

**Table 3.1** The Guiding Principles of Cultural Proficiency

Guiding Principles and Indicators	Yes	No	Not Sure
<p><b>Culture is a predominant force</b> – <i>I can describe culture by:</i></p> <ul style="list-style-type: none"> <li>• describing cultural groups to which I belong.</li> <li>• describing how people are marginalized by the dominant culture in this country.</li> <li>• describing how people benefit from the dominant culture in this country.</li> <li>• describing how marginalization and privilege work in my organization.</li> </ul>			
<p><b>People are served in varying degrees by the dominant culture</b> – <i>I can describe how people are served by the dominant group by:</i></p> <ul style="list-style-type: none"> <li>• describing how the cultural expectations of our organization <b>align</b> with our espoused values (e.g., our policies).</li> <li>• describing how the cultural expectations of our organization <b>conflict</b> with our espoused values, (e.g., our policies).</li> <li>• describing how to eliminate unintentionally discriminating policies and practices.</li> </ul>			
<p><b>Group identity is as important as individual identities</b> – <i>I can differentiate between group and individual identity by:</i></p> <ul style="list-style-type: none"> <li>• describing benefits of group identity.</li> <li>• describing how assimilated groups adopt the cultural norms of the dominant group.</li> <li>• describing how assimilation lessens the discomfort of members of the dominant group.</li> <li>• describing the benefits of individual identity.</li> <li>• describing how culturally proficient leaders honor people’s culture and their individual dignity.</li> </ul>			
<p><b>Diversity within cultures is vast and significant</b> – <i>I can describe the diversity that exists within cultures by:</i></p> <ul style="list-style-type: none"> <li>• describing how people from different racial/ethnic cultural group may be more alike due to being from similar socioeconomic backgrounds.</li> <li>• describing how fear of the unknown leads to false assumptions, which leads to stereotyping.</li> </ul>			
<p><b>Each group has unique cultural needs</b> – <i>I can describe how cultural needs are met in our society by:</i></p> <ul style="list-style-type: none"> <li>• describing how practices in organizations such as public schools reflect the values of the dominant culture.</li> <li>• describing how one’s perceived social status in an organization may affect one’s behavior and motivation to achieve.</li> <li>• describing how culturally proficient leaders use cultural differences as opportunities to strengthen learning.</li> </ul>			

## Score Sheet

There is no score sheet in the traditional sense. We recognize that in this assessment-accountability-driven environment, you may regard the revelation of there being no score sheet as either liberating or bordering on heresy. The purpose of the exercise is for you to have the opportunity to reflect on what you know and value prior to coaching others. Please accept our invitation to reflect on the marks and comments you entered into the *Yes*, *No*, and *Not Sure* columns.

### Reflection

Take a few minutes and review the guiding principles, the indicators, and your responses. What is your reaction as you review this activity? What did you learn about yourself? What did you affirm about yourself? Do you see any gaps in your prior learning? If so, how do you describe the gaps in your learning?

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