Cultural Competency Framework

Skill Area	Competency	Examples of Behaviors in 5 Levels (The Foundational (3rd) Level is "Meeting Expectations" and the minimum/baseline expectation for all staff)				
		Disengaged-1 *(Demonstrates lack of awareness, denial, or counter productive behavior)*	**Awareness-2** *(Demonstrates basic awareness in areas of cultural competency and consciousness of learning needs and growth areas, but takes little or no action)*	**Foundational-3** *(Demonstrates basic knowledge, attitudes, and a will to act in areas of cultural competency; application may lack skills to consistently apply successfully in service delivery and relationships with YU stakeholders)*	**Advanced Application-4** *(Integrates skills and uses knowledge of requirements for cultural competency in plans & daily action, in order to improve service delivery and relationships with students, peers, and external partners)*	**Role Excellence: Strategy & Capacity Building-5** *(Exemplifies culturally competent knowledge, skills and attitudes, and contributes strategically to the cultural competency in others)*
Cultural Competency	**Organizational Alignment & Knowledge of the Opportunity Divide**	*Demonstrates rudimentary understanding of diversity and cultural competency and the value it brings in building an effective organization	*Demonstrates awareness and interest in learning more about the drivers of the Opportunity Divide and subsequent impact on our work	*Aligns in words and actions with the organizations commitment to diversity and demonstrates an understanding of the role that race, socio-economic status, and national origin have played in the formulation of public policy and ultimately the Opportunity Divide	*Assesses and integrates diversity and cultural competency in daily work and encourages others to do the same	*Coaches others and initiates learning opportunities that increase individuals' and the organizations capacity in diversity & cultural competency
	Self Knowledge	*Exhibits limited effort to examine or engage in exploring personal experiences/diversity dimensions and or the connection to the Opportunity Divide, personal beliefs, biases, or privileges.	*Examines and engages with personal dimensions of diversity yet exhibits limited effort in examing blindspots in order to grow in cultural competency	*Examines and shares the diversity identities that inform his/her decision making and values with students and peers as well as how his/her personal history and culture fit into the opportunity divide	*Demonstrates commitment to growth by accepting feedback about blind spots that translates to positive action.	*Models the importance of self assessment around diversity and cultural competency and initiates ongoing opportunities for others to do the same
	Interactions with Students	*Has few interactions that demonstrate understanding about the barriers to opportunity our students face (before, during, and beyond their Year Up experience)	*Participates in experiences and conversation about diversity experiences of students, yet continues to make and recommends actions on untested assumptions	*Demonstrates an understanding of systems of oppression and diversity experiences of students, while practicing naming and testing assumptions of self and students.	*Embraces diversity in a way that values the diversity identities of students and their contributions while creating opportunities for mutual learning	*Coaches others to engage students in diversity & cultural competency learning opportunities that support a deeper understanding of the Opportunity Divide, peers, and preparation needed for navigating cultural dynamics in the workforce.
	Interactions with Staff	*Exhibits a tendency to overlook diverse perspectives in daily work	*Exhibits inability to change how the work is structured so that diverse voices can be included in decision making	*Demonstrates openness to learning from others and practices naming and testing assumptions of self and others in interactions with other staff.	*Embraces diversity in a way that values the diversity identities of others and their contributions while creating opportunities for mutual learning	*Mediates and or coaches others to work effectively across cultural differences
	Social & Community Engagement	*Demonstrates apathy with issues of diversity and cultural competency and downplays the significance of the issues	*Calls out moments of cultural conflict or lack of cultural knowledge yet misses opportunites to dispell biased and counter productive behavior	*Participates in courageous conversations about diversity & cultural competency; and initiates learning opportunities for self and others	*Actively seeks opportunities to engage in courageous conversations about diversity & cultural competency to stimulate change that increases the impact of our work	*Contributes new knowledge and or builds skills of staff, students, and other stakeholders to engage in courageous conversations about diversity and cultural competency

*Organizational Alignment & Knowledge of the Opportunity Divide - Aligns in words and actions with YU's Identity and demonstrates and understanding of the Opportunity Divide

*Self Knowledge - Demonstrates awareness of one's own dimensions of diversity, an understanding of how one's journey connects to the Opportunity Divide, and shows personal growth through self-reflection and feedback

*Interactions with Students - Seeks information about the diversity identities represented among Year Up students and engages YU young adults in ways that create mutual learning

*Interactions with Staff - Engages diverse perspectives in daily work and is able to build productive working relationships across cultural differences

*Social and Community Action - Builds organizational capacity by initiating conversations about diversity and cultural competency and creating opportunities for learning, organizational growth & capacity building in areas of cultural competency

Manager Cultural Competencies

Below are competencies that could be integrated into Manager Performance Reviews. We are defining manager as anyone who directly manages 1 or more staff members.

*Demonstrates facility in changing norms of the group in order to accommodate diverse cultures and experiences
*Assesses the composition of existing teams to include more diversity
*Creates opportunities to include diversity in organizational planning and teams

Executive Level Cultural Competencies
*Establishes goals and expectations around staff knowledge of self and their colleagues as part of developing cultural competency
*Establishes goals & expectations around staff diversity and inclusion on teams as a priority
*Mobilizes staff, alumni, and community/corp partners to face the challenge of supporting young urban adults to be self-sufficient, contributing members of society