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### **COURSE OBJECTIVES**

- ◆ Understand cultural and linguistic competency at University Hospital
- ◆ Realize the impact of globalization in the workplace
- ◆ Consider your personal cultural orientation
- ◆ Consider impacts of culture on language
- ◆ Measure your own cultural and linguistic competency
- ◆ Learn how to navigate cultural collisions
- ◆ Review considerations for building culturally and linguistically competent skills

# **BUILDING CULTURAL AND LINGUISTIC COMPETENCE**

## **INDEPENDENT SELF-LEARNING PROGRAM OUTLINE**

### **Introduction**

- Course content
- Learning objectives
- Cultural and linguistic competency definition

### **Cultural and Linguistic Competency at University Hospital**

- Discussion

### **The Iceberg Theory of Culture**

- Discussion and diagram

### **The Impact of Globalization in the Workplace**

- Discussion

### **Who Am I? Glimpses of Personal Cultural Orientation**

- Individualism vs. group orientation (Collectivism)
- Time orientation
- US and Other Cultural Health Care Values Grid
- Linguistics; colloquial expressions; code words and value-laden words

### **Impact of Culture on US English**

- Discussion

### **Cultural and Linguistic Competency: Where Am I Now?**

- Bennett's Developmental Model of Intercultural Sensitivity (DMIS)
- Cultural identity values

### **Putting it all Together: Navigating Cultural Collisions**

- Problem-solving scenarios, strategies and best practices

### **Reminders and Considerations for Building Culturally and Linguistically Competent Skills**

### **References**

# BUILDING CULTURAL AND LINGUISTIC COMPETENCE

## Introduction

This self-learning module encourages the learner to assess personal perspectives about cultural identity, and to consciously strive to enhance cultural and linguistic competency skills. The program offers guideposts for observing culture and linguistics through personal lenses using activities that encourage self-assessment. At the end of the module, culminating scenarios help the learner to apply basic competency and linguistic strategies and review best practices that lend themselves towards building and sustaining a culturally and linguistically competent workplace.

## Course Content

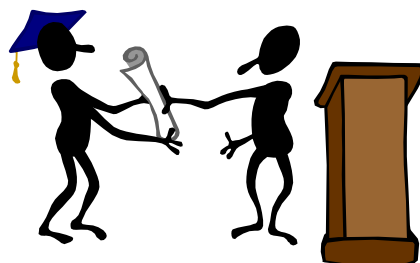
This course consists of exercises, readings, and short questionnaires that explore personal cultural world-views, and culminating problem-solving scenarios that encourage objectivity and critical thinking.

## Learning Objectives

**By the end of this session, the learner will be able to:**

- ✓ Recognize and understand the impact of globalization in the workplace
- ✓ Examine and understand personal identity through cultural lenses
- ✓ Identify strategies for developing culturally and linguistically competent Workplace skills

Time: 1 ½ hours



## BUILDING CULTURAL AND LINGUISTIC COMPETENCY

- **What is cultural and linguistic competency?**

“ . . . The capacity of an organization and its personnel to communicate effectively, and convey information in a manner that is easily understood by culturally 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 . . . ”

Goode & Jones (modified 2009). National Center for Cultural Competence, Georgetown University Center for Child & Human Development.

### **Cultural And Linguistic Competency At University Hospital Results In:**

- Staff who deliver service excellence
- Satisfied and informed customers and patients
- Customers and patients more likely to follow care instructions because they know that someone understands them and cares about them
- A success marker of University Hospital
- University Hospital becoming ***THE*** organization of customer choice
- Reduction in health disparities due to enhanced customer/provider rapport
- Improved customer/patient health literacy



**AND HAPPY PEOPLE!**

### **The Iceberg Theory Of Culture**

There are several models of culture represented as an iceberg. The iceberg depicts the areas of culture that we can see manifest in the physical sense such as "visible" elements that include things such as music, dress, dance, architecture, language, food, gestures, greetings, behaviors, etc. They are shown as cultural characteristics above the water line - the tip of the iceberg.

"Hidden culture - the habits, assumptions, understandings, values, judgments... that we know but do not or cannot articulate, are depicted as hidden on the bottom side of the iceberg, the invisible side. When thinking about culture, the bottom of the iceberg will include things such as religious beliefs, worldviews, rules of relationships, approaches to the family, motivations - things which cannot be seen." Take a few minutes to examine the iceberg model of culture shown on the following page.

# ICEBERG THEORY OF CULTURE



**Just as nine-tenths of the iceberg are out of sight below the water line, so are nine-tenths of culture out of conscious awareness. The out-of-awareness part of culture is often described as deep-culture.**

# IMPACT OF GLOBALIZATION IN THE WORKPLACE

- **What is globalization?**

Globalization is an ongoing process in which the experience of everyday life, marked by the distribution of merchandise, supplies and/or services, is becoming standardized around the world. This process also occurs in the workplace and is complicated by widely differing expectations, standards of living, cultures and values, legal systems, and unexpected global cause-and-effect linkages.

- **How does globalization affect the US workplace?**

There are several emerging trends; here are a few:

1. **The Virtual Office:** The traditional 9:00 to 5:00 workday can often be replaced with an “always on” 24/7 work schedule. Virtual offices and instant communication allow some employees to balance work and personal life more effectively and remain in touch with the job at any time. Additionally, the virtual office allows employers to recruit from almost anywhere in the world. For others, the virtual office blurs the line between balancing work and personal life.
2. **Values-Based Employment** is becoming as important a consideration as pay in a thriving economy. Many employers are beginning to realize that organizations that demonstrate care for their employees' values and goals benefit not only their employees but their businesses as well.
3. **Instant Communication** through social networks such as the Internet, Facebook, blogs, and Twitter allow organizations to dramatically cut travel expenses because technology often makes face-to-face meetings unnecessary. Additionally, language barriers can be eliminated through translation and interpretation services and technology.
4. **Travel Savings in Industry and Trade:** Businesses, organizations and agencies send representatives to any part of the free world that supports their trade and industry.

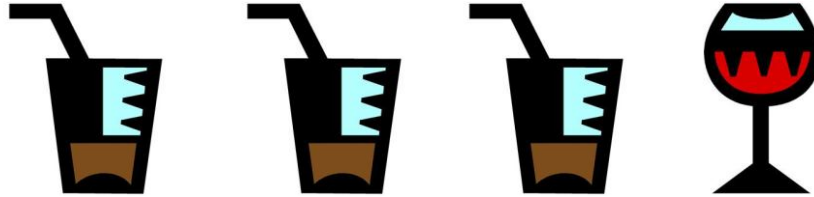
*Globalization introduces employers to a diversity of cultures and ethnic groups that bring a variety of values to the workplace in areas of customer service, expressions of personality and goodness, work ethic, different ways of showing respect for authority, and more. With increased globalization, understanding various cultures and people's attitudes and behaviors is crucial for business, customer service, and product success.*



## WHO AM I? - GLIMPSES OF PERSONAL CULTURAL ORIENTATION

- Individual vs. group orientation (collectivism) is a critical component of culture.

### Which Glass Would You Use?



Which glass did you choose? \_\_\_\_\_

Why? \_\_\_\_\_

Researchers Kim and Markus (1999) discovered that in a study where Americans and Asians were asked to select one of five pens with four identical and one different, “Seventy-seven percent of the Americans selected the different color pen, while only 31% of the Asians made this choice.”

Culture dictates whether we value individualism or are group-oriented. In **individualistic** cultures, the goals of individuals are valued more highly than the goals of the group. Group-oriented cultures prioritize the needs of the group over those of the individual. If you selected one of the identical glasses above you may possess group orientation tendencies. If you selected the goblet, you may be more individualistically inclined.

Cultural beliefs are so embedded in one’s character that they are rarely stated or questioned. We assume anyone anywhere would accept them, but reality proves otherwise. Read each of the following statements and select one answer for each option. By the way, there are no right or wrong answers.

- |  |         |            |
|--|---------|------------|
| 1. The group is more important than the individual.  | Agree__ | Disagree__ |
| 2. We control our own future.  | Agree__ | Disagree__ |
| 3. People should avoid being too dependent on others; they should be as independent as possible. | Agree__ | Disagree__ |
| 4. The past is more important than the future.   | Agree__ | Disagree__ |
| 5. Being direct, open and honest are virtues.  | Agree__ | Disagree__ |
| 6. In the workplace, one's primary concern should be focusing on the task and completing it.     | Agree__ | Disagree__ |
| 7. When doing something positive, it is a good idea to let others know about it.                 | Agree__ | Disagree__ |

**Honest responses to the above may give you a hint as to whether your cultural value orientation is individual or group-oriented.**

- **Time Orientation - an individual or cultural perspective about time that is primarily focused on past, present or future world-views.**

- Those whose cultural perspectives are **past**-oriented value tradition and believe in doing things the way they have always been done. In health issues, they usually prefer traditional approaches to healing rather than accepting contemporary and/or Western medical approaches.

Example: Belief that illness has occurred because of the sins of ancestors; destiny dictates that only traditional medicine can heal *if* it is believed that healing is supposed to occur.

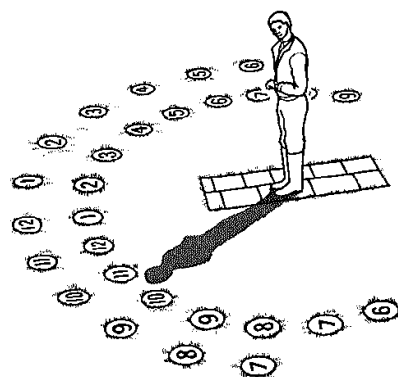
- Cultural perspectives that are **present**-oriented are not likely to value making plans for the future; they are primarily focused on surviving today. Poverty often forces people to be present oriented.

Example: Although the physician said take all of the medicine until it is finished, the symptoms have disappeared so the patient stops taking the medication.

- Cultural perspectives that are **future**-oriented place value on outcomes that have not yet occurred. Preventive medicine and dentistry are examples of time orientation that is future-oriented.

**Example:** Embracing preventive medicine will help minimize the chances of certain illnesses occurring.

**What is your time orientation? Most people are a mix of one or more of the descriptors above.**



## US AND OTHER CULTURAL HEALTH CARE VALUES GRID

*Cultural values such as sense of self and space, communication and language, dress and appearance, etc., impact our cultural world-views. On the grid below, circle one square that contains characteristics that best describe your cultural world-view in each of the ten categories.*

ASPECTS of CULTURE	US HEALTH CARE CULTURE	OTHER CULTURES
1. Sense of self and space	<ul style="list-style-type: none"> <li>▪ Informal</li> <li>▪ Handshake</li> </ul>	<ul style="list-style-type: none"> <li>▪ Formal</li> <li>▪ Hugs, bows, handshakes</li> </ul>
2. Communication and language	<ul style="list-style-type: none"> <li>▪ Explicit, direct communication</li> <li>▪ Emphasis on content – meaning found in words</li> </ul>	<ul style="list-style-type: none"> <li>▪ Implicit, indirect communication</li> <li>▪ Emphasis on context – meaning found around words</li> </ul>
3. Dress and appearance	<ul style="list-style-type: none"> <li>▪ “Dress for success” ideal</li> <li>▪ Wide range in accepted dress</li> <li>▪ More casual</li> </ul>	<ul style="list-style-type: none"> <li>▪ Dress seen as a sign of position, wealth, and prestige</li> <li>▪ Religious rules</li> <li>▪ More formal</li> </ul>
4. Food and eating habits	<ul style="list-style-type: none"> <li>▪ Eating as a necessity – fast food</li> </ul>	<ul style="list-style-type: none"> <li>▪ Dining as a social experience</li> <li>▪ Religious rules</li> </ul>
5. Time and time consciousness	<ul style="list-style-type: none"> <li>▪ Linear; exact time consciousness</li> <li>▪ Value on promptness</li> <li>▪ Time = money</li> </ul>	<ul style="list-style-type: none"> <li>▪ Elastic and relative time consciousness</li> <li>▪ Time spent on enjoyment of relationships</li> </ul>
6. Relationships, family, and friends	<ul style="list-style-type: none"> <li>▪ Focus on nuclear family</li> <li>▪ Responsibility for self</li> <li>▪ Value on youth; age seen as a handicap</li> </ul>	<ul style="list-style-type: none"> <li>▪ Focus on extended family</li> <li>▪ Loyalty and responsibility to family</li> <li>▪ Age gives status and respect</li> </ul>
7. Values and norms	<ul style="list-style-type: none"> <li>▪ Individual orientation</li> <li>▪ Independence</li> <li>▪ Preference for direct confrontation of conflict</li> <li>▪ Emphasis on task</li> </ul>	<ul style="list-style-type: none"> <li>▪ Group orientation</li> <li>▪ Conformity</li> <li>▪ Preference for harmony</li> <li>▪ Emphasis on relationships</li> </ul>
8. Beliefs and attitudes	<ul style="list-style-type: none"> <li>▪ Egalitarian</li> <li>▪ Challenges authority</li> <li>▪ Gender equity</li> <li>▪ Behavior and actions affect and determine the future</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hierarchical</li> <li>▪ Respect for authority and social order</li> <li>▪ Different roles for men and women</li> <li>▪ Fate controls and predetermines the future</li> </ul>
9. Mental processes and learning style	<ul style="list-style-type: none"> <li>▪ Linear, logical</li> <li>▪ Problem-solving focus</li> <li>▪ Internal locus of control</li> <li>▪ Individuals control their destinies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lateral, holistic, simultaneous</li> <li>▪ Accepting of life’s difficulties</li> <li>▪ External locus of control</li> <li>▪ Individuals accept their destinies</li> </ul>
10. Work habits and practices	<ul style="list-style-type: none"> <li>▪ Reward based on individual achievement</li> <li>▪ Work has intrinsic value</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rewards based on seniority</li> <li>▪ Work is a necessity of life</li> </ul>

**Which column - US Health Care Culture or Other Cultures – contains the most circles?**  
**Are your values more US-oriented or more similar with other cultures?**

# CULTURAL AND LINGUISTIC COMPETENCY: WHERE AM I NOW?

## • Linguistics

Many health care institutions and agencies have adopted practices that help promote health literacy and linguistic competency regardless of cultural and/or language origins. Examples of strategies that some organizations have implemented in support of linguistic competency include, but are not limited to, the following:

- bilingual/bicultural or multilingual/multicultural staff
- foreign language interpretation services including distance technologies
- sign language interpretation service
- multilingual telecommunication systems
- printed materials in easy-to-read, low literacy picture and symbol formats

## • Colloquial Expressions

### **Does speaking a common (widely spoken) language guarantee cultural and linguistic competence?**

Not necessarily. Cultural meanings for the same word or terminology are not always the same.

**Example:** The word “fat” in US society suggests an over-eater who lacks self control. From a cultural context, it can also mean wealth. In traditional African societies (before US values for beauty - being thin were embraced), a fat woman was considered a symbol of wealth - that food was abundant and the family possessed money; the larger the woman, the more wealth was assumed.

### **How important are colloquial expressions when a common language is spoken?**

**A colloquialism is language or an expression that is casual and used in place of a standard term –** sometimes for added raciness, humor, or other effect. Colloquial expressions *are not* universal and are often unique to cultures and/or geographic locations. Use of a colloquial saying with the assumption of being understood may instead result in a cultural collision!

**Example:** According to James P. Morgan’s Central West Virginia Cultural Awareness Quiz (1981), the term “**ramp**” is used by central West Virginians to describe a particular plant. Webster’s Dictionary lists six other definitions for the same word including a well known term to many - “a movable staircase that passengers use to board or leave an aircraft.”



## ● Using Colloquialisms: "Flying Off Their Pants" - a True Story

The conference speaker was a Chinese woman who was born and raised in her country until her late teens. She then came to the US. She knew and embraced both cultures comfortably, and spoke and read her language-of-origin as well as English fluently. As an adult, she eventually became an engineering consultant. She cited an experience where she was called to China to reconcile differences between a group of Chinese and American engineers who could not agree about the way a project should be handled. She informed her audience that, upon her first meeting with the engineers, they were “flying off their pants!”



**What *did* she mean?** (Circle one of the options below).

- a) The engineers were planning to go flying so they changed their pants.
- b) The engineers wore special pants when they met the consultant at the airport.
- c) They were flying by the seats of their pants!
- d) Women engineers were required to wear pants similar to those of the male engineers.

## “Flying by the seat of their pants” - a Colloquial Expression

If you selected option “c,” you are correct! This is an early aviation colloquialism. Aircraft initially had few navigation aids and flying was accomplished by means of the pilot's judgment – literally going aloft without instruments, radio or other such luxuries; can also mean “deciding a course of action as you go along” or “using your own initiative and perceptions rather than a pre-determined plan.”



*The speaker understood the context in which to express the colloquial expression, yet she was not understood. There are times when knowing the language is not enough, and understanding a cultural context may be equally as important.*

## ● What Are Code Words?

**Code words or phrases have a hidden meaning often used to convey an idea or attitude that cannot or should not be openly revealed because it is socially or politically unacceptable.**

**Example:** Hospital emergency code words are used in conjunction with colors. Terms such as "code red" and "code blue" are commonly used in hospitals to alert staff to fires or electrical problems to avoid scaring patients and visitors. A doctor or nurse may page "Dr. Brown" or a similar fictitious person as a covert request for immediate security when dealing with a potentially combative patient.

**Circle code words or phrases in the following statements.**

- The stork came to visit Mrs. Brown last night.
- It is important to tell youngsters about the birds and the bees.
- Only plus size clothing fits her appropriately.
- He's the organizational historian.



## ● What Are Value-laden Words?

**Value-Laden words are words that convey or imply more meaning than their formal definition ("heavy" with several meanings).**

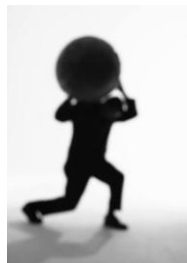
Value-laden words generally reflect bias – either positive or negative. They are also sometimes referenced as "value loaded." Read the examples below.

### **Value-Laden: Positive Bias**

- first, original, indigenous
- uninformed, unaware or uneducated
- free-thinking, unique, innovative

### **Value-Laden: Negative Bias**

- primitive, uncivilized, savage
- stupid, slow or dense
- oddball, quirky, weird



**These value-laden words are heavy!**

- Images are also value-laden. What do these images convey to you?



### Identification and Definitions of Previous Statements

- The **stork** came to visit **Mrs. Brown** last night.  
(Mrs. Brown had a baby last night).
- It is important to tell youngsters about the **birds and the bees**.  
(It is important to educate youngsters about sex).
- Only **plus size** clothing fits her appropriately.  
(Only clothing made for large women fit her well).
- He's the organizational **historian**.  
(He's the elder – a senior or older person who is familiar with the organization's history).

### • Impact of culture on US English

US culture has changed drastically over the past two decades, and the English language has always contained words and expressions borrowed from other cultures. Where English is spoken by persons whose language-of-origin is not English, some common words may have different meanings. For example:

- In some parts of the Caribbean, “**Good night**” is an evening **greeting** while in the US, “Good night” is an evening **goodbye or farewell**.
- In some parts of the Caribbean, “**cook up**” is either the name of a specific **rice dish** or a meal that includes rice or a number of well-known culturally traditional ingredients. In the US, “cook up” is a term unique to illegal drug culture that stands for **crack/cocaine use**.
- In some parts of the Caribbean, the word “**passage**” means any **fare paid for transportation - auto, boat or plane**. In the US, the term is generally used to denote an important **life stage** (example – a Sweet Sixteen party is a rite of passage), or the act of actually **moving (transporting) from one place to another**.

Use of code words and value-laden words may be confusing for those who may speak the same language and understand literal meanings but not cultural meanings for common words or phrases.

## BENNETT'S DEVELOPMENTAL MODEL OF INTERCULTURAL SENSITIVITY

Cultural Sensitivity Develops with Life Experience. Where Are You Now?



DENIAL	DEFENSE	MINIMIZATION	ACCEPTANCE	ADAPTION	INTEGRATION
<p><i>"All big cities are the same – too many cars, McDonalds."</i></p> <p><i>"Since we all speak the same language, there's no problem."</i></p>	<p><i>"When you go to other cultures, it makes you realize how much better the U.S. is." (Superiority)</i></p> <p><i>"I wish I could give up my own cultural background and really be one of these people." (Reversal)</i></p>	<p><i>"Customs differ, of course, but when you really get to know them they're pretty much like us, so I can just be myself."</i></p>	<p><i>"Sometimes it's confusing, knowing that values are different in various cultures and wanting to be respectful, but still wanting to maintain my core values."</i></p>	<p><i>"I greet people from my culture and people from my host culture somewhat differently to account for cultural differences in the way respect is communicated."</i></p>	<p><i>"Whatever the situation, I can usually look at it from a variety of cultural points of view."</i></p>
No recognition of cultural differences; other cultures avoided; maintains psychological and/or physical isolation from differences; disinterest in cultural differences.	Recognizes some differences but sees them as negative.	Based upon belief system of superiority and unearned power; unaware of projection of personal cultural values; other cultures usually trivialized or romanticized	Shift of perspectives; general curiosity and respect toward cultural differences while continuing commitment to personal values	The experience of another culture yields perception and behavior appropriate to that culture; ability to look at the world through different eyes; ability to intentionally change behavior, communicate more effectively in another culture	In-depth knowledge of at least two cultures - one's own and another allows one to be able to evaluate a situation from several frames of reference and shift easily from one frame of reference to another.
<b>GOAL:</b> Acknowledge differences.	<b>GOAL:</b> Recognize and respect differences.	<b>GOAL:</b> Cultural humility; not projecting personal cultural values onto other cultures.	<b>GOAL:</b> Achievement of the three previous levels of development necessary to reach this stage.	<b>GOAL:</b> Can evaluate others' behavior from their frame of reference and adapt behavior to fit the norms of a different culture.	<b>GOAL:</b> Application of this stage without conscious effort.

**Bennett's Developmental Model of Intercultural Sensitivity (DMIS)** is a commonly used model that identifies stages of cultural development. *Adapted from Milton J. Bennett publications*

## CULTURAL IDENTITY VALUES

An important component of developing cultural and linguistic competency skills is understanding that cultural identity is not a singular characteristic; it is many characteristics - some of which have most likely been borrowed from another culture. Let's look a bit more closely at how you see yourself.



Please read the following scenarios, and rank your status by selecting one of the following for each item.

**SA** = Strongly Agree      **A** = Agree      **D** = Disagree      **SD** = Strongly Disagree

1. My race is very important to the way I identify myself. \_\_\_\_\_
2. My ethnicity (culture) is very important to the way I identify myself. \_\_\_\_\_
3. My gender is very important to the way I identify myself. \_\_\_\_\_
4. My social class is very important to the way I identify myself \_\_\_\_\_
5. My sexual orientation is very important to the way I identify myself. \_\_\_\_\_
6. My ability/disability is very important to the way I identify myself. \_\_\_\_\_

Understanding the extent to which you self-identify may give you insight into how you respond to others whose cultures are different from yours. You cannot give more to a customer/patient/co-worker than where you are on the cultural competency scale. In other words, you can only give what you have.

## PUTTING IT ALL TOGETHER: NAVIGATING CULTURAL COLLISIONS

- What is a cultural collision?

Cultural collisions occur because of our assumptions about differences based on language, culture, physical appearance, etc. Two cultures meet, clash, and crash when there is no understanding or respect. Please read the following scenarios then select the best possible solution for responding to the cultural collisions below.



**A Cultural Collision**

## • Scenarios of Possible Cultural Collisions

1. There is a mandatory, overnight, all expenses paid staff retreat. Travel and accommodations are also paid for spouses and domestic partners. Farah Mohammad is a single Muslim woman who, by Islamic law, is unable to travel alone - she must be accompanied by a male relative. Farah has two relatives who customarily take turns accompanying her, however, they are both unavailable during the date of the retreat.

**What options should the retreat coordinator consider for Farah? (Circle the best option for each of the following “collisions” below)**

- a) Tell Farah that she will have to wait until next year which might be a better time.
- b) Suggest that you will make copies of handouts and other important information made available to retreat attendees.
- c) Look for an on-line and/or independent program equivalent for Farah.
- d) None of the above

2. A new housekeeper accidentally knocked over his bucket of cleaning solution in the middle of the hallway just as the Senior Vice President of Human Resources (Sr. VP) walked by. The housekeeper said nothing but looked at the Sr. VP and immediately began to laugh. The Senior VP became furious and could not understand how the housekeeper could be so rude. She said nothing and walked away.

**Why did the housekeeper laugh?**

- a) He was embarrassed and laughed to hide his embarrassment in the presence of a superior.
- b) He wanted to show that he was not intimidated by the Sr. VP even though he made a mistake.
- c) He thought the whole episode was funny and couldn't help but laugh.
- d) All of the above



**A Battered and Bruised Ego!**

3. During lunch hour, staff from country ZZZ bring in home-cooked meals that they heat in the microwave. The aroma of the highly pungent and spicy food always spreads throughout the office and lingers until the next day. You are the department manager and several team members have come to you with complaints about the smell of the food which they find offensive.

**What do you do?**

- a) Tell the offending parties that they cannot heat spicy foods in the microwave.
- b) Tell the offending parties to bring only non-spicy American food to work.
- c) Find a deodorizing spray that is environmentally safe and diffuses food odors.
- d) None of the above

4. When the manager meets with staff for annual performance evaluations, Mee Ling, a middle-aged Southeast Asian woman, never asks questions or engages in conversation. Throughout the discussion, she quietly listens and occasionally nods her head. At one point, her manager points out an area for improvement and explains how he wants Mee Ling to proceed. He asks Mee Ling if she understands and Mee Ling says “yes.” The following week, however, Mee Ling fails to implement the action that her manager requested.

**What went wrong?**

- a) Mee Ling didn’t quite understand but was culturally compelled to show respect by saying “yes.”
- b) Mee Ling really did understand but didn’t want to be held accountable in case she made a mistake.
- c) Mee Ling was too embarrassed to say she didn’t understand so she said “yes.”
- d) None of the above

5. The Spanish-speaking employees always lunch together. During this time, they speak Spanish exclusively. Jim often hears them and resents the fact that he doesn’t know what they’re saying. Jim feels they should speak English.

**Is Jim’s annoyance justified?**

- a) Yes; everyone should speak English at a US workplace.
- b) Yes; English outranks Spanish.
- c) No; people have a right to speak their language-of-origin at work.
- d) No; the US is a multicultural society and everyone should speak a second language.

6. When the service staff were told that they were required to smile when greeting customers, Henri threatened to file a lawsuit. He said that in his culture, smiling on the job suggested that one doesn’t take their job seriously. Anyway, no one could *make* him smile because smiling is not a legitimate or justifiable job requirement.

**Was Henri correct?**

- a) Yes; smiling is optional – no one can make someone smile if they don’t want to.
- b) Yes; no one can prove that smiling is a legitimate job requirement.
- c) Yes - especially if the employee’s performance is satisfactory.
- d) No; smiling can be a legitimate job requirement, especially in a customer service profession.

## Strategies and Best Practices for Cultural Collisions Answer Key

1. c) Look for an on-line and/or independent program equivalent for Farah.
2. a) He was embarrassed and laughed to hide his embarrassment in the presence of a superior.
3. c) Find a deodorizing spray that is environmentally safe and diffuses food odors.
4. a) Mee Ling didn't quite understand but was culturally compelled to show respect by saying "yes."
5. c) No; people have a right to speak their language-of-origin at work.
6. d) No; smiling can be a legitimate job requirement, especially in a customer service profession.



**You can't *make* me smile!**

# REMINDERS AND CONSIDERATIONS FOR BUILDING CULTURALLY AND LINGUISTICALLY COMPETENT SKILLS



1. **Assume differences until similarities are proven.**  
You are far less likely to make an error if you assume others are different from you.
2. **Emphasize description rather than interpretation or evaluation.**  
Delay judgment until you've had sufficient time to observe and interpret the situation from different perspectives.
3. **Practice empathy.**  
Before sending a message, put yourself in the recipient's position.
4. **Treat your interpretations as working theories subject to change.**  
Ask appropriate and respectful questions for clarification.
5. **Introduce cultural competency concepts into new employee orientation.**  
Integrate cultural and linguistic competency references into new employee orientations as a facet of organizational value orientation. Recommend training opportunities where feasible.
6. **Common race, gender or other identifiers doesn't guarantee common values.**  
A suggested approach is to share a personal value orientation then respectfully ask whether the "other" shares a similar or different cultural perspective. It takes time to build trust and your question may not be acknowledged right away.
7. **Ongoing involvement in cross-cultural encounters is a proactive approach for establishing a framework for meaningful communication and establishing trust.**  
In healthcare settings, it is important to observe and evaluate customer/patient and one's own responses and reactions in cross-cultural interactions while maintaining respect and openness.
8. **Examine personal cultural values and beliefs.**  
Personal identity awareness is a critical component for approaching and understanding cultural world- views of others.
9. **Be aware of organizational policies and perspectives on cultural and linguistic competence.**  
Make sure that personal awareness and values are commensurate with organizational competency perspectives.
10. **If you think you have achieved cultural and linguistic competency, be concerned.**  
Cultural and linguistic competency skill sets require life-long objectivity and learning.



**I've got this cultural stuff down!**  
**Mr. Uppity**

## REFERENCES

### Books

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## SKILLS BUILDING ACTION PLAN

Hopefully this Self Learning Package has accomplished the learner goals cited at the beginning of this module, and provided additional insight into cultural and linguistic competency at University Hospital. Please take your time in completing the following statements.



### ● Moving Forward: Final Thoughts, Questions and Resolutions

1. A personal goal that I will embrace to increase my understanding of people who are different from me is to:

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2. When confronted with biased, opinionated attitudes and behaviors of others I will:

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3. An important point that I have learned from this skills-building orientation is:

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### Verification of Course Completion

*To receive credit for completion of this Self-Learning Packet, please complete the following and fax to 973-972-9393.*

I, \_\_\_\_\_ (PRINT NAME) have read the materials and completed the assignments as required in the Self-Learning Packet.

I have reviewed the materials with my managers as directed by the packet

Participants Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Managers Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Completion will be noted in your employee transcript. If you have questions and would like someone to contact you, please write a note below and leave the best number to reach you.*

Note:

## Self Learning Packet (SLP) Evaluation Form

Fax to 973-972-9393

Course Title: Cultural and Linguistic Competency Completion Date: \_\_\_\_\_

My Department: \_\_\_\_\_ Job Title: \_\_\_\_\_

Please share your opinion of this Self-Learning Packet by indicating the response that best describes your impressions of this course.

		<i>Strongly Agree 5</i>	<i>Agree 4</i>	<i>Neutral 3</i>	<i>Disagree 2</i>	<i>Strongly Disagree 1</i>
1.	I feel that I will be able to use what I have learned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	The content, exercises and activities were appropriate for this topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	This SLP was clear and easily understandable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	The program covered the promised objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	I know where to go if I have questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	My supervisor was involved in this process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	I believe other people at University Hospital would benefit from this program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Overall rating of this SLP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments: