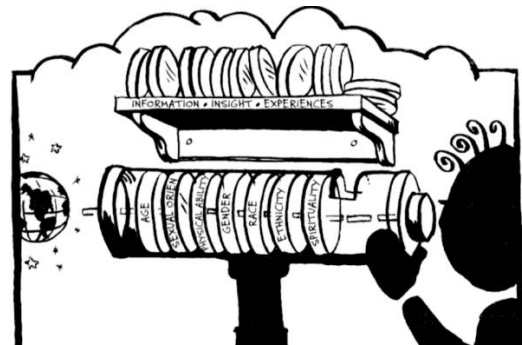


## The Korn Ferry Dimensions of Diversity Model



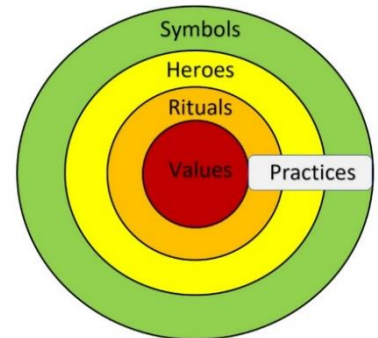
Take time to explore your unique diversity, values, and experiences...it forms the basis for all of your interactions with and interpretations of the world around you.



Pay careful attention to the dynamics of difference. Your filters matter.



Always think below the surface, to what motivates (yourself and others) through values, feelings, assumptions, and expectations.



### Continuum of Cultural Competency

Cultural Destructiveness	Cultural Incapacity	Cultural Blindness	Cultural Pre-Competence	Cultural Competence	Cultural Proficiency
Forced assimilation, subjugation, rights and privileges for dominant groups only.	Racism, maintain stereotypes, unfair hiring practices.	Differences ignored, "treat everyone the same", only meet needs of dominant groups.	Explore cultural issues, are committed, assess needs of organization and individuals.	Recognize individual and cultural differences, seek advice from diverse groups, hire culturally unbiased staff.	Implement changes to improve services based upon cultural needs.

- Next Steps**
- Do your own personal inventory and work
  - Regularly consider how power and privilege impact daily life and work
  - Diversify your life – proximity matters
  - Be thoughtful and intentional about how you show up every day
    - Ask thoughtful questions – clarify and/or apologize when needed
    - Raise consciousness through curiosity
    - Speaking up with love and civility

DEFINITIONS	RESOURCES
<b>Generalizations</b> – statements of likelihood and potential based on firsthand experience and/or data	<b>Three Column Exercise</b> (See below) <b>Counter-Stereotypical Imaging</b> - Spending time intentionally thinking about or imagining people who don't conform to stereotypes. EXAMPLE: <a href="#">Joel Parés, Judging America</a>
<b>Stereotypes</b> – assumptions based on largely unfounded ideas about groups and applied to all group members (form of prejudice)	
<b>Power</b> – the capacity or ability to direct or influence the behavior of others or the course of events	<b>Video:</b> <a href="#">Students Learn a Powerful Lesson about Privilege</a>
<b>Privilege</b> – a special right, advantage, or immunity granted to available only to a particular person or group of people	
<b>Micro-aggressions</b> - everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based <u>solely</u> upon their marginalized group membership (whether ethnically, sexually, or otherwise).	<b>Addressing Micro-Aggressions</b> – Practice “Open the Front Door” (OTFD) <ul style="list-style-type: none"> <li>• <u>Observe</u>: Describe clearly and succinctly what you see happening.</li> <li>• <u>Think</u>: State what you think about it.</li> <li>• <u>Feel</u>: Express your feelings about the situation.</li> <li>• <u>Desire</u>: Assert what you would like to happen.</li> </ul>
<b>Implicit (Unconscious) Bias</b> - Attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner	<b>Addressing Bias</b> <ul style="list-style-type: none"> <li>• <u>Step 1 – Awareness and mindfulness</u> <ul style="list-style-type: none"> <li>– Feelings can be helpful road signs</li> </ul> </li> <li>• <u>Step 2 – Desire to change</u></li> <li>• <u>Step 3 – Practice:</u> <ul style="list-style-type: none"> <li>– Perspective-taking (Three Column Exercise)</li> <li>– Proximity - Looking for opportunities for interaction with “others”</li> <li>– <a href="#">Counter-stereotypical imaging</a></li> </ul> </li> <li>• <u>Step 4 – Repeat steps 1-3 on a daily basis</u></li> </ul>

### Three Column Exercise

What you were thinking/feeling...	What the patient might have been thinking/feeling...	What you and the patient said to each other...
Your thoughts, assumptions, feelings, generalizations, stereotypes, etc...	What you think the patient was thinking, feeling, assuming, etc...	Summary of actual conversation.

- After completing the above exercise, ask yourself some of the following questions:
  - What was my primary goal for this interaction? Did I achieve it? What was the patient's goal?
  - What assumptions did I make about the patient or the interaction? How/did it impact outcome?
  - Why didn't I say what I was thinking? What kept the patient from saying what they were thinking?
  - What are the pros and cons of letting my assumptions guide my interactions with patients?

### Other Resources

[Towards a Culturally Competent System of Care](#) (Cross et al, CASSP 1989)

[The Process of Cultural Competence in the Delivery of Healthcare Services](#) (Campinha-Bacote, 2010)

[Cultural Intelligence Center](#), Grand Rapids, MI

[Expand Your Borders: Discover 10 Cultural Clusters](#) by David Livermore (2013)

[Understanding Cultural Diversity in Healthcare](#), Dr. Geri-Ann Galanti (website)

TEDTalks: [Chimamanda Ngozi Adichie](#), [Bryan Stevenson](#), [Brené Brown](#)