

Cultural Competency & Diversity at DHS

Valuing, Embracing and Implementing



TOOLS FOR MANAGERS





TABLE OF CONTENTS

Background Information and Overview of this Packet	3
Technical Assistance	4
Section I – Self Awareness	5
DHS Core Values	7
Cultural Competency Flyer	9
Self-Assessment.....	10
Check List for Sustaining My Learning	14
Section II – Cross-Cultural Knowledge and Skills.....	15
A Manager’s Guide To Sustaining a Welcoming Work Place.....	17
Welcoming & Culturally Competent Environment.....	20
Section III – Empowering & Advocacy	23
Section IV – Diverse Workforce.....	23
Suggestions for How-To Use DHS Policies.....	24
Section V – Professional Development	25
Section VI – Language Diversity.....	26
Other Languages in the Workplace	28

Created in collaboration with the Diversity Development Coordinating Council
Published in March 2008



TOOLS FOR MANAGERS

BACKGROUND INFORMATION

In 2003, the DHS Cabinet adopted standards and guidelines to assist in implementing cultural competency as an organizational practice in the Department.

The DHS Diversity Strategic Plan, developed by the Diversity Development Coordinating Council (DDCC), is being implemented across DHS.

Beginning in 2007, DHS began a process to more consistently convey expectations to our workforce about diversity and cultural competency. By attending the required training *Cultural Competency & Diversity at DHS*, all employees have the opportunity to build shared meaning about these expectations.

Managers are key to helping DHS successfully value and embrace these principles through the development of employees' diversity knowledge and cultural competency skills, and creating welcoming environments in DHS offices.

Becoming culturally competent is a life long endeavor of experience and continuous learning.

This packet of Tools will assist Managers to transfer the learning acquired from the classroom to the workplace.

HOW THIS PACKET IS ORGANIZED

The training courses on cultural competency support several of the standards and guidelines adopted by DHS Cabinet in 2003. These are the areas in which DHS managers can most easily help employees increase awareness and skills.

- I. Self-Awareness
- II. Cross-cultural Knowledge and Skills
- III. Empowerment and Advocacy
- IV. Diverse Workforce
- V. Professional Education
- VI. Language Diversity



HOW TO USE THESE TOOLS

This packet is organized by these Standards or Guidelines.
For each section you will find:

- **DEFINITION** - of the expectation of employees in this area
 - **LIST OF TOOLS** – handouts and web links
 - **SUGGESTIONS FOR HOW TO USE** – the material in this packet
 - **HANDOUTS**
1. **Take the self-assessments.** Use these to observe your own level of awareness about cultural competency. Make choices about how you might want to pursue your own learning.
 - a. Page 10 - Self-Assessment of Cultural Competence
 - b. Page 16 - Manager’s Guide to Sustaining A Welcoming Workplace
 2. **Set aside time in your staff meetings** over the course of the next 3-12 months and keep diversity or cultural competency as a topic of conversation. Review the suggestions for how-to-use these materials with your staff. Promote the concept of *creating a welcoming environment* through these discussions.
 - a. Page 10 - Self-Assessment of Cultural Competence
 - b. Page 13 - Checklist of Sustaining My Learning
 - c. Page 19 - Welcoming & Culturally Competent Environment: Worksite Checklist for Work Teams
 - d. Page 28 - Other Languages In The Workplace
 3. **Review the policies** and guidelines listed in the packet on pages 23-24.

TECHNICAL ASSISTANCE

For questions about diversity, cultural competency, creating a welcoming environment, diversity committees, DHS Diversity Strategic Plan, and for questions about using these handouts:

Marita Baragli, DHS Diversity Coordinator
Marita.baragli@state.or.us (503) 947-5287

For help in recruiting a diverse workforce and workplace issues:

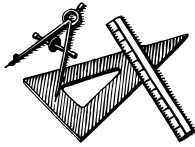
HR Analyst for your office
DHS Office of Human Services – (503) 945-5698



I. SELF-AWARENESS

DHS employees shall develop an understanding of their own personal and cultural values and beliefs as a first step in appreciating the importance of multicultural identities in the lives of people.

TOOLS FOR MANAGERS



- DHS Core Values
- Respect (flyer)
- Cultural Competency (flyer)
- Self-Assessment of Cultural Competence
- Checklist for Sustaining My Learning



How To Use

DHS CORE VALUES AND CULTURAL COMPETENCY FLYER

CREATE YOUR OWN TALKING POINTS

Use the DHS Core Values when setting context for discussions and activities in staff meetings where diversity or cultural competency is an agenda item. Diversity is included in the core value of Respect.

Use the Cultural Competency flyer when setting context for discussions in staff meetings where employees can focus on actions they can take in the workplace. This flyer is handed out at the training *Cultural Competency & Diversity at DHS: Valuing, Embracing and Implementing*. There is also a brochure with similar content that is handed out in the training. Both of these highlight the responsibilities that each DHS employee has in becoming more culturally competent.

TECHNICAL ASSISTANCE

Marita Baragli, DHS Diversity Coordinator
Marita.baragli@state.or.us (503) 947-5287

Lisa Harnisch, DHS Core Values Initiative
Lisa.S.Harnisch@state.or.us (503) 945-6304



DHS CORE VALUES

Integrity - We maintain the highest standards of individual and institutional **INTEGRITY**.

Integrity is demonstrated by taking the right action. It is the willingness to do what is right even when no one is looking. It is each person's "moral compass". It is a reflection of one's character and demonstrates principles like honesty, loyalty, courage, justice, self-respect and humility.



Stewardship - Because all Oregonians have a stake in the actions of public sector employees, we are accountable in action and attitude for this **STEWARDSHIP** of the public trust.

All DHS employees, regardless of job title or classification, are stewards of the public trust, and use public resources to fulfill the DHS mission of assisting people to become independent, healthy and safe.

Responsibility - We take **RESPONSIBILITY** for our actions.

DHS has relationships with several populations – the public, customers, clients, partners, volunteers, contractors, other governmental bodies and the Legislature. We understand that each of these relationships requires us to accept different responsibilities and that we manage these responsibilities to advance the DHS Mission.

Respect - We **RESPECT** the **DIGNITY** and the **DIVERSITY** of our colleagues, communities and people we serve.

We treat each person with dignity, fairness and respect. We respect the diversity of our workforce, our community, and our customers. We are attentive to personal dignity and receptive to diversity of ideas. We recognize the value of respecting individuality, personal experience and varied cultural backgrounds.

Professionalism - We maintain the highest standards of **PROFESSIONALISM**

We all act professionally. Regardless of our formal expertise or credentials, and regardless of whether we interact with the public, other public officials, or our clients, we adhere to standards, methods, behaviors and personal characteristics demonstrated by the best workers in their respective fields.



AVAILABLE ON DHS WEBSITE FOR DOWNLOAD

www.dhs.hr.state.or.us/corevalues

We treat each person with DIGNITY, fairness and RESPECT. We respect the DIVERSITY of our workforce, our community, and the people we assist.

We treat each person with
RESPECT
Respect

We are attentive to personal dignity and receptive to DIVERSITY of ideas. We recognize the value of respecting individuality, personal experience and diverse cultural backgrounds.



- Integrity • Stewardship • Responsibility • **Respect** • Professionalism • 



OREGON DEPARTMENT OF HUMAN SERVICES

CULTURAL COMPETENCY

Valuing, embracing and implementing cultural competency and diversity at DHS.

Employee's responsibilities:

Engage in self-assessment

- Identify personal cultural paradigms
- Awareness & acceptance of differences

Adapt to diversity

- Embrace the dynamics of differences
- Acquire cultural knowledge
- Adapt skills and practices
- Be inclusive and respectful in communication
 - » State intent
 - » Share impact
 - » Check assumptions
 - » Ask questions respectfully

Assume positive intent

- Allow each other to try, make mistakes, learn and grow
- Uphold continuous learning about diversity and cultural competency

DHS vision for diversity:

Welcome and actively value the diversity of staff, customers and partners.

- Provide culturally and linguistically competent services
- Create and sustain welcoming environments that are inclusive and respectful.



What is cultural competency?

DHS defines cultural competency as the process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, abilities, religions, genders, sexual orientations and other diverse backgrounds in a manner that recognizes, affirms and values the worth of individuals, families and communities, while protecting and preserving the dignity of each. Operationally defined, it is the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices and attitudes that create cultural settings in which quality of services produce better outcomes.

What is diversity?

Diversity has been defined as "the mosaic of people who bring a variety of backgrounds, styles, perspectives, values, and beliefs as assets to the groups and organizations with which they interact."

Diversity also means recognizing the uniqueness of everyone and valuing the contribution that each of us can make.



"Cultural competency and diversity are important. They make DHS a better place to work, they benefit all of us personally, and by better understanding our diverse customer needs, it helps us to provide customers and communities with outstanding services." — Dr. Bruce Goldberg, DHS Director

DHS CORE VALUES: integrity, stewardship, respect, responsibility and professionalism



HOW TO USE SELF-ASSESSMENT OF CULTURAL COMPETENCE

STAFF MEETING ACTIVITY



- Prepare to use this in a staff meeting type of setting. Assure that everyone will have their own copy. Set the stage for this to be a topic of conversation in an upcoming staff meeting.
- In staff meeting, hand out and introduce the topic by explaining:
 - DHS supports the concept that cultural competence is a developmental process and evolves over an extended period. Both organizations and individuals are at various levels of awareness, knowledge and skill acquisition along the cultural competence continuum. Self-assessment as an ongoing process, not a one-time occurrence. Taking this inventory periodically offers us the opportunity to assess progress over time.
 - There are no answer keys and no "right" answers.
 - The scale is provided to
 - indicate individual strengths and areas for growth.
 - identify actions you can take to increase your skills
 - Mention the DHS Core Values
- Allow time for individuals to do the self-assessment and add up their points.

LEAD A DISCUSSION



- Ask questions, such as,
 - what insights or observations did you have?
 - how can we use this information in our office?
- Alternative: Handout a scrap of paper to each person and ask them to write down their rating, fold and then collect. Assure total anonymity of answers. Have someone help you add up and average the ratings.
 - Use this information to inquire – what else can we do to increase our cultural competence in this office?

TECHNICAL ASSISTANCE

Marita Baragli, DHS Diversity Coordinator
Marita.baragli@state.or.us (503) 947-5287



SELF-ASSESSMENT OF CULTURAL COMPETENCE

As a member of DHS, the knowledge you have of yourself and others is important and reflected in the ways you communicate and interact. This assessment should assist you in reflecting on your level of cultural competency to increase and improve service delivery.

Rate yourself – Use rating scale from 1 (lowest) to 5 (highest)

1. I reflect on and examine my own cultural background, biases and prejudices related to race, ethnicity, gender, sexual orientation, disability, age, religion and other factors that may influence my behavior at work.

1 2 3 4 5

2. I look at my own attitudes and behaviors to determine how I am processing information and delivering services to diverse staff, clients and customers.

1 2 3 4 5

3. I educate myself about the culture and experience of other races/religions/ethnic groups/economic classes/sexual minorities/gender / and disability groups by attending classes, workshops, cultural events, reading, interacting, etc.

1 2 3 4 5

4. I intervene, in an appropriate manner, when I observe others engaging in behaviors that appear culturally insensitive or reflect prejudice.

1 2 3 4 5

5. I avoid stereotyping and generalizing about a person based on their group identity, gender, race, ethnicity, sexual orientation, age, disability, religion, and other diverse factors.

1 2 3 4 5



6. I honestly believe that all staff, peers, and customers are capable of succeeding regardless of their race, ethnicity, gender, sexual orientation, age, disability, and religion.

1 2 3 4 5

7. I am open to changing my behavior/style from ways that are comfortable to me to ways that may be more helpful and better serve diverse staff, peers, and customers.

1 2 3 4 5

8. I am willing to initiate changes which will better serve staff, consumers, and other program participants from diverse cultures.

1 2 3 4 5

Self Awareness Rating

32 to 40 points:

You have given thought to and are actively involved in talking and addressing some of these issues.

19 to 26 points:

Your honesty with yourself is an asset. Think about the areas that you have not thought about before. What insights do they help you discover? Now try talking and addressing these insights with people who are different from you.

10 points or less:

Give yourself some time for introspection. You may find that it is easier to first talk this over with someone whose background is similar to yours. Without meaning to harm others, you may be unconsciously perpetuating culturally biased behaviors



How To Use

CULTURAL COMPETENCY: CHECKLIST FOR SUSTAINING MY LEARNING

STAFF MEETING ACTIVITY



- In a staff meeting, have a conversation about sustaining the learning for the team on becoming more culturally competent.
- Handout the Checklist For Sustaining My Learning and give time to read it over.
- Ask that people complete this individually.

LEAD A DISCUSSION



- Ask questions to generate conversation and build shared understanding about what more the work team can do. For example:
 - This list provides some great ideas that we can use to sustain our learning together. What stood out to you? What are some things we can do, as a work team, to continue to learn more about cultural competency?
 - As people identify ideas, ask things like:
 - What does that mean to you?
 - How do you see us doing that?
 - What resources would we need to make that happen?
 - If budget is an issue, be realistic in the choices the group can pursue. For example, bringing in speakers to a staff meeting may not require an expenditure.

TECHNICAL ASSISTANCE

Marita Baragli, DHS Diversity Coordinator
Marita.baragli@state.or.us (503) 947-5287



CULTURAL COMPETENCY: CHECKLIST FOR SUSTAINING MY LEARNING

Place a checkmark by the statements that reflect your intentions to learn more about and become more skilled at cultural competency.

____ 1. I will continue to expand my experiences and interactions with diverse individuals and groups.

Examples:

____ 2. I will access DHS resources on cultural competency and diversity in order to expand and develop my knowledge and skills working with diverse individuals and groups.

Examples:

____ 3. I will continue to research and read about diverse cultural groups and their needs.

Examples:

____ 4. I will attend workshops, trainings, and lectures about diversity and cultural competency.

Examples:

____ 5. I will participate in a book club or study group related to diversity and cultural competency.

Examples:

____ 6. I will advocate for time in staff meetings for sustaining the learning on cultural competency.

Examples:

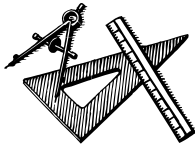
____ 7. I will maintain an open mind and a willingness to learn through all of my experiences with diverse individuals and groups.



II. CROSS-CULTURAL KNOWLEDGE AND SKILLS

DHS employees shall have and continue to develop specialized knowledge and understanding about the history, traditions, values, family systems, and artistic expressions of major client groups served, and shall use appropriate methods, skills and techniques that reflect an understanding of the role of culture in the helping process.

TOOLS FOR MANAGERS



1. Handouts:

- A Manager's Guide to Sustaining a "Welcoming Work Place"
- Welcoming & Culturally Competent Environment: Worksite Checklist for Work Teams

2. Located on the DHS Diversity Web Page:

- www.oregon.gov/DHS/aboutdhs/diversity/tools_resources/
- Checklists for the office environment and workplace skills
 - The Platinum Rule (poster)
 - Suggestions for celebrating diversity
 - Diversity Definitions and Terms
 - Dimensions of Diversity Chart
 - DHS Standards and Guidelines for Cultural Competency and Gender Specific Services.
 - "State of the Village" Report

3. DHS Management Training

- <https://dhslearn.hr.state.or.us>
- Essentials of HR Management
 - NetLink: New Employee Orientation – Managers' Roles & Responsibilities

4. Links to free resources

- Toolkit for Cross-Cultural Collaboration
<http://www.awesomelibrary.org/multiculturaltoolkit.html>
- The National Center for Cultural Competence offers resources how to deliver culturally competent services and develop a culturally competent workforce.
<http://www11.georgetown.edu/research/gucchd/nccc/>



How To Use

A MANAGER'S GUIDE TO SUSTAINING A WELCOMING WORK PLACE

TAKE THIS INVENTORY ON YOUR OWN



- This inventory is intended for you, the manager, to complete on your own.
- Read the statement and consider if this is something that you need to begin doing, is something you would like to learn more about, or is something that you do very well.
- Identify 1-3 areas that you would like to do more of or learn more about as a way to increase the sense of inclusion and welcome in your workplace.
- Review the other resources listed and consider what you'd like to do. For example:
 - To assist with employing staff that reflect the community you serve, take the DHS Management training courses.
 - For help with local diversity events, check out the Celebrating Diversity suggestions on the DHS Diversity website.
 - To provide consistent New Employee Orientation sign up for the NetLink for managers about NEO resources.

TECHNICAL ASSISTANCE

Marita Baragli, DHS Diversity Coordinator
marita.baragli@state.or.us (503) 947-5287



A MANAGER'S GUIDE TO SUSTAINING A WELCOMING WORK PLACE

As a DHS Manager, your leadership in creating a welcoming work place is sometimes key to employee retention, and customer satisfaction. Read the statement and indicate if this is something that you need to begin doing, is something you would like to learn more about, or is something that you do very well. There are no 'right' answers. You will use the information to identify what you would like to learn more about.

1. I welcome DHS staff and clients, by positively acknowledging their cultural identity(ies).
I need to initiate ___ **I need additional Work** ___ **I already do** ___

2. I work to ensure that the makeup of the workforce reflects and take into consideration the community that we serve.
I need to initiate ___ **I need additional Work** ___ **I already do** ___

3. During meetings and interaction with staff I discourage any one person (including myself) from dominating "air time".
I need to initiate ___ **I need additional Work** ___ **I already do** ___

4. I confront offensive or derogatory attitudes, slurs or jokes and make it clear that they are not welcome at DHS.
I need to initiate ___ **I need additional Work** ___ **I already do** ___

5. I take the lead and also empower staff in planning events that celebrate diversity.
I need to initiate ___ **I need additional Work** ___ **I already do** ___

6. I ensure the selections of activities at DHS sponsored functions take into account the diversity as well as the personal preferences of participants.
I need to initiate ___ **I need additional Work** ___ **I already do** ___

7. I support a strong orientation program for new employees and/or staff in a new position.
I need to initiate ___ **I need additional Work** ___ **I already do** ___



8. I assign a mentor or coach to every new employee and/or staff in a new position.
I need to initiate___ **I need additional Work** ___ **I already do**___

9. I actively create an open communication environment for staff.
I need to initiate___ **I need additional Work** ___ **I already do**___

10. I make every attempt to ensure office(s) that I supervise are easily identifiable, clean, accessible, and in compliance with ADA.
I need to initiate___ **I need additional Work** ___ **I already do**___

11. I ensure that DHS office(s) that I supervise show décor that reflects and celebrates the diversity of the people we serve.
I need to initiate___ **I need additional Work** ___ **I already do**___

12. I know the cultural background of clients and customers in our service area, and make conscious accommodations to welcome them.
I need to initiate___ **I need additional Work** ___ **I already do**___

13. I identify and/or facilitate learning opportunities for staff.
I need to initiate___ **I need additional Work** ___ **I already do**___

14. I ensure that clients/consumers are able to communicate with us through language or sign interpreters or bilingual staff, as appropriate.
I need to initiate___ **I need additional Work** ___ **I already do**___

15. I know about the DHS cultural competency program and use their resources to better understand and help clients, consumers and staff.
I need to initiate___ **I need additional Work** ___ **I already do**___

16. I promote the formation or continuing existence of a diversity committee to develop opportunities that enrich culturally competent services for clients/customers and staff.
I need to initiate___ **I need additional Work** ___ **I already do**___



How To Use WELCOMING & CULTURALLY COMPETENT ENVIRONMENT: CHECKLIST FOR WORK TEAMS

STAFF MEETING ACTIVITY



LEAD A DISCUSSION



TECHNICAL ASSISTANCE

- Consider whether you want to do all of it at one time, or one section per meeting over the course of several meetings.
- Managers set the context for ‘creating a welcoming environment’ in DHS offices. Review the reasons why it is important in your office. Set the stage for how the results of the checklist will be used in your office.
- Give each staff person a copy and time to complete their ratings. They are rating to what extent the work team values and practices creating a welcoming environment.
- Facilitate a conversation about where staff feels the office is doing well and where it can do better. Cover one section at a time. Ask questions, such as:
 - In the section on Facilities – what are we doing well? Where can we do better?
- Some employees may feel ‘unsafe’ to speak up about their observations of the office environment. That’s ok.
- Help the team come to a sense of agreement on what the office can do differently to increase practices that help create a welcoming environment. Help show that everyone has a role to play in this engagement.
- Avoid making anyone feel ‘wrong’ about their behavior. Focus on learning together; reinforcing each other in trying to increase behaviors that are more culturally competent.

HR Analyst for your office
 DHS Office of Human Services (503) 945-5698
 And
 Marita Baragli, DHS Diversity Coordinator
marita.baragli@state.or.us (503) 947-5287



WELCOMING & CULTURALLY COMPETENT ENVIRONMENT: CHECKLIST FOR WORK TEAMS

This checklist is intended to provide guidance to DHS employees about creating or maintaining both a client/customer service environment and an office environment for co-workers that are respectful, inclusive and culturally competent.

It provides concrete examples of the kinds of values and practices that foster such an environment where customer and co-workers feel welcomed and included.

Directions: Please select A, B, or C for each item listed below.

- A= Frequently
- B= Occasionally
- C= Rarely or never

I. Facilities/Physical Worksites

- _____ 1. Our office or worksite is easily identifiable, free from clutter, and physically accessible.
- _____ 2. The lobby and/or worksite displays pictures, posters, and other materials reflecting the cultures and ethnic backgrounds of clients/customers served by the program or Division.
- _____ 3. Equipment is available to accommodate the needs of customers/clients (video relay systems, telephones with amplification, computers with screen readers, ergonomic keyboards, etc.).
- _____ 4. Signs are in large print, clear and use at least a 70% color contrast to ensure visibility.
- _____ 5. There are clear, multi-lingual signs about linguistic services available in the office posted in the front desk area.



II. Personal Interactions/Communications

- _____ 1. Clients/customers are able to communicate via bilingual staff; language interpreters, or sign language interpreters. Staff members know how to access sign interpretation and language services.
- _____ 2. Information about programs, services, and other functions is available upon request in a variety of formats including large print, Braille, audio tape, and computer diskette.
- _____ 3. Office staff is careful to be professional and respectful concerning their body language. We are also aware of what is acceptable with the diverse clients/ customers served.
- _____ 4. When necessary, we use alternatives to written communications with clients as verbal communication may be a preferred method of receiving information.
- _____ 5. We understand that a limitation in English proficiency is not a reflection of level of intellectual capacity or ability to communicate in the person's primary language.
- _____ 6. We seek information from community partners, and client/customers to help respond appropriately to the needs and the preferences of the diverse groups served by the office or program area.
- _____ 7. We "SMILE" in greeting clients and staff as we interact in the workplace, because this is seen as welcoming in most cultures.
- _____ 8. We treat clients/customers with respect by being sensitive to the timing in communication and by showing respect for providing an individual his/her personal space.
- _____ 9. We are sensitive to the impact on others in the workplace concerning the use of personal cell phones, radios, and other technical audio/visual devices.
- _____ 10. In this office, we recognize that some individuals may have sensitivity to cologne, perfume, perfumed lotions, and scented hair products. When we are provided feedback about a fragrance we respond respectfully and professionally.



III. Values and Attitudes

- _____ 1. We attend training to enhance knowledge and skills in the provision of services and supports to culturally, ethnically, racially, linguistically and other diverse groups.

- _____ 2. We are committed to seeking out experiences that expose us to diverse backgrounds, ethnicities, abilities etc. (e.g. cultural events, one-on-one conversations, guest speakers at staff meetings, etc.).

- _____ 3. We try to be aware when we might be passing judgment, or imposing our own values on those who hold different beliefs.

- _____ 4. We, staff and managers, advocate and participate in the review of programs or agency's mission statements, goals, policies, and procedures to insure that they incorporate principles and practices that promote cultural diversity and cultural competence.

How To Use Your Answers

- There is no answer key with correct responses. However, if you frequently responded “C”, the office or worksite you rated may be less inclusive and welcoming, and may benefit from discussion about and implementation of practices that promote a diverse and culturally competent environment.

- Use this checklist to identify a few areas that the work team can start working on to improve practices that promote welcoming environments for staff and clients/customers.

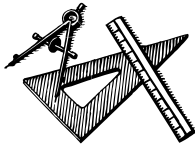
- For Technical Assistance about what things your work team can do, contact:
Marita Baragli, DHS Diversity Coordinator
Marita.baragli@state.or.us (503) 947-5287



III. EMPOWERMENT AND ADVOCACY

DHS employees shall be aware of the effect of social policies and programs on diverse client populations, advocating for and with clients whenever appropriate.

TOOLS FOR MANAGERS



Links to relevant DHS policies for Empowerment & Advocacy

- Gender-Specific Services for Children and Youth. DHS-010-004
http://www.dhs.state.or.us/policy/admin/exec/010_004.htm
- Non-Discrimination on the Basis of Disability for Programs, Services and Activities. DHS -O10-005
http://www.dhs.state.or.us/policy/admin/exec/010_005.htm

Located on the DHS Diversity Web Page:

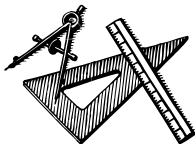
www.oregon.gov/DHS/aboutdhs/diversity/

- Guidelines For DHS Diversity Committees: Forming, Storming, Transforming, and Performing

IV. DIVERSE WORKFORCE

DHS employees shall support the DHS policies and programs designed to recruit, hire and retain a diverse workforce at all levels of the organization.

TOOLS FOR MANAGERS



Link to relevant DHS Human Resource policies

<http://www.dhs.state.or.us/policy/admin/hrlist.htm>

- Maintaining a Professional Workplace. DHS-060-038
- Reasonable Accommodation Policy. DHS-060-034
- DHS Discrimination and Harassment Free Workplace. DHS-060-034

DHS Training <https://dhslearn.hr.state.or.us>

- Cultivating A Diverse Workforce



How To Use DHS POLICIES

RESEARCH



EMPOWERMENT & ADVOCACY – DHS POLICIES – SEE PAGE 23.

- Inquire of your own manager, or Division policy analysts, using questions to build shared meaning, such as:
 - In what way is the Division implementing and promoting the policy?
 - What is expected of you / your employees on this?
- Consider how the policy relates to your work team, or client/customer service and make changes, as needed.

DIVERSE/WORKFORCE – DHS HR POLICIES – SEE PAGE 23

- As needed, inquire of the HR Analyst serving your office what is expected of you and your employees around this policy?

LEAD A DISCUSSION



- Review one of the policies in staff meeting; provide a copy of the policy, if needed (allow time for reading it over).
- Lead a discussion using questions such as:
 - What insights or observations do you have after reviewing the policy?
 - How are we using this policy, now, in our office?
 - Validate, acknowledge, and recognize those who are using the policy as intended.
 - Ask, what more can we do to support and promote this policy?

TECHNICAL ASSISTANCE

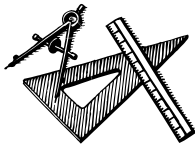
HR Analyst for your office
 DHS Office of Human Resources (503) 945-5698
 and / or
 Marita Baragli, DHS Diversity Coordinator
Marita.baragli@state.or.us (503) 947-5287



V. PROFESSIONAL EDUCATION

DHS employees shall participate in educational and training programs that help advance cultural competency in the delivery of DHS services.

TOOLS FOR MANAGERS



1. **DHS Training** – <https://dhslearn.hr.state.or.us>
 - Staff Training
 - Cultural Competency and Diversity at DHS
 - Creating a Culture of Service
 - Disability Culture and Awareness
 - Management Training
 - Cultivating a Diverse Workforce
 - Essentials of HR Management (managers only)
 - VCON: Creating a Legal Work Environment
 - Annual DHS Diversity Conference
2. **Located on the DHS Diversity Web Page**
www.oregon.gov/DHS/aboutdhs/diversity
 - Guidelines For DHS Diversity Committees: Forming, Storming, Transforming, and Performing
 - Diversity Requirements for Managers: position descriptions and performance evaluations
 - DHS Diversity Strategic Plan
 - DHS Standards and Guidelines for Cultural Competency and Gender Specific Services
 - DHS Affirmative Action Plan
 - DHS Diversity Development Coordinating Council Members List
 - Books and Videos List
3. **Oregon State Library** – www.oregon.gov/osl

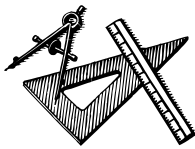
Contact OSL to borrow diversity videos for staff meetings; or books for your continuous learning. At the OSL website, navigate to Online Catalog. Click on the Subject tab. Type in words *diversity* or *cultural competency* in the dialog box. Click on “Search.”.



VI. LANGUAGE DIVERSITY

DHS employees shall seek to provide and advocate for the provision of information, referrals, and services in the language appropriate to the client, which may include the use of interpreters.

TOOLS FOR MANAGERS



1. **Handout:** Other Languages in the Workplace
2. **DHS Websites:**
 - **Alternate Format:** for help getting documents translated or converted to an alternate format, contact Forms and Document Management at (503) 373-0333 and the procedures for ordering Alternate Format documents are located at:
<http://www.dhs.state.or.us/policy/admin/formslist.htm>
 - **Deaf and Hard of Hearing Program** – located in the Governor’s Advocacy Office - (503) 373-7605. Policy and procedure for scheduling sign language interpreters for clients or staff is located at:
<http://www.dhs.state.or.us/policy/admin/execlist.htm>
3. **DHS Training:**
<https://dhslearn.hr.state.or.us>
 - **PHEP - Working with Interpreters in a Public Health Setting (C00338)**
4. **Language Interpreter Services:**
 - Optimal Phone Interpreters (DHS contract 112019)
1-877-746-4674
5. **Other Links:**
 - People First Language to ensure inclusion
www.disabilityisnatural.com



How To Use

HANDOUT: OTHER LANGUAGES IN THE WORKPLACE

LEAD A DISCUSSION



IDENTIFY COACHING NEEDS

TECHNICAL ASSISTANCE

- Handout the article and give time to read it over.
- After reviewing the article, ask questions to generate conversation and build shared understanding about the inclusion of other languages in *your* office. For example:
 - What insights or observations do you have after reading the article?
 - What stood out to you in the article?
 - How is that important to you, or in our office?
 - What are we already doing to support other languages in our office?
 - Validate, acknowledge, and recognize behavior that aligns with DHS Core Values and this article.
 - What more can we do?
 - As people identify ideas, ask things like:
 - What does that mean to you?
 - How do you see us doing that?
 - What resources would we need to make that happen?
- As you have this conversation, pay attention to whether staff may need a refresher on DHS Core Values, alternate format, securing foreign language interpreters, getting help for communicating with someone who has hearing or sight impairments. Provide coaching or arrange for training for your team.

Marita Baragli, DHS Diversity Coordinator
Marita.baragli@state.or.us (503) 947-5287



OTHER LANGUAGES IN THE WORKPLACE

One of the biggest diversity issues facing DHS today is the use of languages other than English in the workplace.

Dealing with languages in the office comes down to the Department's core values concerning professionalism, respect, and integrity. As managers, we should "lead by example," encourage staff to talk about this with each other in a respectful manner so that misunderstandings are avoided. Regardless of the language spoken, workplace communication must always be respectful.

Here are some questions and answers about this topic.

Q: Can DHS be an “English-only” workplace, to keep workers from conversing in languages that managers and other staff do not understand?

A: No. This is not in line with DHS' commitment to diversity. DHS welcomes and values the diversity of staff and customers (including their languages). Among the goals of the DHS diversity plan are:

- to provide culturally competent services;
- to create and sustain welcoming environments that are inclusive and respectful, regardless of the language spoken.

Q: Why do we hire bilingual staff at DHS?

A: It is a business necessity due to the clients and customers we serve. Language skills are as valuable to the organization as technical skills. And bilingual workers have to work at maintaining those skills by using their language in daily conversations, not only with clients but also with co-workers.

Q: Is it proper to speak a foreign language at work when others don't understand?

A: Here is where we need some "give and take." People conversing in another language need to be aware of others and respectful of their feelings. Don't ignore those around you, but acknowledge their presence and include them in the conversation if you can.



If you're on the "outside" of such a conversation, you also need to show respect and communicate clearly. Don't assume they're talking about you or trying to hide something or purposely "being rude." See the next section for some ideas about "office language etiquette."

Q: What can I do as a supervisor or co-worker?

A: Work together to create an "office language etiquette."

It's amazing how many misunderstandings can be cleared up by talking about them. Have a staff meeting to discuss the reasons why people speak another language on the job:

- Sometimes it is easier for people to speak their native language than to struggle with English, particularly for complex concepts.
- It can be a stress reliever for people to speak in their own tongue occasionally.
- It allows for a more accurate exchange of information.
- People may be insecure about their English language skills.
- Bilingual workers hone their skills by speaking in their second language.

Co-workers can create options and alternatives. Let people know how you feel:

- "When you speak together in another language, I feel left out," is one possibility.
 - Ask for a translation: "I'd like to hear your idea. Can you say it in English too?"
 - If you are speaking a language other than English, acknowledge others when they approach. You might say "Hi, we're talking about such-and-such..." and continue in English; or, "We just need to finish this thought and then we'll switch to English," or "I'm explaining something that he or she has a hard time understanding in English; we'll just be a minute."
-
-