In the 1968 movie, *2001 A Space Odyssey*, the computer was named **HAL**.

Does anyone know why?

**Answer:** IBM
Advancing Cultural Competencies to Help Businesses Succeed

- **Kathy DesRoches** – Introduction of Presenters
- **Brenda Ross** – Cultural Competency=Good business practices (5 minutes)
- **Wayne Johnson** – Intercultural Communication (20 minutes)
- **Brenda Ross** – Cultural Competency for health care workers (5 minutes)
- **Carole Copeland Thomas** – Creating Curriculum – (20 minutes)
- **Beau Stubblefield-Tave** – Teaching the course – (20 minutes)
“All people are the same... it’s only their habits [behaviors] that are different.”

Confucius
Expectations vs. Realities

When people go abroad, what do you think is one of their most interesting Intercultural Encounter they first have?
Gerstner on Culture

“I came to see, in my time at IBM, that culture isn’t just one aspect of the game – it is the game.”
Only 10% of Culture is Visible
Culture’s Challenges: Seeing things Differently
Culture’s Challenges: Seeing things Differently
Dilemma Theory Resolving Issues

DILEMMA
(from the Greek meaning)
TWO-PROPOSITIONS IN (APPARENT) CONFLICT
You are riding in a car, driven by a close friend. Your friend is going 50 km per hour in an area that only allows 30 km per hour.

Just when you want to caution your friend, he/she hits a pedestrian....
Your friend hits a pedestrian…
What right does your friend have?

A. My friend has a **definite** right as a friend to expect me to testify to the lower speed limit.
B. He has **some** right as a friend to expect me to testify to the lower speed limit.
C. He has **no** right as a friend to expect me to testify to the lower speed limit.
## National Cultural Differences

**Friend has no right/some right and I would not help**

<table>
<thead>
<tr>
<th>Country</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Switzerland</td>
<td>97</td>
</tr>
<tr>
<td>Canada</td>
<td>93</td>
</tr>
<tr>
<td>USA</td>
<td>93</td>
</tr>
<tr>
<td>Sweden</td>
<td>92</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>91</td>
</tr>
<tr>
<td>Australia</td>
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</tr>
<tr>
<td>Netherlands</td>
<td>90</td>
</tr>
<tr>
<td>Germany</td>
<td>87</td>
</tr>
<tr>
<td>Norway</td>
<td>87</td>
</tr>
<tr>
<td>Czech Rep</td>
<td>83</td>
</tr>
<tr>
<td>France</td>
<td>73</td>
</tr>
<tr>
<td>Singapore</td>
<td>69</td>
</tr>
<tr>
<td>Japan</td>
<td>68</td>
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<td>India</td>
<td>54</td>
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<td>China</td>
<td>47</td>
</tr>
<tr>
<td>Russia</td>
<td>44</td>
</tr>
<tr>
<td>Korea</td>
<td>37</td>
</tr>
<tr>
<td>Venezuela</td>
<td>32</td>
</tr>
</tbody>
</table>

0-100 Scale
Industry based Culture Challenges

Friend has no right/some right and I would not help

- Bank: 79%
- Petroleum refining: 76%
- Consulting: 76%
- Chemicals: 73%
- Computers: 69%
- Academic: 69%
- Food: 69%
- Toys/sporting goods: 68%
- Pharmaceuticals: 66%
- Telecom: 64%
- Aerospace: 64%
- Beverages: 64%
- Mining: 63%
- Metal products: 55%
- Government: 44%
International Business Book Case study in Korea
Towards Intercultural Competence

- **DIMENSIONS & PROCESS**
  - **DIMENSIONS & TIME**
  - **AWARENESS**
    - Increase awareness of one’s own cultural perspective
  - **RESPECT & RESONATE**
    - Understand cultural differences
  - **RECONCILIATION**
    - Resolve cultural differences
  - **MY WAY**
  - **YOUR WAY**
  - **OUR WAY**
Linear Thinking and Mapping for Conflicts

I make circles

1,10

5,5

I make boxes

10,1

CIRCULAR - THINKING

INSIDE of BOX - THINKING

PROBABLE RESULTS:
- Arguments
- Endless Meetings
- Talking without Listening
- Confrontations
- Loss of Values
Dimensional Thinking and Mapping for Reconciliation

I make circles

We make containers

We compromise

I make boxes

INSIDE of BOX - THINKING

INTEGRATED VALUE
The Global versus Local Dilemma

**GLOBAL COMPANY**

- UNIVERSAL MANAGEMENT METHODS
- STANDARDS, CENTRALIZATION

**TRANSNATIONAL**

- GLOBAL PRINCIPLES
- LEARNING FROM LOCAL SITUATIONS TO IMPROVE THE STANDARDS

**CULTURAL DIVERSITY**

- MULTINATIONAL - FLEXIBILITY AND ADAPTATION TO LOCAL SITUATIONS

**STRONG GLOBAL COORDINATION**

- CRITICAL MASS

**“BE LIKE U.S.”**

**“COLORFUL”**
What is an Organization?

Organization is:
- System of Functions & Tasks
- Efficiency
- Machines & resources
- Pay for performance

Organization is:
- Group of people working together
- Social relationships
- Company depends on relations

-OR-
### Assessment of Culture Fit

**Organization is a system to perform tasks**

<table>
<thead>
<tr>
<th>Country</th>
<th>Assessment Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Netherlands</td>
<td>91</td>
</tr>
<tr>
<td>Sweden</td>
<td>91</td>
</tr>
<tr>
<td>UK</td>
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<td>82</td>
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<td>Australia</td>
<td>78</td>
</tr>
<tr>
<td>Japan</td>
<td>71</td>
</tr>
<tr>
<td>Mexico</td>
<td>70</td>
</tr>
<tr>
<td>Thailand</td>
<td>69</td>
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<tr>
<td>Greece</td>
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<tr>
<td>Belgium</td>
<td>66</td>
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<tr>
<td>Korea</td>
<td>65</td>
</tr>
<tr>
<td>Singapore</td>
<td>58</td>
</tr>
<tr>
<td>Venezuela</td>
<td>52</td>
</tr>
<tr>
<td>Kuwait</td>
<td>47</td>
</tr>
<tr>
<td>Nigeria</td>
<td>46</td>
</tr>
<tr>
<td>China</td>
<td>32</td>
</tr>
</tbody>
</table>
Basic Assumptions are generally implicit, and inform/instruct the default preference and behavior of individuals and organizations.
When Cultures Collide…

ON THE ONE HAND

Explicit Culture

Implicit Culture

ON THE OTHER HAND

Basic Assumptions
Company A

Norms & Values

Artifacts & Products

Basic Assumptions
Company B

Norms & Values

Artifacts & Products

ON THE ONE HAND

ON THE OTHER HAND
CULTURAL COMPETENCY
IN HEALTHCARE

BRISTOL COMMUNITY COLLEGE
carole copeland
thomas, mba, cdmp

COLLABORATING WITH COLLEAGUES
COMMUNITY-BCC SUPPORT

• GR. NEW BEDFORD WORKFORCE INVESTMENT BOARD
• DONNA RAMOS
• BRENDA ROSS
• BRISTOL COMMUNITY COLLEGE LEADERSHIP SUPPORT INCLUDING
  • DEAN CARMEN AGUILAR
  • ROBERT VITELLO
TEAM COLLABORATORS
Rev. Manny Daphnis, Carole Copeland Thomas, Beau Stubblefield-tave
TRAINING • TEACHING • SHARING

• EXPERIENCED TRAINERS
• DIFFERENT APPROACHES
• CULTURAL DYNAMICS
TEACHING EXPERIENCED HEALTHCARE PROFESSIONALS

• STUDENT INTERACTION
• MULTIMEDIA ACTIVITIES
• PRE & POST TESTS
CULTURAL COMPETENCY IN ACTION

• RICH SOUTH COAST CULTURES

• HEALTHCARE PROFESSIONALS

• INTERACTIVE LEARNING
THE JOURNEY CONTINUES

- Now Training Group #3 of 4
- Separate 10 week sessions since June 2014
Advancing Cultural Competencies to Help Businesses Succeed
Teaching the Course
The Learning Process

“The learning process is something you can incite, literally incite, like a riot. And then, just possibly, hopefully, it goes home, or on.”

Learning Objectives

Participants will

• Examine how two *simpatico* teachers help diverse students learn

• Learn varied educational techniques used to address varied learning styles

• Consider the **BASK** model of culturally fluent leadership
One Course/Two Teachers

R-E-S-P-E-C-T Find out What it Means to Me!

Who wrote and first performed “Respect?”

1. Aretha Franklin
2. Carole King
3. Otis Redding
4. James Brown
Collaborative Learning:
Teachers and Students are Teammates

“My ideal operating room would have a team of people who worked together smoothly and easily, with respect for one another and their patients. Each member, no matter what their rank, would be considered important and invaluable.”

Lori Arviso Alvord, M.D., Elizabeth Cohen Van Pelt
The Scalpel and the Silver Bear: The first Navajo woman surgeon combines Western Medicine and traditional healing
Essential Improvisation

- Ebola
- Ferguson
Celebrating Diverse Learning Styles

• Auditory
• Kinesthetic
• Visual
Mixing Music/Crossing Cultures/Making Magic

• On Children—Sweet Honey in the Rock

• Cada Nino/Every Child—Tish Hinojosa
The Power of Video

“Cultural Competence Versus Cultural Humility”
Culturally Fluent Leadership: From ASK to BASK

• **Behaviors**—Culturally fluent leaders use their awareness, skills and knowledge to earn the trust and loyalty of diverse followers.

• **Awareness**—Cultural awareness [self-awareness] is the examination and in-depth exploration of one’s own cultural background and biases.

• **Skills**—Cultural skills include cross-cultural communication and participating in cross-cultural teams.

• **Knowledge**—Cultural knowledge is the process of seeking and obtaining a sound educational foundation about diverse cultural groups.

Adapted from Campinha-Bacote, 2002
CULTURAL AWARENESS
Diversity Wheel
CULTURAL AWARENESS

Define Your Cultural Identity Structure

A. List Your Cultural Identity Elements
1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10.

B. Create a pie chart with these elements. Size of slices reflects strength (importance to you) of each element.

14–10 cultural groups with which you personally identify, e.g., gender, race/ethnicity, occupation, etc.
Celtic Pride: 11 Titles in 13 Years!
Russell Rules

1. Commitment Begins with Curiosity
2. $\text{Ego} = MC^2$ (Team Ego Rules)
3. Listening is Never Casual
4. Toughness or Tenderness: Creating Your Leadership Style
5. Invisible Man
6. Craftsmanship
7. Personal Integrity
8. Rebounding, or How to Change the Flow of the Game
9. Imagination, or Seeing the Unseeable
10. Discipline, Delegation, and Decision Making
11. Everyone Can Win
“Listening is more important than talking. When you are an active listener, you are respecting what the other person is feeling [and/] or expressing.”

“Listening is a skill that requires subordinating your own views when listening to someone else.”

“Become especially mindful of the words that will help others listen to you more effectively.”
CULTURAL KNOWLEDGE:
“Three Languages, Many Cultures”
Latin American Health Issues

• Demographics
• Health Beliefs and Behaviors
• Risk Factors
• Major Diseases
• Acculturation and Concordance
• Latino Cultural Competence Self Assessment
CULTURAL KNOWLEDGE: Intragroup Variation is Powerful

- Total
- Hispanic
- Cuban Origin
- Mexican Origin
- Puerto Rican
- Salvadoran Origin
- Guatemalan Origin
- Dominican Origin

Age In Years:
- 25.6
- 38.9
- 23.8
- 30.4
- 26.3
- 27.0
- 27.6
CULTURAL KNOWLEDGE:

Latino Views on AIDS:

“AIDS is a ‘very’ serious problem for people I know”

Source: Kaiser Family Foundation: Latinos’ Views of the HIV/AIDS Epidemic at 20 Years
The first thing to go when you arrive is language.
In order to survive you must learn the dominant language.
No matter how you speak it, they will not accept you,
Because if it isn’t your first, you can never speak the language.
Once you forget your own, it will never be yours again
And you are stuck with their language.
Your people will look at you in scorn for forgetting.
And you will weep and explain yourself in words not in your language.

A part of you will be lost, and you will look for it with all your might,
In libraries with books written in the wrong language.
Your name will be butchered into a million unrecognizable pieces,
Andree-ah the will say in a pronunciation foreign to your language.
Andrea you will protest and repeat again and again,
But it will never be said correctly in their language.
You’ll lose your voice protesting and correcting
You will be weakened and be lost to their language
The heartbeat of your language will continue within you,
But you will be deaf to anything but their language.

from *My Sisters’ Voices: Teenage Girls of Color Speak Out*, Iris Jacob, editor
CULTURAL KNOWLEDGE:
Cultural Competence with Latino Patients: A Self-Assessment

The three major health problems of Latinos are diabetes, tuberculosis, and HIV infection. True False

With increased acculturation, Latinas drink more heavily but smoke fewer cigarettes. True False
CULTURAL KNOWLEDGE:
Cultural Competence with Latino Patients: A Self-Assessment

Mollera caida is a folk disease but not a true health condition
True  False

Some Puerto Ricans believe mental diseases are associated with spirits
True  False
Personal Interaction Skills

Cultural Competence with Latino Patients: A Self-Assessment

Making eye contact while shaking hands is at the top of my list when greeting a Latino patient.

<table>
<thead>
<tr>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
</table>

I try to encourage the patient’s relatives to stay in the office during the consultation.

<table>
<thead>
<tr>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
</table>
“Active listening allows you to hear what isn’t being said as much as what is being said.”

“Discipline is not really so much about self-abnegation [putting others’ interests ahead of your own] as it is about having control of and a plan for your personal life to the point where you can do whatever you must to follow through.”
LEADERSHIP BEHAVIORS
Lesson 10: Discipline, Delegation, and Decision Making

“How we handle these decisions [when things go wrong] is almost more important than the decisions themselves, because we need to learn from our mistakes, let go, and go on.”

“Letting go is most difficult when we are most personally attached.”
East is East and West is West

Oh, East is East and West is West, and never the twain
   Shall meet,
Till Earth and Sky stand presently at God’s great
   Judgement Seat;
But there is neither East nor West, Border, nor Breed,
   Nor Birth
When two strong [folk] stand face to face, tho’ they come
   From the ends of the Earth!

Rudyard Kipling
The Ballad of East and West
Review Key Concepts
Questions?
Books


Cross-cultural management textbook: Lessons from the world leading experts in cross-cultural management by Fons Trompenaars, Jerome Dumetz, Olga Saginova, Stephen R. Covey


Cross-cultural management textbook: Lessons from the world leading experts in cross-cultural management by Jerome Dumetz, Fons Trompenaars, Meredith Belbin, Stephen M.R. Covey: published 2012

Building Cultural Competence: Innovative Activities and Models by Darla K. Deardorff (Editor), Kate Berardo (Editor), Fons Trompenaars (Foreword): published 2012 — 4 editions


Riding the Waves of Innovation: Harness the Power of Global Culture to Drive Creativity and Growth by Fons Trompenaars, Charles Hampden-Turner: published 2010 — 2 editions

Accelerating out of the Great Recession: How to Win in a Slow-Growth Economy by Fons Trompenaars: published 2010


The Enlightened Leader: An Introduction to the Chakras of Leadership by Peter ten Hoopen, Fons Trompenaars: published 2009 — 6 editions

Riding the Whirlwind: Connecting People and Organisations in a Culture of Innovation by Fons Trompenaars: published 2007 — 3 editions

Managing Change Across Corporate Cultures by Fons Trompenaars, Peter Prud’homme: published 2005
Books

Marketing Across Cultures by Fons Trompenaars, Peter Woolliams: published 2004

Managing People Across Cultures by Fons Trompenaars, Charles Hampden-Turner: published 2004

Business Across Cultures by Fons Trompenaars, Peter Woolliams: published 2003 — 6 editions


Over de grenzen van cultuur & management by Fons Trompenaars, Charles Hampden-Turner, Paul DuChateau (Translator): published 1993


Business Weltweit: Der Weg Zum Interkulturelien Management by Fons Trompenaars, Peter Woolliams
The Dilemma
You are a passenger in a car driven by a close friend. He hits a pedestrian. You know he was going at least 35 miles per hour in an area of the city where the maximum speed allowed is 20 miles per hour. There are no witnesses. His lawyer says that if you are prepared to testify under oath that he was only driving at 20 miles per hour it may save him from serious consequences.

What right has your friend to expect you to protect him?
   a: My friend has a DEFINITE right to expect me to testify to the lower figure.
   b: He has SOME right to expect me to testify to the lower figure.
   c: He has NO right to expect me to testify to the lower figure.

Fons Trompenaars has put this dilemma to some 70,000 managers in over 65 countries. The responses vary tremendously and will often change when Fons then reveals a further important factor - that the pedestrian is indeed very dead! But there is one thread that remains common no matter where and to whom Fons is posing this dilemma: regardless of their culture, people would like to help their friends as well as respect the truth and support laws that protect pedestrians. Culture is the way one solves dilemmas. That is, the way one resolves dilemmas is culturally determined.

Did the Pedestrian Die? is an accumulation of a decade of research into cultural diversity across the globe with a wide range of client organizations. Trompenaars and his research team have identified the issues that really make a difference at the level of the individual and the organization as whole. In addition to his well-established cross-cultural database of 70,000 managers from across the world, more recently Trompenaars has interviewed thousands of business leaders and managers to understand the challenges and concerns they face, the tensions between competing priorities, demands and values.
Bios of Presenters

Brenda Ross
Brenda Ross is a project manager in charge of training implementation and logistics for BCC’s Corporate Services Department. She currently oversees two healthcare training projects, which contain a Cultural Competency component. Prior to working at BCC, Brenda founded and directed two special interest tour companies, Academic Adventures and Inspiring Ireland. She worked in the travel industry for 25 years. Previously, she worked as a teacher, television writer/producer, and in historic preservation.

Wayne Johnson
Wayne Johnson is a former Dean and Director of Workforce Development, Corporate and Community Education in MA colleges. Wayne was professor at the Faculty of Intercultural Communication, at Japan’s oldest university (Ryukoku University). Wayne wrote two books and co-wrote three other books for teaching culture and language approved by the Ministry of Education in Japan. He has written over 30 publications in international journals and conducted numerous presentations at international conferences in Asia, Europe, and the US concerning education, learning, and intercultural communication.

Beau Stubblefield-Tave
Beau is a research-based management consultant specializing in cultural competence and an adjunct professor at Bristol Community College. A Principal with the Center for Culturally Fluent Leadership, he supports clients in building their cultural competence capacity: the behaviors, awareness, skills, and knowledge essential to working with and for people from diverse backgrounds. Beau’s clients include Blue Cross Blue Shield of Massachusetts, Community Health Center, Inc., and Merck. His past management responsibilities include ambulatory care, behavioral health, health care policy and quality services at inner city hospitals, the American Hospital Association, and Harvard Pilgrim Health Care. Beau’s BA and MBA are from the University of Chicago.

Carole Copeland Thomas
Carole is an adjunct faculty at Bentley University and Bristol Community College and is the founder of the Multicultural Symposium Series, a multiyear conference and online initiative developed for the advancement of multicultural issues. Carole is the Tri State Coordinator for Delta Sigma Sorority and the Chair of the Multicultural Committee for the Greater Boston Convention and Visitors Bureau. Carole is a blogger and social media enthusiast using various technology platforms to enhance her business development activities.