



ARE YOU CULTURALLY INTELLIGENT?

A Guide for Diversity
Leadership Alliance (DLA)

USING THIS INTERACTIVE PDF GUIDE

This Cultural Intelligence training is meant to serve as one step in an ongoing process of becoming more culturally responsive—individually and collectively. To help facilitate greater learning and engagement, please download this interactive PDF guide and save to a local file (to keep your answers). You may alternatively choose to print it. You can use drop-down menus to answer questions or type directly into fields, when prompted. Please continue to engage this guide after the training. Do not share this guide with anyone outside this webinar.

ENGAGING IN THIS TRAINING

Developing Cultural Intelligence (CI) asks individuals to increase their curiosity, empathy, and compassion through Cultural Openness, Awareness, and Responsiveness, respectively. Often these skills are developed through difficult, honest, or uncomfortable conversations. If you are participating live, you will be asked to share answers voluntarily through the chat or anonymously through polls. After this training is complete, continue strengthening your CI by engaging the activities and reflections on pages 3, 4 and 15 in this guide.

AGENDA

Click on [page numbers](#) to move through document

Are You Culturally Intelligent?

- ♦ Explore | Cultural Intelligence (CI) Assessment 3
- ♦ Understand | Our Theory of Cultural Intelligence 4-5
- ♦ Engage | The CI Continuum 6
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Become Culturally Intelligent

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IDENTIFY | YOUR CULTURAL INTELLIGENCE

These statements describe different characteristics of Cultural Intelligence (CI). For each set, add up your scores and divide by four to produce an average. According to Earley and Mosakowski (2004), on whose research this scale is based, individuals find it most useful to think about the three scores as they compare to one another. An average of less than 3 indicates an area in need of improvement; an average greater than 4.5 indicates CI competency. The goal is not attaining a high score but, rather, determining in which area you need development.

Use the drop-down menu to rate the extent to which you agree with each statement, applying this scale: **1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree**

I have a desire to interact with people from cultures different than my own.

I enjoy befriending people whose cultural backgrounds differ from mine.

I adapt relatively easily to the lifestyles of different cultures.

I feel confident that I can successfully manage an unfamiliar cultural situation.

CULTURAL OPENNESS

Before interacting with people from new cultures, I ask myself what cultural values are present.

I use experiences from cultural encounters to determine new ways of approaching situations during future interactions in *other* cultures.

I seek out ways to learn how best to relate to people from different cultures before meeting them.

When I enter a new cultural setting, I usually can sense if the encounter is going positively or negatively.

CULTURAL AWARENESS

It feels natural to modify my body language (like eye contact or attire) to suit the values of a different culture.

I can change my non-verbal expression when a cultural encounter requires it.

I can alter my communication style to more clearly communicate with people from other cultures.

I willingly change the way I behave when a cross-cultural situation asks it of me.

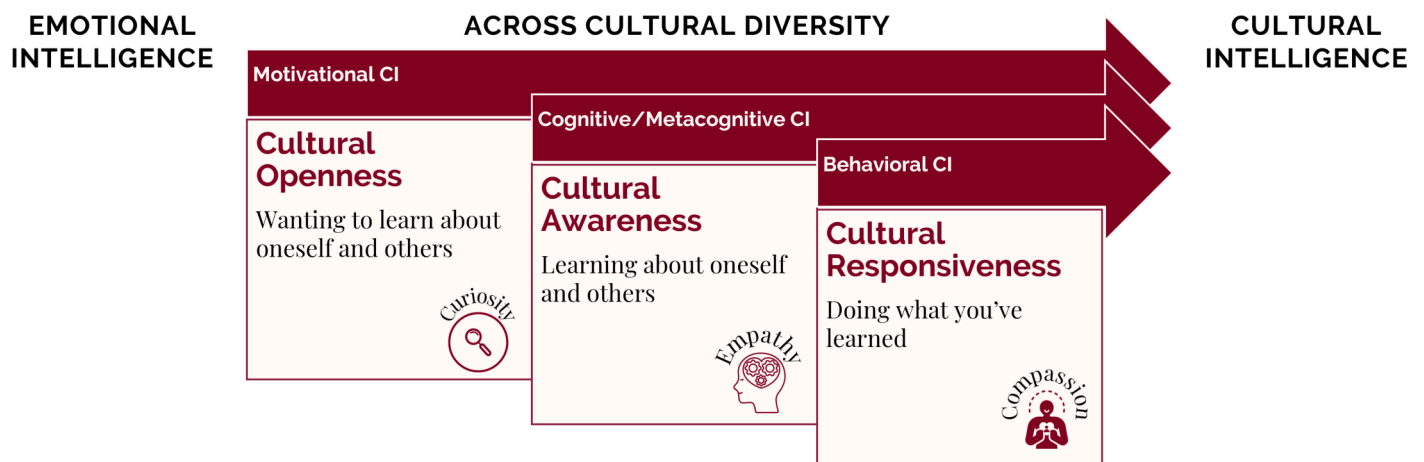
CULTURAL RESPONSIVENESS

PRE-WORK | YOUR CULTURAL INTELLIGENCE

CULTURAL INTELLIGENCE (CI)—VALUES & THREE CULTURAL CAPABILITIES

Cultural Intelligence (CI) is the ability to **gather**, **interpret**, and **act** upon drastically different cues to **behave responsively** across cultural settings, in multicultural situations, and with people of diverse ethnicities, genders, ages, abilities, and backgrounds.

The **values** of curiosity, empathy, and compassion guide the **Three Cultural Capabilities** of Cultural Openness, Cultural Awareness, and Cultural Responsiveness



Bhatti-Klug, 2020; adapted from Earley and Ang, 2003 (CI) and Salovey & Mayer, 1990 (EI)

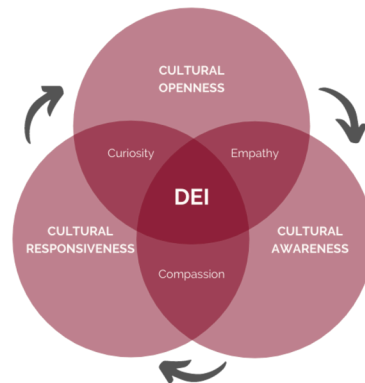
Directions: Based on your results from "Identifying your Cultural Intelligence" on page 3, reflect on the following questions:

Which Cultural Capability—Openness, Awareness, or Responsiveness—are you most adept at currently? How do you demonstrate this capability within your personal or professional circles?

Which Cultural Capability—Openness, Awareness, or Responsiveness—would you most like to increase and why?

APPROACH | CULTURAL VALUES, CAPABILITIES & OUTCOMES

CI FOR DEI OUTCOMES



Values | Curiosity, Empathy & Compassion

- ♦ **Curiosity:** A strong desire to know or learn something.
- ♦ **Empathy:** The ability to adopt the perspective and experience the emotions of another person.
- ♦ **Compassion:** Empathy in action.

Capabilities | Openness, Awareness & Responsiveness

- ♦ **Cultural Openness** (motivational CI, guided by curiosity) is the willingness to learn about and work with diverse others.
- ♦ **Cultural Awareness** (cognitive and metacognitive CI, guided by empathy) is the active process of becoming well-informed of the interpersonal and cultural values of diverse individuals.
- ♦ **Cultural Responsiveness** (behavioral CI, guided by compassion) is the ability to plan for and implement appropriate behaviors in response to diverse/multicultural opportunities and challenges.

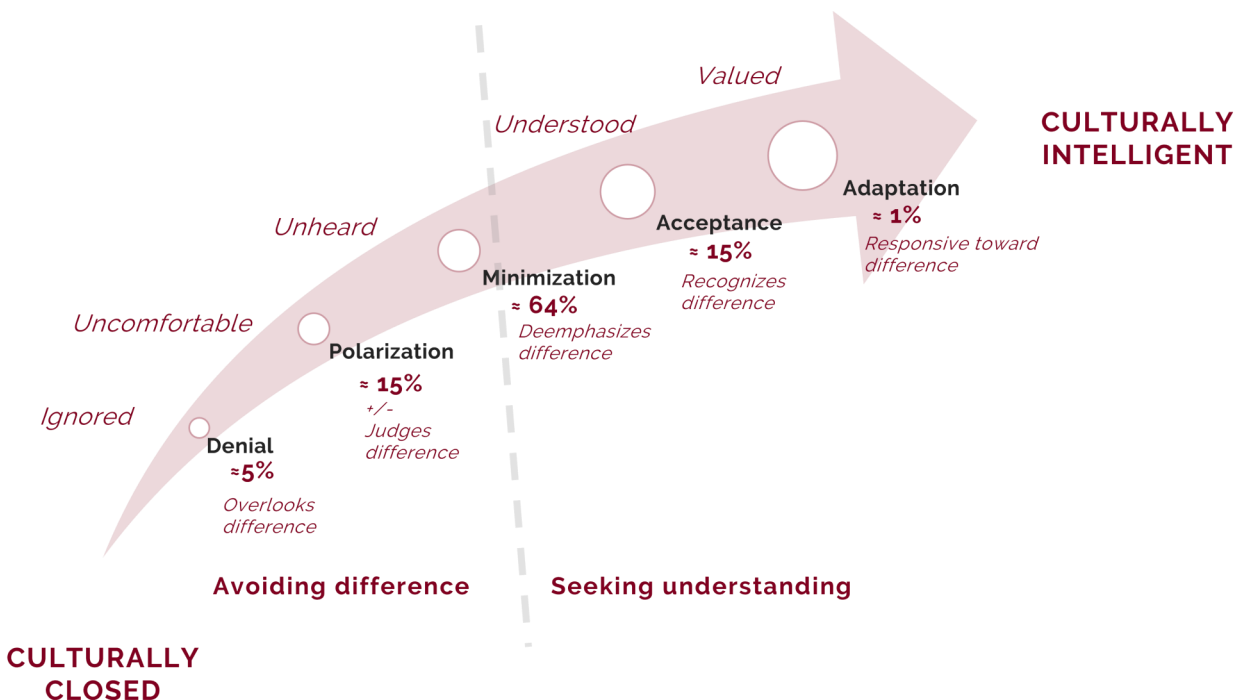
Outcomes | Diversity, Equity & Inclusion

- **Diversity:** the condition of having or being composed of differing elements
- **Equity:** The quality of being fair and impartial; The recognition that every individual or group has different circumstances, thus allocating the necessary resources and opportunities needed to reach equal outcomes (Equity vs. Equality, 2020).
- **Inclusivity:** An atmosphere in which all people feel valued and respected and have access to the same opportunities (Riordan, 2014).

This CI model has been developed by Bhatti-Klug (2020), based on Earley & Ang (2003)

OVERVIEW | CULTURAL INTELLIGENCE (CI) CONTINUUM

Adapted from Hammer (2012) and based on the *Intercultural Development Inventory (IDI) Continuum*



- ♦ **DENIAL:** Inability or unwillingness to see differences in perceptions and behavior as “cultural.” This A denial mindset can make people from diverse cultures feel ignored. *Resists engaging CI.*
- ♦ **POLARIZATION:** Views cultural differences from an “us versus them” perspective. Takes the form of *Defense* (“My cultural practices are superior to other cultural practices”) or *Reversal* (“Other cultures are better than mine”). A polarization mindset can make people from diverse cultures feel uncomfortable. *Fears engaging CI.*
- ♦ **MINIMIZATION:** Highlights commonalities in both human similarity (basic needs) and universalism (universal values and principles) that can mask a deeper understanding of cultural differences. A minimization mindset can make people from diverse cultures feel unheard. *Avoids engaging CI.*
- ♦ **ACCEPTANCE:** Engages curiosity to begin developing CI; recognizes and appreciates patterns of cultural difference and commonality in their own and other cultures. An acceptance mindset can make people from diverse cultures feel understood. *Engages CI.*
- ♦ **ADAPTATION:** Engages all aspects of CI to apply knowledge to action-oriented behaviors to sustain inclusion. An adaptation mindset can make people from diverse cultures feel valued. *Promotes CI.*

BREAKOUT ACTIVITY | CI CONTINUUM

Adapted from Hammer (2012) and based on the [Intercultural Development Inventory \(IDI\) Continuum](#)

Using the drop-down menu, select the CI Continuum mindset that best fits each statement.

Note: Polarization is used twice, once for “Defense” and another for “Reversal”

“It irritates me when people complain about the problems in our department. Other departments do things so much worse. If people think work would be better somewhere else, they should find a new job.”

“A colleague recently admitted to feeling burdened by constantly having to explain her cultural heritage to others. She wanted others to “do the work” and engage the learning process on their own. I looked through resources she had shared in the past and engaged the recommended texts and videos. At the end of the quarter, I emailed the staff a debrief that included reminders of and links to the resources she shared with an invitation to begin weekly lunch chats to discuss them.”

“I grew up believing it was appropriate to not “see” color—even if I noticed people’s skin tone. I don’t think it’s helpful to focus on what makes us different. We should find common ground and go from there. Everything is better if we treat everyone the same.”

“I don’t buy into the idea of “bias” as it relates to gender. Sexism wouldn’t be a problem if people stopped talking about it.”

“Sometimes I feel ashamed because of the way people in my culture behave. I often tell others that I’m different than people in my culture so that I won’t be judged for believing or behaving the same way.”

“My supervisors often work late into the night and on weekends. They have told staff they don’t expect us to do the same, but it’s still hard for me not to work the same hours they do. I’m trying to factor in their personalities, life circumstances, and values to help create better boundaries for myself.”

DISCUSSION | CI CONTINUUM—GROUP/SCENARIO 1

SCENARIO 1: “It irritates me when people complain about the problems in our department. Other departments do things so much worse. If people think work would be better somewhere else, they should find a new job.”

CI CONTINUUM MINDSET: Polarization (defense)

In your breakout group, discuss the questions below regarding Scenario 1 above.

DISCUSSION QUESTIONS:

Cultural Openness: is this person seemingly open or closed to learning about difference? Discuss positive or negative outcomes that might result from their response.

Cultural Awareness: how empathetic—or willing to learn about others—does this person seem? What difference does one’s expressed level of empathy make during an interaction like this?

Cultural Responsiveness: how compassionate is this person’s response? How might their response play into their ability to create inclusive environments where people feel valued and like they belong?

How would you **respond** to this person during this interaction? Think about if the person were a superior, report, student, family member, or friend. Would this change your response?

DISCUSSION | CI CONTINUUM—GROUP/SCENARIO 2

SCENARIO 2: “A colleague recently admitted to feeling burdened by constantly having to explain her cultural heritage to others. She wanted others to “do the work” and engage the learning process on their own. I looked through resources she had shared in the past and engaged the recommended texts and videos. At the end of the quarter, I emailed the staff a debrief that included reminders of and links to the resources she shared with an invitation to begin weekly lunch chats to discuss them.”

CI CONTINUUM MINDSET: Adaptation

In your breakout group, discuss the questions below regarding Scenario 1 above.

DISCUSSION QUESTIONS:

Cultural Openness: is this person seemingly open or closed to learning about difference? Discuss positive or negative outcomes that might result from their response.

Cultural Awareness: how empathetic—or willing to learn about others—does this person seem? What difference does one’s expressed level of empathy make during an interaction like this?

Cultural Responsiveness: how compassionate is this person’s response? How might their response play into their ability to create inclusive environments where people feel valued and like they belong?

How would you respond to this person during this interaction? Think about if the person were a superior, report, student, family member, or friend. Would this change your response?

DISCUSSION | CI CONTINUUM—GROUP/SCENARIO 3

SCENARIO 3: “I grew up believing it was appropriate to not “see” color—even if I noticed people’s skin tone. I don’t think it’s helpful to focus on what makes us different. We should find common ground and go from there. Everything is better if we treat everyone the same.”

CI CONTINUUM MINDSET: Minimization

In your breakout group, discuss the questions below regarding Scenario 1 above.

DISCUSSION QUESTIONS:

Cultural Openness: is this person seemingly open or closed to learning about difference? Discuss positive or negative outcomes that might result from their response.

Cultural Awareness: how empathetic—or willing to learn about others—does this person seem? What difference does one’s expressed level of empathy make during an interaction like this?

Cultural Responsiveness: how compassionate is this person’s response? How might their response play into their ability to create inclusive environments where people feel valued and like they belong?

How would you respond to this person during this interaction? Think about if the person were a superior, report, student, family member, or friend. Would this change your response?

DISCUSSION | CI CONTINUUM—GROUP/SCENARIO 4

SCENARIO 4: “I don’t buy into the idea of “bias” as it relates to gender. Sexism wouldn’t be a problem if people stopped talking about it.”

CI CONTINUUM MINDSET: Denial

In your breakout group, discuss the questions below regarding Scenario 1 above.

DISCUSSION QUESTIONS:

Cultural Openness: is this person seemingly open or closed to learning about difference? Discuss positive or negative outcomes that might result from their response.

Cultural Awareness: how empathetic—or willing to learn about others—does this person seem? What difference does one’s expressed level of empathy make during an interaction like this?

Cultural Responsiveness: how compassionate is this person’s response? How might their response play into their ability to create inclusive environments where people feel valued and like they belong?

How would you respond to this person during this interaction? Think about if the person were a superior, report, student, family member, or friend. Would this change your response?

DISCUSSION | CI CONTINUUM—GROUP/SCENARIO 5

SCENARIO 5: “Sometimes I feel ashamed because of the way people in my culture behave. I often tell others that I’m different than people in my culture so that I won’t be judged for believing or behaving the same way.”

CI CONTINUUM MINDSET: Polarization (reversal)

In your breakout group, discuss the questions below regarding Scenario 1 above.

DISCUSSION QUESTIONS:

Cultural Openness: is this person seemingly open or closed to learning about difference? Discuss positive or negative outcomes that might result from their response.

Cultural Awareness: how empathetic—or willing to learn about others—does this person seem? What difference does one’s expressed level of empathy make during an interaction like this?

Cultural Responsiveness: how compassionate is this person’s response? How might their response play into their ability to create inclusive environments where people feel valued and like they belong?

How would you respond to this person during this interaction? Think about if the person were a superior, report, student, family member, or friend. Would this change your response?

DISCUSSION | CI CONTINUUM—GROUP/SCENARIO 6

SCENARIO 6: “My supervisors often work late into the night and on weekends. They have told staff they don’t expect us to do the same, but it’s still hard for me not to work the same hours they do. I’m trying to factor in their personalities, life circumstances, and values to help create better boundaries for myself.”

CI CONTINUUM MINDSET: Acceptance

In your breakout group, discuss the questions below regarding Scenario 1 above.

DISCUSSION QUESTIONS:

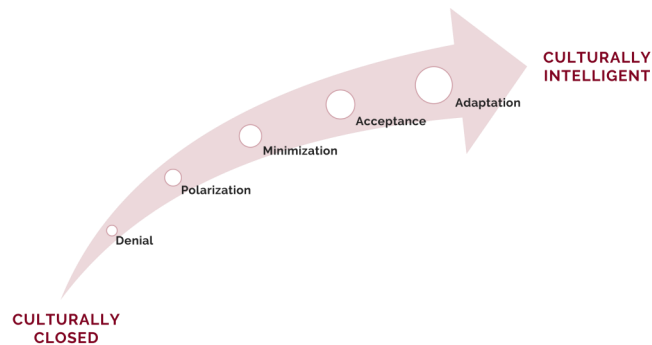
Cultural Openness: is this person seemingly open or closed to learning about difference? Discuss positive or negative outcomes that might result from their response.

Cultural Awareness: how empathetic—or willing to learn about others—does this person seem? What difference does one’s expressed level of empathy make during an interaction like this?

Cultural Responsiveness: how compassionate is this person’s response? How might their response play into their ability to create inclusive environments where people feel valued and like they belong?

How would you respond to this person during this interaction? Think about if the person were a superior, report, student, family member, or friend. Would this change your response?

ON YOUR OWN | CI CONTINUUM



YOUR MINDSET ON THE CI CONTINUUM: Are you more culturally closed or culturally intelligent in these areas of your life? If it's helpful, use the drop-down menu. Below, reflect on questions as you feel comfortable.

Culture

Politics

Religion

Social issues

Environmental issues

Other

Based on your responses above, how comfortable are you in your CI?

How would you like to see your mindset shift on the continuum?

If your friends, family, colleagues, or students are elsewhere on the continuum, does this impact your interactions with them? Describe/discuss.

ON YOUR OWN | INTENTIONALITY & CI

Select a culture outside of your own that you want to learn more about. Do this individually or as a team. We will check in on this throughout the semester/year. How will you engage:

SELECTED CULTURE:

Curiosity to increase Cultural Openness?

Empathy to increase Cultural Awareness?

Compassion to increase Cultural Responsiveness?

To whom are you going to be accountable?

When is your deadline/goal for assessing progress?



GLOSSARY & RESOURCES

“We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color.”

MAYA ANGELOU

GLOSSARY

- ♦ **Anti-racism:** “The active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably” (NAC International Perspectives, 2019).
- ♦ **Belonging** (also Theory of Belonging): “A need to belong, that is, a need to form and maintain at least a minimum quantity of interpersonal relationships, is innately prepared (and hence nearly universal) among human beings.....The need to belong should therefore be found to some degree in all humans in all cultures, although naturally one would expect there to be individual differences in strength and intensity, as well as cultural and individual variations in how people express and satisfy the need. But it should prove difficult or impossible for culture to eradicate the need to belong” (Baumeister & Leary, 1995, p. 499). *Used in DEIB acronym.*
- ♦ **Cognition:** The mental action or process of acquiring knowledge and understanding through thought, experience, and the senses (Merriam-Webster, 2021).
- ♦ **Compassion:** Extends viewpoints and feelings contained in empathy to include the desire to help (Merriam-Webster, 2021). Also referred to as: Empathy-in-action or radical empathy. A *value* that guides Cultural Responsiveness (Bhatti-Klug, 2020).
- ♦ **Cultural Awareness** (cognitive CI): The active process of becoming well-informed of the interpersonal and cultural values of diverse individuals. A *Cultural Capability* guided by the *value* of empathy (Bhatti-Klug, 2020).
- ♦ **Cultural Empathy:** “Having an appreciation and consideration of the differences and similarities of another culture in comparison to one’s own; people with cultural empathy are more tolerant of the differences of those from other cultures” (Gonzalez, 2020, para. 4).
- ♦ **Cultural Humility:** The “ability to maintain an interpersonal stance that is other-oriented (or open to the other) in relation to aspects of cultural identity that are most important to the [other person]” (Hook, 2013, p. 354).
- ♦ **Cultural Intelligence** (CI): A guiding framework for Intercultural Competence. CI (or CQ) is a person's ability to gather, interpret, and act upon drastically different cues to behave effectively across cultural settings or in multicultural situations (Earley & Ang, 2003). A person's ability to gather, interpret, and act upon drastically different cues to behave responsively across cultural settings, in multicultural situations, or with people of diverse ethnicities, genders, ages, abilities, and backgrounds (Bhatti-Klug, 2020).
- ♦ **Cultural Openness** (motivational CI): The willingness to learn about and work with diverse others. A *Cultural Capability* guided by the *value* of curiosity (Bhatti-Klug, 2020).
- ♦ **Cultural Responsiveness** (behavioral CI): The ability to plan for and implement inclusive behaviors in response to diverse and multicultural opportunities and challenges. A *Cultural Capability* guided by the *value* of compassion (Bhatti-Klug, 2020).

GLOSSARY

- ◆ **Cultural Value Orientations:** The Ten Cultural Values are rooted in the CI research as important elements of developing Cultural Awareness. In understanding our own values, we see that there is no “right” or “wrong” way of approaching situations; cultural, personal, and situational influences can impact how we view the world. Thus, Cultural Awareness guides Cultural Responsiveness. The Ten Cultural Values, with their opposing orientations:
 - ◆ **Loyalty**—Independence | Interdependence: the degree to which people perceive themselves as being individual or belonging to larger communities (like family or religious groups)
 - ◆ **Power**—Equality | Hierarchy: the degree to which people prefer leadership to be egalitarian or authoritative
 - ◆ **Risk**—Adaptable | Structured: the degree to which people feel comfortable taking risks
 - ◆ **Collaboration**—Competitive | Cooperative: the degree to which people prefer to work alone or in groups to achieve goals
 - ◆ **Time**—Strict | Flexible: the degree to which people view time and commitments as being sacrosanct rather than negotiable
 - ◆ **Context**—Direct | Indirect: the degree to which people prefer to communicate explicitly, directly, and clearly, rather than indirectly, emphasizing harmony and saving face
 - ◆ **Identity**—Doing | Being: the degree to which people gauge the quality of their lives, and senses of selves, on what they do rather than on who they are and how they live
 - ◆ **Fairness**—Universalistic | Particularistic: the degree to which people believe standards should be applied fairly to everyone rather than making exceptions depending on circumstances
 - ◆ **Emotions**—Demonstrative | Neutral: the degree to which people express emotions openly
 - ◆ **Focus**—Unitasking | Task-Juggling: the degree to which people would rather focus on one task versus many (Bhatti-Klug, 2020; CQ Center, 2020)
- ◆ **Culture:** The customary beliefs, social forms, and material traits of a racial, religious, or social group; the set of shared attitudes, values, goals, and practices that characterizes an institution or organization (Merriam-Webster, 2021). People’s cultural makeup includes ability, artistic expression and preference, ethnicity, family dynamics, gender and sexuality, generation, geographical location, language, nationality, personality, political worldview, religion, and socioeconomic status.

GLOSSARY

- ♦ **Curiosity:** A strong desire to know or learn something (Merriam-Webster, 2021). A *value* that guides Cultural Openness (Bhatti-Klug, 2020).
- ♦ **Diversity:** The condition of having or being composed of differing elements (Merriam-Webster, 2021). An *outcome* of CI. Used in DEI/EDI/ĴEDI/DEIB acronyms.
- ♦ **Empathy:** A person's ability to adopt the perspective and experience the emotions of another person (Merriam-Webster, 2021). A *value* that guides Cultural Awareness (Bhatti-Klug, 2020).
- ♦ **Emotional Intelligence:** The ability to monitor one's own and others' feelings and emotions, to discriminate among them and use this information to guide one's thinking and actions (Salovey & Mayer, 1990).
- ♦ **Equality:** The state of being equal, especially in status, rights, and opportunities (Merriam-Webster, 2021).
- ♦ **Equity:** The quality of being fair and impartial (Merriam-Webster, 2021). "The recognition that every individual or group has different circumstances, thus allocating the necessary resources and opportunities needed to reach equal outcomes" ("Equity vs. Equality," 2020. para. 2). An *outcome* of CI. Used in DEI/EDI/ĴEDI/DEIB acronyms.
- ♦ **Generalizations:** Flexible descriptions that are starting points. One begins with an assumption about a group but seeks more information about whether the assumption fits that individual.
- ♦ **Global Citizenship:** The concept that one's identity transcends, even as it respects, geographical and national borders, and that our social, political, environmental and economic actions occur in an interconnected world (U.N. Chronicle, 2017).
- ♦ **Globalization:** "The economic, political and societal forces pushing twenty-first century higher education toward greater involvement" (Altbach & Knight, 2007).
- ♦ **Implicit Bias:** The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. They encompass both favorable and unfavorable assessments and are activated involuntarily and without an individual's awareness or intentional control (Kirwan Institute for The Study of Race and Ethnicity, 2019).
- ♦ **Inclusion:** The act of including; the state of belonging (Merriam-Webster, 2021). An *outcome* of CI. Used in DEI/EDI/ĴEDI/DEIB acronyms.
- ♦ **Inclusivity:** An atmosphere in which all people feel valued and respected and have access to the same opportunities (Riordan, 2014).
- ♦ **Intercultural Competence:** A guiding theory for Cultural Intelligence. A set of cognitive, affective, and behavioral skills that support effective and appropriate interaction in a variety of cultural contexts (Bennett, 2009).

GLOSSARY

- ♦ **Internationalization:** The choices members of an institution make in response to globalization, as a process of change that integrates international dimensions and perspectives into all of the institution's core activities (Blight et al., 2003).
- ♦ **Intersectionality:** “Intersectionality is a lens through which you can see where power comes and collides, where it interlocks and intersects” (Crenshaw).
 - ♦ “Recognizing that identities are dynamic and emergent, intersectionality seeks to identify the ways in which identities are negotiated, rather than considering them as static markers of difference” (Garcia & Ortiz, 2013).
- ♦ **Justice:** “The maintenance or administration of what is just, especially by the impartial adjustment of conflicting claims or the assignment of merited rewards or punishments” (Merriam-Webster, 2021). Justice often is seen as taking equity one step further in fixing systems to ensure sustainable, long-term solutions toward the work of anti-racism (Equity vs. Equality, 2020). Used in JEDI acronym.
- ♦ **Metacognition:** Awareness and understanding of one's own thought processes (Merriam-Webster, 2021).
- ♦ **Microaggressions:** Relatively slight, subtle, and often unintentional offenses that cause harm (Pierce, 1970). Also called *micro-inequities* or *micro-biases*; read more: <https://cultureplusconsulting.com/2018/04/28/mind-your-micro-biases/>
 - ♦ Gloria Ladson Billings: Microaggressions are like a thousand daily cuts.
- ♦ **Privilege:** A right, favor, advantage, immunity, specially granted to one individual or group, and *withheld from another* (Merriam-Webster, 2020).
- ♦ **Racism and White Supremacy:** (Singh, 2019)
 - ♦ “Racism is a system of oppression that relies on beliefs that one race or group of people is superior to another based on biological characteristics, like skin color, facial features, and hair.”
 - ♦ “White Supremacy, the key driver of racism, designates White people as superior to people of color—which is just not true. There is no one race that is better than another.”
- ♦ **Representation:** The body of persons representing a constituency.
- ♦ **Stereotypes:** Inflexible descriptions that become ending points. When stereotyping, one makes an assumption about a person based on group membership without learning whether or not that individual fits the assumption.

RESOURCES FOR FURTHER ENGAGEMENT

- ♦ Bookshop.Org: <https://bookshop.org/lists/antiracist-reading-list>
- ♦ How to address racial discrimination with employees: <https://tribunecontentagency.com/article/how-to-address-racial-discrimination-with-employees/>
- ♦ “I Want to Hold Our Feet to the Fire Around Justice”: Gloria Ladson-Billings Discusses Education After COVID, Civil Unrest During Don C. Locke Multiculturalism and Social Justice Symposium: <https://ced.ncsu.edu/news/2021/03/25/i-want-to-hold-our-feet-to-the-fire-around-justice-gloria-ladson-billings-discusses-education-after-covid-civil-unrest-during-don-c-locke-multiculturalism-and-social-justice-sympo/>
- ♦ Native Lands Map: <https://native-land.ca/>
- ♦ NPR Code Switch: <https://www.npr.org/sections/codeswitch/2020/06/06/871023438/this-list-of-books-films-and-podcasts-about-racism-is-a-start-not-a-panacea>
- ♦ Toward a Racially Just Workplace (HBR): <https://hbr.org/2019/11/toward-a-racially-just-workplace>

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ABOUT CITC

VISION

We envision a future in which globally-minded leaders embrace diversity and promote equity

MISSION

We empower people to develop cultural curiosity, lead with empathy, and effect change through compassionate action and culturally intelligent solutions

VALUES

Curiosity

- ◆ We build Cultural Openness by embracing diverse cultural perspectives

Empathy

- ◆ We build Cultural Awareness by understanding how others feel, think, and behave

Compassion

- ◆ We build Cultural Responsiveness by demonstrating empathy in action

DEI SOLUTION

- ◆ Connect with CITC to equip your organization with Cultural Intelligence to operationalize DEI outcomes
- ◆ We offer cultural audits, comprehensive trainings, leadership consultation, DEI committee formation, organizational assessments, and more

Connect with us [here](#) and learn more about your trainer, Renee Bhatti-Klug, [here](#).

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