

Equity, Diversity and Inclusion Building Inclusive Teams

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University
of Regina

Go far, together.



Land Acknowledgement

We acknowledge that we are on Treaty 4 Territory with a presence in Treaty 6 and traditional territory of the Cree, Sauteaux (SO-TOE), Dakota, Nakota, Lakota in the homeland of the Métis Nation

That we who are located on this land are beneficiaries of this treaty.

We respect and honour the Treaties that were made on all territories

We acknowledge the harms and mistakes of the past and present, and we are committed to moving forward in partnership with Indigenous Nations in the spirit of reconciliation and collaboration.



Thank You

Office of Research Services

and

Office of Research Partnerships and
Innovations



Introduction

- My name is Sujatha Ross
- My pronouns are she/her
- I am a racialized woman
- I am five foot six inches with below the shoulder wavy black hair
- I am brown skinned and wear glasses
- I am wearing a
- I am the Equity, Diversity and Inclusion Advisor at the University of Regina
- My academic background is a PhD in Social Psychology
- I have lived and worked in India, Edinburgh, Scotland and Canada. I have worked with diverse groups and communities
- Engaging and Dialoguing with the campus community on how to create and foster inclusion



Self-care

The conversations we are having today may be difficult

Please feel free to opt out of parts of the session to take care of yourself if needed

Please feel free to connect and talk with me if you want to engage and take our conversation further

Connect with the health and wellness services on campus



Confidentiality and Participation

Share what you are comfortable sharing

We encourage each one to respect what is being shared and challenge the ideas when necessary and not people

Feel free to share the learning that has happened with others



Session Structure

1. Nature of teams
2. Why is intercultural competency important?
3. Culture
4. Cultural competency
5. Cultural humility
6. Intercultural competence
7. Impacts
8. Building Inclusive Teams



Brainstorm

Sports team

Leadership team

Departmental teams

Hybrid teams

Project teams

Research teams

Operational teams

Sales, Marketing, Finance, Legal teams



Teams are

Individuals committed to a common purpose

Share a common goal

Mutually accountable

Interdependent

Required to cooperate and collaborate to accomplish tasks



Team work is valued across multiple disciplines

Military, Health care, Social work, Business, Education, Sports, Politics

Team based learning improves students' performance

We bring **pre-conceived ideas** of how teams should be based on our personal experiences of being part of teams

Cultural scripts

Family, Community – school, friends

Participation in sports team

Social Media - online communities

Diverse Team members may not share an universal understanding of how a team should be

Hence we need to build cultural competency, cultural humility and intercultural competence



Why is Inter-cultural Competency important?

Demographic shifts and increasingly diverse populations

Globalization

Issues around cross-cultural interactions/ prejudice/ discrimination

Inclusive, interculturally competent teams are productive

2021 Census Data



Shows shifting demographics

1 in 4 Canadians were born outside of Canada

1 in 5 Canadians aged 15 and older have a disability

More recently, 2022, data shows that 27% of Canadians aged 15 and older have at least one disability

47.5% of employed individuals are women

5% Indigenous population

In a work place there are five generations

<https://www12.statcan.gc.ca/census-recensement/2021/dp-pd/prof/index.cfm?Lang>

<https://brookfieldinstitute.ca/evolving-population-future-of-work-in-canada->

<https://www150.statcan.gc.ca/n1/pub/11-627-m/11-627-m2023063-eng.htm>

University of Regina



More than a hundred countries represented

14.8% Indigenous students

25% International students

1600 active users of the U of R's accessibility services

The total number of students at the University of Regina is more than 16,000

Total number of employees is more than 3000



What does culture mean to us?

Canadian Settlement in Action: History and Future' by NorQuest College (2021) sets out the contextual nature of culture.

Culture includes aspects like language, food, dress, music, arts, literature

Culture can be shared values, beliefs and behaviours of groups of individuals.

Ross,S.P. (2000) discusses how participants in her study referred to community as existing due to

'shared ways of thinking, shared ways of relating, shared values, shared beliefs and shared ways of looking at things'

<https://openeducationalberta.ca/settlement/chapter/introduction-4/>

Ross.S.P, (2000), 'Identities of Employed Ethnic Minority Women'. Doctoral Thesis. University of Edinburgh



Three images are used as analogies for culture

Fish in a fish bowl

Influences of culture may not be apparent

Eyeglasses

We wear our cultural lenses to interpret situations

Onion rings

Layers of culture shape people

Hall (1976) gave the Iceberg Model of Culture

<https://openeducationalberta.ca/settlement/chapter/introduction-4/>

Hall, E.T. (1976). *Beyond Culture*, Anchor Books, New York

CULTURAL ICEBERG



Race, Age, Physical Abilities, Gender, etc.

Marital Status, Religion/Spirituality, etc.

Military Experience, Ethnic Background, Nationality, Educational Status, Socioeconomic Status, Language, Sexual Orientation, Political Affiliation, Hobbies, Family Roles, Health Status, etc.



Cultural Competency

Cultural competency is learning about another culture's language, customs, beliefs and values.

Service providers use the knowledge to offer responsive services

<https://www.betterup.com/blog/cultural-humility-vs-cultural-competence>



An example

A collaborative research project is initiated involving teams from a Western University and a University in an East Asian Country. The lack of cultural competency in the initial stages leads to challenges in team dynamics and project execution.

The Western team, accustomed to direct and explicit communication send emails with straightforward instructions. The East Asian team which values indirect communication and consensus building finds the approach abrupt and hesitates to voice concerns.



The Western team expects quick decisions while the Eastern team prefers a consultative hierarchical approach.

To resolve this situation the teams work with cultural facilitators to understand the cultural norms and to build their respective cultural competencies.



Cultural humility was coined by Melanie Tervalon and Jann Murray-Garcia in 1998 to address health disparities and institutional inequities in medicine

It emphasizes intersectionality and understanding of a person's implicit biases

<https://www.betterup.com/blog/cultural-humility-vs-cultural-competence>



Cultural humility

Curiosity and willingness to learn about cultural differences

Realistic ongoing self appraisal

Flexibility

Humility and courage

Interest in another person's experience

Sensitivity to existing power imbalances



Intercultural competence

Bennett, 2013 refers to intercultural competence as the ability to interact effectively and appropriately across different cultures.

Cognitive competence	self awareness – aware of our cultural worldview
Affective competence	learning about other cultures –outward aspects and in depth understanding of cultures
Behavioural competence	ability to see the world from another's worldview



Developing cultural competence - Coca-Cola

Transliteration of the Coca- Cola brand

Used four characters that sounded like “Ko-ka-ko-la”

Resulted in local product names such as ‘Bite the wax tadpole”

Coca Cola sorted through 4000 characters and identified 200 characters that pronounced the sounds the company needed.

Result: They identified the phonetic equivalent “Ke-Kou-ke-le’
Translating literally into ‘happiness in the mouth’ or ‘tasty fun’



Understanding cultural and power differences

Best seen as a continuum

Collectivistic	Individualistic
High in power distance	Low in power distance
Clear leader roles	More collaborative leadership
Team is viewed as a broad entity Not so much focus on deliverables	Team is viewed as task oriented with formal roles and deliverables
Lower concern with performance	High concern with performance
May have difficulties voicing opinions, challenging leaders	Less difficulty with voicing opinions and challenging leaders
Strong connections maintained and integrated into personal lives	Views group membership as task specific and transitory



High Power distance cultures - Collectivistic

Supervisor or PI would be seen as deciding authority

Taking personal credit may not be acceptable

Praise and Rewards shared

Rules less important than relationships

Addressing an unexpected topic becomes important than following the agenda



Cultures with implicit communication

- Many cultures rely on non-verbal cues, gestures and context
- Silence is often considered a way of expressing thoughts
- Avoid direct confrontation and harmony is valued
- Emphasis on politeness
- What constitutes politeness may vary



Low Power distance cultures - Individualistic

Consultation

Praise and Rewards for individual achievements

Could minimize contributions of others

Rules are important regardless of relationships and contexts

Taking up time to discuss things not listed in the agenda seen as inappropriate



Cultures using direct communication styles

- Express opinions and feedback directly
- Engage in direct confrontation when needed
- Do not value ambiguity
- Task oriented
- Make less space for emotions



Intersectionality

Religion

Gender identification

Disability

Race

Ethnicity



Cultural Differences have an impact on how different groups approach...

Learning and Knowing

Tasks and Processes

Conflict resolution

Decision making

Disclosure



When we are not interculturually engaged it can lead to...

Forcing Sameness

“They are in this country. They should do things our way, not their way or just not be part of this community”

Stereotyping

Stereotyping can lead to exclusion of individuals who value harmony, and are non confrontational from leadership roles



Social Exclusion: Treating silence as incompetence and excluding from collaboration and discussion

Offering team activities that exclude persons with disabilities, religious and cultural groups

It is the social events that get you meeting people and making connections

Feelings and Unconscious Biases

Superiority “We are better than them”

Inferiority “ They are below us”



Making Ethnic Jokes saying something that makes others laugh

Teasing and Mockery: “ I can’t understand when these people speak. Listen to this (mimicking accent)

Promoting hate and prejudice: “ We should get rid of these people. They are destroying our country” or “ They are causing the social and financial problems”

Harassment: “ You sound Middle Eastern. We don’t want a terrorist”

Bullying: “ You stink Showing actions of wrinkling nose...”



Denial and access to opportunities: “ We can’t hire people whose background is”

Segregation: “You people should be using that facility. This one is reserved for us”

Prevention of access to Power: “Let’s not allow... to become our leader and make important decisions for us”

Systemic Discrimination (as an unwritten code or policy) “ These people should not be considered for the new post” “ Let us keep it to people we know”



Building Inclusive Teams

Become interculturally competent

Make an effort to use inclusive language

Address discriminations and prejudice

Encourage open communication within the team to express perspectives and feelings

Respectfully ask for clarifications when there is miscommunication

Establish clear norms for communication, decision- making and conflict resolution and ensuring that the norms accommodate cultural preferences



Share these norms on an ongoing basis with team members to ensure shared understanding

When there are conflicts reach out to mediators or facilitators with cultural understanding and expertise

Schedule regular check-in to discuss team dynamics, address concerns and to ensure that cultural differences are actively managed

Recognise that different approaches can be equally valid and encourage a willingness to adapt to diverse perspectives.



Using statements like

"I hear that you're frustrated and upset. Can you share more about what specifically has caused this frustration?"

"I hear that you're unhappy with how things are going. Could you give me more details so I can better address your concerns?"

"It sounds like you're very dissatisfied with the outcome. What specifically has happened that has led to this perception?"

Asking open ended questions

Asking open-ended questions gathers more information and encourages communication



Listen to others' perspectives.

Even when we find their opinions different from what we think, listening to them will make them more likely to engage in conversations with us.

This will help us learn more about where they are coming from.

Understanding why they think the way they do can help us find ways to help them see things differently.



CIBC International Professional Network & UR Linked Feature Story

Career bridging program

Helped newcomers to access internships

Barriers:

Placed in positions lower than what they were qualified for

Possessed different social tool kits

Attrition

International Professional Network provided mentorship

Learned the unwritten rules, social cues, and cultural competence

This helped retain a diverse employee base

Attracted new markets resulting in growth.



Strongly agreeStrongly disagree

1. My team values and celebrates diversity
2. I am comfortable expressing ideas and opinions at team meetings
3. Team members have an understanding of how teams work
4. Effective team work is about rules and structure
5. Beliefs about team work and collaboration are universal and there are no cultural differences
6. Team work involves social elements like shared goals or cooperation



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