Cross' Cultural Competence Model

Cross' Cultural Competence Framework	
Cultural destructiveness	Destructive attitudes, policies, and practices towards diverse cultures and individuals within an organization.
Cultural incapacity	Extremely biased organization and individuals in the dominant group. Oppressive policies and stereotyping. Decisions and actions fear-based. Disproportionality in resource allocation, discriminatory hiring practices, subtle unwelcoming messages, lower expectations for culturally diverse.
Cultural blindness	Ethnocentrism in policies, practices, and attitudes. Philosophy: "I don't see color. We are all the same." Cultural knowledge lacking.
Cultural pre-competence	Proactive organization and individuals. Acceptance and respect for differences, cultural assessment, ongoing professional development, organizational adaptations.
Advanced cultural competence	Culturally proficiency with integration of culture-based models and practices. Assertive and proactive agenda and programming.

Adapted from Cross et al, 1988, 1989, and Ponterotto, 1988.

Cross (1989) emphasized three critical elements in this model of cultural competence: 1) self awareness; 2) culture-specific knowledge; and 3) skills promoting effective socio-cultural interactions by an individual. His model has been widely cited and used as the conceptual framework for cultural competence.

The National Council for Cultural Competence (NCCC), which based its work on Cross (1988, 1989) has offered the following definition of cultural competence:

An organization should

- *Have a defined set of values and principles, and demonstrate behaviors, attitudes, policies and structures that enable them to work effectively cross-culturally.*
- *Have the capacity to (1) value diversity, (2) conduct self-assessment, (3) manage the dynamics of difference, (4) acquire and institutionalize cultural knowledge, and (5) adapt to diversity and the cultural contexts of the communities they serve.*
- *Incorporate the above in all aspects of policy making, administration, practice, service delivery and involve systematically consumers, key stakeholders and communities (NCCC, 2009)*

Sources: Cross, T. et al (1988, 1989). *Toward a culturally competent system of care.* Washington, DC: CAASP Technical Assistance Center, Georgetown University Child Development Center; National Center for Cultural Competence. (2009). *Conceptual frameworks/models, guiding values and principles.* Washington, DC: Georgetown University. Retrieved April 6, 2009 from http://www.11.goergetown.edu/research/gucchd/nccc/foundations/frameworks.html; Ponterotto, J.G. (1988). Racial consciousness development among white counselor trainees: A stage model. *Journal of Multicultural Counseling,* 16, pp. 146-156;