

INTERCULTURAL COMPETENCE SELF-ASSESSMENT FOR PCC MANAGERS



This Intercultural Competence Assessment tool is part of the intentional action that PCC is taking to ensure that our managers are culturally aware and responsive leaders. As an organization and as individuals, we recognize the need for continuous development and evolution. As our understanding of equity and inclusion evolves, so will this tool.

Assessor: Please provide this self-assessment to the manager being assessed. It will be used for self-reflection and as a goal-setting tool for the upcoming year. Next year, the manager will provide evidence regarding progress toward these goals. Be aware of the effect of power dynamics as you use this tool to discuss and learn from one another.

Manager being assessed: For this assessment, you will be developing one or more goals for action this year. (Don't worry! The tool is much longer than the goal you will write.) To arrive at your goal:

- Get ideas by reading through the questions and example action items listed next to each area of intercultural competence.
- Take some time to reflect about your own attitudes, beliefs, and actions at PCC.
- Choose one or more areas in which you would like to enhance your knowledge, skills, or performance. Your action may apply to multiple aspects of intercultural competence.
- Write one or more goals based on these areas for action during the coming year. (See "Sample Goals" on Page 5.)
- Next year you will be assessed regarding the professional development activities related to these goals in which you have participated and how you have applied them in your work at PCC.

As part of the annual goal setting meeting, please set, review and revise one or more goals.

Acronyms used in the document:

AT = Access Technology

ESOL = English for Speakers of Other Languages

LITE = Listening Intervention Team for Equity

NCORE = National Conference on Race and Ethnicity

PDAR = Purposeful Dialogues about Race

CRT = Critical Race Theory

QRC = Queer Resource Center

WRC = Women's' Resource Center

MC = Multicultural Center

Intercultural Competence Categories	Reflection Questions	Example Action Items; Example application examples are in <i>italics</i> . (Individual responses will differ.)
<p><u>Knowledge:</u> Cultural Self-Awareness (Knowing how my own identities and background shape how I look at the world)</p>	<p>-How are my interactions at work shaped by my own identities and culture (e.g., age, gender, religion, race, nationality, sexual orientation, ability, gender identity, size, positional status, education level, gender expression, socioeconomic status, full- or part-time status, language, seniority, parental status, marital status, political affiliation, etc.)? For example, does the way that being male, white, and a single parent affect my way of looking at work situations?</p> <p>-How do I identify my own biases?</p> <p>-What practices do I use to check my biases?</p>	<p>“I will attend the Social Justice Workshop to identify my own cultural background and factors affecting my own worldview and biases. <i>I will apply this information to check my biases when making workplace decisions.</i>”</p> <p>“I will attend the NCORE or Summer Institute for Intercultural Communication conference sessions on identifying bias <i>and apply one of the tools recommended there to my own decision-making at work.</i>”</p> <p>“I will invite a speaker from the Speakers/Practitioners Bureau to lead a series of workshops for my staff on cultural self-awareness and <i>lead the staff toward implementing changes inspired by the workshops.</i>”</p>
<p><u>Knowledge:</u> Knowledge of Cultural Worldview Frameworks (Knowing how other people’s identities and backgrounds shape how they look at the world)</p>	<p>Understanding multiple aspects of identity and culture is complex.</p> <p>-How do I discover the perspectives of <i>others</i>?</p> <p>-How do I incorporate the elements of other people's identities and culture (e.g. relation to their history, values, politics, communication styles, economy, and/or beliefs and practices) into my responsibility as a manager and into my programming?</p> <p>-How do I consider the effects of dominant culture on individuals and groups at PCC?</p>	<p>“I will attend a training offered through Disability Services to better understand how to reduce barriers for people with disabilities <i>and hold meetings with my team to begin to take action on reducing those barriers.</i>”</p> <p>“I will use the resource list to find and show a series of videos on multiple world views <i>and have ongoing discussions about work implications with my staff.</i>”</p> <p>“Based on what I learned at the Social Justice Workshop, <i>I will routinely use the Identity Cards (or Identity Wheel or CRT Decision-making Toolkit) to inform individual and team decision making.</i>”</p> <p>“I will become an Inclusion Advocate for hiring committees <i>and guide committees to be inclusive.</i>”</p>

Intercultural Competence Categories	Reflection Questions	Example Action Items; Example application examples are in <i>italics</i> . (Individual responses will differ.)
<p><u>Skill:</u> Empathy (Understanding and sharing another person's situation or feelings without making assumptions)</p>	<p>Empathy is developed through relationships, especially through deep listening.</p> <ul style="list-style-type: none"> -How can I attempt to understand and validate another individual's feelings in relation to a given situation? -How can I build empathy in myself and others on my team? -What are the limits of empathy? -How can I build on empathy towards becoming an ally and advocate? 	<p><i>"I will converse with an ESOL student one hour per week to encourage mutual understanding."</i></p> <p><i>"I will attend the LITE training to support groups and individuals from cultural and identity groups different than my own."</i></p> <p><i>"I will attend QRC and Illumination Project events and discuss and implement ways with my staff to be more inclusive of gender identities."</i></p>
<p><u>Skill:</u> Verbal and Nonverbal Communication (Understanding and using cultural cues in behavior and language to enhance communication)</p>	<ul style="list-style-type: none"> -How do I adjust my verbal and nonverbal communication when I am communicating with a person whose identity and/or culture are different from my own to ensure we understand each other? -How do I know how I am being perceived? -How do I recognize and respond to communication challenges related to cultural and identity differences? 	<p><i>"I will take the PCC Intercultural Communication class (COMM 140) and employ specific techniques from it in my communication at PCC."</i></p> <p><i>"I will attend the AT 101 session or one of the sessions on authoring accessible documents to learn how to make documents, emails, websites, and other communications accessible for people with disabilities and then take direct action on making our department's materials accessible."</i></p> <p><i>"I will find out how to initiate an anonymous I-message system in our unit. When someone hears something that affects them negatively, they will post a message for others that says, 'When I hear the term __, it makes me feel __because __.' This system will help everyone understand the impact of their language on others."</i></p> <p><i>"My team will read suggested books/articles and/or watch videos about cross-cultural communication and start ongoing discussions."</i></p>

Intercultural Competence Categories	Reflection Questions	Example Action Items; Example application examples are in <i>italics</i> . (Individual responses will differ.)
<p><u>Attitude</u>: Curiosity (Desiring to learn about other identities, cultures, and perspectives)</p>	<p>-How do I challenge myself in learning about cultures and identities different from my own? -How do I do so without making it a burden on others who represent the groups I am curious about? -What am I doing with the information that I learn? -How do I model curiosity? -How do I support the development of curiosity among others?</p>	<p>"I will encourage and support people in my department to attend some Purposeful Dialogues about Race (PDAR) at the Cascade Campus <i>and then start regular PDAR sessions in our work area.</i>" "My team and I will attend events held by local organizations to learn more about various subcultures in the community and <i>invite representatives to hold events on campus for our students and staff.</i>" "I will check the Disability Services library guide to identify an article or video that could help my team better understand the disability experience and <i>adapt our department procedures accordingly.</i>"</p>
<p><u>Attitude</u>: Openness (Suspending judgment and recognizing the validity of multiple and differing perspectives across cultures and identities)</p>	<p>-How willing am I to risk sharing my own experiences with others? -How do I suspend judgments to nurture relationships with people whose identity and/or cultures are different from my own? -How do I examine policies and practices (in my department and at PCC in general) regarding their effects on people whose cultures and/or identities differ from my own?</p>	<p>"I will consult with Disability Services in order to <i>work with my team to revise policies and procedures of our department with a Universal Design lens.</i>" "I will <i>convene a support team of interested staff members to meet regularly and debrief 'awkward moments' and 'chance encounters' that involved cultural or identity-related misunderstandings.</i>" "I will read Paul Kivel's book, <u><i>Uprooting Racism: How White People Can Work for Racial Justice</i></u>," and <i>apply this to my own decision making OR read this with my direct reports and apply this information to our department's programs and policies.</i>"</p>

This tool is adapted from the Association of American Colleges and Universities Intercultural Knowledge and Competence VALUE Rubric. Example Action Items are fluid and may fit more than 1 category.

*Aspects of identity and culture include: age, gender, religion, race, nationality, sexual orientation, ability, gender identity, size, positional status, education level, gender expression, socioeconomic status, full- or part-time status, language, seniority, parental status, marital status, political affiliation, etc.

S.M.A.R.T. Intercultural Competence Sample Goals

S – Specific

M – Measurable

A – Achievable

R – Realistic

T- Timeframe

Example 1

I would like to focus this next year on my communication skills. I will reflect on my body language, my tone, my formal and informal speech when working with different groups of people. In the few short weeks that I have been thinking about this, I have already noticed that I tend to be more formal with people who I do not feel a cultural affinity with. I am more relaxed, casual and interactive with staff and colleagues who are like me. I am becoming aware of how this can be perceived as treating people differently. Over this next year, my goals are to 1) attend a Summer Institute for Intercultural Communication training, 2) pay attention to and change how I communicate with colleagues and staff who are both culturally similar and culturally different from me, 3) I will share what I learned with my team in order that we will all pay attention to and change how we communicate with colleagues and staff who are both culturally similar and culturally different.

Example 2

Upon reading over the descriptions, I found much of the terminology new to me and was unsure how to respond to many of the questions. Therefore, I think I should start with cultural awareness. My goals for this next year are to 1) participate in the Diversity and Inclusion Certificate program and 2) begin to apply one strategy from the program to my position. (I cannot identify the strategy in that I have not learned it yet.)

Resources

PCC's Library Resource Page provides a wide range of resources including videos, articles and books you can check out from the library: <http://guides.pcc.edu/inclusionatwork>

Books

Kivel, Paul. (2011). Uprooting Racism: How White People Can Work for Racial Justice. Published: New Society Publishers

Ferdman, Bernado and Deane, Barbara. (2013). *Diversity at Work the Practice of Inclusion*: Published: Hoboken: Wiley.

Bucher, Richard and Bucher, Patricia. (2008). *Building Cultural Intelligence CQ*. Published: Pearson/Prentice Hall

Online Articles and Videos:

<http://www.racialequitytools.org/resourcefiles/olson.pdf>

[How to Build a More Inclusive Team](#)

Professional Development Opportunities

Internal	External
<p>Social Justice Training Diversity and Inclusion Certificate Program Purposeful Dialogues About Race (PDAR) Illumination Project Alliance of White Anti-Racist Educators (AWARE) Bridge 13 Training S.E.E. Disability Services Professional Development Series - http://guides.pcc.edu/disability/connect Disability History Exhibit Listening Intervention Team for Equity (LITE) Diversity Equity and Inclusion Speakers/Practitioners Bureau Winter Powwow Cascade Festival of African Films Semana de la Raza cultureSEast Also see regularly scheduled workshops through the:</p> <ul style="list-style-type: none">• Women’s Resource Centers• Queer Resource Centers• Multicultural Resource Centers• Teaching Learning Centers• Veteran’s Resource Center• Diversity Councils• Disability Services	<p>Summer Institute for Intercultural Communication (SIIC) National Conference on Race and Ethnicity (NCORE) Race Talks: Opportunities for Dialogue – www.racetalks.pdx Council For Opportunities in Education http://www.coenet.org/annual_conference.shtml</p>

Link to definitions of key terms: <http://www.pcc.edu/about/equity-inclusion/documents/diversity-definitions.pdf>