Basic Terms

(Lum)

- **Ethnicity** - identity based upon ancestry, nationality, or race.
- **Minority** - status of being discriminated against.
- **Culture** - the way of life of a society.
  - Individual
  - Shared
- **Multiculturalism** - the coexistence of many cultures as a recognized part of society.
- **Diversity** - covers differences in and among societal groups.

Overview of Culture

- **Ethnography**
- **Demographics**
  - **Status**
  - **Affiliations**

How Cultures Work

- **Cultural System** - A set of individuals sharing similar attitudes, expectations, and opinions.
- **Cultural Values** - The attitudes, expectations, and opinions that serve to determine the degree to which an individual belongs to a particular cultural system.

Fusion Versus Pluralism

- **“Melting Pot” vs. Procrustean Bed** -
  - Producing a new and better amalgam from the best of contributing cultures
  - Enforcing dominant culture conformity
- **“Salad Bowl” vs. “Sack of Cats”** -
  - Willingness of all groups to seek amicable accord based upon mutual respect
  - Ethnic conflict

Cultural Assimilation and Acculturation

- **Cultural Assimilation** refers to a process by which a person uses the beliefs and practices of the dominant culture as a reference, and accepts, modifies, or rejects those of one’s own group.
- **Acculturation** refers to using the beliefs and practices of one’s own group as the reference point, and adopting, modifying, or rejecting the beliefs of the dominant culture.
Ethnocentrism
(Daniels & D’Andrea)

Ethnocentrism is the belief in the superiority of a set of values and a worldview that evolves from one’s own cultural, ethnic, or racial group.

Cognitive Dimensions of Ethnocentrism

- Biases in Psychological Theories
  (Sue, Ivey, & Pedersen)
- Biases in Research
  (Sue, Ivey, & Pedersen)
- Ethnocentrism in Counselor Training
  (Daniels & D’Andrea)

Affective Dimensions of Ethnocentrism: Sense of Loss
(Kubler-Ross; Daniels & D’Andrea)

- Denying That a Problem Exists:
  “Good counseling is good counseling.”
- Expressing Anger:
  “All this noise about multiculturalism is a fad and I am tired of it.”
- Bargaining:
  “We should teach multicultural counseling, but we don’t need to do it in all courses.”
- Expressing Guilt without Action:
  “Awareness of multicultural issues is important. I wish I had the time to participate in workshops that would help me to improve.”
- Accepting and Supporting:
  “I learned a great deal from the workshop. In fact, I learned how much more I need to know.”

Defining Cultural Competence
(Sue)

“Color Blind”
- Treat all clients equally
- All clients are essentially alike
  “Culturist”
- Dominant culture is superior
- Clients must adopt dominant culture

Cultural Competence
- Clients from different ethnic groups have unique strengths and characteristics as well as similarities.

Culture Is Complex

Basic Capabilities For Culturally- Sensitive Work

- Ability to identify a large number of relevant cultural factors.
- Ability to monitor the changing importance of these factors from moment to moment.

Barriers to Cross-Cultural Communication
(Barna; Pedersen & Ivey)

- Assuming Nonexistent Similarities
- Verbal language Problems
- Nonverbal Language Problems
- Preconceptions & Stereotypes
- Premature Conclusions
- Stress
- Organizational Constraints
3 Stages of Culturally-Sensitive Work
(Sue)

- Culturally Aware
- Culturally Knowledgeable
- Culturally Skilled

Culturally Aware Workers
- Aware of own cultural background
- Aware of assumptions and values socialized by that background
- Comfortable with cultural differences between workers and clients
- Sensitive to circumstance that may require referral to a culturally-similar worker

Culturally Knowledgeable Workers
- Understand the role of minorities relative to the dominant culture
- Know about the culture of their clients
- Have a clear and explicit knowledge of the relevant practice literature
- Know about institutional barriers that block minorities from using services appropriately

Culturally Skilled Workers
- Have a wide repertoire of verbal and nonverbal responses appropriate to a wide range of cultures
- Accurately send and receive culturally appropriate verbal and nonverbal messages
- Work to change systems with/on behalf of a client when the client is right and the system is wrong.

Factor Analysis of Cultural Differences
(Hofstede)

- Small versus Large Power Distance
- Weak versus Strong Uncertainty Avoidance
- Low versus High Individualism
- Low versus High “Masculine”

Four “Synthetic” Cultures
(Pedersen & Ivey)

- Alpha - High Power Distance
- Beta - Strong Uncertainty Avoidance
- Gamma - High Individualism
- Delta - Highly “Masculine”
Alpha Culture

- Inequalities are expected and desired
- Less powerful people are dependent upon more powerful
- Parents teach children to obey
- Children respect parents and teachers
- Teachers take initiative in class
- Teachers transfer wisdom
- Everyone values authority
- Centralization is popular
- Subordinates expect direction

Alpha (Power Distance) Cultural Grid

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soft-spoken, polite, listening</td>
<td>Friendly</td>
</tr>
<tr>
<td>Quiet, polite, not listening</td>
<td>Unfriendly</td>
</tr>
<tr>
<td>Ask for help and direction</td>
<td>Trust</td>
</tr>
<tr>
<td>Do not ask for help and direction</td>
<td>Distrust</td>
</tr>
<tr>
<td>Passive, but no eye contact</td>
<td>Interest</td>
</tr>
<tr>
<td>Expressionless, unanimated, but with eye contact</td>
<td>Boredom</td>
</tr>
</tbody>
</table>

Beta Culture

- Life is uncertain and poses a continuous threat
- Aggression and emotion may be displayed at proper times and places
- What is different is dangerous
- Students are comfortable in structured learning situations and concerned with right answers
- Teachers have the answers
- There is an emotional need for rules even if they will never work
- Suppression of deviant ideas and resistance to innovation

Beta (Uncertainty Avoidance) Cultural Grid

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detailed responses, formal and unambiguous, specific</td>
<td>Friendly</td>
</tr>
<tr>
<td>Generalized, ambiguous responses, anxious to end the interview</td>
<td>Unfriendly</td>
</tr>
<tr>
<td>Polarized responses separate right from wrong unambiguously</td>
<td>Trust</td>
</tr>
<tr>
<td>Openly critical and challenging of the other person’s credentials</td>
<td>Distrust</td>
</tr>
<tr>
<td>Verbally critical and challenging of the other person’s credentials</td>
<td>Interest</td>
</tr>
<tr>
<td>Passive and quiet with no direct eye contact</td>
<td>Boredom</td>
</tr>
</tbody>
</table>

Gamma Culture

- Look after your immediate family
- Identity is an individual possession
- Children think in terms of "I"
- Honest people speak their mind
- Low context (abstract) communication is preferred
- Trespassing leads to guilt and loss of self-respect
- The purpose of education is learning how to learn
- Diplomas increase one’s worth and/or self-respect
- The employer-employee relationship is a contract based on mutual advantage

Gamma (Individualism) Cultural Grid

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal and self-disclosing</td>
<td>Friendly</td>
</tr>
<tr>
<td>Criticize other persons behind their backs, sabotage enemies</td>
<td>Unfriendly</td>
</tr>
<tr>
<td>Aggressively debate issues and control an interview actively</td>
<td>Trust</td>
</tr>
<tr>
<td>Noncommittal on issues and more passive, ambiguous, or defensive</td>
<td>Distrust</td>
</tr>
<tr>
<td>Loudly verbal with lots of questions, touching, and close physical contact</td>
<td>Interest</td>
</tr>
<tr>
<td>Maintain physical distance with no questions or eye contact</td>
<td>Boredom</td>
</tr>
</tbody>
</table>
**Delta Culture**

- Material success and progress are dominant values
- Money and material things are important
- Men are assertive, ambitious, and tough
- Women are tender and take care of relationships
- Fathers deal with facts, and mothers with feelings
- There is sympathy for the strong
- The best student sets the norm
- Failing is a disaster
- Brilliance in teachers is appreciated
- Managers are expected to be decisive and assertive

**Delta ("Masculine") Cultural Grid**

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical contact, seductive and loud</td>
<td>Friendly</td>
</tr>
<tr>
<td>Physical distance, sarcastic and sadistic</td>
<td>Unfriendly</td>
</tr>
<tr>
<td>Tend to dominate discussion and be competitive</td>
<td>Trust</td>
</tr>
<tr>
<td>Openly critical, disparaging, and attempt to end the discussion</td>
<td>Distrust</td>
</tr>
<tr>
<td>Sports oriented and eager to debate every issue from all points of view</td>
<td>Interest</td>
</tr>
<tr>
<td>No eye contact, discourteous, drowsy</td>
<td>Boredom</td>
</tr>
</tbody>
</table>

**Use of Barriers to Communication (Hofstede)**

<table>
<thead>
<tr>
<th>Language</th>
<th>Alpha</th>
<th>Beta</th>
<th>Gamma</th>
<th>Delta</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal &amp; soft-spoken</td>
<td>Restrained &amp; formal</td>
<td>Loud &amp; verbal</td>
<td>Verbal, self-centered</td>
<td>Critical, argumentative</td>
</tr>
<tr>
<td>Nonverbal</td>
<td>Animated, nonphysical</td>
<td>Defensive, physical</td>
<td>Seductive, physical</td>
<td>Physical, direct</td>
</tr>
<tr>
<td>Stereotypes</td>
<td>Hierarchical, pressing</td>
<td>Rigid beliefs</td>
<td>Offensive, paranoid</td>
<td>Macho, hero-oriented</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Self-blaming</td>
<td>Premature evaluations</td>
<td>Utilitarian, selfish</td>
<td>Overachievers</td>
</tr>
<tr>
<td>Stress</td>
<td>Internalizes stress</td>
<td>Externalizes stress</td>
<td>Risk takers</td>
<td>Generates stress</td>
</tr>
<tr>
<td>Organizational Constraints</td>
<td>Formal rules</td>
<td>Highly structured</td>
<td>Disorganized, chaotic</td>
<td>Completes to win</td>
</tr>
</tbody>
</table>

**Use of Questions (Ivey, 1991)**

- Opening Presentation of Issue
  - Presenting Problem
  - Sensorimotor/Elemental
  - Client Perspective
- Concrete Operational/Situational
- Linear Description of Events
- Formal Operational/Pattern
- Analysis & Interpretation
- Dialectic/Systematic/Integrative
- Recognition/Integration of Different Perspectives

**Opening Presentation of Issue**

- Alpha: “Can you tell me what you would like to talk about today?”
- Beta: “Can you identify two or three topics you would like to focus on today?”
- Gamma: “Can you tell me what would be most helpful to you in our session today?”
- Delta: “Can you tell me what would be most useful to you in our session today?”

**Sensorimotor/Elemental**

- Alpha: “What are the feelings you are supposed to have in your situation?”
- Beta: “What are the three most important emotions you experience in this situation?”
- Gamma: “How are your feelings different from other people’s around you?”
- Delta: “What are the ways your emotions help you or get in your way?”
**Concrete/Situational**

- Alpha: “What would I notice, as an outsider, if I were to visit you in your own community?”
- Beta: “Could you give me three specific examples of the situation/issue/problem?”
- Gamma: “Can you describe your feelings in the situation and how you would like things to be?”
- Delta: “What things get in your way and prevent you from being more successful?”

**Formal/Pattern**

- Alpha: “Do others expect you always to behave in the same way, or do you sometimes behave differently?”
- Beta: “What are three basic principles that guide you in deciding what to do?”
- Gamma: “What is the best thing that can happen from your own point of view?”
- Delta: “What game plan would you use to win in this situation?”

**Dialectic/Systematic/Integrative**

- Alpha: “What do your leaders want you to do in this situation?”
- Beta: “What are the rules you will use to guide your decisions in the future?”
- Gamma: “Can you describe your strengths and weaknesses to me?”
- Delta: “What are the things that you will have to do now to succeed later?”