



# Redefining Race in the 21<sup>st</sup> Century – Embracing Multi- cultural Identities

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# Course Objectives

- ▶ Understand the Definition of Diversity & Culture
- ▶ Identify Personal Gaps in Cultural Competence
- ▶ Develop an action plan that can be immediately applied

# Business Case

According to the Bureau of Labor Statistics African Americans, Latinos, Asians, and women made up 70% of the U.S. workforce for 2016.

Our increasingly diverse workforce also represents 5 generations who all perceive the world of work through a different lens.

In addition, globalization continues to shrink boundaries while simultaneously widening the digital divide.





Minorities under one year old in the United States are now the majority of their cohort.

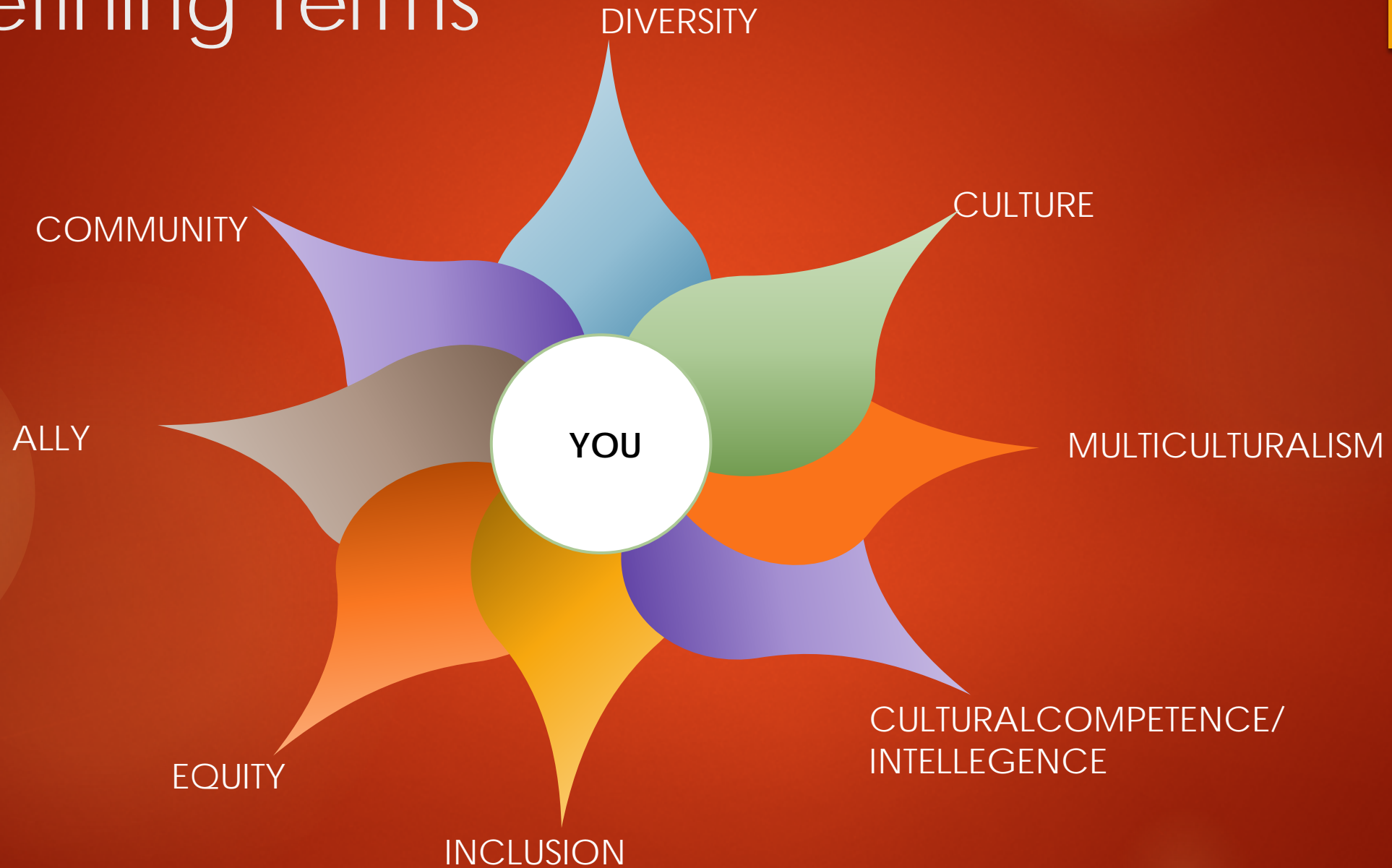


The number of those 65 or older in the U.S. is expected to grow to 72 million by 2030.

# WHY DOES IT MATTER



# Defining Terms





# Defining Terms



It means understanding that each individual is unique, and recognizing our individual differences. These are not limited to the dimensions of race, ethnicity, gender, sexual orientation.

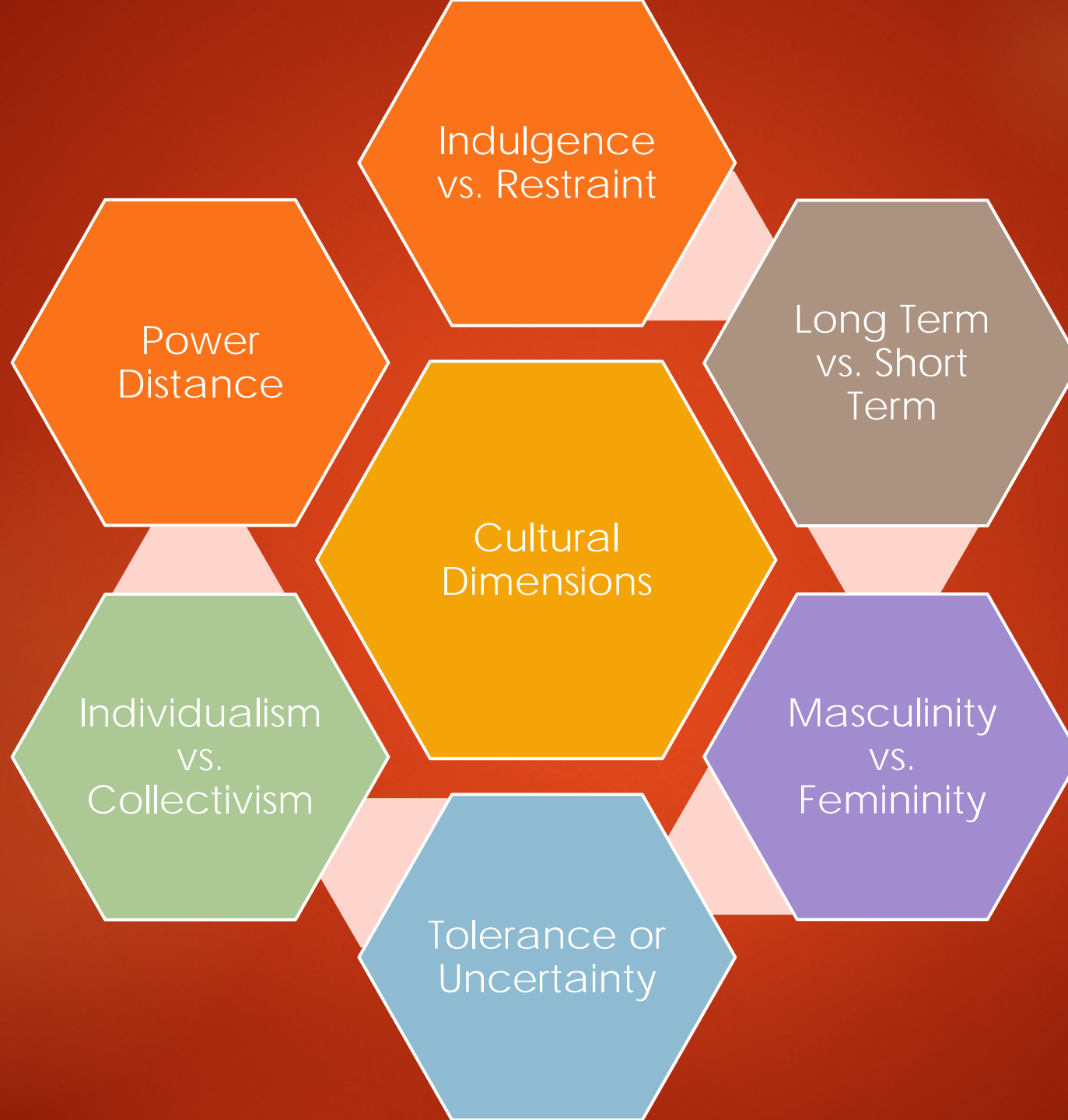




# Defining Terms



- A way of life
- Behaviors
- Beliefs
- Values
- Symbols
- Accepted without thinking
- Passed along by communication and imitation from one generation to the next.



# Defining Terms

## MULTI-CULTURALISM

Multi-culturalism describes  
the **existence,**  
**acceptance,** and/or  
**promotion** of multiple  
cultural traditions within a  
single jurisdiction.





Humanity

Inhumanity

Acceptance

Rejection

Multiculturalism

Assimilation

Segregation

Internal  
Colonialism

Population  
Transfer

Genocide

The dominant group encourages racial and ethnic variation; when successful, there is no longer a dominant group

The dominant group absorbs the minority group (e.g., American Czechoslovakians)

The dominant group structures the social institutions to maintain minimal contact with the minority group (e.g., the U.S. South before the 1960's)

The dominant group exploits the minority group (e.g., low-paid, menial work)

The dominant culture expels the minority group (e.g., Native Americans moved to reservations)

The dominant group tries to destroy the minority group (e.g., Germany and Rwanda)

# Defining Terms

## CULTURAL COMPETENCE/ INTELLEGEENCE



Cultural competence is a set of **behaviors, attitudes, and policies** that come to allow groups to **work effectively** in **cross-cultural situations**.

# Defining Terms

## INCLUSION



An inclusive workplace **promotes and sustains** a sense of belonging; it values and practices **respect** for the **talents, beliefs, backgrounds,** and ways of living of its members.



# Defining Terms



EQUITY

Equity is the condition of policies, practices, attitudes and cultural messages that reinforce differential outcomes or fail to eliminate them.

# Defining Terms



ALLY

Allies acknowledge disadvantage and oppression of other groups than their own; take risks and supportive action on their behalf; commit invest in strengthening their own knowledge and awareness of oppression.

# Defining Terms



COMMUNITY

A social group of any size whose members share a feeling of fellowship with each other, as a result of sharing common attitudes, interests, and goals.



# AWARENESS

The **awareness** an individual gains from understanding **cultural values** and **potential biases** we have are the first and critical steps towards developing *Cultural Intelligence*

# KNOWLEDGE

Social science research indicates that our values and beliefs about equality may be inconsistent with our behaviors, and we ironically may be unaware of it. This makes the Knowledge component an important part of cultural competence development.

# SKILLS

The Skills component focuses on practicing cultural competence to perfection. Communication is the fundamental tool by which people interact in organizations. This includes gestures and other non-verbal communication that tend to vary from culture to culture.



# Action Plan

## What I learned about Cultural Competence

- ▶
- ▶
- ▶
- ▶

1.

2.

Topics I want to learn more about...

- 
- 
- 

The most important thing I learned today  
was

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**January 12, 2017**

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