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The Goals



01

Understand Different Perspectives

02

Build Understanding and Humility

03

Improve Communication and Relationships

Agenda

01
Perceptions

02
Deep Culture

03
Cultural Competency vs Cultural Humility

04
Practical Tips

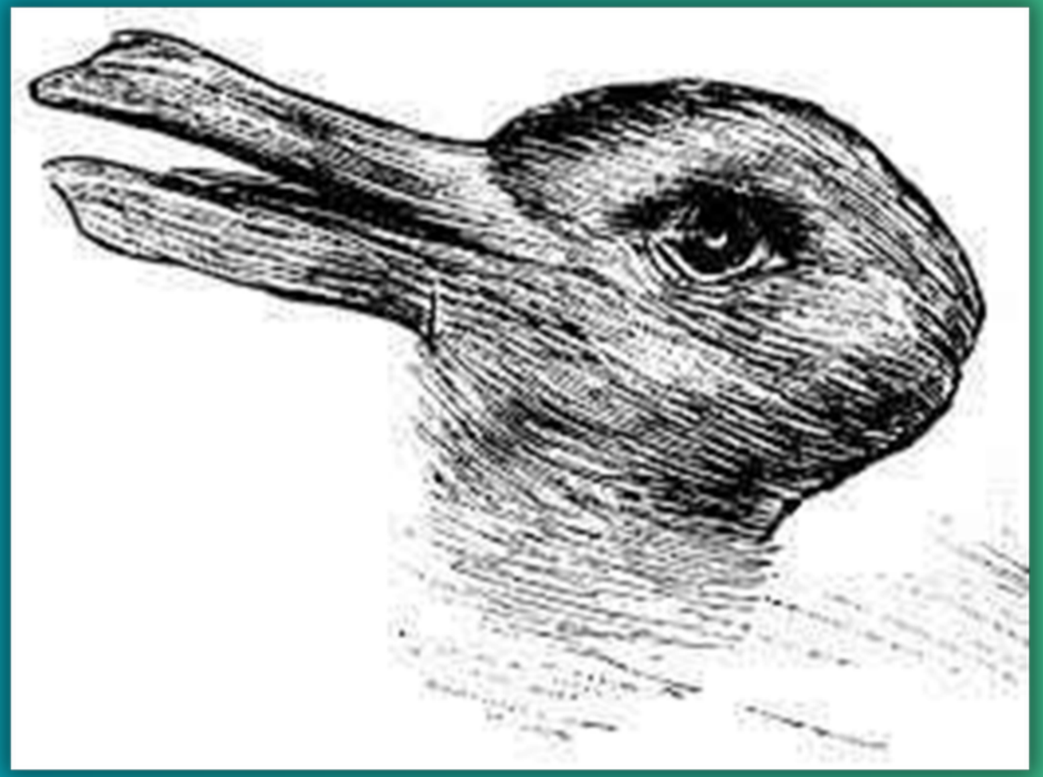

Perceptions



What do you see?



What do you see?



What do you see?

“We don’t see things as they are, we see them as we are.”

attributed to Anaïs Nin

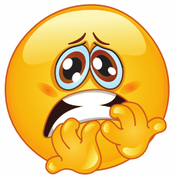
Think of a time when someone saw a situation totally differently than you did. What cultural background, life experience, or assumptions might have shaped each perspective?

What makes YOUR culture?



SURFACE

low emotional load



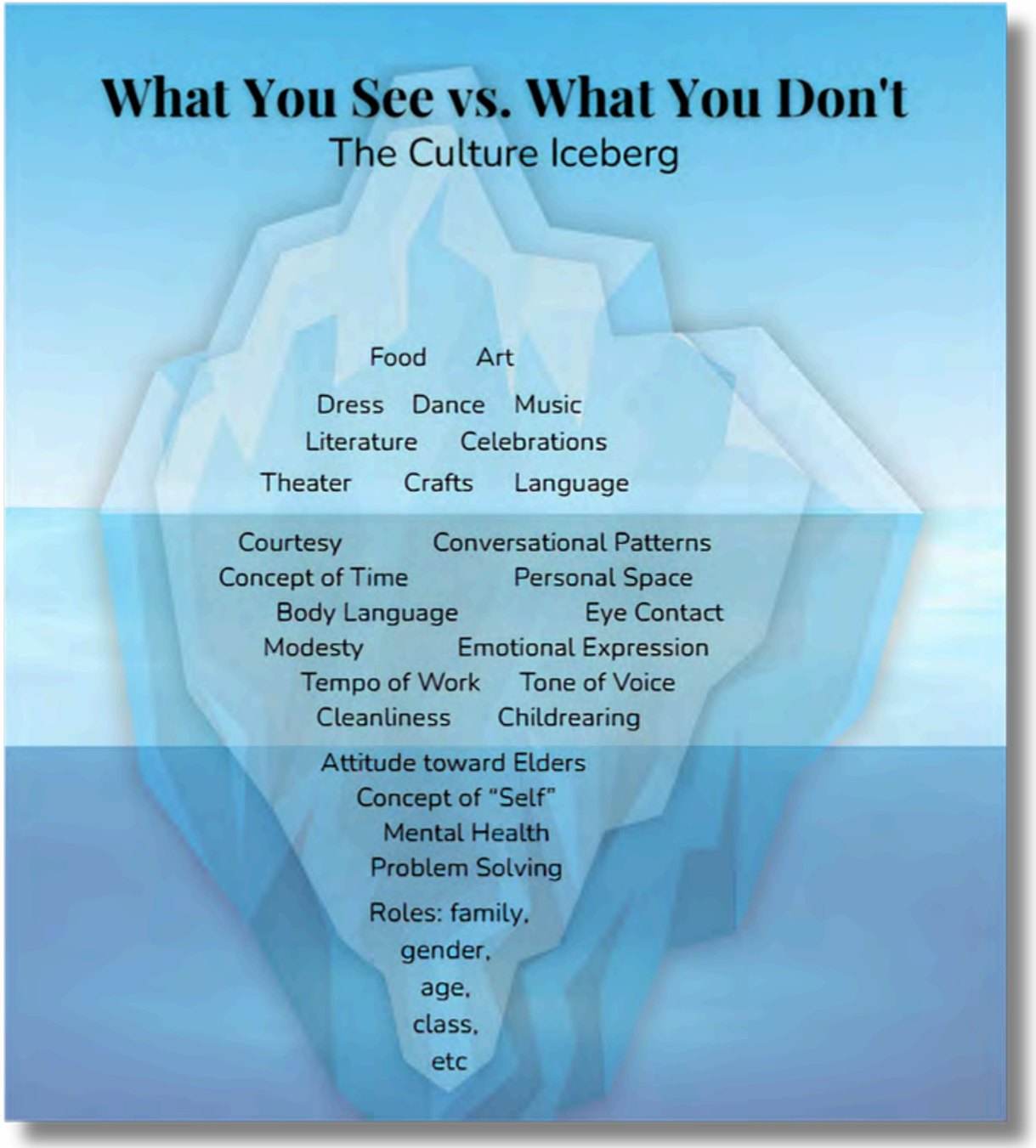
DEEP

high emotional load



UNCONSCIOUS

intense emotional load



Deep Culture



Concepts of Time & Relationships

At a small-town bank, Maria chats with Ben, the teller she's known for years, about his new baby and the county fair while making a deposit. Alex, new to town and waiting in line, grows frustrated, wondering why the line isn't moving and the teller isn't doing his job.

What's the impact?

What's the emotional load?

Deep Culture



Perspectives on Relating to a Boss

The supervisor asks if everyone understands the new task, and a worker quietly nods. Later, the task isn't done correctly. The worker didn't actually understand but didn't feel comfortable speaking up.

What's the impact?

What's the emotional load?

Your Turn



Everyday scenario

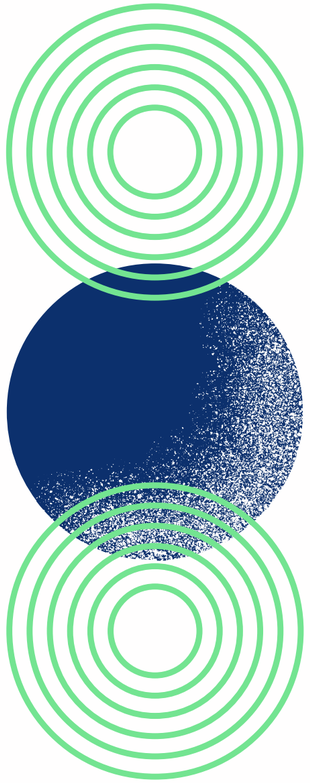
Think of an everyday scenario common to your workplace where you have felt cultural differences caused a breakdown. Consider the impact and emotional load of culture in this situation and brainstorm possible solutions.

What’s the impact?

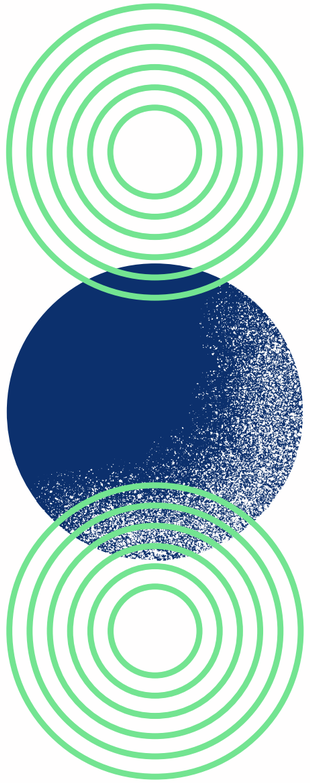
What’s the emotional load?

Cultural Competency *vs* Cultural Humility

Poll Question



	Cultural Competency		Cultural Humility
DEFINITION	The knowledge, attitudes, and skills to work effectively with people from different cultures.	**DEFINITION**	A lifelong practice of self-reflection, learning from the people you work with, and noticing how power shapes the relationship.
GOAL	Fewer misunderstandings and stronger working relationships.	**GOAL**	Relationships where others can teach you, correct you, and hold you accountable.
FOCUS	“Learning about them”	**FOCUS**	“Learning about myself in relation to them”
ASSUMPTION	Culture can be learned and mastered.	**ASSUMPTION**	Culture is too complex to master; individuals are the experts in their own experience



Cultural Competency

What do I need to know to handle this well?

Which skill would help here, such as plain language?

How will I know my message landed?

Cultural Humility

What assumptions am I bringing to this situation?

How does my role as supervisor shape what people feel safe telling me?

How can I stay open to feedback and correction?



A Name Is Part of Belonging

Quetzali recently joined the HR team. During several morning check-ins, her supervisor Linda pauses over her name and says, “I’m still working on that one—can I call you something shorter?” Quetzali has already shared the correct pronunciation more than once.

Quetzali smiles and moves on, but afterward she wonders whether correcting Linda again will matter. Over time, she begins to feel less visible on the team and less comfortable speaking up in meetings.

- What impact might Linda’s comments have, even if she does not mean harm?
- What could Linda do differently to show respect and cultural humility?
- How might repeated small moments like this affect belonging over time?



That’s Not the Way We Do It Here

- Carlos (employee)
- Rachel (supervisor)
- Jen (team member)

Carlos previously worked in manufacturing in El Salvador. During a team meeting, he suggests a safety-tracking method that worked well in his previous role. Rachel cuts him off: “We already have a process. Let’s not overcomplicate things.”

Carlos becomes quiet for the rest of the meeting and does not offer additional ideas. Jen notices but is unsure whether to say anything.

- What impact might Rachel’s response have on Carlos and the team?
- What could Rachel do differently to respond with curiosity and cultural humility?
- How could Jen help create space for Carlos’s perspective?



Who Gets Seen as Engaged?

Fatima, who joined the administrative staff two months ago, rarely speaks during brainstorming meetings and usually waits to be invited before sharing her ideas. Michael begins to see this as a lack of engagement and notes it in her evaluation.

What Michael has not yet explored is whether Fatima may be responding to different expectations about hierarchy, seniority, and when it is appropriate to speak in a group setting.

- How might Michael be interpreting Fatima’s behavior too quickly?
- What questions could Michael ask before labeling this a lack of engagement?
- What could Michael do to create more inclusive ways for Fatima to participate?

Practical Tips

Ask, don’t assume

- Learn and use everyone’s name correctly.
- Ask how people work best. Don’t guess.

Make It Easy to Speak Up

- Invite ideas in writing and in advance.
- Respond to new ideas with curiosity: “Tell me more.”

Check That Your Message Landed

- Use teach-back: “Tell me what you’ll do first.”
- Give plain-language instructions in writing, with visuals.
- Use 1:1 conversations to build trust.

Write one thing you learned today in the chat.