Opening Doors: Women in Leadership

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APRIL 29, 2017
What’s In a Name?

Take a minute to introduce yourself by sharing the story of your first name... Who chose the name? Is there a cultural connection behind the name? Does your name have meaning? How do you feel about your name? Unique, funny, interesting stories about your name?
The most important word in any language is one’s own name. When you make an effort to learn, remember and use another person’s name appropriately, you not only convey to that person that he or she is important to you, you instill self worth within them. In turn they are likely to view you as a thoughtful and caring person……

“Price”
Cultural Proficiency

- An inside-out approach to diversity and inclusion
- Values and behaviors in individuals, policies and practices in organizations
- A lens, a world view
The Cultural Proficiency Framework

- The Barriers
- The Principles
- The Continuum
- The Essential Elements
The Barriers

Systems and attitudes that undermine the Guiding Principles of Cultural Proficiency
The Barriers to Cultural Proficiency

- Unawareness of the need to adapt
  - Aren’t you going too far?
- Resistance to change
  - Be the boss
- The presumption of entitlement
  - She did what?
- Systems of oppression and privilege
  - Superintendent Evaluation.. appearance, my greatest strength
Held to higher standards
Public is not ready
Family responsibilities don’t leave enough time
Women don’t have connections
Women are not tough enough
Women don’t make good managers

Yet....
Women excel at
- Working out compromises
- Being honest and ethical
- Standing up for beliefs
- Working to improve quality of life
The Guiding Principles

- **Culture is a predominant force**
  - *Is that your way? Meet me at Starbucks....*

- **People have both individual and group identities**
  - *Not going to work for me.*

- **Every group has unique cultural needs that must be respected**
  - *Breast feeding....partner principals...special accommodations?*
  - *The diverse thought patterns of cultural groups determine how problems are defined and solved*
  - *Worried about you....*
The Continuum

Language for describing organizational policies and practices, individual values and behaviors
The Continuum

- Cultural Destruction
- Cultural Incapacity
- Cultural Blindness
- Cultural Pre Competence
- Cultural Competence
- Cultural Proficiency

THE CULTURAL PROFICIENCY CONTINUUM

<table>
<thead>
<tr>
<th>CULTURAL DESTRUCTION</th>
<th>CULTURAL INCAPACITY</th>
<th>CULTURAL BLINDNESS</th>
<th>CULTURAL PRE COMPETENCE</th>
<th>CULTURAL COMPETENCE</th>
<th>CULTURAL PROFICIENCY</th>
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<tr>
<td>Slamming Door</td>
<td>Door Partially Closed</td>
<td>Door Cracked Open</td>
<td>Door Opening</td>
<td>Open Door</td>
<td>Escorting Through Door</td>
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Provides language for describing situations, events, policies and practices.
The Continuum

- Cultural Destruction
  - Football, Boundaries and Calendars...oh my!
  - Never want to see her again...

- Cultural Incapacity
  - Is she strong enough?

- Cultural Blindness
  - I don’t see color

- Cultural Pre Competence
  - Where are the girls?

- Cultural Competence
  - Look up and find yourself

- Cultural Proficiency
  - Do our Actions Reflect our Values?
The Essential Elements

Behavioral standards for measuring and planning for growth toward Cultural Proficiency
The Essential Elements

- Assess Culture
- Value Diversity
- Manage the Dynamics of Difference
- Adapt to Diversity
- Institutionalize Cultural Knowledge
  - Do Our Actions Reflect our Values?
Actions and Values

“Don’t tell me what you value...show me what you do and I’ll tell you what you value.”

- Do our actions reflect our values?
- Do our values reflect our actions?
We value and treat all people with dignity, respect and equity.

- Have we held events that are exclusive such as mother / daughter events?
- Do our male coaches earn more than our female coaches?
- Have we only allowed students to go to the prom with a date of the opposite sex?
- Do we tolerate interactions that demean and reinforce the socialization of girls being inferior...cry like a girl, throw like a girl, weak like a girl...
- Do we see gender disproportionality in data such as suspensions, GATE referrals, extra curricular opportunities?
- Do our female athletes play on Thursday nights in the small gym, vs. the male athletes on Friday nights in the large gym?
- Do we omit contributions of women in our curriculum?
- Are assumptions, evaluations made about employees based on their gender, or appearance?
- Are students taught stereotypes through our actions? Boy and girl lines, activities, roles?
- Have we excluded children from Back to School nights?
- Do we consistently hire males for positions of leadership at the high schools and executive cabinet level? Technology? Robotics? Foods?

If the answer is yes...

Do we have the will and vision to open the doors that are closed?
Have we arrived…?

Don’t take it so personally.
You wear your heart on your sleeve.
You’re so pretty… hard to take you seriously.
Why are you getting so emotional?
She comes on so strong.
How do you do it all?
Your husband must be a saint.
Parting Thoughts... Our Children are Watching

WE HAVE COME A LONG WAY....AND THE JOURNEY CONTINUES.

CHANGING POLICIES AND PRACTICES IMPACTING CULTURE

EXPLORING AND ADDRESSING BIASES

MENTORING WOMEN

HIRING AND SUPPORTING WOMEN
“As women, we must stand up for ourselves. We must stand for each other. We must stand for justice for all.”

Michelle Obama