The New Community Opportunities Center two-part Series on Cultural and Linguistic Competence for CILs

Part 2: Advancing Cultural and Linguistic Competence: Organizational Change and Leadership Strategies

Presented by Tawara Goode on October 6, 2011

>> S. Finney: Good afternoon, everyone. Welcome to Advancing Cultural Linguistic Confidence, Organizational Change, and Leadership Skills with Tawara Goode.

I have one instruction, and that is to ask your question on the webinar platform, type in the text box under the yellow emoticon and hit the enter key, your question will appear once we get to the question and answer session of today's session.

I would like to hand it to Richard Petty.

>> R. Petty: Good afternoon and good afternoon all of the audience. Welcome to the ILRU new community opportunity center webinar, Claiming the Challenge, Leadership for Organizational Change. This is the second in a two‑part series on cultural and linguistic competence for centers for independent living.

This is presented by ILRU and ILRU's new community opportunity center, a program helping centers for independent living to create new programs, self‑sustaining programs, for home and community services, for people with disabilities of all ages and for youth transition programs.

A vital part of any organization's success in serving a diverse audience is cultural and linguistic competence so we are especially pleased to be able to present this webinar with our presenter, Tawara Goode.

>> T. Goode: Thank you.

>> R. Petty: This is webinar is funded by the rehabilitation services administration, and no endorsement of the rehabilitation services administration or the U.S. Department of Education should be inferred.

Everyone today is participating by the web. You will see the PowerPoints advance on your screen. You may ask questions by using the text box on that screen. It's below the yellow emoticon on the right. Those people who are using captioning will be able to use the text box on the captioning screen. We'll make sure that the presenter is aware of your question.

And we also ask that when the webinar is concluded that you would complete an evaluation. We take evaluations very seriously and we use that information to improve the training and technical assistance that we provide here at ILRU through the new community opportunities center and through the other training and technical assistance projects that we operate. This webinar is being recorded, and will be available as an on‑demand training very soon. Watch for our announcement about that.

Now, let's get to our presentation. As I said, we're very pleased to have Tawara Goode who is the director of the National Center on Cultural Competence at Georgetown University. And she is a nationally recognized leader in cultural and linguistic competence. She has an impressive bio, I encourage you to go to the web page with the information that you received when you registered for this webinar and read her bio. There you will also find other important information about the webinar.

Now, Tawara Goode, welcome to our webinar.

>> T. Goode: Thank you very much. Thank everyone who has joined today. This is part 2 in our series of looking at cultural and linguistic competence in centers for independent living. Some of you may or may not have had the benefit of participating on the first one or listening to the resources that ILRU provided to everyone.

I thought we would begin with some basic review of key concepts in order to talk about the whole notion of claiming the challenge and leadership for organizational change. Specifically, as it relates to providing linguistic competence in centers for independent living. I am attempting to advance my slide and it's not moving.

sorry, I'm not sure what to do about this.

>> S. Finney: Hit previous and then next.

>> T. Goode: Actually, that is not showing on my screen.

>> S. Finney: Okay.

>> T. Goode: It's not showing on my screen. I just have ‑‑ it seems to have disappeared. I apologize.

>> S. Finney: Okay. If everyone will just bear with me, Tawara, can you log off of the platform and then log back on again?

>> T. Goode: Okay, just click the close button?

>> S. Finney: Yes.

>> T. Goode: All right. And start all over again?

>> S. Finney: Yes. I apologize.

>> T. Goode: All right.

>>> Okay, I am in and ‑‑ okay. Coming up. Okay, I think we're back in business.

>> S. Finney: Okay.

>> T. Goode: All right, we are there. I do apologize, everyone, for the delay. So we're going to do a quick review of key concepts as it relates to cultural linguistic concepts.

First I would like to define culture. We at the National Center for Cultural Competence are defining culture as learning and shared knowledge that groups, specific groups use to ‑‑ specific groups use to explore and interpret the world.

It includes but it's not limited to things that we are displaying on the slide, including communication, rituals, thoughts and customs, manners of interaction, and all of these may be applied to a cultural group, a racial group, a social group, a professional group, a religious group, a political group. All of the groups that we see here.

Culture is transmitted from generation to generation and that may be done through social and institutional traditions and norms. While many aspects of culture remain the same, we see this again in generational changes. Also that we see that in terms of change.

Okay. I have done that and I have clicked next. However, I'm still on the same slide in terms of describing culture.

As we again look at culture, we want to think about culture and its depth and complexity. We'll go to the next slide and we are looking at cultural diversity.

Oftentimes we hear the term diversity. I would like to talk about cultural diversity. Cultural diversity is used to describe differences we see based on a variety of factors, including ethnic or racial classification, self‑identification. Gender, sexual orientation or gender identity and expression. Diversity can be expressed through education, religion, physical, intellectual abilities, personal appearance. These are just some of the things as we think about cultural diversity.

So I would like for us as we think about cultural linguistic competence in these terms, particularly cultural diversity, we're looking at this simply beyond race and ethnicity. They may define certain groups of people but there are many cultural variables that influence who we are, how we live and our world view. We want to think of culture as being very, very, very broad. I am not too sure what's happening with our technology today. But I am again unable to advance the slide.

>> R. Petty: Perhaps what we could do is ask Sharon to advance slides. It might mean unloading the slides and loading them. If our audience would bear with us, Tawara, you could tell Sharon when to advance.

>> T. Goode: I'm very comfortable in doing that, I would like for this to go as smoothly as possible. If we can work that out, that would be great for all concerned

>> R. Petty: Audience, if you will bear with us

>> S. Finney: If you will log off the platform, hit the X to exit, we'll take care of this

>> T. Goode: Thank you.

>> R. Petty: While we're waiting, maybe I could ask you a question that some people might be curious about. And that is I would imagine that organizations become very different places when they really begin to focus on cultural and linguistic competence and focus on diversity and they may become richer and diverse places to work. What have you seen as organizations have addressed these issues and begun to grow and change? How do they seem to be different when they have done that?

>> T. Goode: Thank you for asking that question. And I think in many organizations there has been a ‑‑ I'm going to say a steady progression of change starting with self-awareness with a need to change and to be able to address the increasing diversity within our country and individuals who may be seeking services who have disabilities. So that is something that we have seen early on in terms of increased awareness. Another would be that there are maybe a body of people who have a degree of interest in this and may or may not know what are things they should do order to promote this. We have seen some organizations form work groups, task forces or committees that someone has some leadership role in trying to address this, not just at an individual level but systematically within an organization. Some organizations bring f a key inform ant. To help know more about the cultural context of the people they seek to serve. We have seen some organizations form advisory boards. And to look at it from that perspective so that they are really bringing in community members to help them think this through. We have seen some organizations who have some degree of resistance, that disability is a culture of itself and that we don't need to pay so much attention to all these issues of diversity. And that we should be looking at diversity among people with disabilities but not necessary from a racial, ethnic oh and/or cultural Lens. I think what's the most important thing is that the journey begins. That there's a structure to continue, that is done in partnerships with people with dis a ‑‑ disabilities and that there is a strategic plan how to address this within an organization, including increasing staff knowledge and ensuring the people are comfortable addressing some of the unique needs and differences among diverse populations

>> R. Petty: I'm just wondering if there is resistance when it is a disability organization, do you think it's that people sometimes feel as if all of their energy goes into addressing disability issues, especially in organizations where the leaders and the staffs of those organizations and their boards are people with disabilities and that they may feel that they don't have energy left for other issues? I just wonder, sometimes in some of the discussions I have heard, I have heard that kind of sentiment. Do you see that? And how do you counter that?

>> T. Goode: Well, I think that, when I think centers for independent living have so many functions to perform by their federal mandate and one can be ‑‑ I'm going to say can easily lose the thread of addressing diversity, I think that if we look at it as central to our work, that it is key to serving all people well, not just people from racial and ethnic groups other than non‑Hispanic whites. It's a lot easier because we don't see it as an add‑on. In other words, it doesn't matter who comes through the door. They're cultural beings, they have multiple cultural identities. Staff, etc., need to know how to address who is seeking services, be that a person of Muslim faith, someone who may have English as a second language, someone who may be new to this country, someone who may live in a rural area, all of these are culture identities that people bring with them to this experience. And a skilled staff, knowledgeable staff, one that is moving toward cultural linguistic competence will be able to view that as being able to meet individual needs and preferences among the broad population of individuals who experience disabilities. I think the first thing is to think about it with an attitude shift, it is integral to. There are other organizational supports. I'm sorry, I was trying to read a message that is coming in. I'm not using a MAC, I have a PC.

>> S. Finney: I think we are on slide 6 now.

>> R. Petty: Thanks everyone as we worked this out and Sharon and Tawara, thanks for the flexibility.

>> T. Goode: This is the first time this has happened. I apologize. I think earlier we were talking about defining cultural diversity. I would like to offer a framework for cultural competence that we use. Again, I think it will be key for us moving forward through the remaining of the webinar.

At the National Center for Cultural Competence we have adapted and use a definition of cultural competence developed initially in 1989 and it was developed for systems of care to basically help children with behavioral health, mental health difficulties and to be able to serve those children, again diverse cultural, ethnic and racial groups in an effective manner.

And as we look at cultural competence from this framework I would tell you that this definition has been used, universally across the country. We have seen so many organizations and systems that have adapted aspects of this framework. I think it's not by coincidence, I think this framework is pretty easily applied in multiple settings.

So as we think about cultural competence, it requires that organizations first really have to find your values. This is looking at the integration of those values around people with disabilities and looking at those values through a cultural Lens. We have to have clear values and guiding principles.

Then organizations such as centers for independent living must have policies, specific structures. You would have various practices and/or procedures. We would see the organization and staff demonstrate behaviors and display attitudes that will help them work effectively in cross‑cultural situations. It does not say cross‑ethnic or cross‑racial, it is looking a the broad definition of culture that we talked about previously.

There are five elements and I would like to share what that would look like. We put this in the context of the centers for independent living. They need to truly value diversity. That means in every aspect of the word. Whether that again is around socioeconomic status, whether that is in gender, whether that is regional but really to be able to value that.

And it must be something that's expressed throughout the organization, not just individuals that we see diversity is a good thing, it's a very positive thing, that it adds to our own growth and development.

The second element that we see in cultural competence is the ability to conduct self assessment. The national Center for Cultural Competence has developed a number of tools, including one developed for disability organizations. Cultural and linguistic assessment for disability organizations along with a guide that can be found on our website.

You have to be able to look at yourself and really explore very deeply how is it that you're serving everyone within your center for independent living and particularly to be able to look at how you're able to address the issues of culture and language and delivery of those services. This would be at multiple levels like from a policy level, counseling level, a range of services and support. Again, how are they indeed addressing the needs and preferences of diverse populations. This is very key because from assessment results you then can plan where you need to go, what are things that you need to do to improve in this area.

A third element of cultural competence, being able to manage the dynamics of different. That is really key. When different people come together in the workplace, this would be across multiple dimensions of age, or gender or race, a religious belief, those differences can sometimes cause conflict and it's important to be able to understand from an individual staff level as well as from management perspective as to how do you manage those differences when they occur. And how do you ensure that we see difference without necessarily a value judgment and that we just see different. Not necessarily better or worse but there is a difference. Having that capacity to do that is really very key.

The fourth element of cultural competence being able to institutionalize cultural knowledge. Many respond to the word institutionalize from the original framework. This is looking at how are you able to systematically incorporate knowledge about culture and throughout your entire program. So that it doesn't rest with a single individual. It's not the responsibility of one person. But everyone assumes responsibility for being able to provide services and support in a way that respects and honor culture and language.

Lastly, element of cultural competence is being able to adapt to diversity which means your population may change, the demographics may change, your staffing may change. What we have seen in the District of Columbia, many in supportive living and other situations for people with disabilities there is an increase of individuals from specifically from many, many different countries in Africa. Largely the population here may be African‑American but not of native African origin. Being able to adapt to that staff, that some people may speak with accents, there may be cultural differences how disability may be viewed. That gives us an idea when we look at adapting to diversity, it is not a one-time thing, it is constant.

What does this mean to me as a staff member at a center for independent living or volunteer? Sometime it's difficult to do, we sometimes have political correctness, not all the time, but sometimes in this society we see political correctness. It's hard to know whether we should acknowledge differences. This is that we all have differences and it's important to be able to acknowledge and re spec those differences. In fact, we may have more similarities than we do differences. We know from human genome project when we look at how our DNA is structured we are more alike than we are different.

We have other differences that can play out. And I would say that our similarities don't cause us problems. It is our differences and our inability to view them, express them, talk about them, and accept them. It's where we often run into trouble. It is very difficult to talk about understanding the cultures of others when you don't really understand your own world view. Often times that's very easy. It pushes us to think, well this is different, this is really strange, I'm not accustomed to these kind of things. This is another central element. Being able to engage in self assessment, there are numerous tools to look at bias, to help us look at skill sets. To help us to look at attitudes. But opportunities to engage in self‑assessment and to reflect on how am I able to serve people who may be different than me, who do not think like, look like, act like, talk like me, and what can I do to continue to grow in that arena. The fourth is being able to acquire cultural knowledge and skills. This is really very specific. This is an intentional approach to say that these are things I know and these are things I know well. However, there are other things about serving diverse populations I'm just not aware of. As part of my professional growth and development I take it upon myself to acquire these knowledge and skill sets so I can better serve and support the people, the people with my center for independent living. So again, this is intentional. Can be supported by organizational policy. There has to be a motivation at an individual level. And able to view within a cultural context. No matter how strange a behavior may be, it's important to be able to use the Lens as we think about and interact with others. So as we think about cultural competence and the elements I described at organizational and individual levels, we think that these things have to be at every level center for independent living. Those that serve as administrator, individuals that serve as counselors and peer counselors and other kind of support, at the individual consumer level, individual with disability and also at the community level. As we think about cultural competence, a lot more emphasis has been placed on what individuals do. I suggest to you that it's very difficult to be culturally competent staff member in a center for independent living that does not support you with policies, procedures and resources. It's not just about what the individual staff member does, it is about how the entire organization thinks about how they approach, how they're able to address diversity within the delivery of all services and support. Including any educational and/or advocacy activities in which you may be engaged. The next slide is looking at linguistic competence and as we think about linguistic competence as you have heard us use both these terms, linguistic competence has emerged under the Title VI act which is part of the Civil Rights Act. Title VI basically says you can't discriminate against anyone because of national origin and language is a part of national origin. They are very specific standards and there are specific laws. You have a responsibility to ensure that you don't discriminate and an area of possible discrimination may be being able to serve people who speak languages other than English. This is a key area for us to think about given the linguistic diversity across our country. That we know that at a national level and a state level there are significant numbers of people who continue the English language learners and need services.

As we think about linguistic competence, a colleague and I created this framework for thinking about linguistic competence that we wanted to expand within a center or organization or system beyond individuals who may or may not ‑‑ who may not be English speaking. We expanded our concept to look at the capacity of an organization and its personnel to be able to communicate effectively. And this would be within diverse groups. Those may be individuals who may or may not speak English as a first language. This may include individuals who may or may not be literate in English or their language of origin. It also includes individuals who have disabilities and as a result may have some difficulties in communication. It also includes individuals who may be deaf and hard of hearing.

And so what this ‑‑ with this definition we are looking very broadly.

There has been an emphasis on culture and race, ethnicity, they have not to a great extent focused on individuals with disabilities across all racial and ethnic groups. We wanted to ensure that was part of our framework.

 As we think about a culturally and linguistic competence for independent living, we should see structures there, there are specific procedures identified. Staff are very comfortable with practices.

Also, there has to be dedicated fiscal resources. So at the center for independent living is providing translation services that needs to be budgeted for. That's a key part. Lastly there must be dedicated personnel so there have to be people who have the skills, whether interpreters, maybe individuals who are bilingual or multilingual.

I'm going to stop now and welcome any questions or comments.

>> S. Finney: You can type your question in the text box and be sure to hit the enter key. Richard, was there anything you wanted to add or ask?

>> R. Petty: I have a question for Tawara. I think your description probably points to part of the answer to this question, but I am curious if there are things that seem to, other things that seem to distinguish organizations that are successful in enhancing their cultural and linguistic competence from those organizations that do not, those that try but do not as opposed to those that try and do succeed

>> T. Goode: Leadership. Leadership is key. And we see that consistently within organizations that have been able to move this forward. When I talk about this leadership and we'll talk about this today, in great detail, it's not necessarily all hierarchical leadership. Leadership is key and critical in terms of distinguishing those organizations.

I would say that probably what we have seen is there is a sense of social justice idea of fairness and equality and the desire to serve all people. And that you see that at a philosophical level within the organization. I think other things that may distinguish one organization from another is that folks are willing to take risk, that they are, may be jumping in, you may not know exactly what they are doing but they know it's the right way to go. Those are some general characteristics that we see of organizations that are promoting and striving toward cultural linguistic competence. There are others but those are some of the things that we have seen nationally.

>> R. Petty: Great, thank you. Sharon, do we have questions either from our web platform or from the captioning side?

>> S. Finney: No, I don't have any questions at this time.

>> T. Goode: Then what we will do is go to the next slide, please. We are going to talk about leadership. That's a huge topic of today. We want to spend some time really talking about how do you lead these efforts and part of that will be how do we define leadership.

Oftentimes people confuse leadership and management. I thought that it was important for us to look at that distinction. As we think about understanding our role as leader, one of the first things we should think about is differentiating leadership from management. Leaders lead people. Managers manage things. We look at leaders really being needed in times of change. And clearly advancing and sustaining cultural linguistic competence. We think about managers improving and keeping the status quo. Once things are going, we need someone to manage that overall.

As you think about yourselves, and your responsibilities within centers for independent living, and whether or not you're choosing to want to step up and lead these efforts, make that distinction between when you're managing something and many times we do need to manage things, we may get a cultural competence committee together and there's a group and we need to manage that group and manage the logistics of that group, however that's not the same thing as demonstrating leadership.

Another distinction and sometimes people confuse the two, leadership versus advocacy. I know many, including myself, within the community of individuals who support people with a wide range of disabilities and their families and their partners and friends, is that we are advocates and we may be first and foremost advocates and we need to be, to play a very essential role. As we think about leadership and advocacy, it's important to distinguish between those two roles. Sometimes we need to be very strong advocates and sometimes we need to show leadership skills.

There's a definition of advocacy from our leadership academy that really looks at its pleading or arguing in favor of something such as a cause. It is pursued outcomes by putting hard issues on the table. When we think about leadership, it is the mobilization of resources to bring about change. So that we really are looking at how we show skills to bring about change within centers for independent living so they are better to address diverse cultural, linguistic and racial groups. We know leadership and advocacy are important because they keep people focused on the issue. When we look at leadership, it's about getting people to change their ways.

Again, as we think about how we might want people to change their ways, it may not be in terms of advocacy. There is a place for that. However, leadership will play a very critical role in bringing change within centers for independent living. So, we look at leadership versus authority.

And I'm sharing with you a definition of leadership that looks at a combination of values and skills and behaviors that mobilize people to action, looking at moving from the status quo to more promising and hopeful future. That is a definition of leadership, there are many definitions of leadership.

When we look at authority, it really is power that someone has because of their role. It's very much formalized and you may have this power granted by a variety of entities. Could be through election, could be you're certified and it could be through organizational hierarchy. These are things that we think about.

Both leadership and authority again are important as we're promoting cultural and linguistic competence. They are very different so that I may be a leader within my organization because I have really been helping people to mobilize them toward change. However, I may not have the authority within my center for independent living to make policy decisions. But that does not take away my leadership skills and abilities.

What we want to say here is that anyone can be a leader. At any given time, any given situation. Leadership is not equated with hierarchical position and power. You could be a person in a position of power but not necessarily a leader. We really want to be able to have a shared understanding of how we think about leadership here at the National Center for Cultural Competence and what we think it will take to lead such effort.

I will stop to see if there are any questions around these concepts of leadership versus authority or advocacy and/or management before going on to offer a definition of leadership and to pose a question in terms of ‑‑ to pose a couple other questions. So any comment at all?

>> S. Finney: If you have a question, you can type it in the text box under the yellow emoticon and hit the enter key.

I don't have any questions from the web.

>> T. Goode: Let's proceed. We draw upon this wisdom as a definition to share with you. We see leadership as a set of personal attributes and qualities and skills either intuitive and/or acquired that rouses and motivates others. I think when I look at a definition such as this about leadership, it does speak to anyone, because it doesn't say you have to be a born leader. It says that you can acquire these attributes, these qualities and these skills and you indeed can be very successful in motivating others toward change. Again, this is a much more lateral view of leadership. And may not be quite the same as what we typically see in organizations. Quite frankly, in our society.

So as we continue on our discussion today to think about what it takes to lead efforts for cultural linguistic competence, I want you to think about and maybe you can jot down or however you are able to keep this in the forefront of your mind, for you to think about in your current setting whatever role you play in your center for independent living, what is getting in your way? If you have not started this, what do you anticipate may be getting in your way in terms of leading these efforts within your center for independent living. Think about that for just a few minutes. I'd like for you to think about that.

We'll transition to the next slide but I really want you to give some thought to it. As we continue with the webinar this afternoon, if you want to and you can do it anonymously, we don't have to shout out any names, you could enter your thoughts there to say what are things that you think may be getting in your way or you anticipate will get in your way and we'll be able to call upon those and address those as we proceed.

Again, I encourage you to think about it. If at all possible, I encourage you to please share those with us. So as we think about things that may get in your way when you're trying to lead cultural and linguistic competence within organizations we have to really think about that within the context of organization and personal change because it is indeed a change process. It's a transformative process, in terms of how our world view may change and our space in the world.

A helpful concept we found is to look in the literature to see what are those concepts that really resonate, that really resonate with our efforts to lead cultural competence. To help us really think about leadership from that perspective. Oftentimes in organizations and among people and in a variety of settings that a challenge may indeed occur. Right now we can think about that challenge as trying to increase diversity in terms of the people that we see and/or the range and services provided and centers for independent living. Many people will think about it as a technical challenge and technical challenge folks think that basically the leaders have the power to make those decisions, whether it's resources or tools. But really, the rest of this, the decision making capacity, getting things done rests with the leader. That's what we think about in terms of technical challenge.

Perspectives are pretty much aligned. Sometimes we need the go ahead to address it. We know that oftentimes people in the field have taken the area of cultural linguistic competence and treated it as a challenge. Typically what they have done is provide training. They give people a workshop, a book to read, look at a video and discuss it. That will help move us along the continuum.

I suggest to you that cultural linguistic competence is an adaptive challenge, not solely a technical challenge. How do we differentiate between those two? By posing the question, that says does making progress require change in people's values, their attitudes and/or habits and behavior? I think this is a very, very interesting concept. Oftentimes people try to apply a technical solution to an adaptive challenge 'or an adaptive problem. Being able to think about that, when we look at training, training may give knowledge and skills.

Can training in and of itself change people's attitudes, values, behavior? Sometimes, not always. As you think about leading efforts for cultural and linguistic competence, it's important to identify what are the adaptive challenges and how to respond to those versus what are the technical challenges. Most importantly, we think about the adaptive challenges, the solution lies within the individual. Not with the leader.

The leader can structure things and support things but the leader can't change a person's attitudes. This is something that we see and I do see that there is someone who has responded which I'm really very pleased and we will look at ways to incorporate that response.

This is typically in the transtheoretical model of end stages of change. What we have seen at least in our experience and also heard about this, I would say across the country, is that oftentimes people will call the National Center for Cultural Competence in consultation. We are called in by some kind of diversity committee, a work group. Let's see, a task force. We're not always called in by the head of the agency or quite frankly, a member of the board. When we are in conversations with those individual who want to address cultural linguistic competence, they are at this phase at action, they are ready to go. They want to move ahead. When we come and provide consultation to the entire organization what we find is that often times leadership and others within that organization are at a very different place. They're back at pre‑contemplation. They don't know if they are thinking about taking action in the foreseeable future let alone looking at some planning. They may or may not be aware of the need to change. So as you think about your own center for independent living, and a leadership role that you want to assume, an important thing to gauge is where is my organization in these stages of change. And more than likely you can look a the organization overall where individual people may be at very different places.

What's important about this is that oftentimes if you don't have some idea of where you're readiness stage is for your organization, you can design an intervention that's more appropriate for action whereas where everybody is, is in pre‑contemplation.

So leaders have to have some degree of awareness and being able to be on a balcony and gauge where your organization may be in this process. I'm hoping this is resonating. Think about your organization in terms of these stages of change and contemplate what your leadership role may indeed be.

I think another useful change model is the work of a colleague from California. And she developed a really wonderful monograph that she calls multi-cultural organizational development with funding from the California endowment. What this framework says is that we really have to pay attention to resistance. There's going to be all kinds of resistance to this effort. Paying attention to resistance is going to be key and critical as a leader in this area. What this model also tells us is that oftentimes when organizational change fails, it's because those who are leading it and champions of this and allies, they actually fail to prepare for the resistance. They don't know the nature of the resistance, they may not know who the resistors are but may not how to address that within the context of their role and responsibilities.

If we think about culture, race, class, ethnicity, sexual orientation, and/or gender identity, these can spark emotions in people. Moving from one software system to another would not change, would not spark so much dissension and feelings within an organization. I think it's key and critical that people leading this effort spend time to think about who are the resistors, what is the nature. Someone whose attitude is I don't want to serve these people, how come they just don't learn English anyhow, how you deal with one may be very different than how you deal with another. Understanding the resistance, being able to name it and call it what it is, is key and critical in this work.

This slide, I think, speaks for itself. There's not a lot I can say about this slide. It's about the elephant in the room. In this instance, the element on the table, on top of the table, a big elephant sitting on top of the table, actually standing. We know in our society there is bias and discrimination. There's a whole range of isms. Sectionism, classism, there's disproportionals. These are issues that surface and we're not doing the work leading if we are unable to have an authentic, open conversation and being willing to address these very, very difficult issues. And so that is a significant part of this work. A very significant part of this work. And leaders have to be comfortable in that environment.

So, there are some statements that are here. I am encouraging you to perhaps read those statements. I'll read some out loud and share your perspectives on these statements. Members say, board members say they want to address cultural ‑‑ but the money is not there. I don't know how many of you may have had that experience. Others feel that they took a couple workshops and that they really don't need any more learning opportunities as relates to cultural competence.

There are oftentimes that staff and advocates may make negative statements. These are common things that we see that happen across the country, not just in centers for independent living, overall the many different social service settings across the country.

Then there are some, I'm going to say within group issues that if people with disabilities are seen as a minority group, why are we pulling out folks from various races and back grounds, when all people with disabilities have significant needs. So these are things that leaders will have to undertake. These are things that leaders will have to be able to address in terms of leading this effort.

I don't see anything yet up on the screen. Maybe I'll give people a minute or so, perhaps if they want to enter something before we move on.

The work of the leader. And the work of leadership. This is from Leadership Without Easy Answers. In these situations it is very important that you have, the concept he uses is get on the balcony, that basically means that you have to really look at pulling yourself up out of the situation that's going on and having a panoramic view of what's going on within the agency. And people use various ways to be able to do that but you have to be able to see things from points of views other than your own in order for it to be really helpful.

It says that leaders have to be able to identify adaptive challenge. They are struggling with issues of race and ethnicity, bias, stereotyping, issues of I don't know what to do. Have you to be able to identify the challenges and respond to them. It is key and critical when we think about the role of the leader. Also have to be able to regulate distress so that leading this work and supporting this work can be very difficult. There may be authority figures who are getting in your way. And that there's not the will of others that really want to go about, to go about change. So as you look at regulating the stress, this could be stress of yourself but also could be others ‑‑ because again, you can feel very burned out, frustrated. People may not pay a lot of attention to what it is you have to do.

There are a number of strategies we will talk about toward the end to help us thing about this. If we are going to move to a cultural linguistic competence, it can't be soup of the day. It has to be thoughtful and planned well across all of the board, has to be thought about in all aspects of the key functions of the organization.

You know, really very key, not just hiring this one person. You know, but really looking at how does culture and language permeate the provision of services and support.

The other is give the work back to the people. As a leader you want to motivate and rouse people however you want to bring people together to look at this in terms of common good, how it can quality of services and support. So that they have to be actively engaged. You can't be a single champion doing everything yourself.

Lastly, a leader has to be able to protect voices from below. And protect all voices, I would say. So as we look at that, people may say things that you don't like. People may point out things that aren't going quite well within the organization or the agency. Even point out there are barriers, key staff members. You have to listen and hear those voices and they have to be protected and encouraged to speak up. And this can also be difficult, I would say when you feel that you're not in a position of power or in a position of authority.

There is another question that came in and I think we're going to respond to that.

And so as we look at this, I think the framework Northouse talks about, leading by position or lead influence, both are necessary when we think about leading cultural linguistic competence. Some may be in a position of some authority, formal authority to suggest or to implement changes. Others may not be in those positions. However, it doesn't mean that you can't lead. It means that you're leading by influence, by who you are and the power that you have to persuade others. I think we have to really think about that. Sometimes many things happen in that way, not necessarily from the person who is in charge. Even your own influence can help bring other champions to the table to move and to look about change.

So I want you to contemplate in your particular setting and in your own space and whatever role you may play in centers for independent living, what is your sphere of influence. And in what context. And to think about how you use that to promote diversity and cultural and linguistic competence. Again, not simply time for us to go into great detail, this is something for you to continue to think about in your day‑to‑day and routine activities.

So, this is the vignette that we put together. I would like for you to contemplate it. I would like to see some responses on the screen about this. Members of the CIL search committee revised a skill set. In the report to the board, the committee stated that the CIL is lagging far behind in meeting the needs of culturally linguistic competency. So in your role as a leader, without formal authority, how would you approach this situation? I would like for any responses to come in. And as director of the CIL, what would you do in these circumstances?

I'm going to encourage you to put responses in. They will remain anonymous. This is the kind of interaction we have, via the web as opposed to being able to call in your responses.

Okay, we have something. As a person without formal authority, I'd say disability cuts across all ethnic, racial and cultural groups and in order to serve we must understand. Thank you so much. Thank you so very much for that response.

We have another one. Core beliefs of independent living philosophy tie in with cultural competency. These are all very important arguments and as we think about someone in maybe sharing this information, what else could you possibly do to address this situation?

So, again I think it's important to, as we look at this vignette to look at the dynamics. It says that one board member strongly objected. And even though this might be influential board member, does he or her have final decision making capacity.

Also, looking at hearing the voices of people with disabilities across cultural, racial, ethnic and linguistic groups about their preferences would be important. It is obvious there are legal obligations and other kinds of things that will be important. This is about going back to the philosophy of independent living and about issues of inclusion and really about where, what's the future of the organization, where things are going. So that even without formal authority, there are things that one can do to really attempt to push this report ahead and to continue in this general direction.

I have this vignette because I think it is really key and critical about this. Now there may be some who will say this is just more work, how can we start to do this, we already have enough to do all together. However, I think helping people to understand that again, we are all cultural beings, and that in order to do our work effectively we have to attend to the cultural needs and differences that is really not more work, it is working differently.

And it has to be integral to what it is that we already do. I think that that's been a big mistake around cultural linguistic competence. So there's separate training for cultural linguistic competence. And really being able to show people data on how delivering cultural effective and culturally competent care improves outcomes. If we are in this work and we're in this work to support people, knowing people benefit from a particular intervention or approach is going to be important and hopefully will win hearts and minds.

I want to thank you for considering the vignette and it may be something you can use for a forum for discussion within your centers for independent living.

I came up with top ten things you can do in your centers for independent living to advance the support of cultural linguistic competence.

First of all, view the world through a cultural lens. I think you have to be able to truly acknowledge and understand the role of culture in your own CIL position in your daily life experiences. Without that lens it's difficult to talk about the lens of others so that I think this is hard to do it's being able to think of things from a view other than your own.

Another thing to do is to create a shared vision so if you bring people together to help them understand what this cultural competence means, and what does it mean within the context of this organization and how can it help us work better, a lot of us are conducting cultural competence training and maybe developing policy but they have never pulled everyone together to say I need your opinion, I want you involved in this process to help us understand what it means for this organization.

Another key leadership skill that is talked about is being able to step into the void. That takes a degree of courage so when there are disparities in service and support, that you're able to step up to really talk about having intentional focus on conscious and unconscious bias and prejudice, stereotyping and discrimination. That takes a lot of courage. In absence of people stepping up, leaders have to have the capacity to do that.

Did we go past 4 and 5? Okay. Great. One thing that you need to think about is your own leadership styles and the circumstances in the cultural context so that sometimes leaders need to demonstrate specific styles and in different situations so that if there are issues such as a leadership style may be that you need to educate others. Or there may be a situation where we need to motivate others. Sometimes leaders need to be very directive and put things on the table and say we'll go forward. As I talked about before, sometimes the leaders need to encourage participation from individuals with disabilities, partners, etc., everybody on staff to come around this issue and the leaders need to be creative.

Adapting what you do to what's going on in your environment is very important. Don't go it alone. You really need to have strategic alliances. Find someone to help you along the way. Otherwise it can be very lonely. You may be surprised there are other allies and champions but try to bring them to the table, including those who may be against cultural linguistic competence. They go on to the credible voices with other nay sayers.

So you have power, whether you have formal authority or not. You really need to use it intentionally and wisely. And sometimes there's this conversation about they, meaning people in power and us. The conversation needs to be about we and really getting to we. In terms of having the same goals and ideas around serving the population.

There's going to be conflict. And it will be. The issue is learning to not be afraid of it and have tools to address them. The other big issue is to take time to establish trust, especially if working within diverse communities who have not had a history of good disability services or good history in working with main stream populations. This is going to be very critical.

We have found it very helpful to create a safe environment to explore difficult issues. In our day‑to‑day activities and normal course of interacting we don't have a way to explore some of the isms, and find their way into centers for independent living. We need to find a way to create those safe spaces so people can talk about their feelings and sort them in a way that they are not feeling penalized or judged. In this work because it is difficult, one has to continue to in spire, acknowledge and celebrate the accomplishments of others. Even if they are very teeny, tiny steps. It gives you energy to go on and continue.

We'll look at our last, number 10, of our top 10. It shouldn't be last, it should be first. That is being able to take care of yourself. This is really stressful work. It's demanding work and you have to be on at all times. And so you have to take time to take care of yourself. Time to reflect. Time to rest. Time to rejuvenate. I'm in the office alone right now. If my colleagues heard me saying this, they would be hooting and laughing and screaming and saying I can't believe you're giving out that advice because you don't all adhere to it yourself. Even probably more why I feel it's important share. It can become overwhelming.

I asked you in the beginning about what's getting in your way. Oftentimes we might say other people are getting in our way. As we think about leadership we have to think about what it is we do ourselves that we get in our own way because leading is about what's in us, it's not what other people do. We don't have control over the behavior of other people, we have control over our own behavior and thought patterns. Truly look at how you are leading, what it is that you're doing to be effective.

Last slide, please. I want to end on this. Think about it as a culturally competent leader, you are interacting with people who don't look like, act like, interact like you. Even if you took this to our centers for independent living, to say how do you think we're doing with this and begin the dialogue. We are at the end of our time. At least we only have a couple of minutes remaining. I'm turning things over now. Thank you.

R. Petty: Thank you so much for your presentation. Even though we are very close, I would like to check with Sharon to see if we have any final questions.

S. Finney: I do not have any other questions from the cart audience or the webinar.

R. Petty: All right, thank you. And then Tawara, I would like to ask one question.

>> T. Goode: Sure.

>> R. Petty: I would almost feel remiss if I didn't ask. You have given some excellent tips and strategies for how leaders will deal with this issue with the issue of cultural competence. But right now, because in our culture, our larger culture, in our nation, we are experiencing even greater and very open controversy about matters of race, about matters of people who are in this country that other people don't feel should be here, that's people who are undocumented, there are many people who have incredibly strong feelings about this and that ‑‑ that's a whole environment outside of our organizations that no doubt is having a great effect on how any effort to advance cultural competence is perceived and received within an organization.

So do you have any tips for leaders who are wanting to address cultural competence in what might be a more difficult environment than we had to deal with?

>> T. Goode: Thank you. I wish we had another hour to address this. Couple of things come to mind, the whole issue of integrity. There are several leadership styles, conscious, ethical, principled leadership, all speak to the issues that you just shared. There may be chaos around us but we have to be grounded, truly grounded in our beliefs.

If the belief system for the center for independent living is indeed that all people are deserving of services, and they're deserving of services that respect race, ethnicity, culture and language, that is the philosophy how services will be delivered. unwavering. There is law to back that up. Your center can be a safe haven for many. While there are sentiments and ugliness that may be happening, unless there is some law enacted that prevents centers from independent living from delivering care in a cultural linguistic competence ‑‑ as I said earlier, people think we're talking about people from other countries, we have to disabuse them of that notion.

cultural competence is about being able to serve anybody who walks in the door. Whether that's granny, whether that's someone from a local farming community. I think it's important to say cultural competence applies to white people, it's not just about people of color.

Lastly, I think that we have to have the courage when people say things, when people say things that are ugly, really have the courage to say, I disagree with that, it's not in my value system. Sometimes brings conversations to an end.

I think there's nothing currently in the environment that says centers for independent living cannot deliver services in that way. It impacts hiring and other decisions that are made so that unless people are on board to say this is how we deliver services and it comes from leadership and it comes from the bottom, up, and there's no apologies for being able to deliver services this way, that those outside influences would need to stay outside and also sometimes people may need to seek employment someplace else if they don't have shared values or how people should be served and supported.

Thank you.

>> R. Petty: Thank you for the wise guidance and it's been our privilege to have you present this important material.

Everyone who is on the webinar, again, we encourage you to complete an evaluation. Those evaluations are very important to us and there's a link on the slide that you'll be seeing here that will take you to that evaluation and it only takes a few moments to complete. You received a link and E‑mail from us. We very much appreciate that.

This concludes our webinar. We will offer others soon. Watch for our announcements.