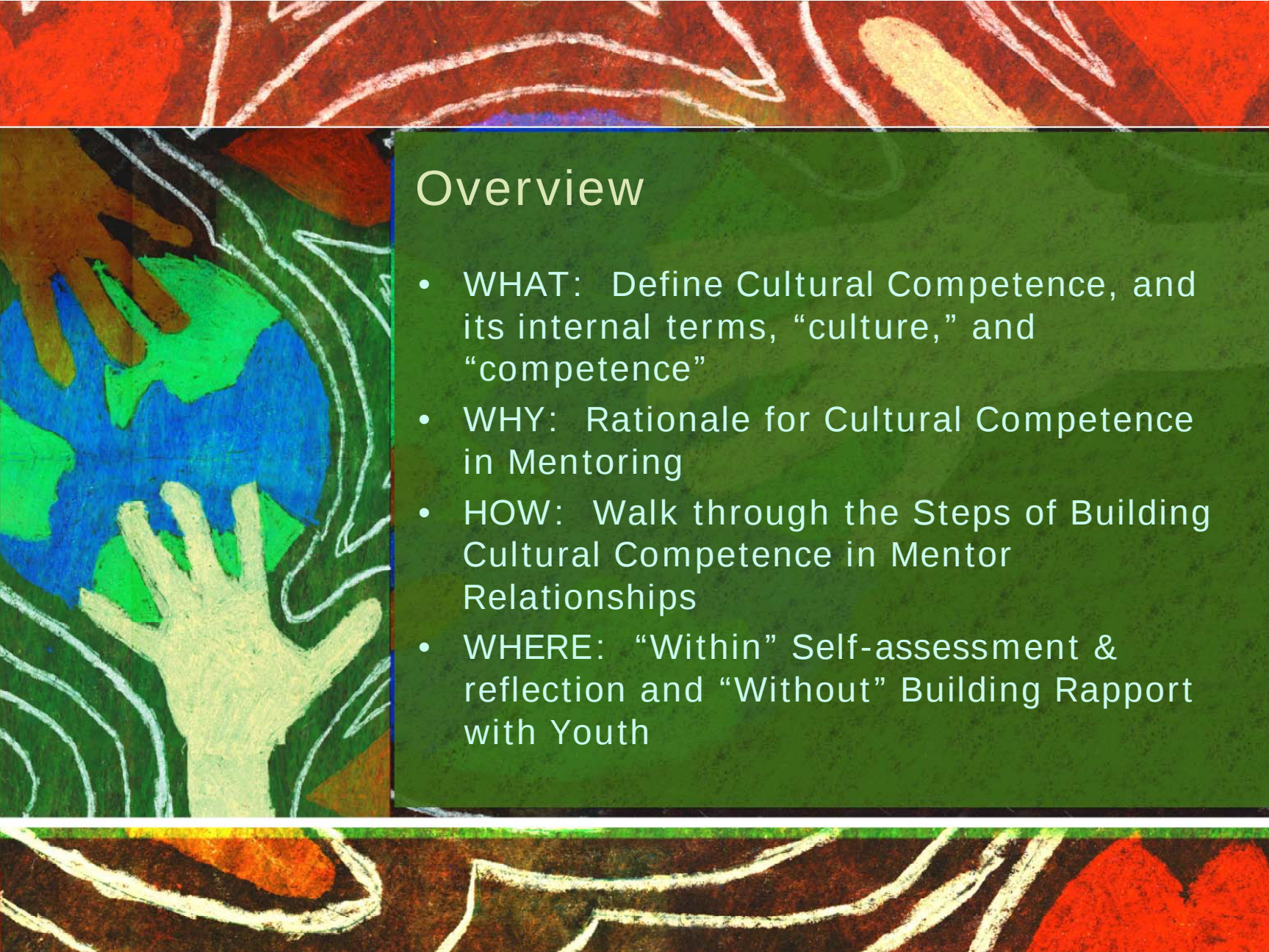




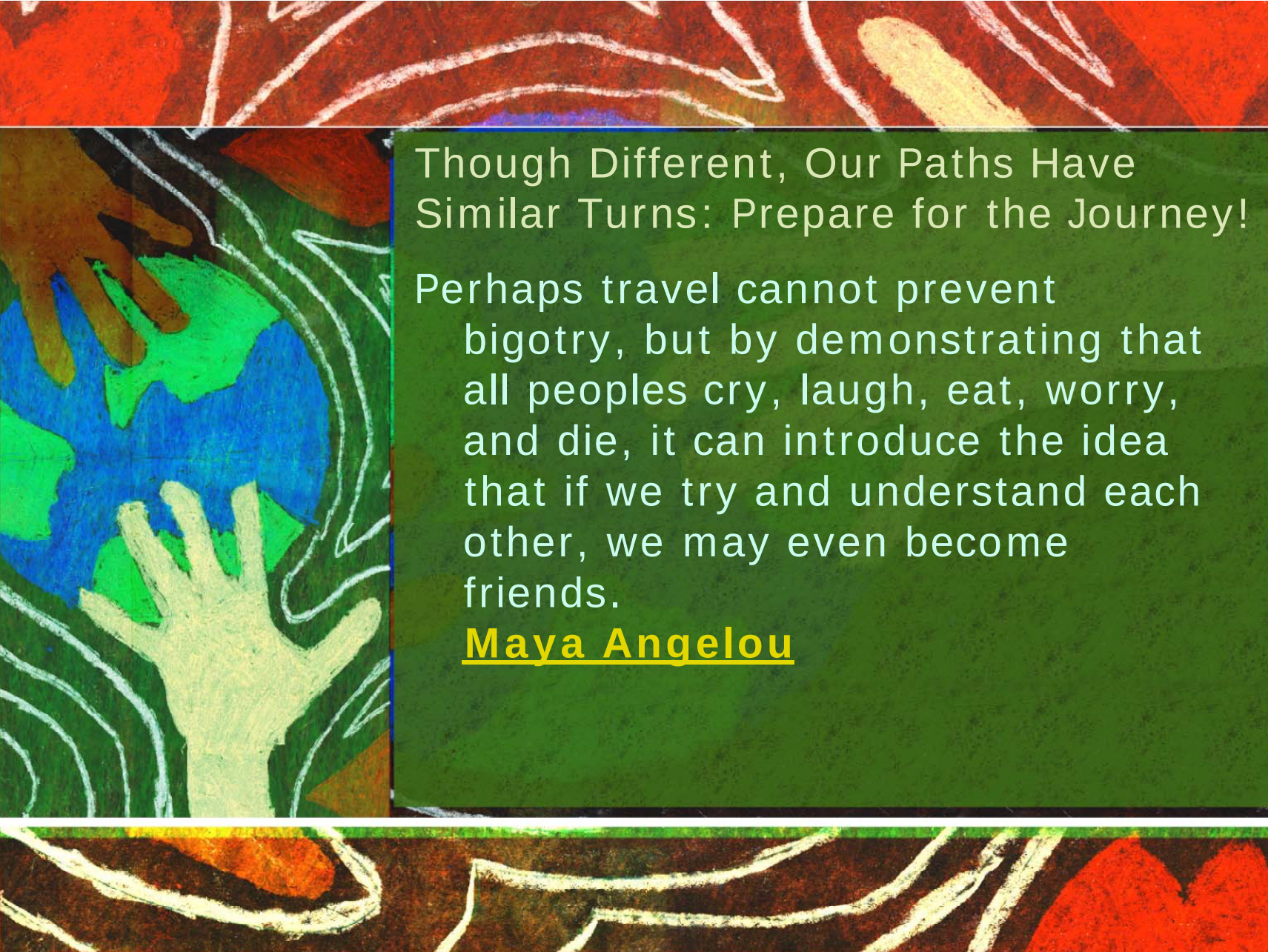
Cultural Competence

Cross Cultural Mentoring

An abstract artwork featuring a central green rectangular area containing text. To the left of this area, there is a vertical strip showing a blue and green globe with two hands, one brown and one white, reaching towards it. The background of the entire slide is a collage of abstract, textured shapes in red, orange, yellow, and brown, with white lines and patterns overlaid.

Overview

- WHAT: Define Cultural Competence, and its internal terms, “culture,” and “competence”
- WHY: Rationale for Cultural Competence in Mentoring
- HOW: Walk through the Steps of Building Cultural Competence in Mentor Relationships
- WHERE: “Within” Self-assessment & reflection and “Without” Building Rapport with Youth

An abstract artwork featuring a central green rectangular area containing text. To the left of the text is a stylized globe with blue and green segments, overlaid with two hands: a brown one at the top and a white one at the bottom. The background is composed of various colored sections (red, orange, brown, green) with white, chalk-like lines and shapes. The text is in a light green, sans-serif font.

Though Different, Our Paths Have
Similar Turns: Prepare for the Journey!

Perhaps travel cannot prevent
bigotry, but by demonstrating that
all peoples cry, laugh, eat, worry,
and die, it can introduce the idea
that if we try and understand each
other, we may even become
friends.

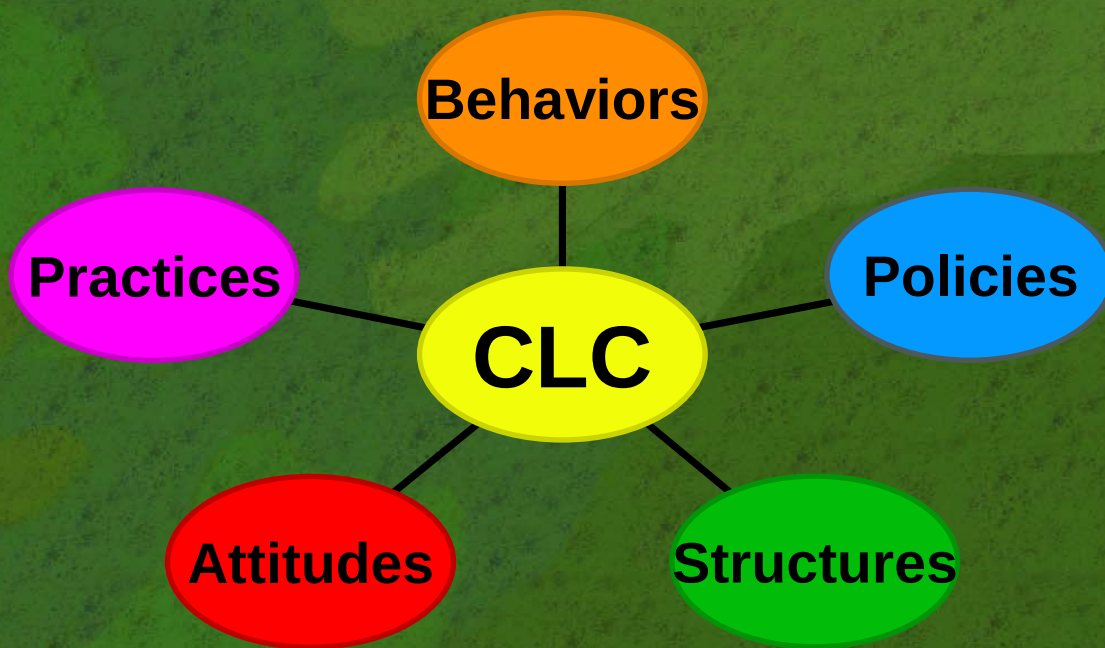
Maya Angelou

An abstract artwork featuring a central green rectangular area containing text. To the left of the text, there is a stylized representation of a globe in blue and green, with two hands (one brown, one white) reaching towards it. The background is composed of various colors including red, orange, yellow, and brown, with white lines and shapes that suggest movement and connection.

Cultural Competence is...

...a set of behaviors, attitudes, and practices that come together in relationships (interpersonal and professional) that empowers the individuals to work effectively in cross-cultural situations

Cultural Competence Framework



An abstract artwork featuring a central green rectangular area containing text. To the left of this area is a vertical strip showing two hands, one brown and one white, reaching towards a blue and green globe. The background of the entire slide is a colorful, textured abstract pattern with reds, oranges, yellows, and greens, overlaid with white, wavy, chalk-like lines.

Five Elements of Cultural Competence

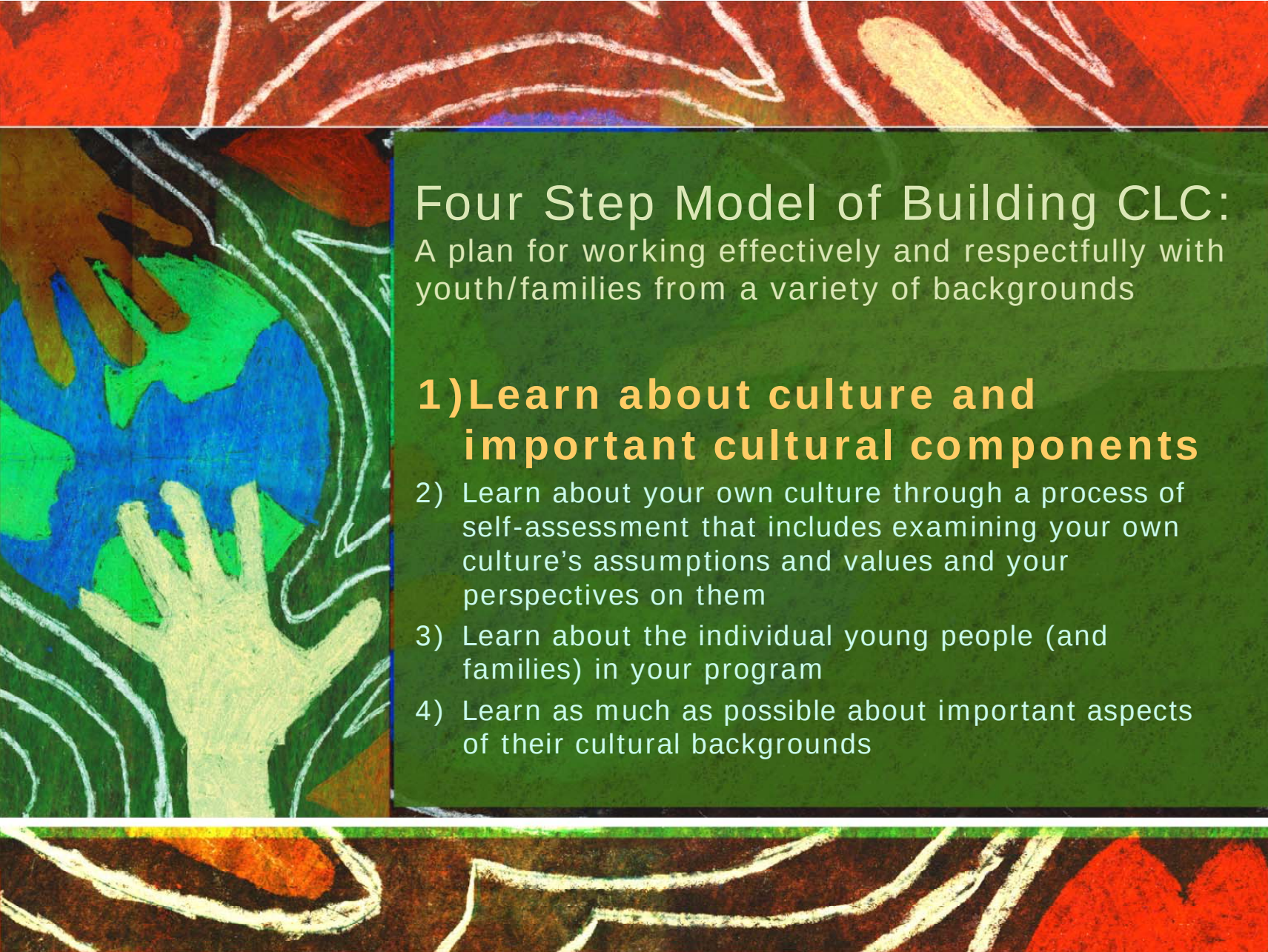
Individual Level

- (1) Acknowledge cultural differences
- (2) Understand your own culture
- (3) Engage in self-assessment
- (4) Acquire cultural knowledge & skills
- (5) View behavior of self & others within a cultural context

An abstract artwork featuring a central green rectangular area containing text. To the left of the text is a vertical strip showing two hands, one brown and one white, reaching towards a blue and green globe. The background is composed of various colored sections: red and orange at the top, green in the middle, and brown and orange at the bottom, all with white, wavy, chalk-like lines drawn over them.

Culturally competent mentoring:

The ongoing process of gathering and utilizing knowledge, information and data from and about your mentee, his/her family, his/her peers, and his/her community. This information is integrated and serves to transform specific skills and strategies that enhance the quality and effectiveness of your mentoring relationship.

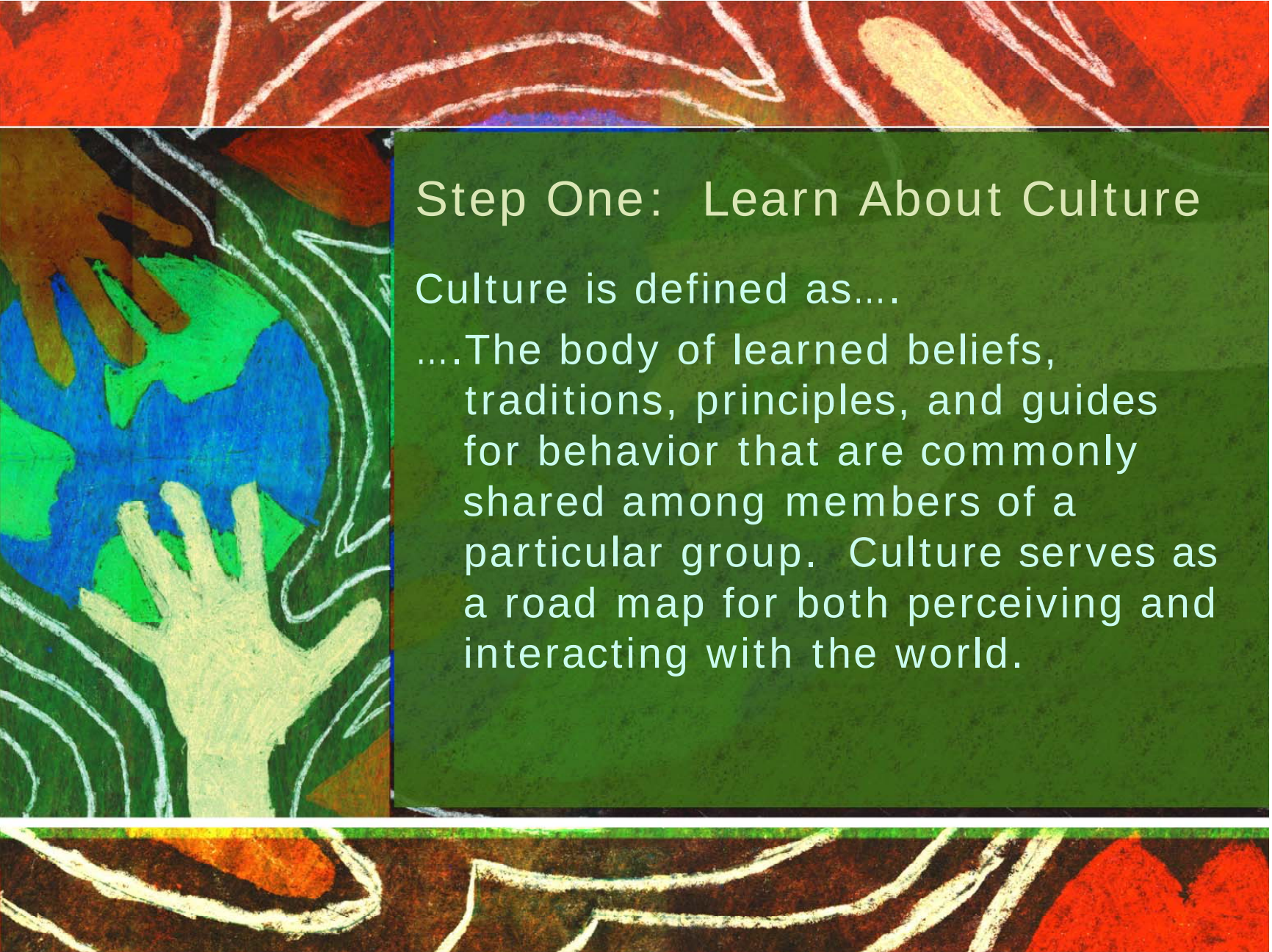
An abstract artwork featuring a central green rectangular area containing text. To the left of this area, there is a vertical strip showing two hands, one brown and one white, reaching towards a blue and green globe. The background of the entire slide is a collage of abstract, textured shapes in red, orange, yellow, and green, with white lines and patterns overlaid.

Four Step Model of Building CLC:

A plan for working effectively and respectfully with youth/families from a variety of backgrounds

1) Learn about culture and important cultural components

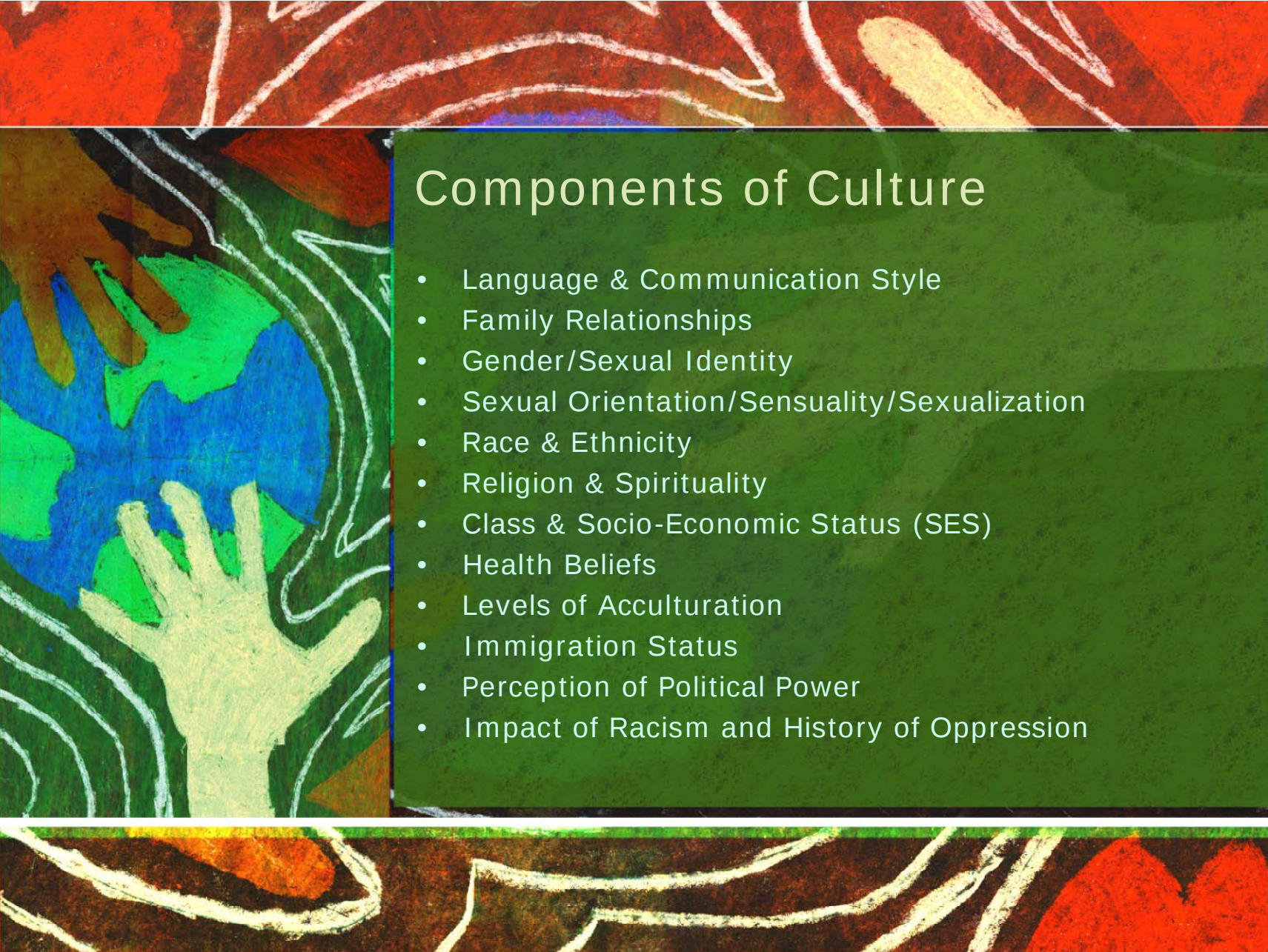
- 2) Learn about your own culture through a process of self-assessment that includes examining your own culture's assumptions and values and your perspectives on them
- 3) Learn about the individual young people (and families) in your program
- 4) Learn as much as possible about important aspects of their cultural backgrounds

An abstract artwork featuring a central green rectangular area containing text. To the left of this area, there is a vertical strip showing a blue and green globe being held by two hands, one brown and one light green. The background of the entire slide is a collage of abstract, textured shapes in red, orange, yellow, and brown, with white lines and patterns overlaid.

Step One: Learn About Culture

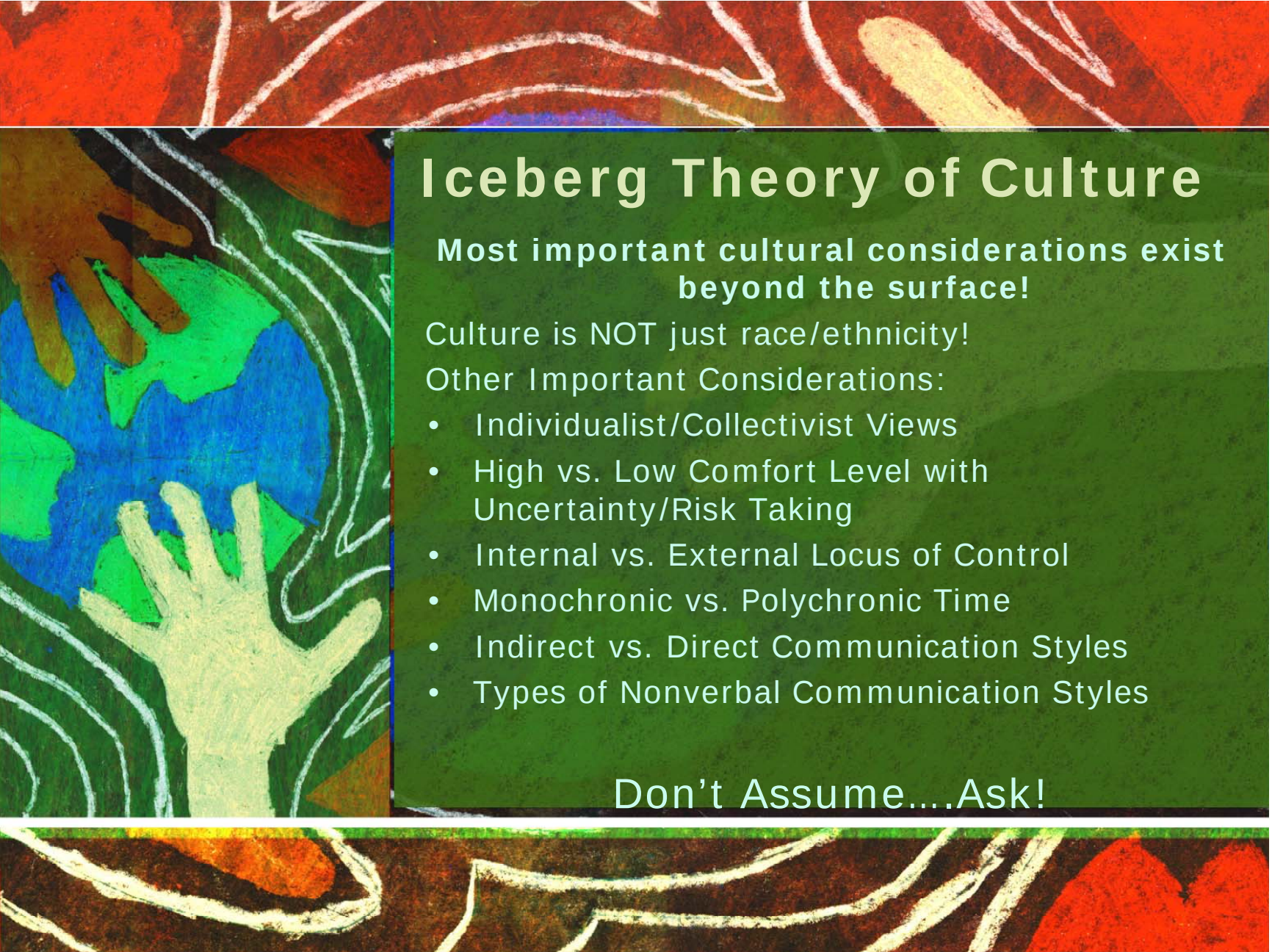
Culture is defined as....

....The body of learned beliefs, traditions, principles, and guides for behavior that are commonly shared among members of a particular group. Culture serves as a road map for both perceiving and interacting with the world.

An abstract artwork featuring a central green rectangular area containing a list of cultural components. To the left of this area, there is a stylized representation of a globe in blue and green, with two hands (one brown, one white) reaching towards it. The background of the entire slide is composed of various abstract shapes and colors, including red, orange, yellow, and white, suggesting a textured, possibly chalk-like or paint-like surface.

Components of Culture

- Language & Communication Style
- Family Relationships
- Gender/Sexual Identity
- Sexual Orientation/Sensuality/Sexualization
- Race & Ethnicity
- Religion & Spirituality
- Class & Socio-Economic Status (SES)
- Health Beliefs
- Levels of Acculturation
- Immigration Status
- Perception of Political Power
- Impact of Racism and History of Oppression



Iceberg Theory of Culture

**Most important cultural considerations exist
beyond the surface!**

Culture is NOT just race/ethnicity!

Other Important Considerations:

- Individualist/Collectivist Views
- High vs. Low Comfort Level with Uncertainty/Risk Taking
- Internal vs. External Locus of Control
- Monochronic vs. Polychronic Time
- Indirect vs. Direct Communication Styles
- Types of Nonverbal Communication Styles

Don't Assume....Ask!

An abstract artwork featuring a central green rectangular area containing text. To the left of this area, there is a stylized representation of a globe in blue and green, with two hands (one brown, one white) reaching towards it. The background is composed of various colored sections: red at the top, green in the middle, and brown at the bottom, all with white, chalk-like lines and shapes overlaid.

Four Step Model of Building CLC:

A plan for working effectively and respectfully with youth/families from a variety of backgrounds

- 1) Learn about culture and important cultural components
- 2) Learn about your own culture through a process of self-assessment that includes examining your own culture's assumptions and values and your perspectives on them**
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Step Two: Self-Assessment

Stepping through the Looking Glass...

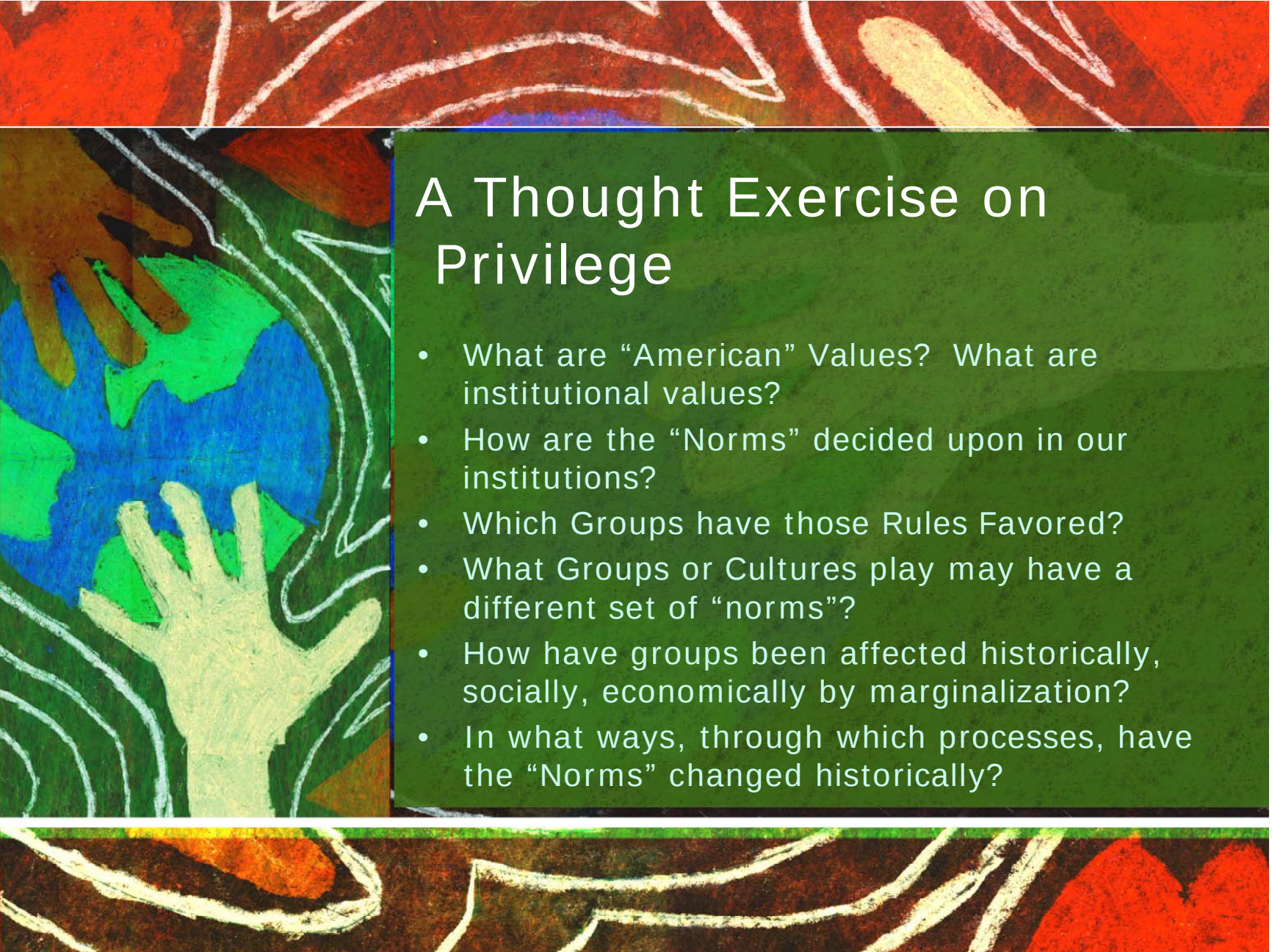
Un-normalizes your view, so that you can understand that everyone has their own way of looking at and understanding the world

- Happens in Process
- May Be Quite Personal
- Changes Perspective, opening up what you see as “normal” through your interactions with others who have different viewpoints



'If you think we're wax-works,' he said, 'you ought to pay, you know. Wax-works weren't made to be looked at for nothing, nohow!'
'Contrariwise,' added the one marked 'DEE,' 'if you think we're alive, you ought to speak.'—Tweedledee & Tweedledum, Lewis Carroll



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A Thought Exercise on Privilege

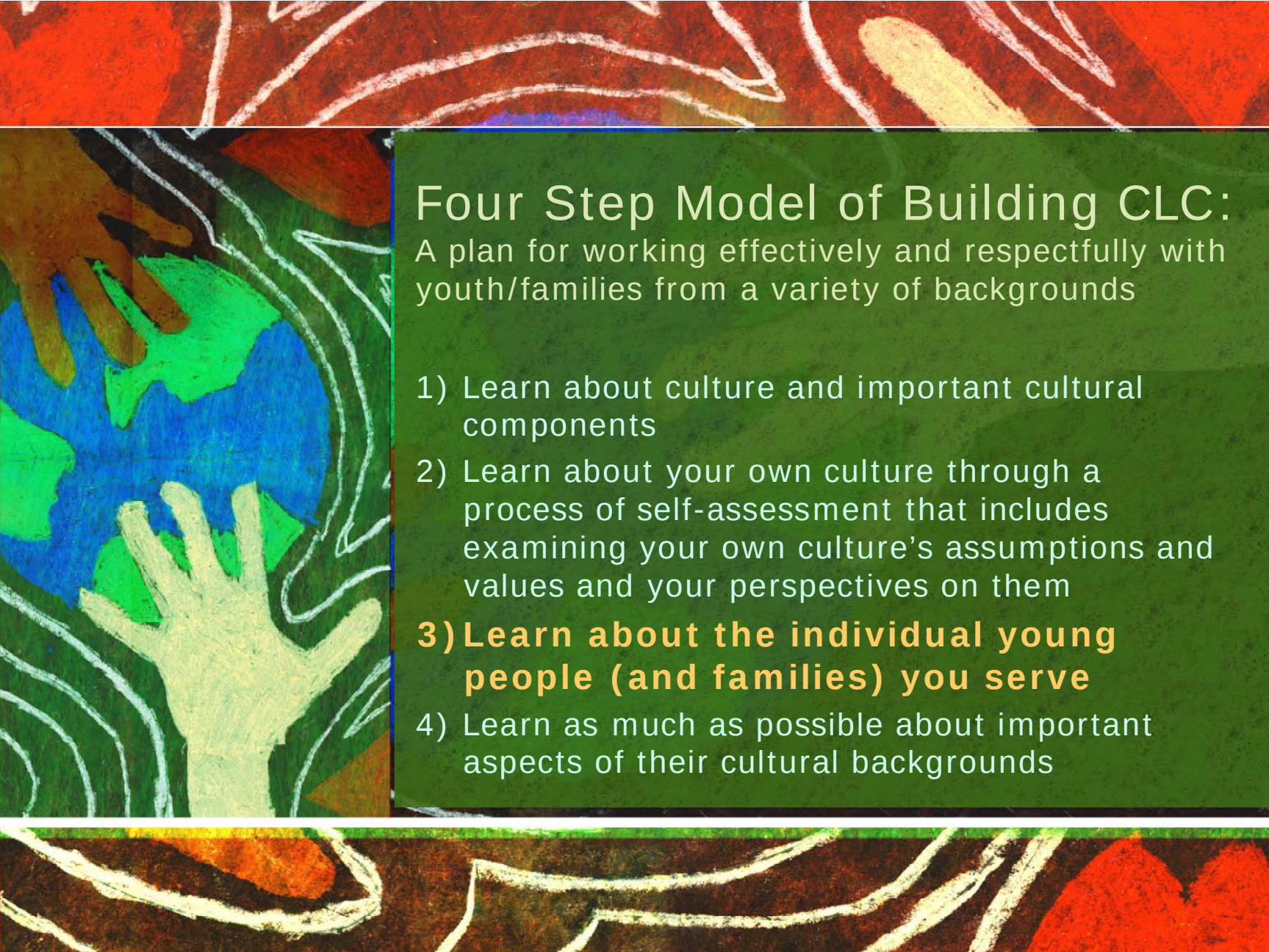
- What are “American” Values? What are institutional values?
- How are the “Norms” decided upon in our institutions?
- Which Groups have those Rules Favored?
- What Groups or Cultures play may have a different set of “norms”?
- How have groups been affected historically, socially, economically by marginalization?
- In what ways, through which processes, have the “Norms” changed historically?

The background of the slide is a complex abstract artwork. It features a central green rectangular area containing text. To the left of this area is a vertical strip showing a globe with blue oceans and green continents, overlaid with two hands: a brown one at the top and a white one at the bottom. The top and bottom of the slide are decorated with horizontal bands of abstract, textured patterns in red, orange, and white. In the bottom right corner, there is a small inset image of a chessboard with several pieces.

Let's Play A Game!!!

Our Exercise on Race, Class,
and Privilege may provide
some answers...

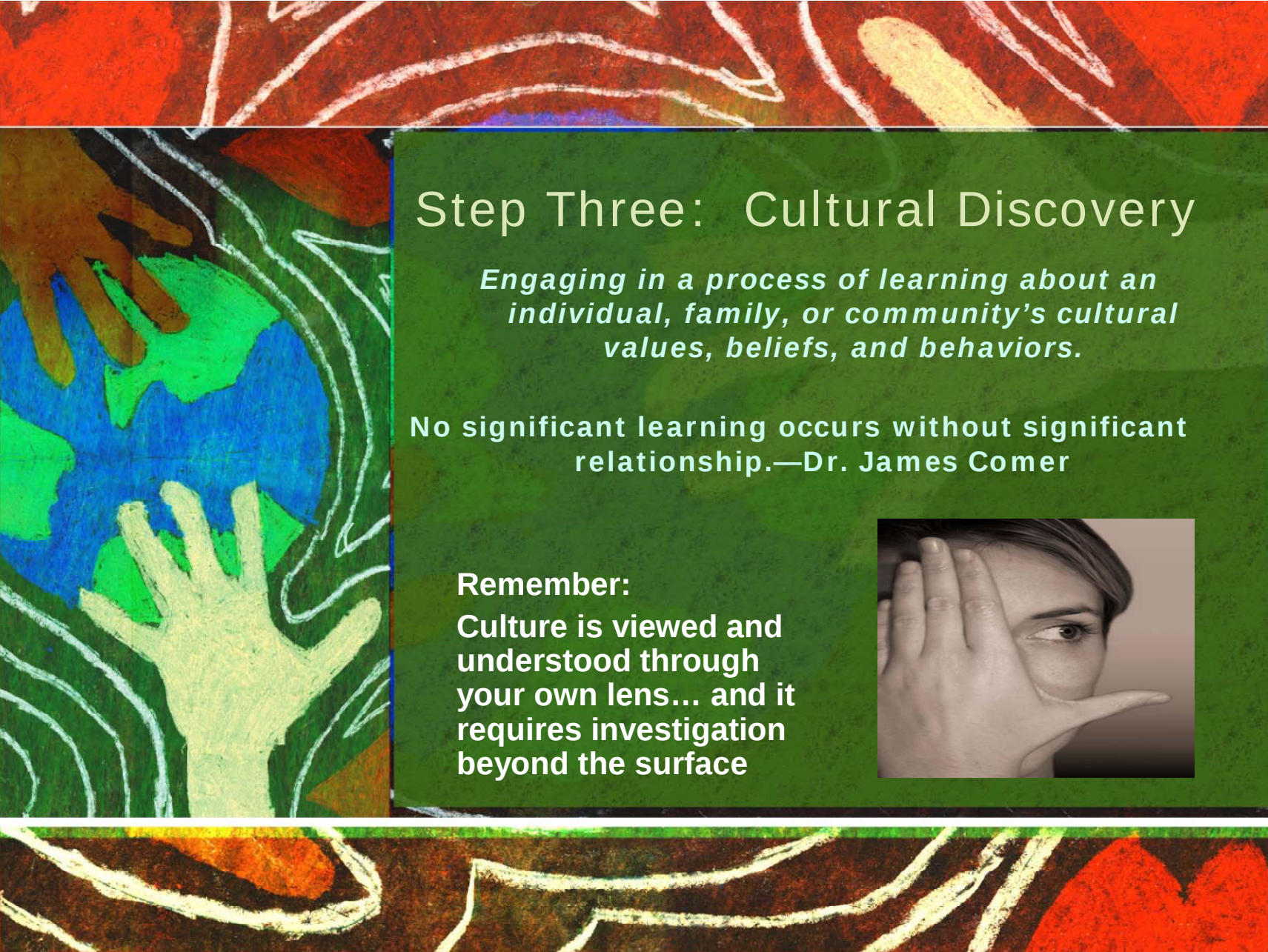


An abstract artwork featuring a central green rectangular area containing text. To the left of this area, there is a stylized representation of a globe with blue and green segments, overlaid with several hands in various colors (brown, green, white, yellow). The background of the entire slide is a collage of abstract, textured shapes in red, orange, yellow, and green, with white lines and patterns. The text is in a light green, sans-serif font.

Four Step Model of Building CLC:

A plan for working effectively and respectfully with youth/families from a variety of backgrounds

- 1) Learn about culture and important cultural components
- 2) Learn about your own culture through a process of self-assessment that includes examining your own culture's assumptions and values and your perspectives on them
- 3) Learn about the individual young people (and families) you serve**
- 4) Learn as much as possible about important aspects of their cultural backgrounds



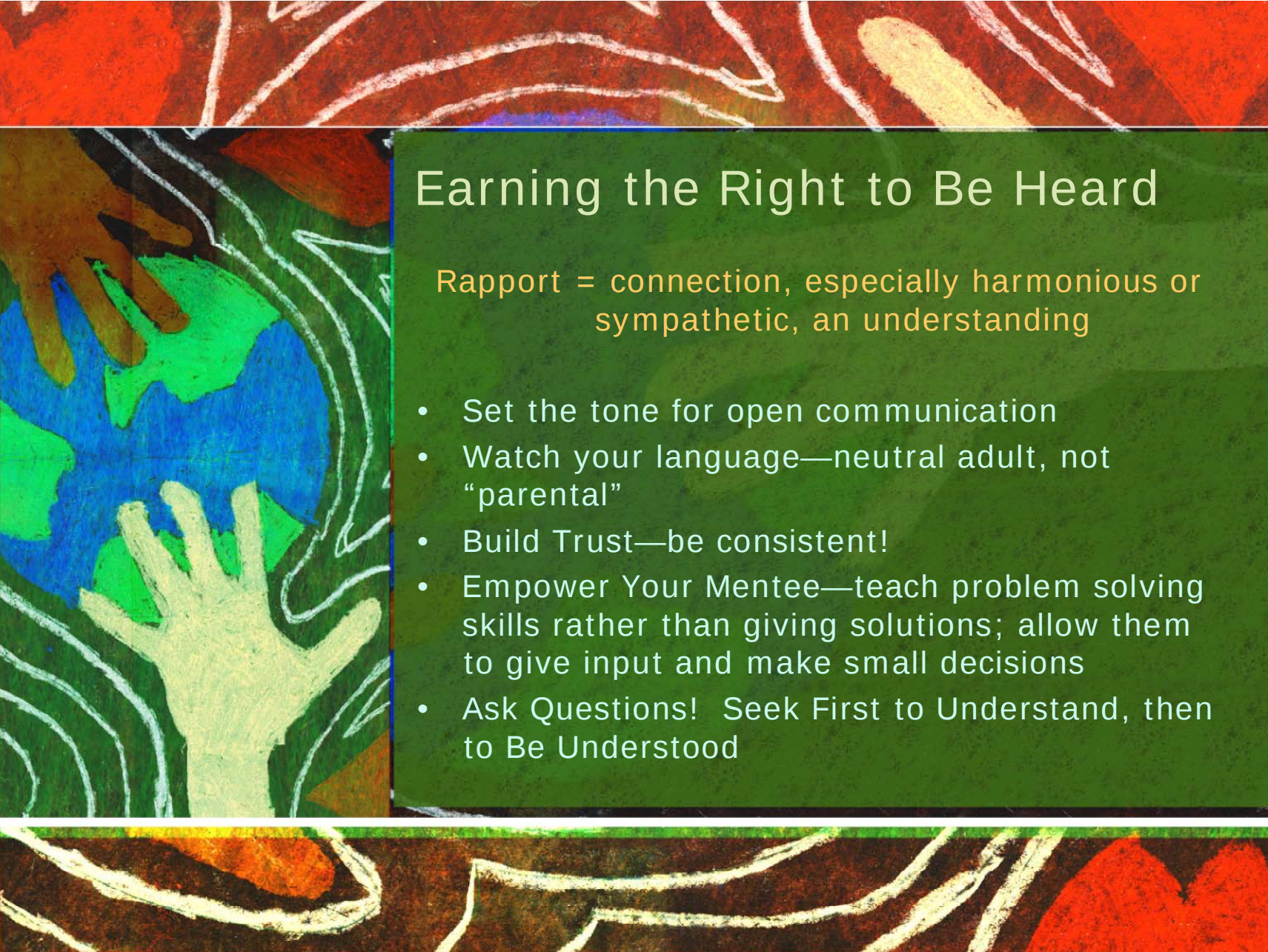
Step Three: Cultural Discovery

Engaging in a process of learning about an individual, family, or community's cultural values, beliefs, and behaviors.

No significant learning occurs without significant relationship.—Dr. James Comer

Remember:
Culture is viewed and understood through your own lens... and it requires investigation beyond the surface

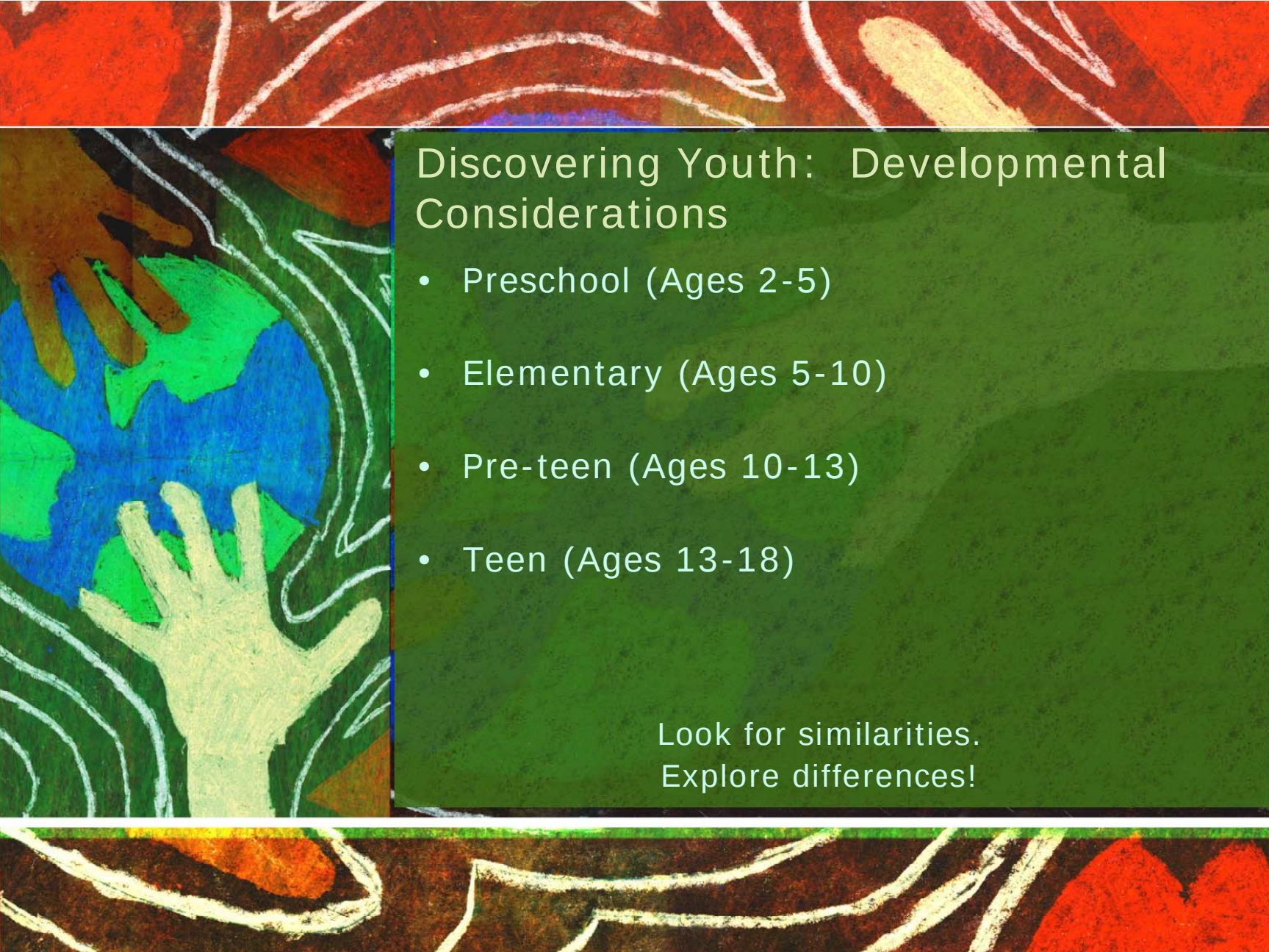


An abstract artwork featuring a central green rectangular area containing text. To the left of this area, there is a vertical strip showing two hands, one brown and one white, reaching towards a blue and green globe. The background of the entire slide is a textured, abstract composition with red, orange, and white wavy lines at the top and bottom, and a dark brown area at the bottom right.

Earning the Right to Be Heard

Rapport = connection, especially harmonious or sympathetic, an understanding

- Set the tone for open communication
- Watch your language—neutral adult, not “parental”
- Build Trust—be consistent!
- Empower Your Mentee—teach problem solving skills rather than giving solutions; allow them to give input and make small decisions
- Ask Questions! Seek First to Understand, then to Be Understood

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Discovering Youth: Developmental Considerations

- Preschool (Ages 2-5)
- Elementary (Ages 5-10)
- Pre-teen (Ages 10-13)
- Teen (Ages 13-18)

Look for similarities.
Explore differences!

An abstract artwork featuring a central green rectangular area containing text. To the left of this area, there are stylized hands in brown, green, and white, reaching towards a blue and green globe. The background is composed of various colors including red, orange, and brown, with white, wavy lines that resemble chalk or paint strokes.

Understanding Disadvantage: Socio-Economic Considerations

Generational Poverty = Life in impoverished situation for two or more generations; carries its own culture, hidden rules, and belief systems

- Background “Noise”
- Significance of Entertainment
- Oral Language Tradition
- Survival Orientation
- Gendered Expectations
- Ownership of People
- Attitudes towards Discipline
- Polarized Thinking
- Lack of Order/Organization

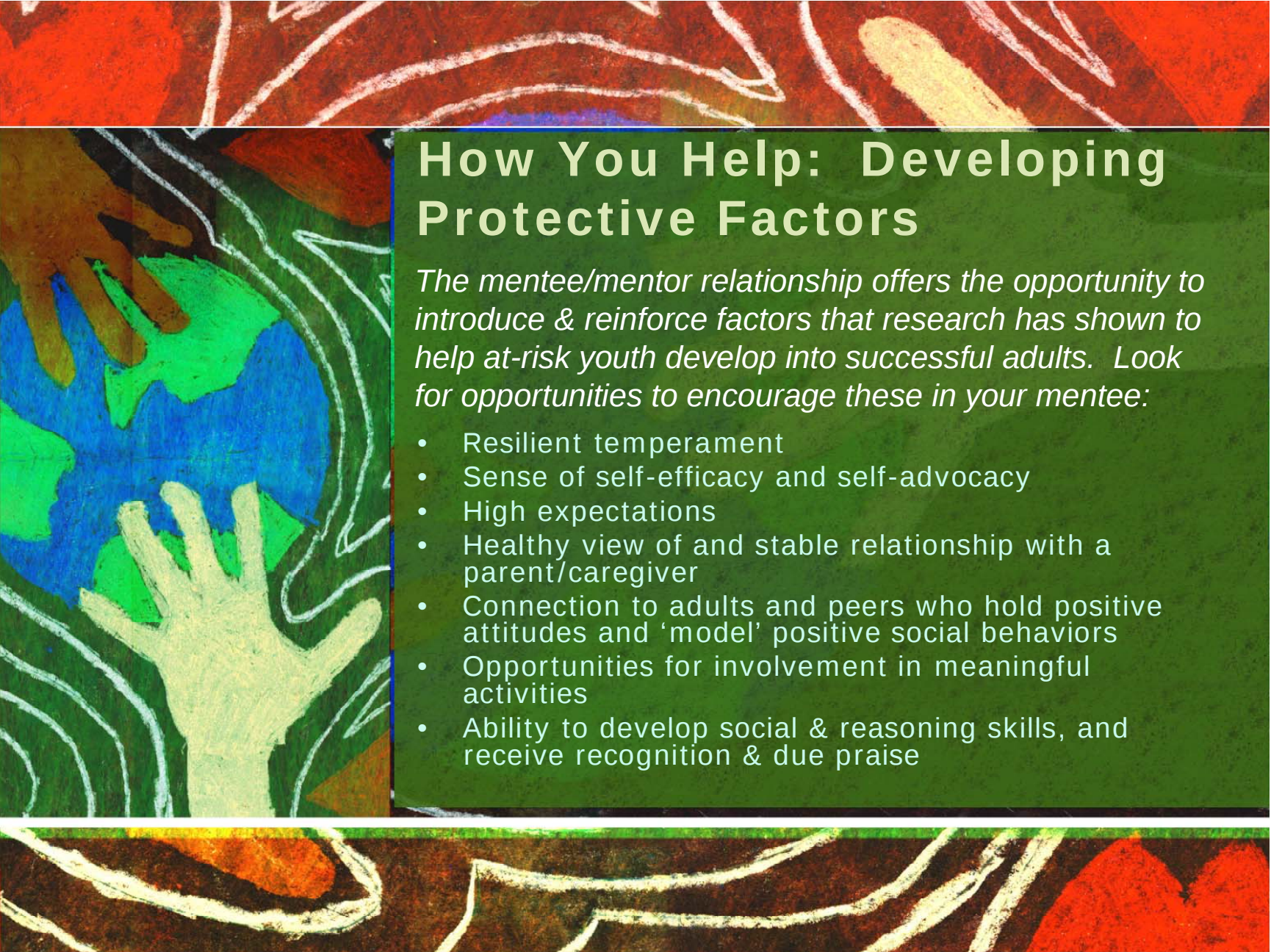


Recognizing Risk: Considerations for Children of Incarcerated Parents

Prison Subculture: the values & behavioral patterns and characteristics of prison inmates, that often extend to family members & to communities largely populated by those exposed to the penal system

- Group Identity & Norms
- Distrust of Agencies, Organizations, Government and anyone they feel represents these institutions
- Secretive Behaviors & Fear of Punishment
- Exposure to Illegal/Dangerous/Violent Activity
- Exposure to Grief/Trauma

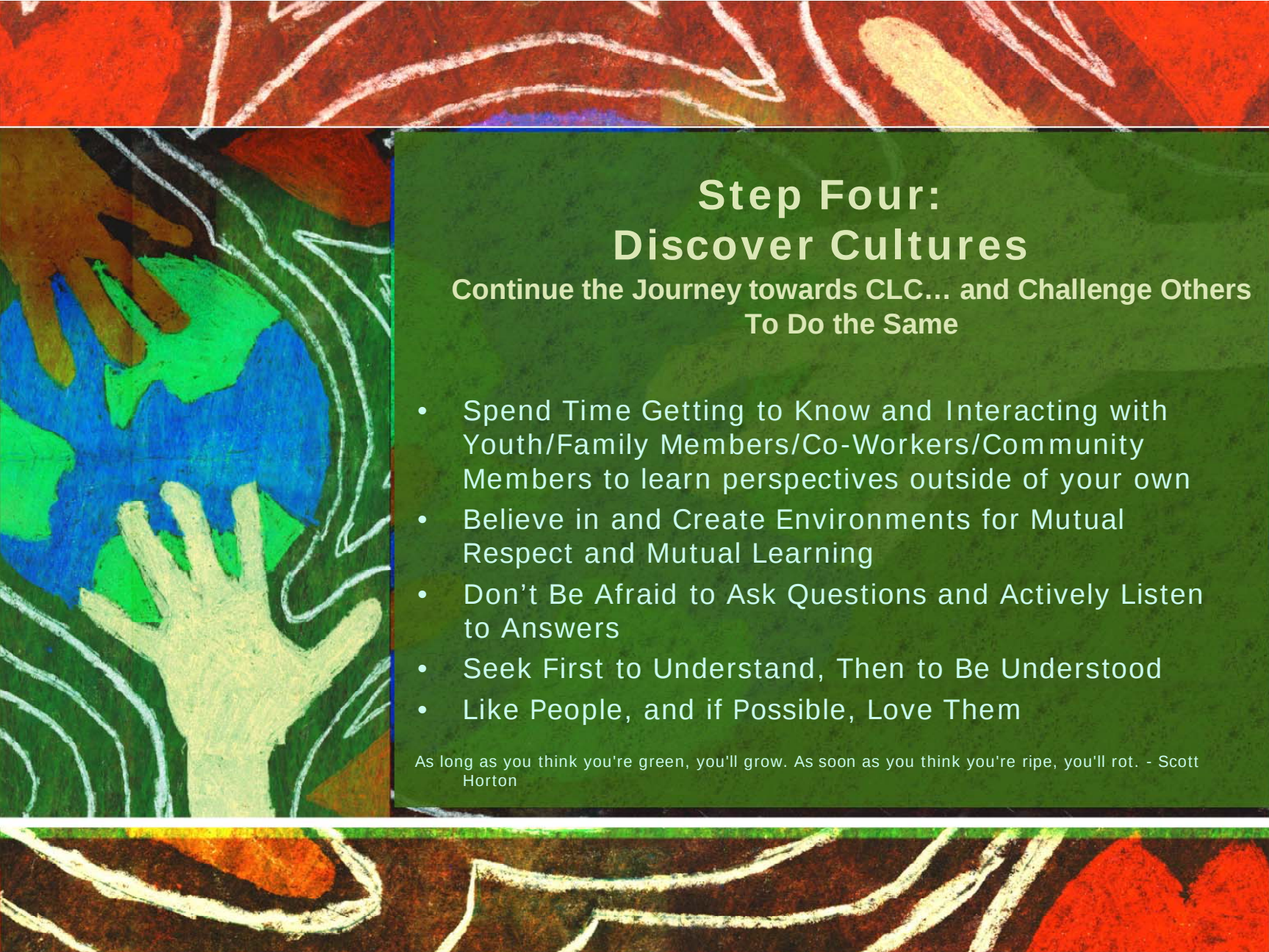
Don't force mentees to talk about difficult topics, but be available to listen/support if they open the discussion—in their own time & at their own level

An abstract artwork featuring a central green rectangular area containing text. To the left of this area, there is a stylized representation of a globe in blue and green, with a white hand reaching up towards it. Above the globe, a brown hand is visible. The background of the entire slide is composed of various abstract shapes and colors, including red, orange, yellow, and white, with white lines resembling chalk or paint strokes. The overall composition suggests themes of support, guidance, and global impact.

How You Help: Developing Protective Factors

The mentee/mentor relationship offers the opportunity to introduce & reinforce factors that research has shown to help at-risk youth develop into successful adults. Look for opportunities to encourage these in your mentee:

- Resilient temperament
- Sense of self-efficacy and self-advocacy
- High expectations
- Healthy view of and stable relationship with a parent/caregiver
- Connection to adults and peers who hold positive attitudes and 'model' positive social behaviors
- Opportunities for involvement in meaningful activities
- Ability to develop social & reasoning skills, and receive recognition & due praise

The background of the slide is an abstract artwork. It features several hands in various colors (brown, green, yellow, white) reaching out or holding a central blue and green globe. The background is a mix of red, orange, and dark brown tones with white and yellow lines. The text is overlaid on a dark green rectangular area.

Step Four: Discover Cultures

Continue the Journey towards CLC... and Challenge Others
To Do the Same

- Spend Time Getting to Know and Interacting with Youth/Family Members/Co-Workers/Community Members to learn perspectives outside of your own
- Believe in and Create Environments for Mutual Respect and Mutual Learning
- Don't Be Afraid to Ask Questions and Actively Listen to Answers
- Seek First to Understand, Then to Be Understood
- Like People, and if Possible, Love Them

As long as you think you're green, you'll grow. As soon as you think you're ripe, you'll rot. - Scott Horton



For More Information Contact & Future
Trainings Contact:

Chrystal D. Armstrong

Youth/Cultural & Linguistic Competency
Coordinator

Phone: (865) 523-0701

Email: carmstrong@tnvoices.org

