



# CARES<sup>U</sup><sup>2</sup><sup>®</sup>

## CERTIFICATION

**SUCCESS:** Sustainability & Accountability



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*You are authorized to use the learning objectives, activities, and module materials within your team to help your team to become, or remain, high performing in the areas of equity and inclusion. We ask that you do not teach or share these materials. Thank you!*

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## Success Module | Overview

### Lesson 1: Introduction

#### Objectives for the Success Module

By participating in this session, you will be able to:

- Build a plan of accountability (including all stakeholders, if completed as an entity)
- Understand the critical nature of continuous improvement that is sustainable

#### Core Principles & Beliefs of US<sup>2</sup>

1. Guilt and politeness are the glue that hold prejudice and stigma in place.
2. Intentions ≠ Impact.
3. We must intentionally include so as not to unintentionally exclude.
4. Seek to impact someone's heart – this will change their minds.
5. Every issue counts.
6. Growth occurs in discomfort.
7. **Once you know better, do better!**

Our goal within US<sup>2</sup> is to help people better understand themselves in order to unite society.



Use this section to take notes throughout the video courses. Slide decks are not provided in their entirety, so your notes, reflections, and active participation, both with the workbook and in the synchronous session, will allow the continuation of learning:

### Lesson 2: SMART Goals

#### Specific

- What do I want to accomplish?
- Why is this goal important?
- Who is involved?
- Where is it located?
- Which resources/limits are involved?

#### Measurable

- How much? How many?
- How will I know when it is accomplished?

#### Achievable

- How can I accomplish this goal?
- How realistic is the goal based on other constraints?

#### Relevant

- Does this seem worthwhile?
- Is this the right time?
- Does this match my other efforts/needs?
- Am I the right person to reach this goal?
- Is it applicable in the current environment?

#### Time-Bound

- When?
- What can I do today? Six weeks from now? Six months from now?

### Lesson 3: Reviewing Courage

#### Courage Objectives

- Unpack the impact of our experiences on our current conversations
- Recognize and understand motives behind conversations
- Learn skills to minimize defensiveness

Take a moment to review the materials from the Courage Module and write some notes about what you see in yourself as strengths and areas for improvement. In the section for areas for improvement, choose one to focus on and write a SMART goal to address it.

Strengths:

Areas to Grow In:

SMART Goal:

### Lesson 4: Reviewing Acceptance

#### Acceptance Objectives

- Reflect upon personal experiences to better understand origin of personally held first-thoughts
- Dissect the difference between core beliefs and implicit bias
- Expand identity group awareness beyond one's personal identity

Take a moment to review the materials from the Acceptance Module and write some notes about what you see in yourself as strengths and areas for improvement. In the section for areas for improvement, choose one to focus on and write a SMART goal to address it.

Strengths:

Areas to Grow In:

SMART Goal:

### Lesson 5: Reviewing Respect

#### Respect Objectives

- Analyze how relationships are impacted by personal experiences
- Understand Core Competencies of Social and Emotional interactions
- Incorporate restorative practices into multiple levels of relationships

Take a moment to review the materials from the Respect Module and write some notes about what you see in yourself as strengths and areas for improvement. In the section for areas for improvement, choose one to focus on and write a SMART goal to address it.

Strengths:

Areas to Grow In:

SMART Goal:

### Lesson 6: Reviewing Empathy

#### Empathy Objectives

- Analyze the impact of seeing yourself included in the environment
- Learn about and be exposed to the idea of seeing others in the environment
- Understand the role of personal development within an inclusive environment

Take a moment to review the materials from the Empathy Module and write some notes about what you see in yourself as strengths and areas for improvement. In the section for areas for improvement, choose one to focus on and write a SMART goal to address it.

Strengths:

Areas to Grow In:

SMART Goal:



### Lesson 7: Intercultural Development Inventory

Objective Culture: Artifacts and institutions created by a group of people, reflected in such areas as art, architecture, literature, dance, holidays, and collective history

Subjective Culture: Patterns of interpretations (values, beliefs, perceptions) and behavior learned from one's group that guides individual and group activity

### Lesson 8: Intercultural Development Continuum: Monocultural Mindset

#### Denial

Little Recognition of more complex cultural differences

Core Characteristics:

- Disinterest in and/or avoidance of cultural difference
- Insular around cultural differences, e.g., "why learn more about cultural differences?"
- Assumes commonalities with less focus on differences
- Key to understanding: Commitment to one's own cultural values and practices

What person may think/feel/do

- Cognition: Difficulty in seeing communication/behavior as 'cultural'; May not see value in knowing about cultural differences
- Affect: May express naïve attitude towards diversity; May feel uncomfortable or fearful in culturally diverse settings
- Behavior: Seek familiarity; Avoid the culturally different
- Exercise of Power: May unintentionally yet ethnocentrically interact with others who are culturally different

Developmental task: Recognition of non-threatening, cultural differences

Organizational implications: Assimilationist

- Generally unaware about cultural issues
- Susceptible to being blind-sided by race, gender, cultural issues
- Climate of inattentiveness for cultural differences

### Polarization

Judgmental orientation; “Us vs. Them”

Core Characteristics:

- An overly critical orientation toward cultural commonalities and differences

What person may think/feel/do

- Cognition: Information categorized into evaluative categories – neutral statements of cultural difference are rare

Developmental task: Reduce polarization, equalize criticism, and find common humanity

Organizational implications: Assimilationist

- Sense of superiority may lead to overconfidence or arrogance (“we know best”)
- Diversity recruitment, retention efforts are half-hearted and often unsuccessful
- Evaluative stance can damage domestic and international partnerships

### Polarization: Defense

Uncritical toward own cultural practices; overly critical toward other cultural practices

Core Characteristics:

- Cultural difference seen as an obstacle
- Feeling ‘under siege’ from other cultures
- May exhibit a sense of superiority toward other cultural practices
- Overemphasizes (largely negative) differences toward other cultures and underemphasizes commonalities
- Key to understanding: Willing to deal directly with difficulties around cultural differences

What person may think/feel/do

- Cognition: Information categorized into evaluative categories – neutral statements of cultural difference are rare
- Affective: Familiar is positive and unfamiliar is negative; Support of own group or of own privilege
- Behavior: Intentional avoidance of the culturally different
- Exercise of Power: May evaluate own cultural practices in ways that exclude equal opportunity for others

Developmental task: Reduce polarization, equalize criticism, and find common humanity

### Polarization: Reversal

Overly critical toward own cultural practices; uncritical toward other group cultural practices

Core Characteristics:

- Us vs. them where “they are the good guys and we are the bad guys”
- May take on the “cause” of the oppressed group; other cultural practices given special privilege
- Overemphasizes (largely positive) differences toward other cultures and underemphasizes commonalities
- Diversity seen as a solution to ethnocentrism of own culture group only
- Key to understanding: Positive evaluation of other cultures and a willingness to be self-critical

What person may think/feel/do:

- Cognition: Information categorized into evaluative categories – neutral statements of cultural difference are rare
- Affective: Culturally unfamiliar is positive and the culturally familiar (own culture) is negative; Support of other cultural practices
- Behavior: Intentional avoidance of own culture group members
- Exercise of Power: May judge other cultural approaches in ways that discriminate against own cultural members

Developmental task: Reduce polarization, equalize criticism, and find common humanity

### Lesson 9: Intercultural Development Continuum: Intercultural Mindset

#### Minimization

Highlights cultural commonality that can mask deeper recognition of cultural differences

Core Characteristics:

- Early minimalization may assume commonalities and not fully recognizable cultural differences when present
- Middle/late minimalization may accurately recognize cultural commonalities and differences but may not fully attend to the differences
- Overestimates own competence around cultural differences and diversity issues, views tolerance as sufficient
- Overemphasizes commonalities and underemphasizes differences
- If from a dominant culture group, may lack deeper cultural self-awareness
- If from a non-dominant culture group, may use this as a strategy to accommodate to the dominant cultural values and practices
- Key to understanding: Recognizes cultural commonalities across differences and tries to behave in tolerant ways

What person may think/feel/do:

- Cognition: Cultural differences perceived in neutral terms – but differences are made sense of and responded to within one's own culturally familiar categories; Bow, shake, kiss – "It's all about showing respect!"
- Affect: Expresses positive behavior in one's own cultural form/terms
- Behavior: Actively supports more universalistic principles, values, and practices without full understanding of how they may mean something different in other cultures
- Exercise of Power: Accept, with little discomfort, institutional privilege; Tends to disavow power yet unconsciously impose own cultural norms

Developmental Task: Increase cultural self-understanding and increase focus on understanding cultural differences

Organizational Implications: Universalistic

- Overestimates cross-cultural competence to diversity issues
- Tolerance and 'color-blind' policies may lead to poor recruitment and retention of diverse resources
- Over-emphasis on corporate culture creates strong pressure to conform
- Lacks deeper appreciation of diversity as a resource

### Acceptance

Recognizes cultural commonality and difference in own and other cultures

Core Characteristics:

- Curious and interested in cultural differences

- Committed to cultural diversity agenda (talk the talk), but not sure how to walk the walk
- Acknowledges relevance of cultural context but unclear how to appropriately adapt to cultural difference

- Key to understanding: Values both cultural commonalities and differences and sees how cultural differences are relevant

What person may think/feel/do:

- Cognition: Recognizes culturally different ways of making sense of and responding to cultural differences and similarities; Uses culture-general frameworks that allow systematic understanding of contrasts of values and behavior between cultures

- Affect: Non-evaluative curiosity about cultural differences and similarities; Cultural self-understanding about one's own perceptions and behavior and the perceptions and behaviors of other cultural groups

- Behavior: Seeks knowledge about and experiences of different cultures; Treats own experiences in cultural terms; Unsure how to appropriately adapt to cultural difference

- Exercise of Power: Tends to be avoided through inaction; Some unwillingness to apply ethical principles and values across cultures

Developmental Task: Increase cultural self-understanding, understanding of cultural differences, and engaging in culturally adaptive behavior

Organizational Implications: Bridging

- Active efforts to recruit and retain diverse workforce

- Able to talk the talk, but not walk the walk consistently

- Recognizes the local cultural context as different from one's own – but finds difficulty in taking appropriate action

- Managers are encouraged to value cultural diversity but not trained in intercultural skills

### Adaptation

Able to shift cultural perspective and adapt behavior to cultural context

Core Characteristics:

Increased repertoire of cultural frameworks and behaviors available to effectively bridge cultural commonalities and differences

Individuals define their role as demanding intercultural competence

Key to understanding: Generally flexible in cultural perspective, deep understanding of at least one other culture, comfortable bridging across culture communities

What person may think/feel/do:

Cognition: Conscious reframing of cultural information and observations in various ways; Able to make sense of cultural differences in ways similar to people from another cultural group

Affect: Intentional interest, mindfulness around cultural issues; High value and commitment to intercultural competence for self and others

Behavior: Intentionally takes the perspective of alternative cultural views; Actively attempts to increase repertoire of cultural behavior

Exercise of Power: Ability to recognize and respond to power within a cultural context; Some ability to exercise power in culturally appropriate ways

Developmental Task: Attaining bi-cultural and/or multi-cultural adaptation

Organizational Implications: Bridging

Organization encourages development of intercultural competence among all staff

Domestic and international cultural differences used as a resource for multicultural teams and the organization as a whole

Strong climate of respect for diversity

### Lesson 10: Orientations & Preparing for Synchronous Session

Perceived Orientation: Where you place yourself on the continuum; Where you want to be

Developmental Orientation: Where the IDI finds you on the continuum; Where you actually are

Orientation Gap:

- PO>DO: Overestimation: You see yourself as more culturally responsive than you actually are
- PO<DO: Underestimation: You are more culturally responsive than you believe yourself to be

How are you going to best prepare for the synchronous session?

### Shining Work Moments

Tell the groups that their assignment is to look back over their careers and identify three events, activities, accomplishments, collaborations, or moments of recognition by others that were shining or important to them. Think of these touchstones as career highlights. Allow about ten minutes for the participants to think about the question and jot down ideas before you ask them to share their thoughts with their small group. When all participants are ready, ask them to share their shining moments with their small group. For maximum impact, it's best to let each person share one shining moment at a time, then to move on to the next person. Tell the small group members to listen carefully and to look for common themes and similarities in the stories. For example, did many of the shining work moments involve praise and thank you's from a respected manager? Did the shining moments involve a raise and a promotion? Tell the groups that each person will be asked to share just one of their shining moments with the entire group upon completion of the small group exercise if they are comfortable doing so. To debrief the icebreaker, ask the group how they reacted to the activity (i.e., their reaction to the experience of telling their own stories and hearing the stories of others). Continue to debrief the activity by asking the entire group if they noticed any themes in the stories. One theme that tends to be mentioned a lot is about receiving recognition for one's work. Other common stories center around promotions and successful product launches. While managing this exercise, it's important to let your participants draw their own conclusions. When the discussion is finished, ask the participants if they have anything they'd like to add to the discussion before closing the session.

### Success Values

- **How do you define success?**
  
  
  
  
  
  
  
  
  
  
- **What has been your success narrative?**



Individual Development Plan Focus Areas  
Training Programs

Workplace Activities

Theatre, Film, & Arts

Educational Classes

Personal Interactions

Books & Articles

Intercultural Journal

Travel

Intercultural Coaching

Site Visits

## Overview of CARES™ Certification

US<sup>2</sup> Consulting | Understand Self, Unite Society

With **Courage, Acceptance, Respect, and Empathy**, you will see **Success!**

The Path to CARES™ Certification



### CARES™ Certification Program Overview

CARES™ Certification is the leading benchmark in providing individuals, businesses, and organizations, a trust-worthy credential for action planning in building diversity, equity, and inclusion among its stakeholders. The CARES™ Curriculum is comprised of 5 modules, taught by a certified CARES™ instructor.

Module 1	Module 2	Module 3	Module 4	Module 5
<b>COURAGE</b> Courageous Conversations	<b>ACCEPTANCE</b> Diversity & Equity	<b>RESPECT</b> Restorative Relationships	<b>EMPATHY</b> Inclusive Training/ Curriculum	<b>SUCCESS</b> Accountability & Sustainability

#### Benefits of Certification

- Develop an action plan to monitor and assess progress toward the CARES™ principles.
- CARES™ PDF Resource guide with key content features.
- Assessment using the Intercultural Development Inventory (IDI).
- Support from a CARES™ Coordinator.
- Quarterly support sessions for certified individuals/entities.

Contact Us to Become Certified!

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# Action Plan Template

Individual Name		Date	
<b>Why do you want to be certified?</b>			
<b>Courage Module</b>			
Areas of Strength			
Growth Opportunities			
SMART Goal(s)			
<b>Acceptance Module</b>			
Areas of Strength			
Growth Opportunities			
SMART Goal(s)			

# Action Plan Template

<b>Respect Module</b>	
Areas of Strength	
Growth Opportunities	
SMART Goal(s)	
<b>Empathy Module</b>	
Areas of Strength	
Growth Opportunities	
SMART Goal(s)	

## Success Module | What's Next?

To gain credit for this course, please login to your portal on <https://us2consulting.com/cares-certification/> and complete the following:

- Mark your course complete
- Assess yourself with the quiz for this module
- Complete the survey for US<sup>2</sup> to continue reflecting and growing as trainers, facilitators, and social justice change agents

Please schedule your personal debriefing session to complete your Individual Development Plan by emailing [success@us2consulting.com](mailto:success@us2consulting.com)

– With Courage, Acceptance, Respect, and Empathy, you will see Success!

Upon submission, and approval, of your Action Plan (pages 18 & 19 of this document) and your Individual Development Plan, you will become a certified CARES™ Practitioner.

For any questions and/or concerns regarding the Certification process, please contact [certification@us2consulting.com](mailto:certification@us2consulting.com)

To inquire about additional training opportunities and/or how US<sup>2</sup> can help your organization become a more inclusive and equitable environment, please contact [info@us2consulting.com](mailto:info@us2consulting.com)

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