





*This training was scheduled for a principals meeting in May but was postponed due to the COVID-19 closures. The training will completed prior June 1.

May 1, 2020

Cultural Competence in Interviewing



Topics

3

- ❑ What is Diversity?
- ❑ Why is Inclusion Important?
- ❑ What is “Culture?”
- ❑ Cultural Competence
- ❑ Vision of Cultural Competence
- ❑ Cultural Competence is...
- ❑ Revealing Unconscious Bias
- ❑ Comfort Level with Diversity
- ❑ Make Applicants feel Comfortable
- ❑ What if You’re Uncomfortable?
- ❑ Vision of Cultural Competence
- ❑ Interview Teams and Hiring Process
- ❑ Cultural Competencies for Interviewing
- ❑ Activity



What is Diversity?

4

- Means “difference”
- Inclusion is the end-goal
- Can have diversity w/o inclusion, but not the reverse
- Beyond Tolerance to Acceptance and Appreciation



Why is Inclusion Important?

5

- Inclusion drives diversity, the action word
- Historically, groups have felt excluded and under-represented in employment, in political process and in civic engagement
- Inclusion addresses **social equity** - Equality is not equity
- **Affirmative Action** – *An active effort to improve the employment and educational opportunities of members of minority groups and women; also: a similar effort to promote the rights of progress of disadvantaged persons. – Merriam Webster*
- **R.E.G.A.R.D.S.** – federally protected groups
 - **R**ace
 - **E**thnicity
 - **G**ender
 - **A**ge
 - **R**eligion
 - **D**isability
 - **S**exual Orientation



What is “Culture”?

6

- Values, attitudes, beliefs, experiences of a group of people.
 - ▣ Includes laws, customs, morals, language, traditions
 - ▣ Shared by members of a group
 - ▣ Transmitted from one generation to the next
 - ▣ Culture shapes behavior, impacts perceptions (world view)
 - ▣ Culture is ever-dynamic, ever-changing



Cultural Competence

7

- Cultural competence is a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enables effective work in cross-cultural situations. (npin.cdc.gov)
- Becoming culturally competent means promoting respect and understanding of diverse cultures and social groups, and recognizing each person's unique abilities and attributes.



Vision of Cultural Competence

8

To embrace ***inclusion*** as the standard of how the SDIRC does business internally and externally, promoting respect and understanding, valuing and appreciating human difference, and upholding the experience of equity and social justice in all of the SDIRC's policies and interactions.



Cultural Competence is...

9

- A process, not a goal; a way of “being”
- Today’s standard of doing business and educating our students
- A way of improving our service delivery to students and employees
- A way of expanding our capacity to work with one another



Revealing Unconscious Bias

10

- Prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair
- Interviewers Perspectives: Bias may be unconscious to an interviewer, but an applicant may notice
 - Have you assumed that an applicant is a particular race because of his/her name?
 - Have you assumed that an applicant (based on his/her appearance) had vast knowledge about a particular subject/culture?
 - Have you assumed that because you are a part of a minority group that you are not prejudice?
- Applicants Perspectives: Interviewers biases often are revealed in the initial interaction with a diverse applicant



Comfort Level with Diversity

11

- Both skills and cultural competencies are important for interviewers related to:
 - ▣ An interviewer's comfort level with diversity
 - ▣ A diverse applicant's comfort level with the interviewer and the District

It is important to make applicants feel comfortable during an interview.



Make Applicants Feel Comfortable

12

- So applicants open up
 - ▣ Applicants at ease = interviewers obtain the information they need
- So applicants want to work with the District
 - ▣ Remember, each person that the applicant meets reflects on the whole District
- So applicants will share a positive impression of our District with others in their communities
 - ▣ Applicants sharing a positive/negative impression of the District can affect future recruiting efforts



What if You're Uncomfortable?

13

- Diverse applicants generally feel more comfortable and welcomed with interviewers who are comfortable with them
- What if an applicant told you:
 - ▣ Something **unusual/different** about their **race/ethnicity** that you had not heard
 - ▣ That **he or she was gay**
 - ▣ About an **unapparent disability**
 - ▣ Something else that you would **rather not know**
 - ▣ ***How would you respond?***



Interview Teams and Hiring Process

14

- ❑ Whenever possible have a diverse interview team (gender/ethnicity/race)
- ❑ A minimum of 3 on the interview team
- ❑ Make sure that the interview team is consistent (same members) for all of the applicants for the same job
- ❑ Questions should be the same for all applicants



Cultural Competencies for Interviewing

15

- A Culturally Competent Interviewer:
 - ▣ Will understand and be able to manage his/her biases
 - ▣ Has a wide range of experiences with and a solid understanding of diversity
 - ▣ Will continue learning about and building skills for communicating across differences



Cultural Competencies for Interviewing

16

- A Non-Culturally Competent Interviewer:
 - Consciously or unconsciously, will allow bias, prejudice, and cultural misunderstandings to interfere with interviewing applicants for their skills, knowledge and abilities for a job.
 - Will allow common interests with an applicant, which are not job related, to become a topic of discussion during an interview and a deciding factor when hiring



Activity

17

- ❑ Form groups of 7-10 people.
- ❑ Three of the people will be the applicants (one applicant must be a diverse candidate, one a woman, and the other is the group's choice) (5 minutes)
- ❑ The three candidates will move away from the group after they are selected.
- ❑ The remaining group members will prepare for the interview including writing 5 questions for the position of Principal. (15 minutes)
- ❑ Conduct the interviews and select a candidate. (5 minutes per candidate – you should spend no more than 25 minutes on this part)
- ❑ Be prepared to report to the whole group your process and findings (did you experience any unconscious biases when interviewing, etc.)
- ❑ Sample Questions

