

# **CULTURAL HUMILITY & YOUR TEAM**

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# PLAN FOR TODAY

1. Standard Review
2. Cultural Competency vs Cultural Humility
3. Vulnerability and Your Team
4. Assessing Your Team's Needs
5. Assessing Your CAC's Policy & Practice Gaps
6. Creating Plans to Address Needs
7. Evaluating Your Changes
8. Addressing Conflict and Concerns
9. WORKSHOP!

# MY PERSPECTIVE: WHERE I'M COMING FROM

## CAC Roles

- Multidisciplinary Investigative Team Coordinator & Team Facilitator
- Forensic Interviewer & FI Mentor/Supervisor
- Training/CEU coordinator
- Data & Stats oversight
- Standards Oversight & Implementation: MDT, CC&D, FI, CR, & CT

## Community & Educational Perspective

- Sociology/Anthropology
- Elementary Education
- Social Justice, Community Organizing, Activism

# NCA Standard

Cultural competency is defined as ***the capacity to function in more than one culture, requiring the ability to appreciate, understand, and interact with members of diverse populations within the local community.*** Cultural competency is a fundamental component of the CAC philosophy and is as central to operations as developmentally appropriate, child-friendly practice.

...To effectively meet clients' needs, the CAC and MDT must be willing and able to understand the clients' worldviews, adapt practices as needed, and offer assistance in a manner in which it can be utilized.

“...employing **effective forensic interviewing techniques,**  
...selecting appropriate mental health providers, and securing services that are relevant and accessible to a child and family.”

...Proactive, culturally competent **planning and outreach** should focus on culture and degree of acculturation, ethnicity, religion, socioeconomic status, disability, gender, gender identity and expression, and sexual orientation. These factors contribute to a client's experiences and perspectives, and must be **considered and accommodated** throughout the investigation, intervention, and case management processes.



# **CULTURAL HUMILITY... WHAT IS IT?**



***HUMILITY***

**REQUIRES**

**VULNERABILITY**

# VULNERABILITY-BASED TRUST

Vulnerability-based trust is a place where leaders “comfortably and quickly acknowledge, without provocation, their mistakes, weaknesses, failures, and needs for help. They also recognize the strengths of others, even when those strengths exceed their own.” (Patrick Lencioni, business & team management)

# VULNERABILITY & TEAMS

- Brene Brown on Vulnerability
- “How vulnerability creates a stronger team,” [TED ideas](#)



**“Threat perception is defined as a deep sense of vulnerability that is assumed to be negative, likely to result in loss, and largely out of one's control”**

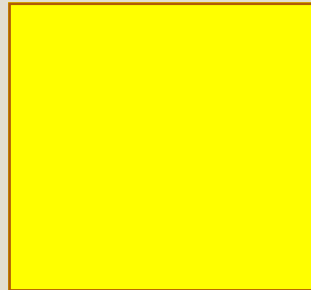
(Dutton & Jackson, 1987; Jackson & Dutton, 1988; Glibert, 2005, 742).

**“In a team with high psychological safety, teammates feel safe to take risks around their team members. They feel confident that no one on the team will embarrass or punish anyone else for admitting a mistake, asking a question, or offering a new idea.”**

# Psychological Safety

In assessing its teams, Google found that the *most important* trait of its *most successful* teams was **trust**. Trust meant that the teams had a high degree of psychological safety.

- Link to snippet of Brene Brown's TedTalk on Vulnerability & shame



## **WE ARE LIKELY TO FEEL VULNERABLE WHEN WE...**

- Take risks
- Meet new people
- Share ideas with new people
- Share ideas with ANYONE
- Address conflict
- Experience something that affects our self-worth
- Are critiqued
- Offer critique
- Ask for change
- Are asked to change
- Experience shame or guilt
- Have too much work
- Are unsure of expectations

**...WHICH IS EXACTLY WHAT  
WE ARE ASKING OUR TEAM  
TO DO WHEN WE MAKE  
CHANGES TO PRACTICE!**

**SO THE FIRST STEP TO CH ON YOUR  
TEAM IS...**

- Encouraging  
**VULNERABILITY.**

Yourself included!



**PLANNING  
ALLOWS YOUR  
TEAM TO BE  
VULNERABLE...**

...without  
disastrous  
results!

If we come up with a great plan  
but we DON'T adequately assess, or  
look ahead...



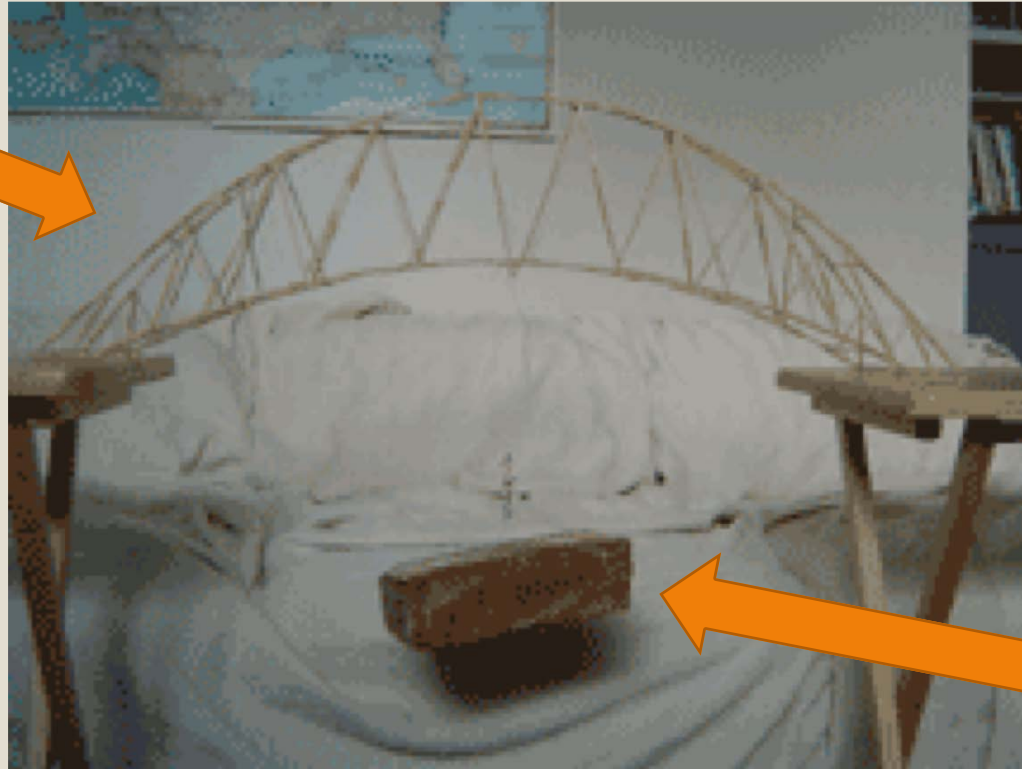
This is what happens... Oops.

**ALSO, your plan should be strong enough to withstand normal Team-related stress.**



# I think we can all agree...

Your plan!



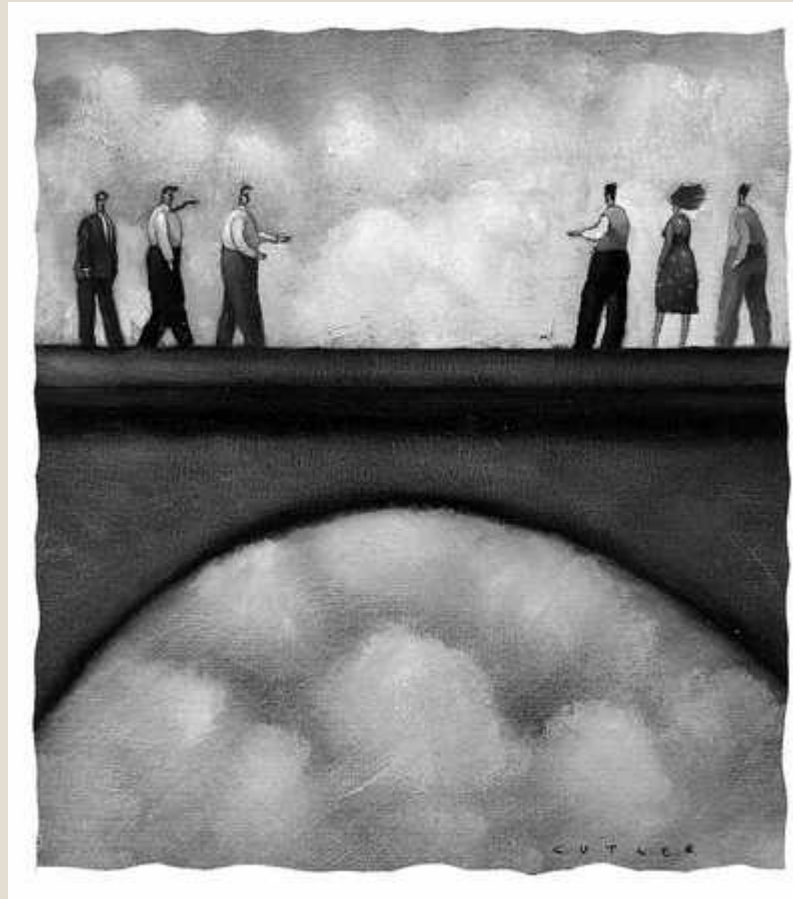
Team Shenanigans (and  
our own!)

# ...this option is better than the last two!

# TO FINISH THE METAPHOR: BRIDGE THE GAP!

Our plan is the  
“bridge.”

Our services  
are the “gap.”



The people who  
use the bridge are  
our Team AND  
our clients!



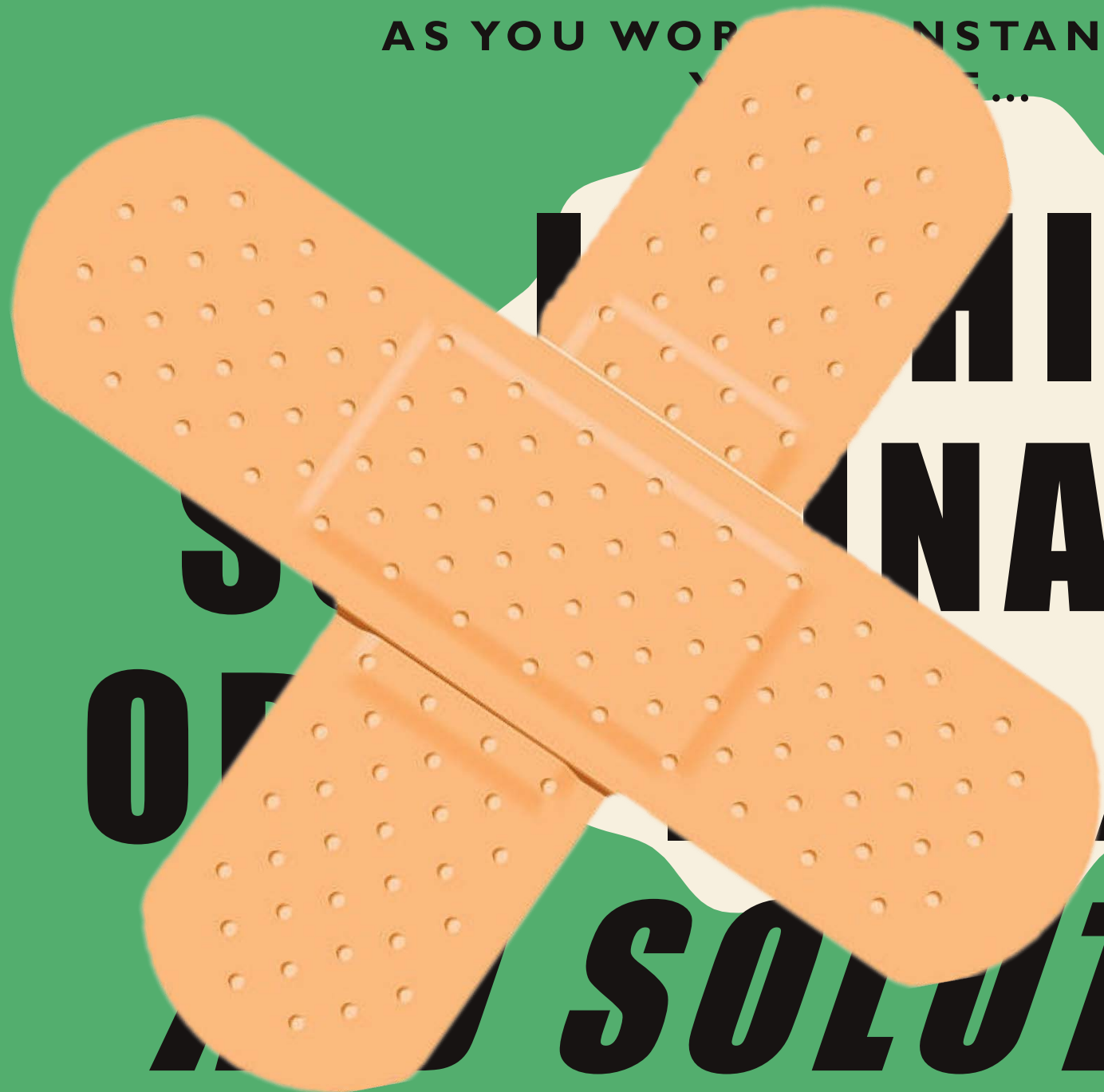
# **RECOMMENDATIONS, APPROACHES, & IDEAS**

**JUST A PLACE TO START**

**Be able to articulate WHY you are  
changing what you are changing  
and doing what you're doing!**

AS YOU WORK, YOU CONSTANTLY ASK

IS  
INABLE?  
*BAND-  
SOLUTION?*



It's okay to not know everything.



Be open to learning, and just own it!

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# STEP ONE



# **ASSESS**

**CURRENT SERVICES AND GAPS IN SERVICES**



# ASSESSING GAPS BASED ON DATA

- A review of demographic data from the past 1-5 years at the CAC
  - Things to consider: What changes have we had in data tracking at our CAC in the last 1-5 years? Is this data reliable, consistent, and usable?
- A review of demographic data from the past 1-5 years in the larger community
  - Census
  - School data
  - KidsCount

**OTHER IDEAS?**

## CONT.

- Comparison of our data with community data
  - What matches? What doesn't?
- Comparison of our CAC's demographic data with other CACs in our area, or CACs with similar size/structure & community make-up
  - What matches? What doesn't?
    - What's the same about our organizations? What's different? Are these differences explained by these differences in our structure or our community, or are they doing something differently than we are?

**OTHER IDEAS?**

# ASSESSING EXISTING SERVICES

- A review of EXISTING written policy/procedures
  - internal (CAC)
  - internal-external (MDT/Team)
  - external (MDT partner agencies)
- A review of current PRACTICES, whether WRITTEN or TEAM CULTURE
  - internal (CAC)
  - internal-external (MDT/Team)

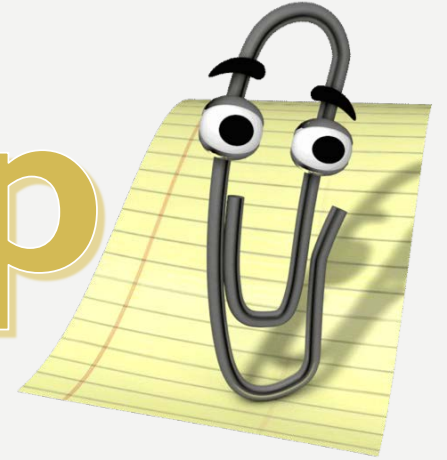
# DID YOU ***DOCUMENT YOUR ACTIONS?***

Document...

1. What you **did** (enumerated)
2. Your **reasoning** for doing it (enumerated)
3. What you **found** (enumerated)
4. Initial impressions

Use this later in your CC plan!

# Pro Tip



## **More than one contributor?**

1. Are you all using the same sources for data and subsequent comparative assessment?
2. Make it easier for everyone by documenting in a shared GoogleDoc! (With tracked changes for accountability.)

# FOOD FOR THOUGHT

- SWOT – Strengths, Weaknesses, Opportunities, Threats
- IFE, EFE
- Using reports in your database (NCAtrak)
- Excel

## SWOT ANALYSIS



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# STEP TWO

# **ASSESS NEEDS**

- **TEAM'S PERSPECTIVE ON GAPS IN SERVICES & NEEDS**
- **TEAM'S AWARENESS OF CAC-IDENTIFIED GAPS**



# ASK YOUR TEAM!

- Create an easy survey that encourages participation
  - A survey that is measurable & can be used over multiple CC&D plans, as reasonable
  - Preferably allows for quantitative & qualitative assessment

# DOCUMENT YOUR ACTIONS

1. What you **did**
2. Your **reasoning** for doing it
3. What you **found**

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# STEP THREE

# **ANALYZE DATA**

- **MEASURING TRENDS**
- **QUANTIFYING RESULTS**

# **CODING IS YOUR FRIEND**

Make sense out of large amounts of data

Make data easier to manipulate  
and find patterns in.

# EXAMPLE

The survey consisted of five questions that allowed for up to three open-ended responses per question. Survey respondents identified individuals belonging to everything from lower socioeconomic groups to groups based on geographic location as the groups most in need of RTCAC outreach and services. By coding groups and assigning a code to certain words or phrases, RTCAC was able to identify the groups of individuals that team members and community partners feel are most in need of services (Table 2).

Responses that included the words: 1) “Low-income,” “poverty,” “poor,” or words that indicated a lack of money was coded “Low-Income Populations.” 2) “Do not qualify for services” or “middle class” was coded “Lower-Middle/Middle Class.” 3) “School-aged children,” “grandparents,” elderly,” “retirees,” or “children” was coded “Specified Age Group.” 4) “Disabilities,” “Intellectual/Developmental,” “minorities,” or “I/DD” was coded “Disability.” 6) “LGBTQ” or “minorities” was coded “Sexual orientation and gender identity.” 7) “Latino,” “Hispanic,” “minorities,” or “Immigration” was coded “Latino.”

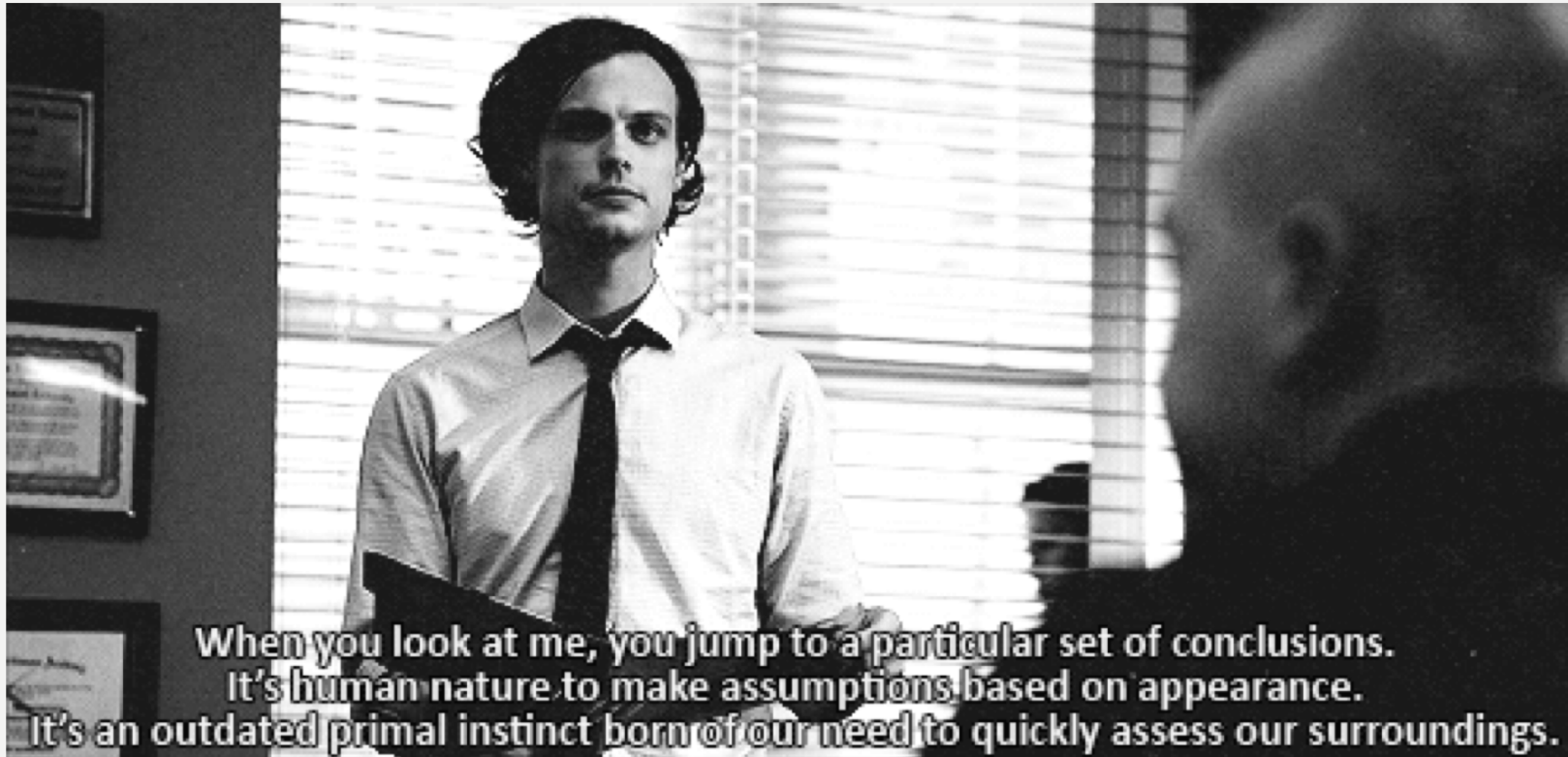
Table 2.

Group	Number	% of total responses	% of specifically coded responses	% of specifically coded responses WITHOUT Age
<b>Low-Income Populations</b>	<b>7</b>	<b>8.4%</b>	<b>9.6%</b>	<b>12.3%</b>
Lower-Middle/Middle Class	3	3.6%	4.1%	5.3%
Specified Age Group	16	19.2%	21.9%	N/A
<b>Disability</b>	<b>5</b>	<b>6%</b>	<b>6.8%</b>	<b>8.8%</b>
Sexual Orientation and Gender Identity	2	2.4%	2.7%	3.5%
<b>Latino</b>	<b>6</b>	<b>7.2%</b>	<b>8.2%</b>	<b>10.5%</b>
Transportation	3	3.6%	4.1%	5.3%
<b>Geographic Location</b>	<b>5</b>	<b>6%</b>	<b>6.8%</b>	<b>8.8%</b>
<b>Drugs/Addiction</b>	<b>9</b>	<b>10.8%</b>	<b>12.3%</b>	<b>15.8%</b>
<b>Homeless</b>	<b>4</b>	<b>4.8%</b>	<b>5.5%</b>	<b>7%</b>
<b>Mental Health/Mental Illness</b>	<b>5</b>	<b>6%</b>	<b>6.8%</b>	<b>8.8%</b>
<b>Immigration</b>	<b>6</b>	<b>7.2%</b>	<b>8.2%</b>	<b>10.5%</b>
Religion	2	2.4%	2.7%	3.5%
Other	9	10.8%	N/A	N/A

8) “Transportation” was coded “Transportation.” 9) Some “transportation” responses, “outside of main town,” “Southern Randolph County,” or specific neighborhoods was coded “Geographic Location.” 10) “Drug users,” “addiction,” or “recovery” was coded “Drugs/Addiction.” 11) “Homeless” or “minorities” was coded “homeless.” 12) “Severe mental illness,” “mental health,” “minorities,” or “counseling/therapy” was coded “Mental Illness/Mental Health.” 13) “Latino,” “Hispanic,” “Immigration,” “minorities,” or “English Language Learners” was coded “Immigration.” 14) “Non-Christian religions” or “minorities” was coded “Religion.” 15) Responses that could not be assigned any particular code (or who were standalone recommendations) were considered outliers by RTCAC and were thus coded “other” (“caregivers of children,” “Crossover Youth,” “Kinship placement,” “Children with Problematic Sexual Behaviors,” etc.).

The total number of responses in Questions 1 and 2 were 71. Because some responses were assigned to more than one category, the total number of responses on which calculations were based was 83. Not including the responses assigned “Other,” the total number of responses on which calculations were based was 73. Because responses in “Specified Age Group” are not particularly relevant to RTCAC and its services—as our primary focus is children and their caregivers—another calculation was run excluding both this category and “Other” (thus based on 57 responses).

# Don't assume!



Go a step beyond the surface  
and break it down.

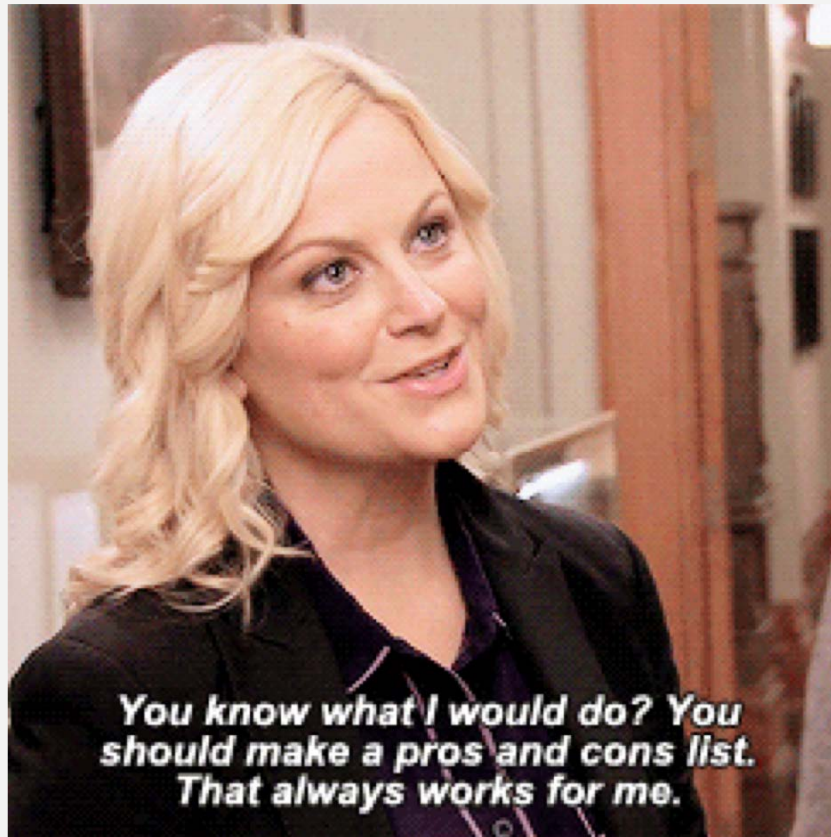
# FOOD FOR THOUGHT: SUBJECTIVITY

- Not necessarily the enemy!
- YOU know your team and needs.
- There will be some times you may choose a different theme than your team recommended
  - Things that may make you do this:
    - Issues you have seen on your team
    - Current political and social climates
    - Current trends and climate in your community



# Pro Tip

When in doubt, channel your favorite perfectionist...



...and assign numerical value to your feelings and opinions, if necessary.

# DOCUMENT YOUR ACTIONS

1. What you **did**
2. Your **reasoning** for doing it
3. What you **found**

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# STEP FOUR

# MAKE DECISIONS

ABOUT HOW TO USE YOUR DATA

- SELECT YOUR PLAN TOPICS

# FOOD FOR THOUGHT: SUBJECTIVITY

- Combination of...
  - Numbers
  - Your perceptions
  - Team history and culture

# DOCUMENT YOUR ACTIONS

1. What you **did**
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3. What you **found**

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# **STEP FIVE**

# **CHOOSE ASSESSMENT TOOLS**

- **INITIAL TEAM AND STAFF ASSESSMENTS**
- **FOLLOW-UP ASSESSMENTS**
- **OUTCOME MEASUREMENTS FOR THE PLAN!**



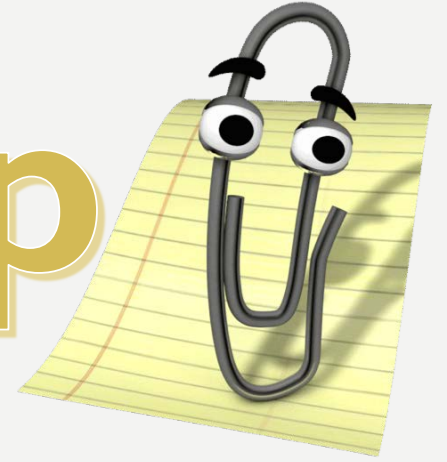
# FOOD FOR THOUGHT

- How will you measure staff & Team baseline?
- Do you have a measure that differentiates between BELIEFS and PRACTICE?
  - If not: How come?
- Are you prepared to quantify Team turnover?

# DOCUMENT YOUR ACTIONS

1. What you **did**
2. Your **reasoning** for doing it
3. What you **found**

# Pro Tip



- Use your resources: What have other people already made?
  - Academic/Research-based
  - Other CACs or networks

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# STEP SIX

# **WRITE CC&D PLAN**

- **CAC STAFF INITIATIVE, OR CAC ADVISORY BOARD PROJECT**
- **CREATE REASONABLE GOALS**



# SET REASONABLE GOALS



- **SMART** – Specific, Measureable, Achievable, Relavant, Time-bound
- Have someone who knows your workload and your staff's work capacity review goals (to make sure they are attainable)

**Other ideas?**

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# **STEP SEVEN**



**INTRODUCE PLAN  
TO TEAM**

# **PREPARE INSTEAD OF DROPPING A BOMB! FACILITATE A SMOOTH TRANSITION.**

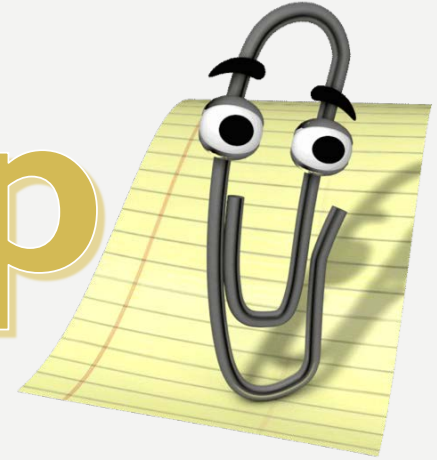
Remember, lack of planning =



# FOOD FOR THOUGHT: TEAM CULTURE

- What do you already know about your team?
- How open are they to change? In what ways? Who?
- Are there key players you could introduce the plan to for buy-in BEFORE the rest of your team?
- Is your full staff on board?
- How can you use introduction of plan to educate on NCA Standards and Best Practices?

# Pro Tip



SOCIAL

**Pro Tip: If you see someone is misinformed about something, educate them; don't belittle them.**

@ProTipJar

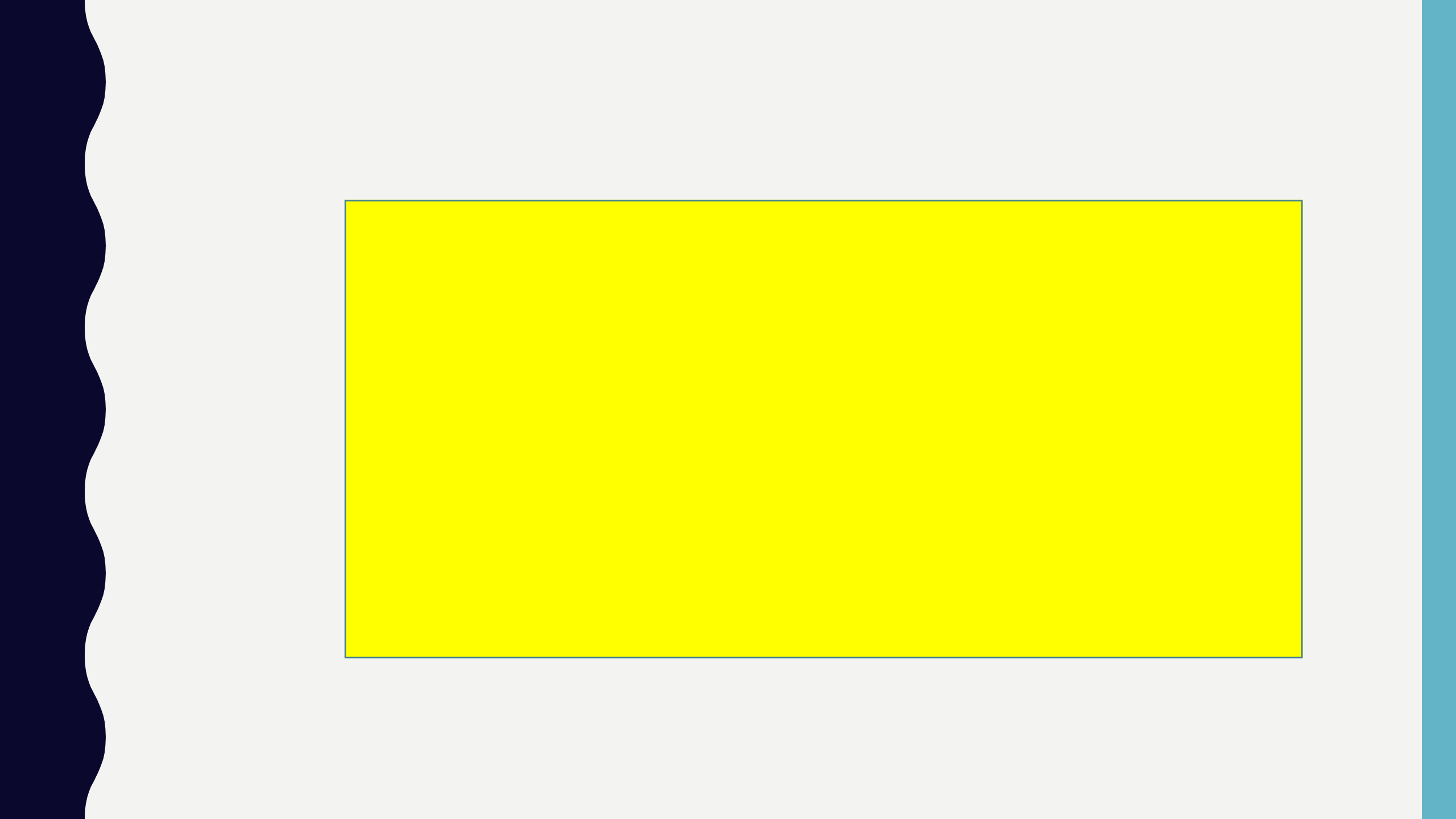
- Protect yourself from toxicity or burnout if you are a member of the marginalized group in question.
- If you are in a position of privilege, lift this burden from your coworker.
- But, no matter what, practice EMPATHY.

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# **STEP EIGHT**

# **ENACT CHANGES**

- **CHANGES IN POLICY AND PRACTICE**

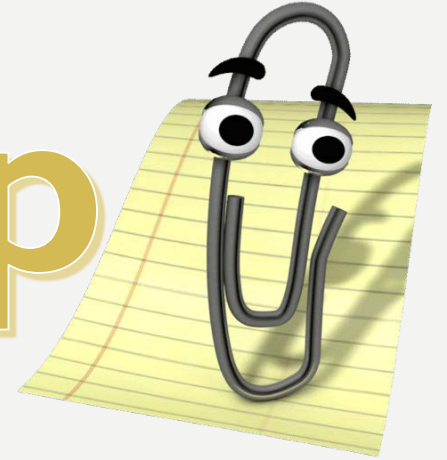


# DOCUMENT YOUR ACTIONS

1. What you **did**
2. Your **reasoning** for doing it
3. What you **found**



# Pro Tip



- Create DOCUMENT for goal completion and actions taken to update as you go
  - GoogleDoc, or individual worksheets to be entered into a Master Doc by the project lead

PDSA Model (next section)

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# STEP NINE

# **ONGOING EVALUATION**

- **CHANGES IN POLICY AND PRACTICE**



# DOCUMENT YOUR ACTIONS

1. What you **did**
2. Your **reasoning** for doing it
3. What you **found**

# FOOD FOR THOUGHT: PDOSA MODEL

## Model for Improvement

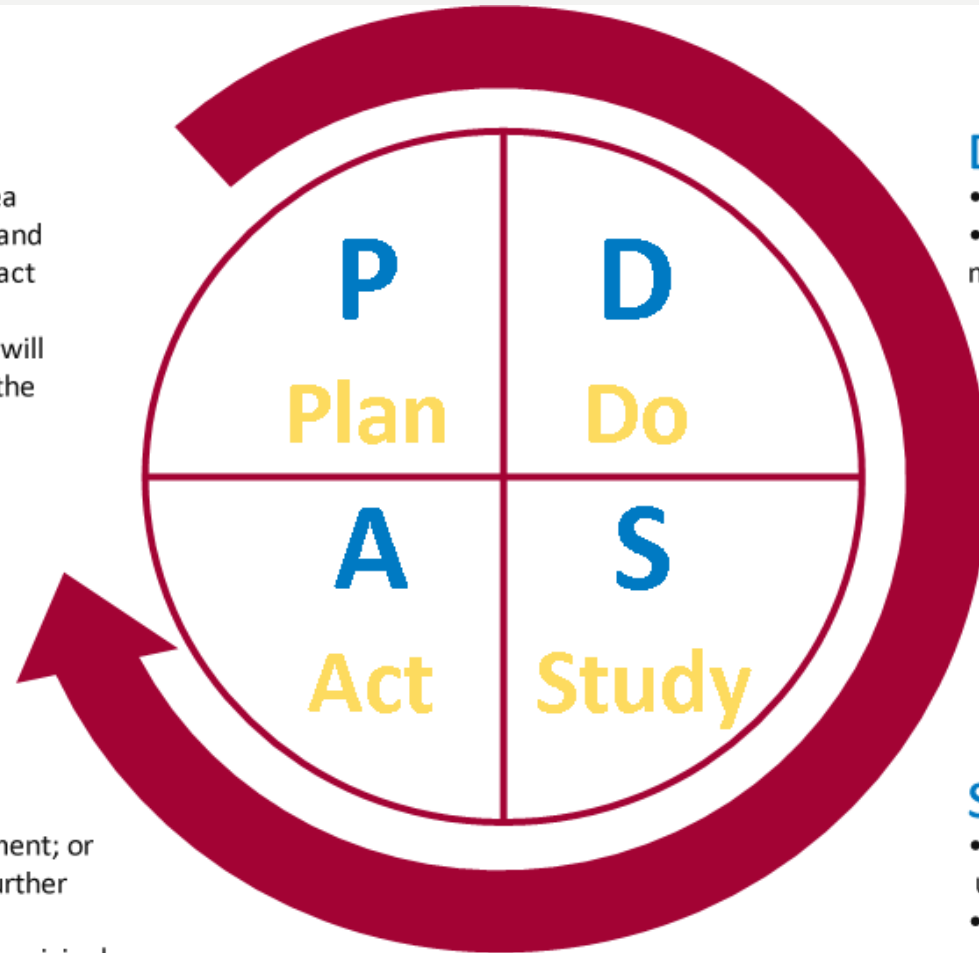


### Plan

- Capture the problem or idea
- Plan what you will change and predictions for what the impact will be
- Plan what information you will collect to measure whether the change has had an effect

### Act

- Standardise your improvement; or
- Decide whether to make further change
- Plan how to improve on the original change made



### Do

- Try out the change on a small scale
- Collect the information required to measure the change

### Study

- Analyse the information collected to understand the impact of the change
- Compare your analysis with the predictions from the 'Plan' stage
- Summarise what you have learned

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# STEP TEN



**REPEAT UNTIL  
COMPLETION!**





**BUT...  
COMPLICATE THE  
IDEA OF  
“COMPLETION”**

# FINAL FOOD FOR THOUGHT

- Who is the right person to spearhead a CC&D plan in your agency? Have you asked around? Or just assumed?
- If the right person is not the team facilitator, how will you utilize your facilitator as a resource?
- Who has skills that you don't have that could contribute? SPSS? Cross-tabbing? Strategic planning? Etc?
- Are you actively challenging "That's the way we've always done it" attitudes? Overtly or covertly? If covertly, was this an intentional decision?
- Is your CC&D plan integrated into the rest of your CAC's budget? I.E., Have you written in funding for trainings that you may have outlined?
  - COMMUNICATE ACROSS PROGRAMS AND DEPARTMENTS!
- Have you made a plan for antagonistic or apathetic Team or staff members?
- Have you prepared for Team or staff members who identify with the Plan's groups feeling "on the spot?" How will you support them? Who is the right person to do this? What if it is not you?
- Are superficial changes to CAC-environment (rainbow stickers, NACA logo, BLM posters, etc.) supported by team and staff behavior? If not, reconsider posting until dissonance dissipates.

WHAT ELSE?

# SILENCE IS COMPLICIT

IF WE IN DIRECT SERVICE WORK AREN'T SUPPORTING OUR  
YOUTH AND CHALLENGING HARMFUL IDEOLOGIES, THEN  
WHO IS? WE HAVE A DIRECT LINE TO IMPROVING THE LIVES  
OF OUR CHILDREN... USE IT!



**BREAK OUT  
SESSIONS!**

**“NEVER DOUBT THAT A  
SMALL GROUP OF  
THOUGHTFUL,  
COMMITTED CITIZENS CAN  
CHANGE THE WORLD.  
INDEED, IT IS THE ONLY  
THING THAT EVER HAS.”**

**- MARGARET MEAD, ANTHROPOLOGIST**

# FINAL QUESTIONS, FEEDBACK, OR DISCUSSION?

- **Contact info**
  - [velizabethking@gmail.com](mailto:velizabethking@gmail.com) (preferred)
    - 304-642-9721 (cell) - preferred
    - 304-630-2214 (work)