Culturally Competent Leadership at Nonprofit Organizations

Dr. Duchess D. Humphrey

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Introduction by Dr. Kenneth Taylor
Founded in 2017, the Center operates with the belief that nonprofits are instrumental in creating opportunities for all. This happens through capable leadership, excellent governance, and engagement of stakeholders. We also recommit to the principles of public service and democracy and the value of diversity of thought and expression that have helped The Bush School since its inception.

Our Mission: The CNP supports a vibrant nonprofit and philanthropic sector in Texas and beyond, through high quality research, professional outreach and engaged learning.

**Educational Opportunities**

- Master of Public Service & Administration
- Executive Master of Public Service & Administration
- Certificate in Nonprofit Management
- Certificate in Nonprofit Leadership; continuing and professional education
Epidemiologist Specialist and Special Projects Supervisor for the Tarrant County Public Health Department

Ph.D. in Public Administration from the University of North Texas (UNT)

Research and scholarship focuses on Public and Nonprofit Governance and Culturally Competent Leadership

Lecturer at UNT and serves as a Subject Matter Expert for the CNP
WHY CULTURALLY COMPETENT NONPROFIT LEADERSHIP?

Civil Society

Voluntary Action

Facilitators of TRUST, SOCIAL INCLUSION, and COMMUNAL ENGAGEMENT (Putnam 2000)
WHY IS CULTURAL COMPETENCY IMPERATIVE FOR NONPROFIT LEADERSHIP, CONT’D

**Demographic Profile of Boards and Executives**

<table>
<thead>
<tr>
<th>Race &amp; Ethnicity</th>
<th>Chief Executive</th>
<th>Board Chair</th>
<th>Board Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>92%</td>
<td>90%</td>
<td>84%</td>
</tr>
<tr>
<td>African American/Black</td>
<td>4%</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>Asian</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>&lt; 1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>&lt; 1%</td>
<td>&lt; 1%</td>
<td>&lt; 1%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>2%</td>
<td>1%</td>
<td>3%</td>
</tr>
<tr>
<td>Hispanic or Latino of any race</td>
<td>3%</td>
<td>2%</td>
<td>5%</td>
</tr>
<tr>
<td>Not Hispanic or Latino</td>
<td>97%</td>
<td>97%</td>
<td>95%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Chief Executive</th>
<th>Board Chair</th>
<th>Board Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>28%</td>
<td>58%</td>
<td>52%</td>
</tr>
<tr>
<td>Female</td>
<td>72%</td>
<td>42%</td>
<td>48%</td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
<td>&lt; 1%</td>
<td>&lt; 1%</td>
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</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>Chief Executive</th>
<th>Board Chair</th>
<th>Board Member</th>
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</thead>
<tbody>
<tr>
<td>65 or older</td>
<td>13%</td>
<td>29%</td>
<td>16%</td>
</tr>
<tr>
<td>50 to 64</td>
<td>56%</td>
<td>43%</td>
<td>41%</td>
</tr>
<tr>
<td>40 to 49</td>
<td>20%</td>
<td>17%</td>
<td>26%</td>
</tr>
<tr>
<td>Under 40</td>
<td>11%</td>
<td>11%</td>
<td>17%</td>
</tr>
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</table>

**Chief Executive Satisfaction with Current Board Diversity**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>9%</td>
<td>50%</td>
<td>41%</td>
</tr>
<tr>
<td>African American/Black</td>
<td>1%</td>
<td>42%</td>
<td>33%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>4%</td>
<td>21%</td>
<td>55%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>&lt; 1%</td>
<td>19%</td>
<td>28%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>2%</td>
<td>1%</td>
<td>3%</td>
</tr>
<tr>
<td>Hispanic or Latino of any race</td>
<td>3%</td>
<td>2%</td>
<td>5%</td>
</tr>
<tr>
<td>Not Hispanic or Latino</td>
<td>97%</td>
<td>97%</td>
<td>95%</td>
</tr>
</tbody>
</table>

**Board Chair Satisfaction with Current Board Diversity**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>19%</td>
<td>31%</td>
<td>41%</td>
</tr>
<tr>
<td>African American/Black</td>
<td>10%</td>
<td>39%</td>
<td>16%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>9%</td>
<td>71%</td>
<td>20%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>&lt; 1%</td>
<td>14%</td>
<td>19%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>2%</td>
<td>7%</td>
<td>19%</td>
</tr>
<tr>
<td>Hispanic or Latino of any race</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Not Hispanic or Latino</td>
<td>97%</td>
<td>97%</td>
<td>95%</td>
</tr>
</tbody>
</table>
THE STARTING POINT: CULTURAL COMPETENCE

- Cultural-based programming
- Multiculturalism
- Diversity training
- Political correctness
- Equal employment opportunity
- Affirmative Action
- Social equity
CULTURE AT THE ORGANIZATIONAL LEVEL

- Artifacts
  - Visible structures and processes
  - Observable behaviours
  - e.g. Symbols, Slogans, Published list of values

- Espoused Beliefs and Values
  - Ideologies, Goals, Aspirations
  - May not be consistent with “Published Values” Validated by shared experience

- Basic Underlying Assumptions
  - Unconscious, taken-for-granted beliefs and values
  - Determines perceptions and behaviours

Durnez, François 2015
COMPETENCE IS …

- Knowledge
- Attitude
- Ability
- Experience
- Behavior
WHAT IS CULTURAL COMPETENCY?

Respect for and understanding of diverse ethnic and cultural groups, their histories, traditions, beliefs, and value system in the provision and delivery of service (Mathews 2008).

A set of congruent behaviors, attitudes, and policies that come together in a system, agency or professional which enable that system, agency or professional to work effectively in cross cultural situations (Cross 1988, p.1).

The ability to effectively interact with individuals different from oneself (Wyatt-Nichol and Antwi-Boasiako 2008, p.79)
CULTURAL COMPETENCY MODEL

Learning about other cultures

- Culturally competent public agency service delivery professionals and providers
- Revision and refinement of public agency service delivery skills and practices
- Engaging and integrating cultural awareness, knowledge, and sensitivity into public agency and service delivery practices
- Knowledge and understanding of other cultures

Acknowledges culture's profound effect on program agency and public service delivery outcomes

Awareness of cultural differences among people
LEARNING ABOUT CULTURES

Integrate and transform knowledge about those being served.

Reviewing standards, policies, practices, and organizational culture.

Creating, negotiating, and institutionalizing at the organizational level.
ACKNOWLEDGEMENT OF THE INFLUENCE OF CULTURE ON THE ORGANIZATION

Risks and Strengths

Assets

Resources

Motivations
Awareness of Cultural Differences

Interpretation of intercultural experience

Minimize risk of *cultural imposition*!
Knowledge and Understanding of Other Cultures

Culturally appropriate resources.

Asking the important cultural questions through culturally competent evaluation.
ENGAGING AND INTEGRATING CULTURAL AWARENESS, KNOWLEDGE AND SENSITIVITY

Demonstration of a conceptual / substantive cultural understanding of the:

- History
- Values
- Policies
- Communication Styles
- Economy
- Beliefs/ Practices
Acknowledge culture as a prevailing factor.

Acknowledge the conflictual nature between the values of dominant mainstream group(s) and those of the minority.

Respect culturally defined needs.

Recognize the concepts of individual, family, and community differ.
Knowledge is sought.
Assessment and Evaluation.
Culturally-specific information.
New approaches are developed.
Cultural competency is championed!
Enhancing Culturally Competent Leadership

**Develop** a common understanding of cultural competency.

**Promote** an organizational culture that encourages constant and consistent learning.

**Evaluate** policies and charters to ensure the directives are supportive of outreach, transparency, and inclusiveness in the dissemination of information and advocacy of minority group rights.
ENHANCING CULTURALLY COMPETENT LEADERSHIP, cont’d.

Create a cultural competency action plan.

Recruit, mentor, promote, and retain a culturally diverse staff and board.

Allow staff to engage in cultural immersion.
UPCOMING EVENTS:
May 5, Introduction to the Situational Leadership Model
May 13, Performance Measures for Nonprofits
May 25 – 26, Leadership in Public Service Program
August 2021, Nonprofit Leadership and Social Justice Certificate offerings

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