

Job Aid for Managers
Assessing the Performance Appraisal
Diversity & Inclusion Core Competencies

The four diversity and inclusion competencies defined below guide how we interact with each other at UMMS and with the community. Our demonstration of these competencies helps us to deliver culturally competent education, culturally responsive care, and culturally relevant research. Ours is a diverse academic community of administrators, clinical and research faculty, staff, students, residents and postdocs. Together, we serve a diverse population with multiple needs. By developing these competencies, we are actively supporting our institutional efforts to build and advance a workforce that is responsive to its diverse members and representative of the communities we serve and from which we draw our talent.

Competency: Understands how social identity groups shape the settings in which we work.

Rationale: Social identity is a person's sense of who they are based on their group membership. Some examples of such groups are race, nationality, ethnicity, gender identity and expression, religion, mental and physical ability, age, and socio-economic class. Social identity influences individual behavior at work and how one interacts in teams. We leverage differences in order to achieve business objectives and advance the mission of UMMS. Ignoring differences in the workplace can undermine one's performance, how one approaches work, how one engages in work relationships, how one expresses his/herself and contributes to the goals of the department.

Scale:	Ignores Difference 1	2	3	4	5	Recognition of Authentic Individual Expression
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Ignores Differences: Uses one's own culture or identity group as the norm or standard by which they assess and work with others, ignoring individual uniqueness of social group identities: race, nationality, ethnicity, gender identity, religion, mental and physical ability, age, and socio-economic class. Believes their culture is appropriate to all situations and relevant to all other individuals.

Example: Believes equal treatment means the same treatment – potential consequences: inaccessible facilities for members with physical challenges; no recognition of holidays outside of the Christian-based ones upon which work calendars are based; no recognition of different perspectives based on life experiences that may enhance the way we approach work or achieve goals; judges others' work ethics and work standards by their cultural beliefs rather than the quality of the work outcomes.

Recognition of Authentic Individual Expression: Engages with people (peers, managers, clients) by seeking their perspectives and understanding that those perspectives may come from a lived-experience different from your own. Respects differences in thinking styles and manners of expression or spoken language (the way people speak, word choices, regional/international dialects/accents); non-verbal/physical expression and approaches to their work and achievement of goals.

Example: Encourages coworkers to express opinions and ideas. Listens to what others have to say before sharing one's own perspective. Incorporates other's ideas to change or improve work. Realizes and accepts different styles of learning, communicating and working styles (e.g., introversion/ extroversion thinking styles; direct/indirect communication patterns; eye contact, use of hand gestures, generational differences in work styles).

Competency: Demonstrates self-awareness and the ability to see others' points of view, valuing diverse experiences and ways of knowing.

Rationale: Everyone has different life experiences that shape their way of thinking and interacting, which, in turn shapes their opinions and perspectives. Knowing what one's perspective is and allowing others to share and challenge one's perspective leads to new ways of knowing (gaining information and understanding). This leads to more insights for problem solving as well as fosters creativity and innovation.

Scale: Only values one
point of view 1 2 3 4 5 Holds Multiple Realities

Only values one point-of-view: Demonstrates the attitude that there is only one right way to get work done or an approach to getting work done.

Example: Criticizes the use of email communication versus chatting on the phone or dropping by the desk to relay a message or denying request for in-person meetings.

Holds Multiple Realities: Realizes that people from diverse backgrounds bring different perspectives, ideas and approaches to the ways in which work can be accomplished. Recognizes that there may be a variety of ways to see, experience and approach the work to be done and allows for different methods and approaches to be utilized. Focuses on the work outcomes and is results-oriented.

Example: Recognizing that even though you may have approached the work in a different manner that the outcomes have achieved the desired goal.

Competency: Negotiates conflict and facilitates discussions with cultural competence and cultural humility.

Rationale: In order to learn from and resolve negative conflict, a person is most successful when he or she explores and understands one's own biases. A bias may be based on any human difference (e.g. race, gender, gender expression and identity, sexual orientation, religious beliefs, class, body size and type). Understanding one's own bias supports one to effectively manage the tensions that are inherent to working in a diverse workforce and in diverse teams.

Definitions

Cultural humility is:

- a) awareness of personal bias in order to manage them and build honest and trustworthy relationships;
- b) listening to others rather than assuming;
- c) commitment to life-long learning about others rather than using one's own life experience as the norm and the standard by which we judge others.

Cultural competence: AASK Model

Awareness of one's own culture and worldview

Attitude towards cultural differences

Skills necessary to navigate diverse environments successfully

Knowledge of different cultural practices and worldviews

Scale: Fears, avoids and judges differences	1	2	3	4	5	Treats differences as a challenge from which they continually learn and by which they can develop new skills
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Fears, avoids and judges differences: Avoids and/or is reluctant to engage with people who are different from themselves. Judges others by what they know and believe to be the standard.

Example: Does not want to be assigned to a team with someone who is different from them (e.g. LGBT, religious affiliation).

Treats differences as a challenge: Engages in difficult situations with an expressed intention to be respectful, an active listener, and committed to learning from differences. Approaches differences with optimism and enthusiasm for developing new ways of knowing.

Example: Participates in the Committee on Equal Opportunity and Diversity (CEOD) and/or a CEOD Subcommittee or Employee Resource Group (ERG).

Competency: Shows commitment to continuous learning/improvement in managing diversity

Rationale: Continuous learning/improvement means expanding one’s ability to learn by routinely increasing one’s knowledge and regularly developing one’s skills in engaging and learning from people who are different from oneself. Continuous learning is vital for successfully thriving in an increasingly diverse work environment.

Scale: Relies on one source for gathering information 1 2 3 4 5 Learns from various sources

Relies on one source for gathering information: Uses one source, relationship or experience and generalizes it to interpret the behaviors or approaches of others.

Example: Listens for rebuttal rather than understanding. Proselytizes or denigrates someone else’s religion. Makes comments that trigger stereotypes or biases about women, LGBT, people with disabilities, age differences or ethnic or racial minorities.

Learns from various sources: Realizes that people with different life experiences bring different perspectives, ideas and approaches to the ways in which work can be accomplished. Recognizes that there may be a variety of ways to see, experience, and approach work and allows for different methods and approaches to be learned and utilized.

Example: Attends inclusion programming and participates in diversity forums and presentations offered at UMMS (e.g. Martin Luther King Day of Celebration, Women’s History Month, LGBTA Convocation Week Welcome Luncheon, International Festival, Diversity Summits, National Minority Health Month, Hispanic Heritage Month Celebration, Campus Read, Diversity Speaker Series).