

Characteristics of a Multiculturally Competent Student Affairs Practitioner

Multicultural Awareness	Multicultural Knowledge	Multicultural Skills
A belief that differences are valuable and that learning about others who are culturally different is necessary and rewarding	Knowledge of diverse cultures and oppressed groups (i.e., history, traditions, values, customs, resources, issues.)	Ability to identify and openly discuss cultural differences and issues
A willingness to take risks and see them as necessary and important for personal and professional growth	Information about how change occurs for individual values and behaviors	Ability to assess the impact of cultural differences on communication and effectively communicate across those differences
A personal commitment to justice social change, and combating depression	Knowledge about the ways that cultural differences affect verbal and nonverbal communication	Capability to empathize and genuinely connect with individuals who are culturally different from themselves
A belief in the value and significance of their own cultural heritage and worldview as a starting place for understanding others who are culturally different	Knowledge about how gender, class, race, ethnicity, language, nationality, sexual orientation, age, religion or spirituality, and disability and ability affect individuals and their experiences	Ability to incorporate new learning and prior learning in new situations
A willingness to self-examine and, when necessary, challenge and change their own values, worldview, assumptions, and biases	Information about culturally appropriate resources and how to make referrals	Ability to gain to trust and respect of individuals who are culturally different from themselves
An openness to change, and belief that change is necessary and positive	Information about the nature of institutional oppression and power	Capability to accurately assess their own multicultural skills, comfort level, growth, and development
An acceptance of other worldviews and perspectives and a willingness to acknowledge that, as individuals, they do not have all the answers	Knowledge about identity development models and the acculturation process for members of oppressed groups and their impact on individuals, groups, intergroup relations, and society	Ability to differentiate among individual differences, cultural differences, and universal similarities
A belief that cultural differences do not have to interfere with effective communication or meaningful relationships	Knowledge about within-group differences and understanding of multiple identities and multiple oppressions	Ability to challenge and support individuals and systems around oppression issues in a manner that optimizes multicultural interventions
Awareness of their own cultural heritage and how it affects their worldview, values, and assumptions	Information and understanding of internalized oppression and its impact on identity and self-esteem	Ability to make individual, group, and institutional multicultural interventions
Awareness of their own behavior and its impact on others	Knowledge about institutional barriers that limit access to and success in higher education for members of oppressed groups	Ability to use cultural knowledge and sensitivity to make more culturally sensitive and appropriate interventions
Awareness of interpersonal process that occurs within a multicultural dyad	Knowledge about systems theories and how systems change	

Source: Pope and Reynolds (1997). Pope, Reynolds, and Mueller (2004). Multicultural Competence in Student Affairs, Table 1.1 (pp.18-19)