High 5 Teams

Developing Culturally Intelligent Communication

Oregon State
University

Course Development Team

Ana Lucia Fonseca

Ana Lucia Fonseca has always had a passion for social change and the value that authenticity brings to organizations and the world. Before being an Professional of Inclusion, she was working as an Extension faculty in various community engagement programs such as creating Culturally Relevant STEM and Healthy Living curriculum. She has a BS in Social Psychology and MS in Natural Resource Education and Extension and is currently working on her PhD in Education. Before working at OSU she worked for the Federal Mexican Government implementing innovative rural development programs for indigenous communities. Areas of interest include: social justice, intersection between innovation and diversity, culturally relevant programming, healthy living and community empowerment.

Maria Chavez-Haroldson

Maria Chavez-Haroldson is the Senior Consultant at EDI Consulting, LLC: an Equity, Diversity, and Inclusive organizational development consulting agency. Maria has over two decades experience as a national and international trainer. She is a Ph.D. candidate (Organizational Development – Leadership and Change). She has held various senior executive positions: Vice President of Organizational Development at Metropolitan Group, Director for Office of Inclusion & Intercultural Relations for Oregon Youth Authority, Associate Director for the Center for Latino Studies and Engagement at Oregon State University, Executive Director for CASA (Court Appointed Special Advocates), Director of Crime Victim Unit (Yamhill County District Attorney's Office), Adjunct-Faculty with the Conference of Western Attorneys General Alliance Partnership, and Qualified Mental Health Professional working with immigrant families. She enjoys serving as an EDI professional coach and thinking partner with, and alongside organizational leaders.

Agenda

- Training background

- What is High-5 Teams?

- Module 1: Effective Team Communication and Cultural Intelligence intro

- Built-in breaks

- This is for you! (please participate and take care of yourself)

Background

Why?

Train the Trainer Introduction

The Bureau of Labor and Industries' (BOLI) organizational vision is to promote a "strong and growing Oregon economy that reflects the values of fairness, equality, and opportunity." BOLI's four principle duties are to: (1) protect the rights of workers and individuals to equal, non-discriminatory treatment through the enforcement of anti-discriminatory laws that apply to workplaces, housing and public accommodations; (2) encourage and enforce compliance with state laws relating to wages, hours, terms and conditions of employment; (3) educate and train employers to understand and comply with both wage and hour and civil rights law; and (4) promote the development of a highly skilled, competitive workforce in Oregon through the apprenticeship program and through partnerships with government, labor, business, and educational institutions.

BOLI, in collaboration with Oregon State University, introduces: High 5 Teams: Developing Culturally Intelligent Communication. This curriculum addresses the 21st Century, growing demographics within the labor and industry's working environments. This curriculum provides inclusive instruction designed to develop Cultural Intelligence (CQ) and effective communication skills, thereby, supporting inclusive, effective, and productive working teams.

This training is designed to offer opportunities to expand **cross-cultural communication** skills and knowledge; to put them into practice in **diverse working environments** of the 21st Century.

Learning Goals

o Identify High 5 Teams effective cross-cultural communication skills

o Understand why diverse cultural communication skills are required in labor industries

o Analyze how effective communication skills improves team trust and productivity

o Differentiate effective and ineffective communication practices

o Formulate more inclusive and ways of communication within diverse teams

o Put into practice the High 5 Teams communication skills
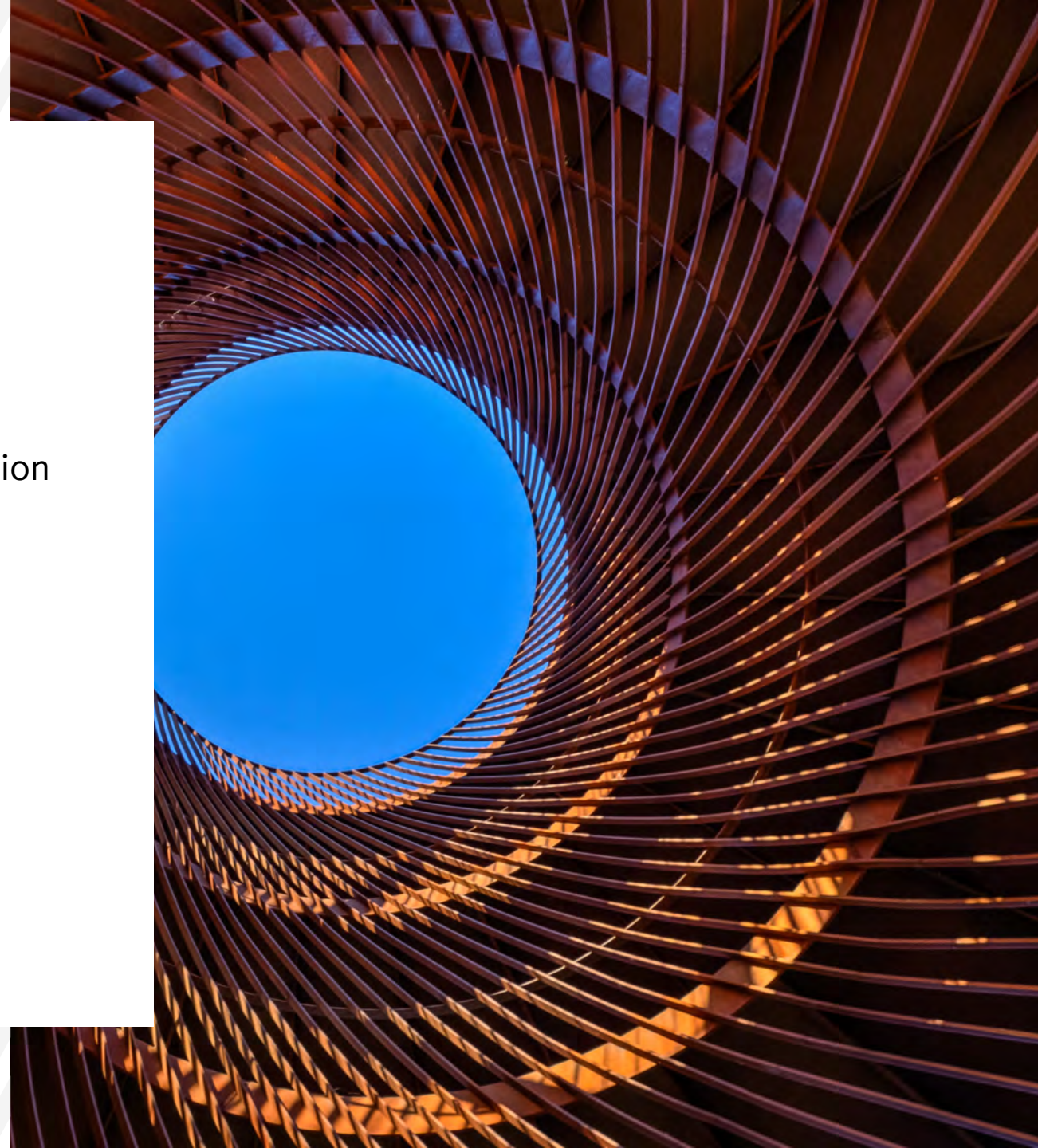
Learning Outcomes

Outcome 1

Understand why effective, cross-cultural team communication skills are critical at the work site

Outcome 2

Comprehend how effective cross communication skills establish trust and improve team productivity

Outcome 3

Effectuate High 5 communication skills within diverse team members from diverse cultural backgrounds

Outcome 4

Develop an inclusive organizational work site culture which respects and values diverse work team membership

What our Objectives Are **NOT**

- Shame
- Blame
- Belittle
- Humiliate
- Stress
- Point Fingers
- Divide
- Lecture (we do not have all the answers!)

HIGH 5 TEAMS

Evaluate, Navigate, Negotiate, Collaborate, and Cooperate

The High 5 Teams curriculum is an introductory (101 level) learning course which includes 4 sequenced modules. The modules are designed to:

- Promote and help develop an inclusive organizational work site culture which respects and values diverse working team membership

- Provide cross-cultural communication skills training which enhances cross-team knowledge transferability to any occupation within the labor and industries field

- The modules are designed to engage adult learners, therefore, adult learning concepts are integrated within each module

Adult learners:

- Want to know why concepts are being taught

- Acknowledgement for prior life experiences and knowledge

- Want to learn specific tasks

- Want to experience self-directed processes leading to discovery

High 5 Teams includes videos, cases studies, activities, visuals and memory-prompting skill-building tools. Similar to apprenticeship specific tasks and tools of the trade, the High 5 skills can be used repetitively and from various communication starting points. Therefore, the High 5 elements may be applied and practice in any order based upon multiple situational team dynamics.

Session Agreements

Group agreements are guidelines the group develops and agrees will serve as the foundation for effective communication throughout the instruction modules.

Examples Include:

1. Respect
2. No interruptions
3. Confidentiality
4. Honesty
5. Share air time (be brief allowing others to comment)
6. Approach conversations with curiosity, not judgment. We are all learning
7. Agree to disagree
8. Collaborate
9. Listen carefully
10. Speak from your experiences
11. Examine your own perceptions and assumptions

Training Tools and Resources

Zoom video conference platform

1. Annotations

2. Pools

3. Feedback

4. Breakout rooms

Zoom Participants Visual Tutorial

Switch between Speaker and Gallery views
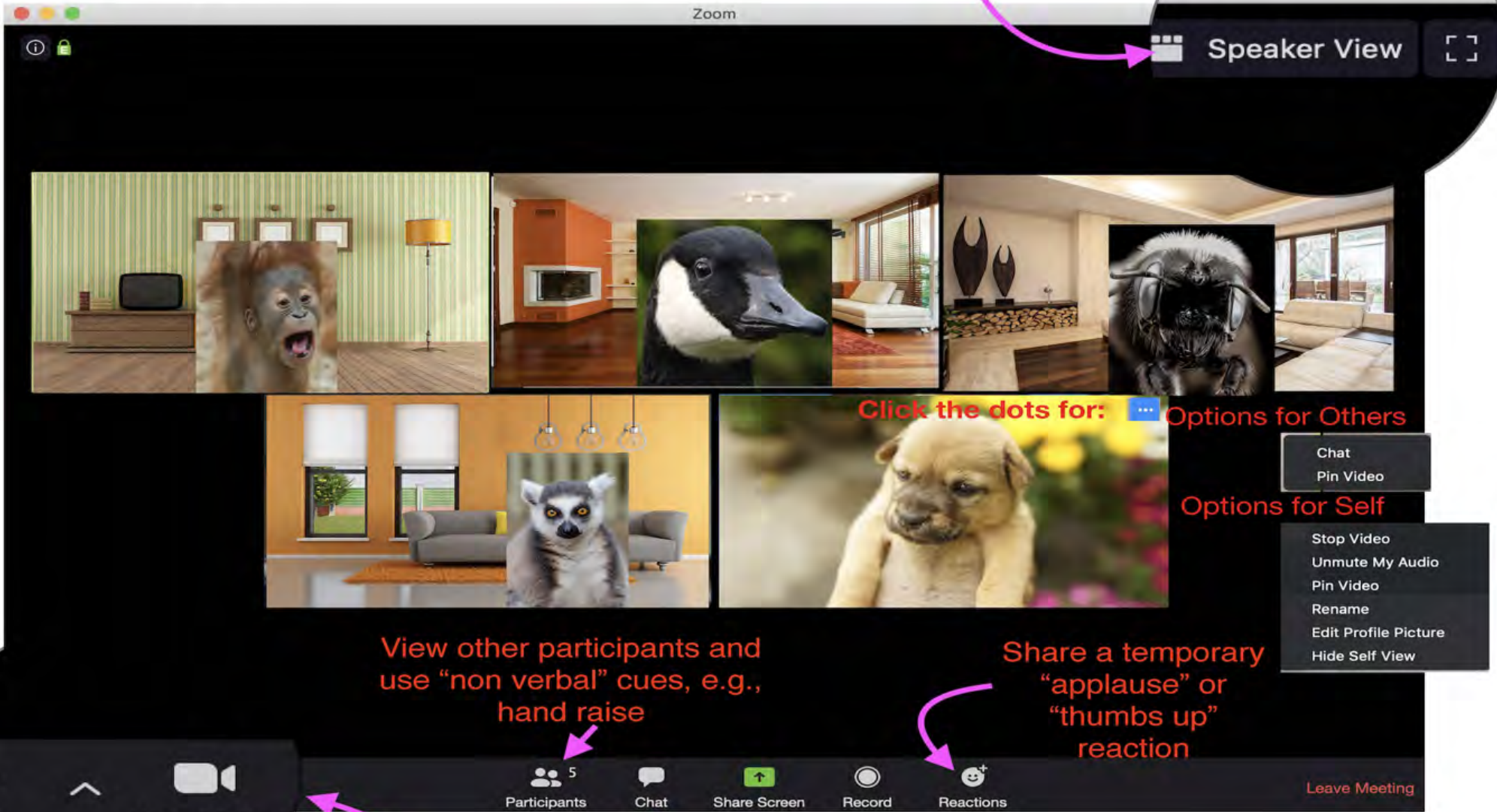
Speaker View

Click the dots for: Options for Others

Chat
Pin Video

Options for Self

Stop Video
Unmute My Audio
Pin Video
Rename
Edit Profile Picture
Hide Self View

View other participants and use "non verbal" cues, e.g., hand raise

Share a temporary "applause" or "thumbs up" reaction

Mute

Stop Video

5 Participants   Chat   Share Screen   Record   Reactions   Leave Meeting

Mute audio and video

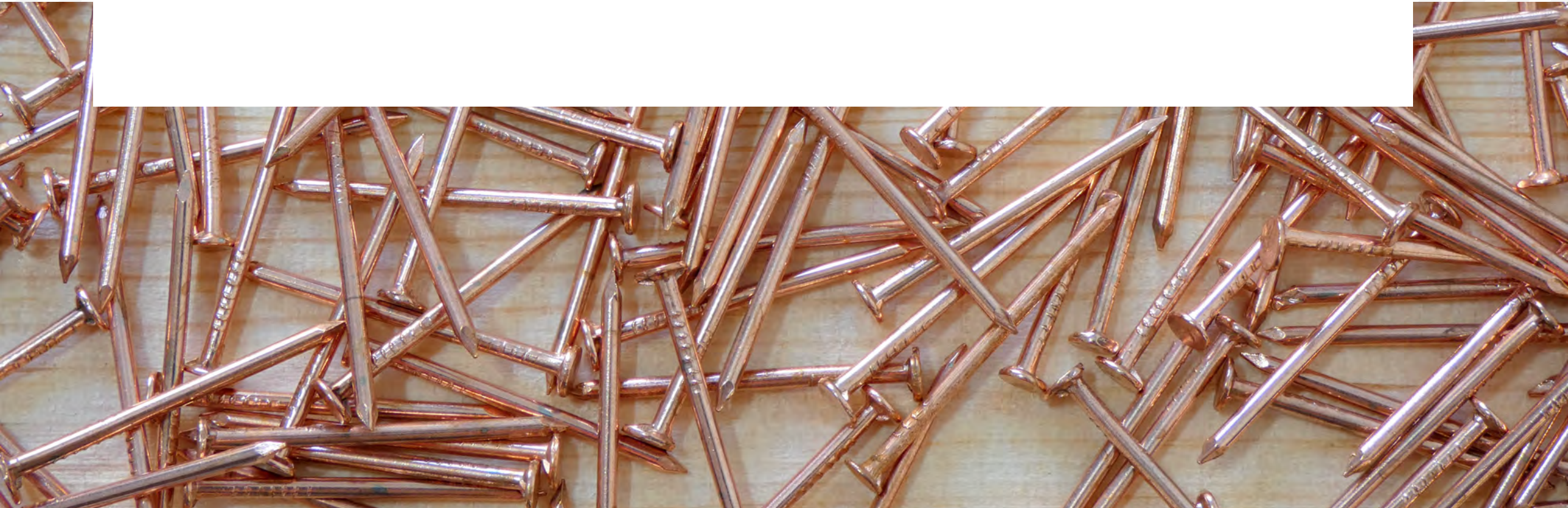Chat with everyone, or, to send a private message, select another participant (including your host(s)!)
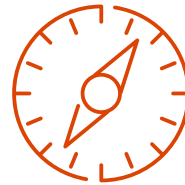
On the Phone?
*6 - Toggle mute/unmute
*9 - Raise hand
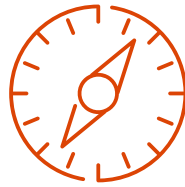
BREAKOUT GROUPS... REPORT BACK

What aspects of Effective Team Communication come to mind for you?

BREAKOUT GROUPS... REPORT BACK

Oregon Facts

o Oregon's growing businesses are creating a construction boom!

o Construction trade diversification goals are aimed at hiring larger numbers of females and diverse community members.

o Publicly funded projects require that jobs are equitably attained by workers from all demographic representations.

o Diversifying the workforce has a direct impact on improving Oregon's economy.

Source: Wooley, JM (2018). Portland Metro Region Construction Workforce Market Study.

# Industry Specific Research Findings

Unfair Treatment

o   Discrimination (race, age, gender, ethnicity, sexual identification, etc.)

o   Bullying

o   Racism

o   Harassment

o   Sexism

Sources: Wooley, JM. (2018). Portland Metro Region Construction Workforce Market Study. (1-28).
Wilkinson, L. and Kelly, M. (2016). (Still) Building A More Diverse Workforce In The Highway Trades: 2016 Evaluation Of The ODOT/BOLI Highway Construction Workforce Development Program. (1-41).
Arevalo-Meier, N. (2014). Status Report on the Disproportionately high termination rate for African American Apprentices in 2006-2010. (1-34).

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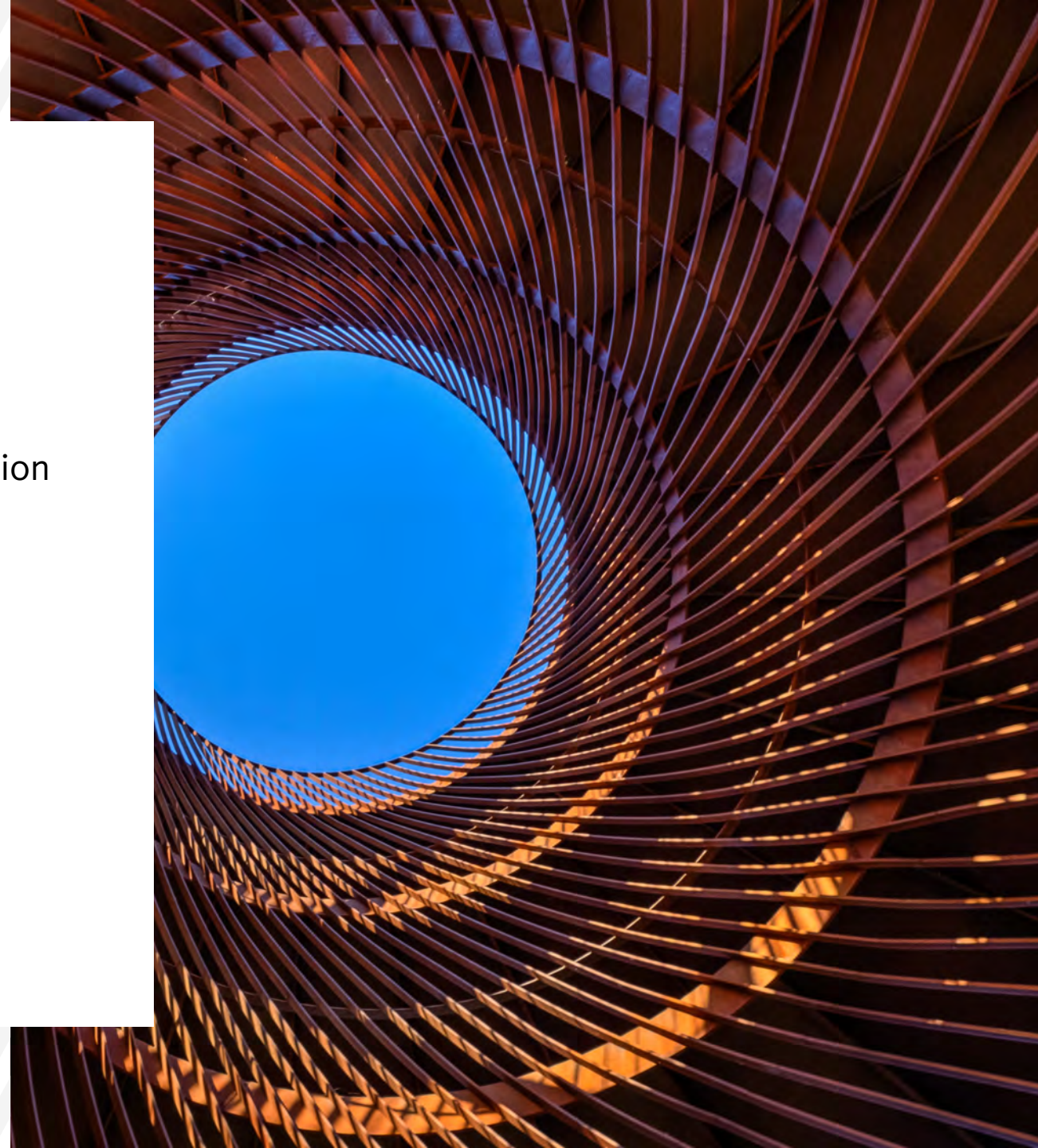
Research Recommendations

Taking Action

o   Establish an inclusive, equitable, and diverse construction (worksite) or cultural work environment.

o   Establish respectful places of work.

o   HOW?

Sources: Wooley, JM. (2018). Portland Metro Region Construction Workforce Market Study. (1-28).
Wilkinson, L. and Kelly, M. (2016). (Still) Building A More Diverse Workforce In The Highway Trades: 2016 Evaluation Of The ODOT/BOLI Highway Construction Workforce Development Program. (1-41).
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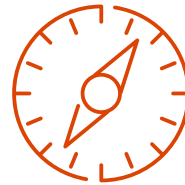# We are ALL on this Journey

QUESTIONS/COMMENTS/CONVERSATION

What is effective communication?

Definition

Effective communication is a process of transmitting information, an exchange of ideas, thoughts, knowledge and information such that the purpose or **intention is fulfilled in the best possible manner.**
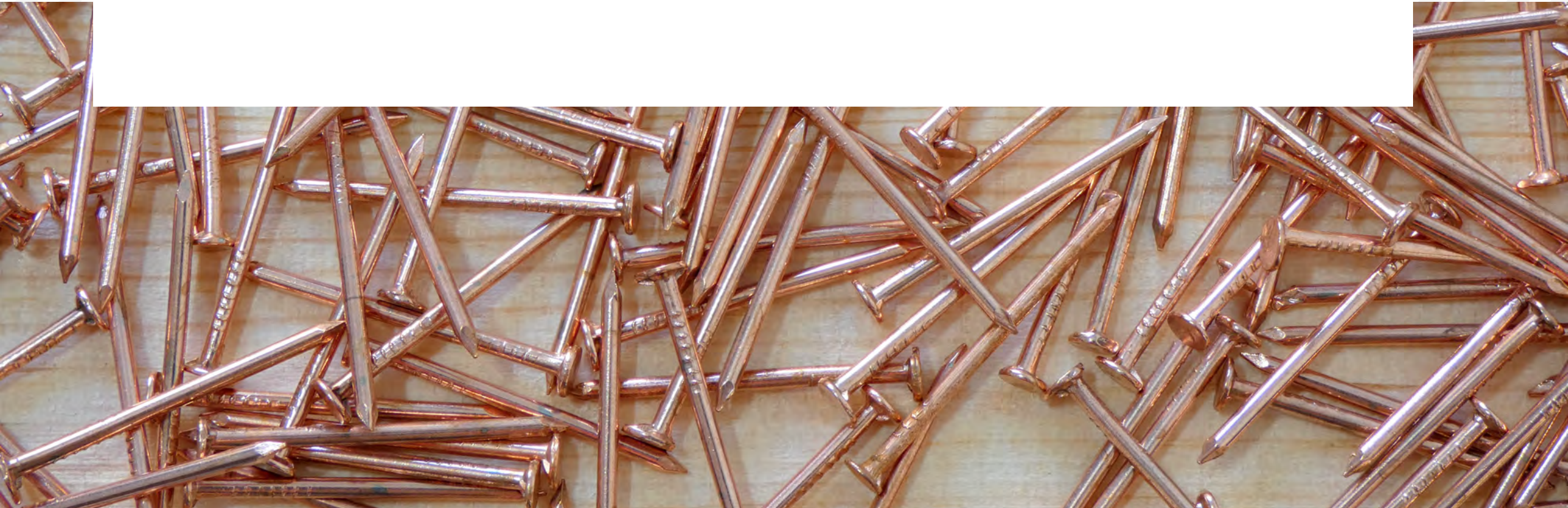
In simple words, it is the presentation of views by the sender in a manner best understood by the receiver.
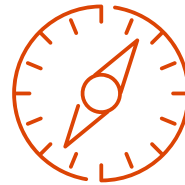
BREAKOUT GROUPS... REPORT BACK

What are some barriers to effective communication that you have encountered in the workplace?

BREAKOUT GROUPS... REPORT BACK

What is cultural intelligence (CQ)?

Definition

Cultural intelligence is the capability, or cultural quotient to relate and work effectively across cultures.

Cultural intelligence is the ability for people to relate to culturally diverse situations and work effectively in them.

Module 1
High 5 Teams

Effective Team Communication and
Cultural Intelligence

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What Do You Think?

Working teams are diversifying in Oregon. Developing culturally informed communication skills helps build more productive teams.

1 True   2 False

Circle all which are identified as cultural groups in Oregon:

1 Pacific Islanders   2 Russians   3 LGBTQ+   4 Farmers

5 Poverty/Poor   6 White/Caucasian   7 Hmong   8 Somalians

                        8 Lawyers   9 Contractors   10 Nurses

Goal

To construct respectful and productive team by developing effective, culturally adaptable communication skills.

Objective

So that culturally inclusive working teams and work environments are established.

What is cultural intelligence (CQ)?

Definition

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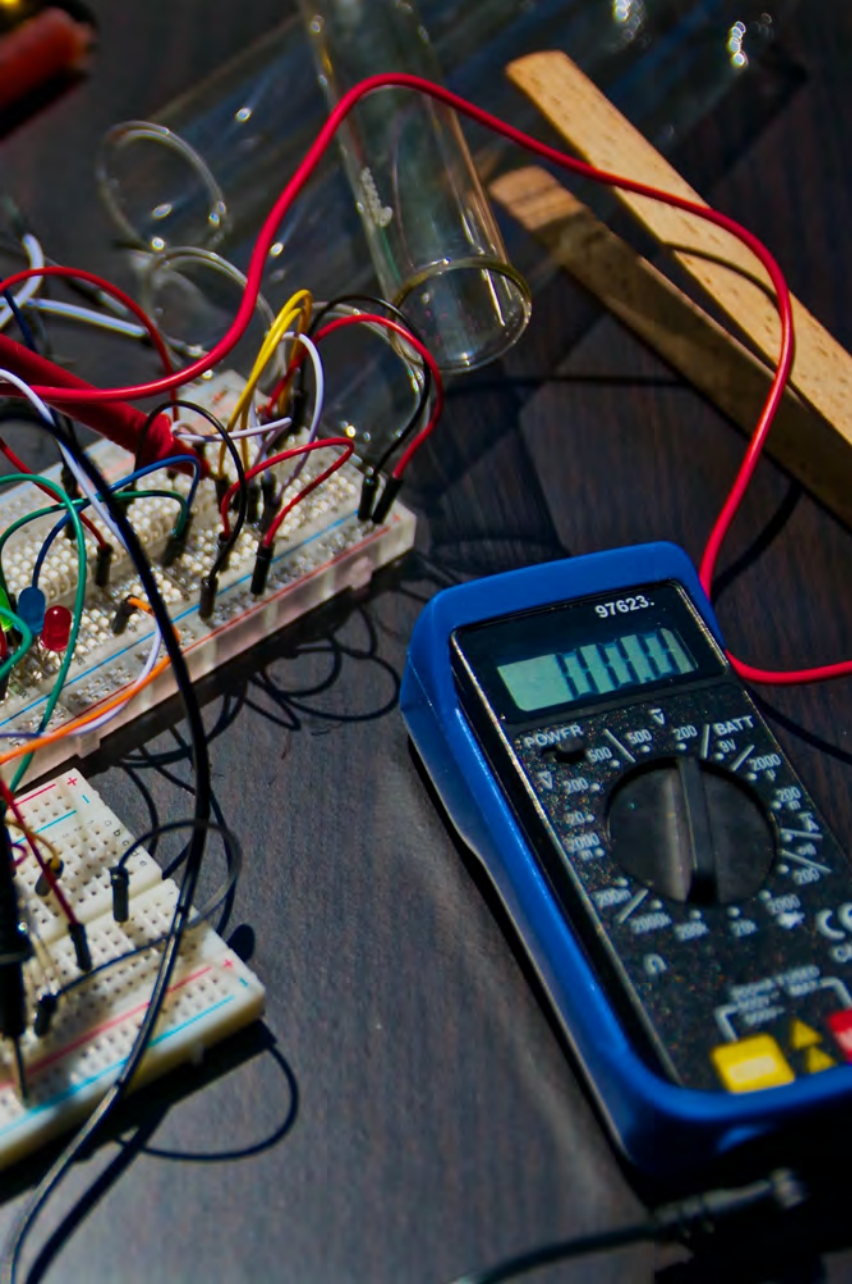
Tools of the Trade

There are tools for the trade and there are tools for communication.

You already apply the High-5 Elements in your work:

1. You **evaluate** what tools you'll need

2. You **navigate** the working space

3. You **negotiate** sequence of how and when tasks are done

4. You **collaborate** as a team (no one does it all)

5. And, you **co-operate** with your team to get the job done!

Now we apply the same to our communication . . . .

In order to do this we need to start with understanding Culture

PLEASE TYPE IN THE CHAT:

WHAT IS CULTURE TO YOU?

What is culture?

- Culture is the way we all make sense of the world
- EVERYONE regardless of race or ethnicity has a culture
- Our brains use cultural information to give everyday events meaning

What is culture

- Culture is integrated patterns of human behavior that include the language, thoughts, communication, actions, customs, beliefs, values, and norms of **racial, ethnic, religious, or social groups**
- Ethnic groups have cultures; businesses have cultures; neighborhoods have cultures
- It is dynamic and changes over time
- There is diversity within cultures

Think of cultural intelligence as widening our cultural aperture

Everybody has a culture.
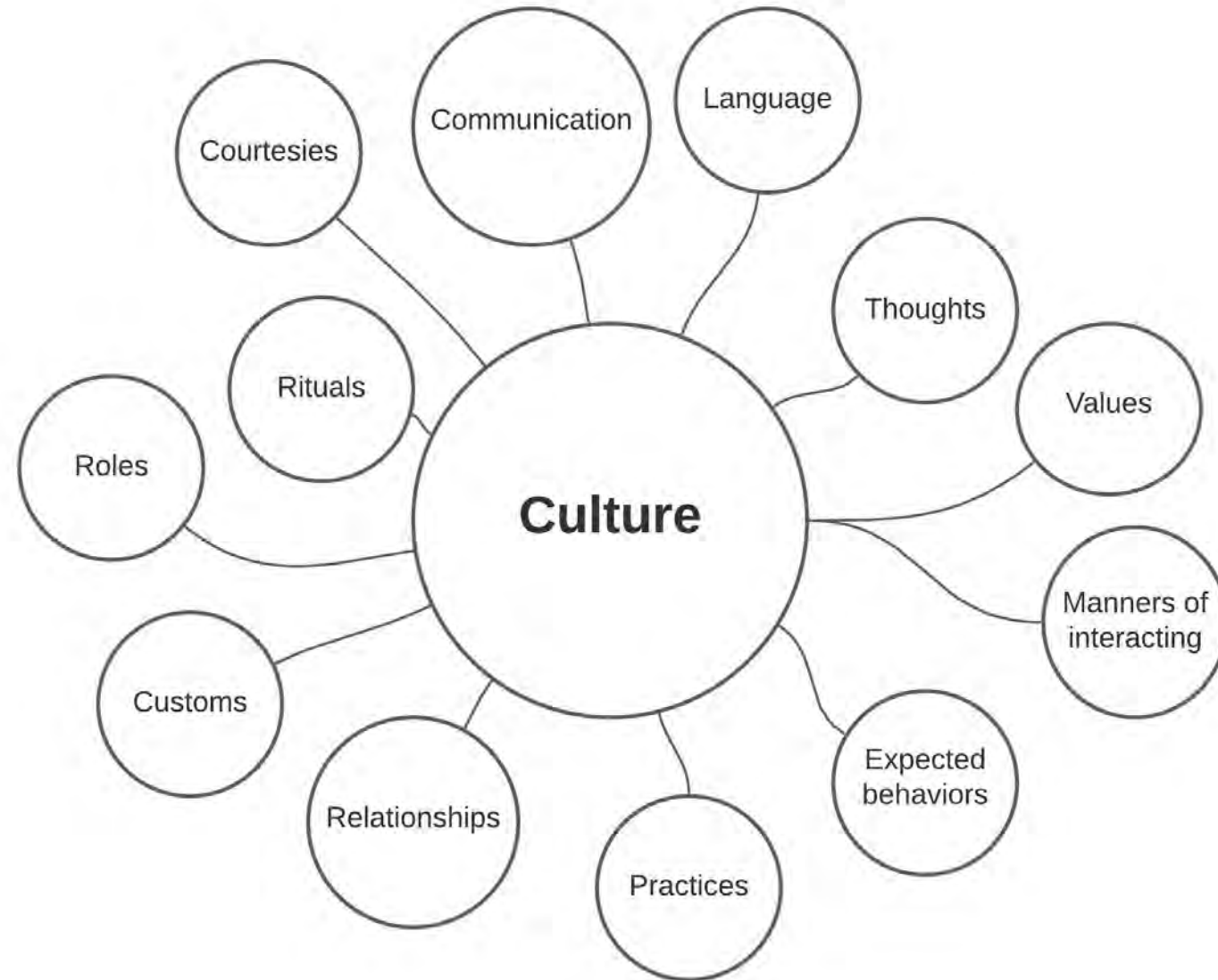
Making Meaning

Brain encounters new information

Searching→ making connections→
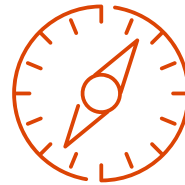
All based on one's **cultural frame of reference**

"Funds of Knowledge"
What is a party?
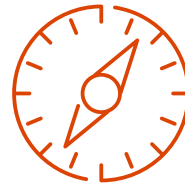
Check Your Filters

- CNN
- MSNBC
- FOX News
- FACEBOOK
- Friends
- USA TODAY
- Twitter
- Wall Street Journal
- New York Times
- Oregonian
- KGW
- NPR
- KATU

- Police Scanner
- Family
- Colleagues
- Journals
- Church
- Organizations
- Movies
- Music
- Art
- Books
- Magazines
- Restaurants
- What else?

BREAKOUT
GROUPS...
REPORT BACK

Identify Your Cultural Framework

- What is the story of your family?

- Has your family been here for a few years or decades?

- How did your family identify ethnically or racially?

- Where did you live (urban, rural, suburban)?

- How would you describe your family economics (middle, upper middle, low-income, working class)? What did that mean in terms of quality of life?

- Were you the first in your family to attend college?

- What family folklore or stories did you regularly hear growing up?

- What are some of your family traditions?

- Who were the heroes celebrated in your family and/or community? Why?

- Who were the anti-heros (the bad guys)?

Source: Hammond, Z. (2014). Culturally responsive teaching and the brain. Thousand Oaks, CA: Corwin

BREAKOUT GROUPS... REPORT BACK
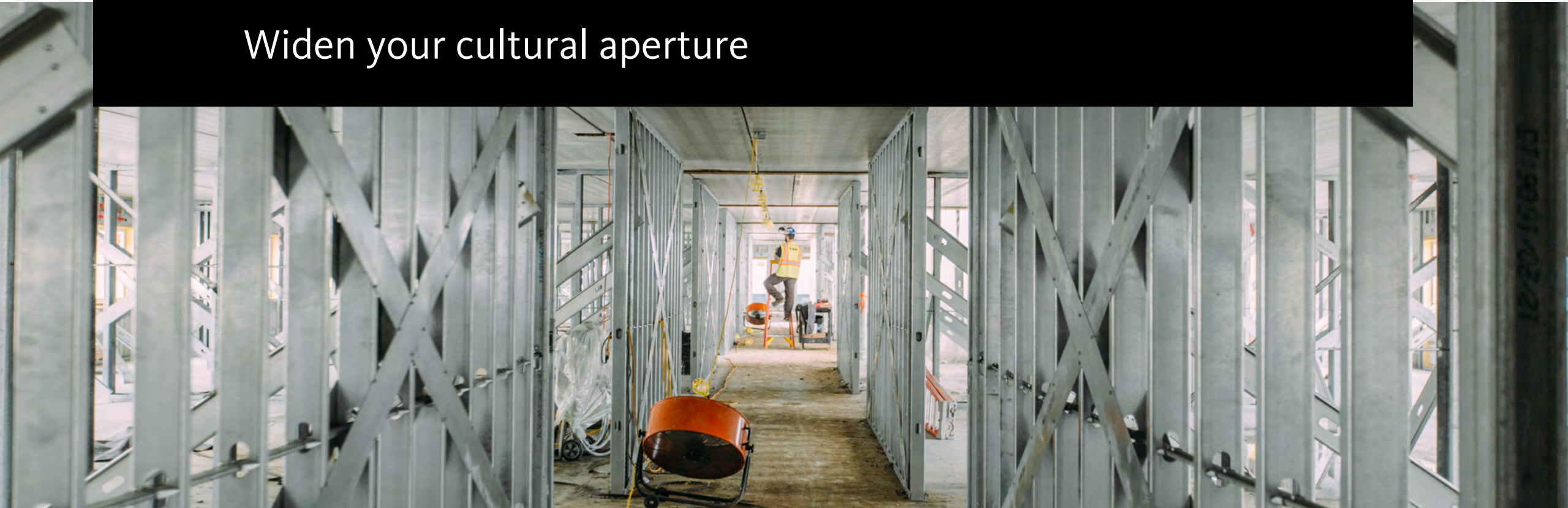
"

Please report back. What is coming up for you?

Begin with Intention

FIRST…. Identify your cultural framework

THEN…

Widen your cultural aperture

"Cultural Intelligence"

- Personal connections give us perspective
- Engages our attention
- Helps us make meaning
- Understand new ideas
- Conceptualize
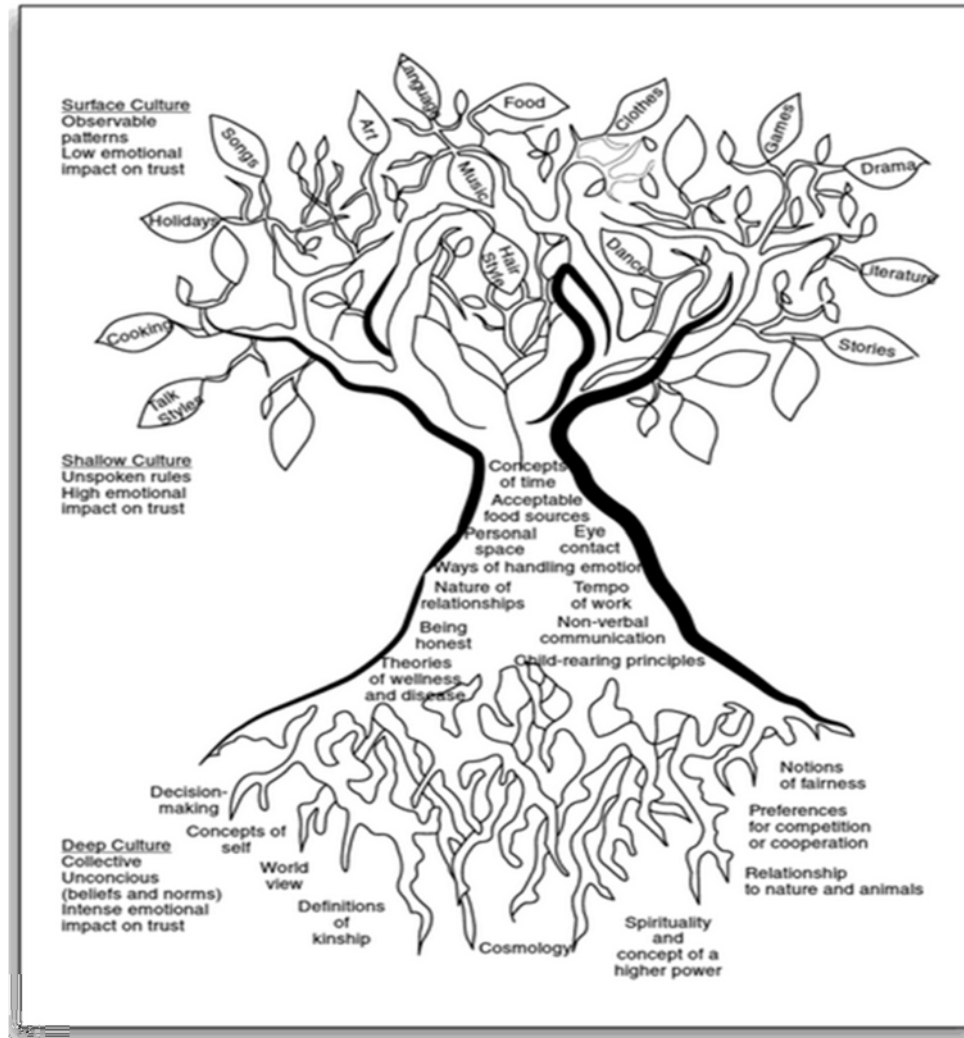- Reason
- Theorize

Ethnicity-Race-Culture

What's the difference?

Ethnicity-Race-Culture

Culture - Ethnicity - Race :

- Culture is learned
- Ethnicity is inherited
- Race is socially constructed

Culture Tree

Source: Zaretta Hammond, 2014 Culturally Responsive Teaching and the Brain.

Three Levels of Culture

- Surface

- Shallow

- Deep

Source: Hammond, Z. (2014). Culturally responsive teaching and the brain. Thousand Oaks, CA: Corwin

Surface culture

- Talking styles
- Holidays
- Art
- Music
- Clothes
- Dance
- Drama
- Stories

- Cooking
- Songs
- Language
- Food
- Hair style
- Games
- Literature

Surface Culture Examples

Latino culture – importance of appearance

Cajun – emphasis on food

Surface Culture

- Observable, concrete
- Low emotional impact on trust
- Does not produce great anxiety
- "Culture fairs"

Shallow Culture

- Concepts of time
- Personal space
- Ways of handling emotion
- Tempo of work
- Non-verbal communication
- Child-rearing principles

- Acceptable food sources
- Eye contact
- Nature of relationships
- Being honest
- Theories of wellness and disease

Shallow Culture Examples

Greetings – eye contact (Thailand, Japan, Latin America, France, USA, etc.)

Shallow Culture

- Deep values begin at this level
- Unspoken rules
- High emotional impact on trust

Violations of Norms

- Mistrust
- Distress
- Social friction
- Hostility
- Feel disrespected
- Shutting down

QUESTIONS/COMMENTS/CONVERSATION

Deep Culture

- Decision making
- World view
- Relationship to nature and animals
- Notions of fairness

- Concepts of self
- Definitions of kinship
- Spirituality and concepts of a higher power
- Preferences for competition or cooperation

Deep Culture Examples

Japan Genkan
Shoes = dirty
Tatami mats and inside = clean

Presentations - Concepts of self and what is considered professional or appropriate

Deep Culture

- Collective knowledge
- Unconscious assumptions
- Intense emotional impact on trust
- Brain interprets threats or rewards
- Cosmology= View of good & bad
- Honor/Shame

Deep Culture Guides

- Ethics
- Spirituality
- Health
- Worldview
- Group harmony
- How we function in society
- **How we interact with others: communicate**

Violations of Norms

- Culture shock
- Fight or flight response
- Highly emotional
- We carry these norms throughout our life

We can change our geography but it is very difficult to change our deep culture.

Culture Tips

Don't focus on the "leaves" shallow of culture

Do focus on surface & deep culture and how it guides the way we interact with others

Our mental models stay with us forever...

"You can take the kid out of the country, but you can't take the country out of the kid."
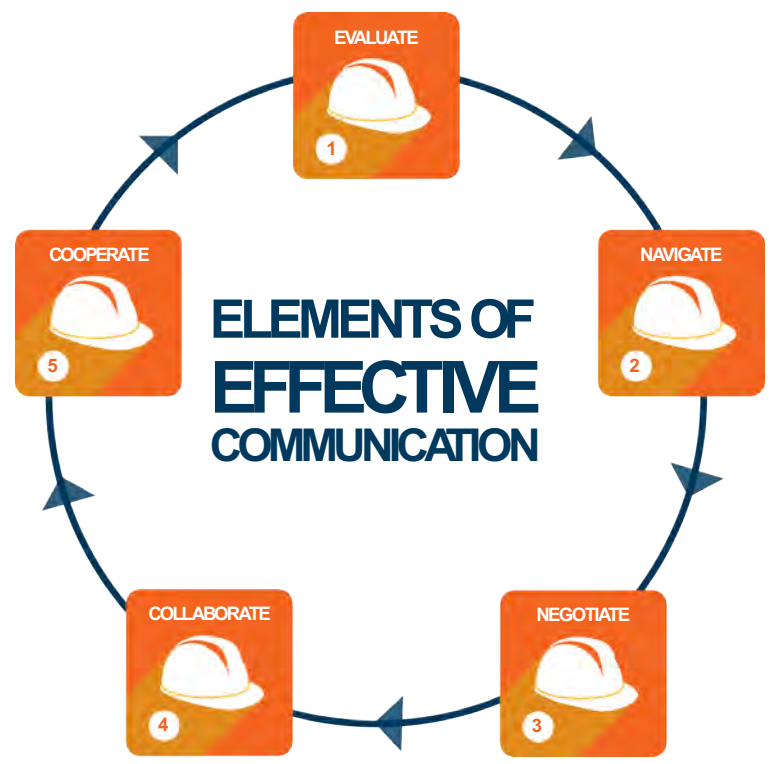
Schema = Background Knowledge

- Information we take in
- Process
- Interpret
- Categorize based on our deep cultural norms

How does this relate to the High 5 framework?

ELEMENTS OF
EFFECTIVE
COMMUNICATION

EVALUATE
1

NAVIGATE
2

NEGOTIATE
3

COLLABORATE
4

COOPERATE
5

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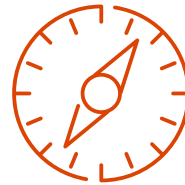
In simple words, it is the presentation of views by the sender in a manner best understood by the receiver.

"We don't see things as they are, we see them as we are."
Anais Nin

BREAKOUT
Diversity Wheel

The Diversity Wheel

Choose two dimensions from the wheel to focus on for this activity and clearly identify the aspects of diversity (differences) that you bring on these two factors.

What strengths/advantages do these two differences bring to the work group? Be as specific as you can.

What potential conflicts are created because of the two differences you bring to a work group/team?

Have you ever felt like an "outsider" in a work group because of the differences you identified?

Think about a strategy you have used to either maximize the strength of a difference you identified, OR to minimize the conflict associated with a difference you identified.

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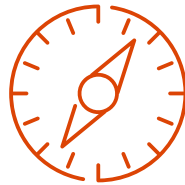
BREAKOUT
GROUPS...
REPORT BACK

Individual Writing Exercise

- When OTHER people use the words "diverse" or "diversity" in your work environment, what do they mean?

- When YOU use them, what do you mean?

- What do you think these words SHOULD mean?

QUESTIONS/COMMENTS/CONVERSATION

> Each group will be provided a different case scenario to discuss. Read and discuss the work scenario then as a group respond to the following questions.
>
> - How would you handle the situation?
> - How would you apply CQ in your communication?
> - Describe which High-5 communication elements you would consider applying in the way you would respond to the issue you are facing?

Evaluate, Navigate, Negotiate, Collaborate and Cooperate

EVALUATE
1

NAVIGATE
2

NEGOTIATE
3

COLLABORATE
4

COOPERATE
5

1. **Evaluate** – Check out the situation and positively assess each team member"s unique differences. Pay respectful attention to "differences", as identified by the team member themselves – careful not to make assumptions about: gender, ethnicity, class, race, sexual orientation, degree of learned/applied skills, etc. Formulate how you will effectively respond to the differences within the team and seek to find common ground; listen for the possibility of similar or shared lived experiences.

2. **Navigate** – To navigate is to take a course of action, plan, work through various circumstances and situations while acknowledging and recognized differences within team members. Practice non-discriminatory communication skills effectively. Understand the critical differences between being "tested" (rites of passage based on an apprentice" learned skills) and/or being "targeted" (based on gender, sexual orientation, ethnicity, race, status, geographic birthplace, native tongue and language, age, etc.), as an apprentices is learning new skills.

3. **Negotiate** – Work it out, come to terms (find a way over and through tense moments). Take the time to explore a different communication paths to maintain a working relationship. Negotiation requires active listening skills. Ask questions in a respectful way. If tensions arise a team member can ask, "What"s the issue?" Not – "What"s your problem?"

4. **Collaborate** – Work jointly, combine efforts, team mindset, an "all in it to win it" approach. This requires a give-and-take approach. No one way is always right. Be open to different ways of getting the job done.

5. **Cooperate** – Cooperation requires a team to work together safely, effectively, and productively – within a culture of trust. Honoring and respecting differences open up channels of communication. Demonstrating inclusive practices and processes requires effective communication skills. Cooperation is about how team members operate (work, handle, manage) their tasks together, as a collective with an "all in it to win it" attitude and approach.

Key Point: Practice using High 5 team tools with skill and precision. Like any tool, High 5 skills are mastered over time with use and practice.
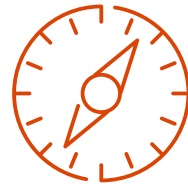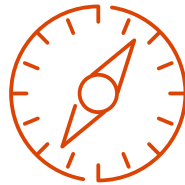
BREAKOUT
GROUPS....
REPORT BACK

On the Job Scenarios

BREAKOUT
GROUPS....
REPORT BACK

NEXT SESSION