state agencies and other national organizations. The goal of the standards is to increase access to care and contribute to the elimination of health disparities. In addition, organizations striving to meet these standards demonstrate clearly that they value and honor the diverse populations served.
Directions
Depending on the number of participants, break them up into pairs or small groups. Have them discuss what culturally competent practices work at the agency. In other words, what does the agency do or what does the participant do to effectively work with and serve diverse groups in the community? How can they do even better work by exploring opportunities to partner with other agencies, seek grant funding to provide sustainable services to diverse populations, etc.

Ask the pairs or small groups to report what they identified to the larger group.

SLIDE 49

Enhancing Cultural Competence

Georgetown University’s National Center for Cultural Competence

"Infusing Cultural and Linguistic Competence into Health Promotion Training – Video"
Chapter 4: Applying Cultural & Linguistic Competence

Video Presented by: Suzanne Bronheim, Ph.D.

http://nccc.georgetown.edu/projects/sids/dvd/view_online/p4a.html

Directions
Watch the National Center for Cultural Competence’s video clip on Enhancing Cultural Competence. It can be viewed in 6 minutes and 21 seconds and is accessible online at: http://nccc.georgetown.edu/projects/sids/dvd/view_online/p4a.html
Share Talking Points
How does Dr. Suzanne Bronheim’s message provide insight into how you should consider the life context of each individual that you aim to impact by your health promotion and prevention efforts?

SLIDE 50

Enhancing Cultural Competence at the Organizational Level

Organizational Values: An organization’s perspective and attitudes with respect to the worth and importance of cultural competence and its commitment to provide culturally competent care.

Governance: The goal-setting, policy-making, and other oversight vehicles an organization uses to help ensure the delivery of culturally competent care.

Planning and Monitoring/Evaluation: The mechanisms and processes used to guide cultural competence planning and the systems and activities in place to track and assess an organization’s level of cultural competence.

Communication: The exchange of information between the organization/providers and the client/population, and internally among staff, in ways that promote cultural competence.

Directions
The facilitator should read the presentation slide. Prior to the training, this information can be accessed online at: http://captus.samhsa.gov/access-resources/ensuring-cultural-competence-organizational-level

Share Talking Points
In enhancing your organization’s cultural competence level, routine assessment is key. You can use the Cultural Competence Continuum as a valuable assessment tool or access evaluation tools and resources online. In assessing your organization, consider these key performance indicators.

SLIDE 51

Ensuring Cultural Competence at the Organizational Level

Staff Development: An organization’s efforts to ensure staff and other service providers have the requisite attitudes, knowledge and skills for delivering culturally-competent services.

Organizational Infrastructure: The organizational resources required to deliver or facilitate delivery of culturally-competent services.

Services/Interventions: The degree to which the organization delivers services in a culturally competent manner.
**Directions**
The facilitator should read the presentation slide. Prior to the training, this information can be accessed online at: http://captus.samhsa.gov/access-resources/ensuring-cultural-competence-organizational-level

**Share Talking Points**
Also, consider these performance indicators in assessing your organization’s cultural competence level.

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**SLIDE 52**

**Leading with Cultural Intelligence (CQ)**

- Read (i.e., local paper when you travel)
- Go to the movies / museum
- Eat out
- Learn a new language
- Attend cultural celebrations
- Find a cultural coach

- Visit a temple, mosque, church
- Consume a variety of news sources
- Look for culture
- Join a multicultural group
- Take a class
- Create a faith club

_D. Livermore, 2010_

**Directions**
The facilitator should read the work of Dr. Livermore in advance of the training to aid in the facilitation of this content. More information can be found online at: http://culturalq.com/index.html.

**Share Talking Points**
These are ideas for enhancing your cultural competence by developing your Cultural Intelligence (CQ). CQ is a person’s ability to effectively function in situations influenced by cultural diversity. To enhance your personal CQ level, these simple ideas can lead to big outcomes. Dr. Livermore suggests that you can increase your CQ by doing activities that help to increase your cultural awareness, sensitivity, and competence.

1. Read
2. Go to the movies
3. Eat out
4. Journal
5. Learn a new language
6. Attend cultural celebrations
7. Visit a temple, mosque, church
8. Consume a variety of news sources
9. Look for culture
10. Join a multicultural group
11. Take an acting class
12. Talk with taxi drivers
13. Role play
14. Go to the museum
15. Read local paper when you travel
16. Find a cultural coach
17. Take a class
18. Create a faith club
19. Take public transportation
20. Stroll through grocery store

How can these activities increase your exposure to and understanding of cultural groups? In what ways can you build relationships with other individuals through these activities?

SLIDE 53

Take Home Messages
*Cultural Competence = Relationship Building*

- **INDIVIDUAL** - Get to know yourself (worldview, values, cultural identities) so you can better explore the uniqueness of others
- **ORGANIZATION** - Get to know your community (traditions, cultures, norms, practices, beliefs) so your agency can be more in tune with their assets & needs
- **SYSTEMS** - Get to know your agency (culture, mission, values, staff, services, policies, practices, philosophies) so you can better serve the community

Share Talking Points
Cultural Competence is all about relationship building! Have fun making connections with individuals who have a cultural background different from your own!
SLIDE 54

Questions or Comments?

SLIDE 55

Share Talking Points
What are your questions or comments?

Directions
Thank participants for giving of their time to participate in the training. Distribute and encourage them to complete an evaluation of the training.

As a follow-up to the training, participants may identify other topics related to cultural and linguistic competence. PROCEED, Inc. – NCTSTA’s EPIC Program offers a variety of training and technical assistance services that can be utilized at no cost to addiction prevention agencies funded by the Division of Mental Health and Addiction Services (DMHAS).
Facilitator’s Guide

Appendices
You as a Culturally Diverse Entity

Directions: In each circle, write one of the identities of your cultural heritage. Then, next to each circle, write the most important rules, norms, and/or values you learned from each identity. (For example, next to *female* one might write, “growing up, I had to be in the house by 9:00pm on a daily basis because my parent(s)/guardian(s) believed that young ladies should never roam the street at night”.)
Cultural Competence Assessment

Instructions: Read each statement below and indicate if you believe the statement is True or False.

<table>
<thead>
<tr>
<th>Introduction to Cultural Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Statement</strong></td>
</tr>
<tr>
<td>1. Worldview directly affects and mediates our belief systems, assumptions, modes of problem solving, decision making, and conflict resolution.</td>
</tr>
<tr>
<td>2. Stereotyping is a behavior that only the culturally ignorant engage in.</td>
</tr>
<tr>
<td>3. All encounters are cross-cultural.</td>
</tr>
<tr>
<td>4. Culturally competent providers do not have personal cultural filters.</td>
</tr>
<tr>
<td>5. The best way to work with people is to adopt a “color-blind” approach in which the differences between people and groups are not recognized.</td>
</tr>
<tr>
<td>6. Cultural competence is an endpoint not a process. The goal of cultural competence is to achieve it and move on.</td>
</tr>
<tr>
<td>7. Collaborating with key stakeholders is an important strategy for increasing organizational cultural competence.</td>
</tr>
<tr>
<td>8. Ethnicity and race are the best indicators of culture.</td>
</tr>
<tr>
<td>9. Culture defines how health care information is received.</td>
</tr>
<tr>
<td>10. Cultural competence entails avoiding assigning labels or stereotypes to individuals.</td>
</tr>
</tbody>
</table>

Score Key:
0 to 4: You have a lot to learn. We hope you find this training and the strategies / tools offered useful in your ongoing learning process!
5 to 8: You have a solid foundation. Use this training to enhance the support you offer.
9 to 10: You are ahead of the game! Use this training to teach others and continue to strive for excellence.
Cultural Competence Assessment – ANSWER KEY

Instructions: Read each statement below and indicate if you believe the statement is True or False.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Worldview directly affects and mediates our belief systems, assumptions, modes of problem solving, decision making, and conflict resolution.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>2. Stereotyping is a behavior that only the culturally ignorant engage in.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>3. All encounters are cross-cultural.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>4. Culturally competent providers do not have personal cultural filters.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>5. The best way to work with people is to adopt a “color-blind” approach in which the differences between people and groups are not recognized.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>6. Cultural competence is an endpoint not a process. The goal of cultural competence is to achieve it and move on.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>7. Collaborating with key stakeholders is an important strategy for increasing organizational cultural competence.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>8. Ethnicity and race are the best indicators of culture.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>9. Culture defines how health care information is received.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>10. Cultural competence entails avoiding assigning labels or stereotypes to individuals.</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Total Correct: ____________

Score Key:
0 to 4: You have a lot to learn. We hope you find this training and the strategies/tools offered useful in your ongoing learning process!
5 to 8: You have a solid foundation. Use this training to enhance the support you offer.
9 to 10: You are ahead of the game! Use this training to teach others and continue to strive for excellence.
Enhancing Relationships through Cultural Competence
Staff In-Service Training EVALUATION FORM

Please provide your assessment of the "Enhancing Relationships through Cultural Competence" Staff In-Service Training in which you recently participated. Please take a few minutes to complete the following brief evaluation about the facilitator(s), the content of the training, and your suggestions regarding future training topics. Thank you, in advance, for your time in completing and returning this evaluation.

A. TRAINING CONTENT:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Included a description of learning objectives to be covered in the session.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>2. Covered webinar objectives.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>3. Was appropriate for my level of experience.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>4. Was well organized and followed a logical order.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>5. Included useful handouts and other written materials.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>6. Incorporated helpful exercises that facilitated my learning.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>7. Raised my awareness on the importance of being culturally competent.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>8. Described strategies for increasing organizational cultural competence.</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

B. FACILITATORS:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Demonstrated a thorough knowledge of content.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>10. Incorporated useful examples.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>11. Showed how to apply the content to my work.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>12. Answered questions clearly.</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

C. OUTCOMES:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. This training increased my practice knowledge.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>14. This training encouraged me to re-examine my attitudes/values.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>15. I expect to use what I learned on my job.</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

16. What about this training was particularly helpful to you?

17. What follow-up to this training would be helpful in order to apply what you have learned to your job?

18. What other training topics related to cultural and/or linguistic competency would you like offered?

19. Please provide us with any suggestions or comments about the training in which you just participated.
Requesting Additional Training from EPIC

To request additional training and/or technical assistance services from PROCEED, Inc. – NCTSTA’s EPIC Program, contact:

Corynna Hines, MPH, CHES
Capacity Building Coordinator
(908) 351-7727
or via e–mail at: chines@proceedinc.com

PROCEED, Inc.’s experienced staff will assist you to design and implement a customized plan of action that will strengthen your organization’s services and their impact on your clients and community.

EPIC’s Capacity Building Assistance Services

We offer customized cultural competence trainings and technical assistance in areas such as:

- Strategic Planning
- Recruitment and Retention of Multicultural and Linguistically Diverse Clients
- Supervision & Management of a Diverse Workforce
- Ongoing Professional Development for your Staff
- Board Development

Our services can be delivered face to face and/or web-based. Contact us to discuss options that suit your organization’s needs.
About EPIC

The EPIC Program is a training and technical assistance initiative aimed at assuring culturally and linguistically appropriate addiction prevention services among diverse populations throughout New Jersey. The services offered by EPIC seek to enhance the operations of grantees funded through the NJ Division of Addiction Services (DAS) by boosting the knowledge and skill sets of management and staff as well as strengthening their ability to respond to the needs, beliefs, behaviors, perceptions, and preferences of their respective target groups. EPIC provides group-level skills building trainings, customized one-on-one technical assistance, consultation, and resources to initiate, expand, and enhance an agency’s capacity to provide addiction prevention services to multicultural and linguistically diverse communities.

For additional information on the EPIC Program, please contact:
Corynna Hines at 908.351.7727 or via email at chines@proceedinc.com