

# Will Cultural Competence Lead Us Out of the Intersection of Sexual Orientation/Gender Identity or Leave Us Stalled?

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The pattern for cultural competence for sexual orientation and gender identity follow the trajectory for cultural competence for race/ethnicity and other diversities. The research begins with the delivery of social, health, and mental services to the LGBT community. That research soon focuses on the requirements for organizations to be culturally competent. At that point, the research is continued in the public administration literature. There are important aspects of cultural competence for the LGBT communities that do not have parallels in cultural competence for the other diversities: the coming out process and transgender. Both need to be understood to be culturally competent. Demographics including generational differences are changing the political and social acceptance of the LGBT community. Younger people are more liberal and accepting of the LGBT community than older people including people over 65. Acceptance of the LGBT community should continue to improve.

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**R**esearch on cultural competence and LGBT issues shows the same pattern that cultural competence and race/ethnicity does. The majority of the research on cultural competence and LGBT issues has been in the delivery of social, health, and mental services to the LGBT community, similar to the pattern on cultural competence and race/ethnicity. The research on the delivery of social and health services to the LGBT community is serving as the basis for the movement of cultural competence into public administration. It is only recently that cultural competence in public administration has begun to include the LGBT community. Two recent examples are *Cultural Competence for Public Managers: Managing Diversity in Today's World* (Borrego and Johnson 2011) and *Cultural Competency for Public Administrators* (Norman-Major and Gooden, editors 2012).

A look at three books on personnel or human resources management show that the book published in 2009 has no section on sexual orientation or gender identity (Dresang 2009). The books published in 2010 devote less than one page each to the subject of sexual orientation and gender identity (Berman, Bowman, West, Van Wart 2010, & Klingner & Nalbandian 2010). It seems as if personnel or human resource management would lead in this effort. Burnier (2012) sees the creation of culturally competent public organizations as challenging the traditional bureaucratic approach of the neutral delivery of public services and goods. Yet, there is much research on the culturally competent delivery of public health

and community services to the LGBT community.

## Literature Review

Van Den Bergh (2003) summarized some of the discrimination experienced by the LGBT community. There were a considerable percentage of gay males and lesbians experiencing work-related discrimination ranging from 17% to 66%. Those individuals that reported being out experienced discrimination. Van Den Berg also reports that sexual minority employees have a constant fear of discrimination (pg. 57). Van Den Bergh recommends creating a productive work environment for sexual minorities by using the model PIE, which stands for protection, inclusion, and equity.

There are parallels in the study of diversity in the executive suite by Korn/Ferry International (1998). Almost 60% of the employees of color reported that they had experienced double standards in the way that assignments were delegated. Fifty five percent reported they had experienced harsh or unfair treatments of minorities by Whites. Forty five percent were targets of racial or cultural jokes. While this was a study of executives of color, there are parallels to sexual orientation and gender identity. Where there are perceived differences, there tend to be discriminatory actions by some employees.

According to Van Den Berg, protection equates to organizations having antidiscrimination policies including procedures for handling incidents of discrimination for sexual orientation and gender identity. Inclusion refers to having an organizational climate where members of the LGBT community feel comfortable being out. Equity means giving the LGBT employees the same benefits as all other employees. Domestic partners would also be eligible for comparable benefits as the spouses of employees. Similar to some of the cultural competence research on race/ethnicity, researchers in the behavioral sciences make organizational recommendations. The organizational recommendations are easily incorporated into the public administration literature (Borrego & Johnson 2011).

Inclusiveness can also occur in a community context where there is community input into the policy process. In public health policy in Canada, sexual minorities, with a few exceptions, have been excluded from community health planning while there was a greater emphasis on the more traditional diversity classifications such as ethnic, aging, rural, social class, disabilities (Mulé, Ross, Deeprose, Jackson, Daley, Travers, and Moore 2009).

Van Den Berg's article shows cultural competence on LGBT issues includes organizational policies and procedures bringing it into the more traditional public administration literature. This parallels the work of Siegel, Haugland, and Chambers (2003) in creating cultural competence performance and benchmarks for organizations. This indicates that cultural competence has an organizational component in addition to personal cultural competence. The delivery of health and social services to the LGBT community is generally done through government agencies and nonprofit organizations, areas of traditional public administration.

Crandall, George, Marion, Davis (2003) used two communication theories for the design of a culture and diversity course for students. Diversity included sexual orientation. They used Howell's levels of communication competence. Learners move from one level to the next level. The levels are:

1. Unconscious incompetence
2. Conscious incompetence
3. Conscious competence
4. Unconscious competence

5. Unconscious supercompetence (pg. 589).

They also used Bennett's model of intercultural sensitivity. Bennett describes "six developmental stages varying from ethnocentrism (denial, defense, minimization) to ethno relativism (acceptance, adaptation, integration" (pg. 589). Their evaluation of the students showed that medical student's cultural competency can be increased.

Bedoya and Safren (2009) use Glassgold's (2009) description of gay-affirmative therapy with Felix who is a Latino gay male to further the discussion of cultural competence. They see cultural competence as the "the ability to incorporate a respect and understanding of participants' sociocultural context" and "the recognition of and appropriate response to key cultural features" (pg. 23). There are two points that arise out of this and the previous article. There is an evolving general definition or model of cultural competence that includes increasing definitions of diversity. The second point is that as the definition of diversity increases, what had been discussion of discrete groups such as minority or Asian becomes more complex and there is an overlapping of classifications. In this case Felix is a Latino and gay. It may not be enough to discuss cultural competence in simple broad categories such as race/ethnicity or sexual orientation or gender identity. It may be more informative to consider race/ethnicity and sexual orientation or gender identity.

This is further borne out in a study of Toronto LGBT teens shows that "diverse cultural backgrounds and differing religious beliefs are also present as barriers to sexual health service provision and community outreach" and also "Service providers who work with Black youth identified the conundrum facing Black LGBT youth, who experience racism in the mainstream gay community and homophobia in their own communities" (Travers, Guta, Flicker, Larkin, Lo, McCardell, van der Meulen, and the Toronto Teen Survey Team, 2010 pg. 4). Increasing diversity is creating a more complex context for studying and researching LGBT issues.

Schope (2004) adds an additional component for cultural competence for LGBT not normally encountered in cultural competence for the other definitions of diversity. Schope stresses the importance of understanding the coming out process for individuals. He sees the coming out process as "unlearning of those often very powerful negative homophobic messages" (pg. 258). Schope says that the process of coming out reduces feelings of powerlessness that are commonly felt when closeted.

Griffith and Hebl (2002) provide an organizational context for the coming out process. Their study showed that disclosure was related to job satisfaction, but also was related to job anxiety. Their research also showed that LGBT employees who received support at work were happier and less stressed. Organizations with LGBT supportive organizational policies had LGBT employees who were more likely to be out and face less discrimination. Identifying as gay has both good and bad aspects. People who identify highly with LGB community experience better mental health, but are also more likely to be victims of discrimination (Fingerhut, Peplau & Gable 2010). This further indicates the need for LGBT supportive policies in the workplace.

Supportive LGBT organizational policies may be interpreted as the organization being inclusive of LGBT employees at work. Van Den Berg (2003) has inclusion as a part of the PIE model. Inclusion is also part of a cultural competence model (Borrego and Johnson, 2011, pg. 75).

## **The Coming Out Process**

The coming out process is unique to LGBT cultural competence. There is not a similar process in race/ethnicity cultural competence and other diversities. Understanding the coming out process is important in providing an inclusive and supportive organizational climate and the development of supportive policies and training programs. There are varying and sometimes opposing views on whether an individual should come out. For many, the coming out process is part of gaining political power. Moral philosophers have weighed in and see coming out as a moral duty. Coming out can also have negative consequences for the individual in today's socially complex world. Others advocate a responsible coming out taking the social complexity of the individual's life (MacLachlan 2012).

Coming out is a personal process and depending on the situation, it may still be difficult for some to come out in the workplace. Kay (2012) comments on the coming out of Anderson Cooper, CNN news anchor, and how supportive his organization was in the process. Kay then asks: "But what if you are not Anderson Cooper? Do you put your career at risk if you come out?" (page 1). The story of Greg Lilly is discussed as someone who while working for a family-owned business, struggled to come out. He was afraid that coming out would result in a loss of career opportunities. The supportiveness and inclusiveness of the organization can be very helpful to employees contemplating coming out having a less stressful experience.

Kwoh (2012) discusses the fear factor for many high-level corporate executives that are still closeted, especially for executives who work with countries that are still homophobic. Some fear that their coming out will affect their professional relationships. She details the coming out of Beth Brooke. For many that do come out, the process seems painless and they have received support from their colleagues.

Schope (2004) confirms that the coming out process has a relationship to the way that gay individuals perceive themselves. While individuals who have not divulged their sexual orientation may experience less discrimination, the coming out process empowers individuals. The stages of coming out were seen as having parallels in minority identity development. Schope (2004, pg. 267) recommends that practitioners be taught cultural competence, so that practitioners understand the role of homophobia on the individual.

Vaughan and Waehler (2006) make a connection between stress-related growth and the coming out process. Their study shows that the coming out process results in high levels of stress-related growth for lesbians and gay men. Stress-related growth is seen as a multidimensional construct. Individual growth occurred in the way lesbians and gay men saw their authenticity/honesty, biopsychosocial wellbeing, and personal sexual minority identity (pg. 101). On a collective level there was growth in perceptions of others, greater LGBT affirming views, a greater sense of belonging, and a greater LGBT identity (pg. 101). There clearly seems to be positive benefits to coming out, although the decision to come out can be stressful. An employee may wonder if coming out will result in the loss of career growth and how colleagues will perceive her. Training by the human resources for managers on the coming out process can go a long way to creating an organization climate that is more supportive and welcoming.

### **Gender Identity and Transgender**

Gender identity and transgender also do not have parallels in cultural competence regarding other diversities. In a study of transgender individuals, there were several gender identities used by transgender individuals (Kuper, Nussbaum, & Mustanski 2012). The identity that was used most often in this study was genderqueer. Other identities were

pansexual, queer, lesbian, bisexual, and straight/heterosexual. While there is a growing amount of research and literature on gender identity and transgender, it does not seem to be incorporated into the public administration literature.

Meghan Stabler discusses her transition from male to female while she was working for a company described on the website: [theglasshammer.com](http://theglasshammer.com) (2009), an online community for women executives in financial services, law, and business. She understood that she would be undergoing physical changes that would be easily noticed by her coworkers. Her first step was to contact people she was familiar with at the HR department. She wanted to ensure that the company's EEO and sexual harassment policies included gender identity. This adds further emphasis to having supportive organizational policies. In this case, there would be a need for new name and gender and the healthcare plans had to reflect the new name and gender. She also met with the CEO and top officials, before the changes of her hormone treatment began to be evident. Her transition went relatively smoothly. She went from being an Alpha male to being seen as a b\*\*\*\*h (sic). This seems to indicate that there are still improvements to be made in the way different genders are treated in organizations.

The way that transgender is being treated psychologically is changing. Transgender advocates are lobbying the American Psychiatric Association not to diagnose transgender individuals with labels that imply that it is a disorder. There are rumors that the American Psychiatric Association may be changing the classification from Gender Identity Disorder to Gender Dysphoria a term implying emotional distress (Leff 2012). If who we are is defined in a way that seems to make it a mental disorder, it makes it harder to be accepting of ourselves. Others may see someone who is described as having a mental disorder as not being normal.

A study of male to female transgender showed high levels of abuse, both psychological and physical (Nuttbrock & Hwahng, Bockting, Rosenblum, Mason, Macri, Becker 2010). One half of the participants reported that they had been victims of physical abuse and approximately 78% reported psychological abuse. Psychological and physical abuse was extremely high during the adolescence years, usually from their family members. Older respondents saw abuse from strangers, friends, and neighbors.

One of the critical tenets of cultural competence that is in almost all definitions of cultural competence is respect for another individual's culture (Borrego and Johnson 2011). To respect another's culture, it is helpful to understand that culture. The demographic changes that are occurring in the U.S. are discussed in print and television as well as on the web. There are discussions of generational differences. There is an increasing discussion of some LGBT issues. The military getting rid of don't ask don't tell (DADT) and allowing gays and lesbians to serve openly in the military generated a lot of media discussion. Same sex marriage also is covered in the media, although usually as part of an acrimonious discussion. There is relatively little discussion of gender identity and transgender.

### **Demographics Are Changing the Political Landscape**

A study of about 4,000 undergraduate students approximately evenly divided into Asian American, Black, Hispanic, and Black students indicated that about 75% were supportive of multiculturalism (Borrego and Johnson 2011). That is, they were comfortable with individuals identifying with both the U.S. culture and their own culture. Similar generational differences can be seen regarding the LGBT community.

A Pew Research Center publication (2011) shows that 58% of respondents said

that homosexuality should be accepted by society. Forty-five percent favored gays and lesbians marrying legally. More women (64%) than men (52%) agreed that homosexuality should be accepted by society. Interestingly, support was higher in the Hispanic community (64%) than in the White community (58%) and the Black community (49%). The generational differences were large. Sixty nine percent of the 18 to 29 years old (millennials) were supportive. Only 47% of people who were over 65 were supportive. There were clear political differences with only 35% of conservative Republicans being supportive. Sixty three percent of independents were supportive. There is a large political divide on this issue.

The large political divide reflects the changing demographics occurring in the U.S. The Pew Research Center's report *Beyond Red vs. Blue: The Political Typology* (2011) shows that staunch conservatives (highly engaged tea party supporters) are 92% White and only 8% are under 30. Forty three percent are over the age of 50. Eighty-eight percent of main street republicans (conservative on most issues) are White and only 15% are under 30. Forty three percent are over the age of 50. New coalition democrats (upbeat majority-minority) are 34% White and 21% are under age 30. Solid liberals (across the board liberal positions) are 72% White and 22% are under 30. Hard-pressed democrats (religious and financially struggling) are 53% White and 12% are under age 30.

To further complete the picture, staunch republicans were 44% of those who indicated they were registered to vote republican. Main street republicans were 56% of republicans who indicated they were registered to vote. New coalition democrats who were registered to vote were 22.5% of the democrats. Solid liberals were 40% and hard-pressed democrats, registered to vote, were 37.5% of the democrats.

Page (2012) citing a USA Today/Gallup Poll discusses the overwhelming support of those over 65 years of age for Romney. Young adults younger than 30 years of age support President Obama by a factor of two to one. Only 16% of the seniors are minority while 45% of those under 30 years old are minority. Seniors see diversity as being bad for the country, while the millennials see it as a good thing. Almost 60% of millennials think that the President should support making gay marriages legal. Only 25% of the seniors agree with this sentiment.

This shows how the changing demographics are changing the country. Similar to issues of race/ethnicity there are generational differences and the discussions can be acrimonious. This paints a picture of the society at large. The organizational picture can be different due to baby-boomers, those born between 1946 and 1964. There are approximately 20 million baby boomers born between 1946 and 1950 (Borrego and Johnson 2011). That means that there are approximately 20 million people between 62 and 66. The first baby boomers become 66 in 2012. This is retirement age for many people. People in this group can receive early social security at age 62. The economy may be slowing the retirement trend. Many of these people will have become government employees when defined benefit retirement programs were common, making it easier to retire than for those on defined contribution retirement plans.

### **Federal Efforts on LGBT Issues**

In 1999, *Best Practices In Achieving Workforce Diversity*, (U.S. Department of Commerce and Vice President Al Gore's National Partnership For Reinventing Government Benchmarking Study) was published. On page 3, diversity is defined as: "Diversity includes the entire spectrum of primary dimensions of an individual, including Race, Ethnicity, Gender, Age, Religion, Disability, and Sexual Orientation (referred to by the Diversity Task Force as: "REGARDS". On August 18, 2011 President Obama signed an Executive Order

13583 “Establishing a Coordinated Government-Wide Initiative to Promote Diversity and Inclusion In the Federal Workforce.” The Government-Wide Diversity and Inclusion Strategic Plan 2011 on page 5 defines diversity as: “These include, but are not limited to, characteristics such as national origin, language, race, color, disability, ethnicity, gender, age, religion, sexual orientation, gender identity, socioeconomic status, veteran status, and family structures. The concept also encompasses differences among people concerning where they are from and where they have lived and their differences of thought and life experiences.” While sexual orientation was included in the 1999 Best Practices In Achieving Workforce Diversity, the strategic plan for President Obama’s Executive Order now mentions gender identity. There is a broadening of the definition of diversity that mirrors the changing demographics of the U.S. The strategic plan has measurable goals, priorities, and action to measure progress. The good news is that sexual orientation and gender identity are included in the latest federal government efforts on diversity.

A great government agency resource for cultural competence on LGBT issues is the Health Resources and Services Administration (HRSA) that is an agency of the U.S. Department of Health and Human Services. Information on cultural competence can be accessed on their website [www.hrsa.gov](http://www.hrsa.gov). Putting LGBT into the search function. Len Epstein, Senior Advisor, Clinical Quality & Culture, HRSA, Office of Health Equity in an email to the author says there is a seven-minute video on YouTube that has an animated graphic on intersectionality. There will also be a six-hour web course on cultural competence on LGBT, ethnic and disability that will be released in October 2012.

It seems that in this case, practice has been in front of public administration theory when it comes to LGBT inclusion. There is relatively little discussion of the separation of politics and administration as there was over thirty years ago. This may be a situation of where politics is influencing the practice of administration. LGBT interest groups have been increasing in political influence as can be seen by President Obama’s fundraising outreach to the LGBT community.

The increase of political participation by the LGBT community is seen in a Yahoo news article on a George Clooney fundraiser (Chaddock 2012). The George Clooney fundraiser came as a result of the President’s support of full marriage equality along with including sexual orientation and gender identity, and ending Don’t Ask Don’t Tell. The article describes that the George Clooney fundraiser raised almost \$15 million for President Obama. Chaddock further documents that gay activists are involved in President Obama’s campaign, including the finance director, Democratic National Committee treasurer and the White House social secretary. One in six of the top money bundlers openly identify themselves as gay. To get a more comprehensive picture it is worthwhile to look at the political process and political appointments. Political appointees can make major changes within government organizations

The politics-administration separation has been traced to Woodrow Wilson and his 1887 essay “The Study of Administration” (Tahmasebi and Musavi 2011). Rosenbloom (2008) traces a shift in the definition of politics from partisan to policy occurring in the period of 1927 to 1936. Some see this discussion as arriving at a more complementary perspective (Tahmasebi and Musavi 2011). Orr and Bennett set the coproducing of cooperative research by academics and practitioners in a historical context. They quote Richard J. Stillman II in a 2010 communication with the authors as *PAR* seeing the importance academic research supporting practitioner needs (pg. 487). Orr and Bennett see joint projects between practitioners and academic researchers as returning to some of the

roots of public administration. Advocates see this as a way of integrating theory and practice, although there are challenges. An intermediate position is seeing and incorporating government practices and setting them into an academic context.

From a more practical perspective, the President gets elected to implement a political agenda. Anyone who has served as a political appointee knows that many of the approximately 3,000 federal political appointments are filled with former members and staff of Congress, members of interest groups and constituencies and universities. Many of the deputy assistant secretaries are career senior executive service (SES) employees. Implementing the President's political agenda involves political appointees and career SES working with congressional committees on budget priorities and legislation. There is also an extensive dialogue with constituency groups to gather their agenda (Borrego & Johnson 2011).

New political appointees have to learn the administrative process while hoping not to stumble in a way that requires their resignation. Senior career SES employees know the organization, its rules and usually have already established relationships with congressional committees and staff. Many also have extensive relationships with interest groups and constituency. There is an active relationship amongst all of them to shape policy and legislation (Borrego and Johnson 2011).

The trajectory of cultural competence in LGBT issues is very similar to the trajectory of racial/ethnic groups. When a group has not been part of the majority, they are not generally as well represented in Congress and administrative positions. Redistricting can sometimes hurt the ability of minority groups to elect their representatives. Bland (2012) summarizing a *National Journal* analysis describes that redistricting during 2011 resulted in more minorities being concentrated in fewer congressional districts. But, as the population grows there is a tendency to have increased representation in congress. As the power and influence of the constituency groups grow and they become part of the political process, their numbers as political appointees grows. They are now in a position to create the administrative policies, rules and regulations that allows for greater participation as both the political and career employees.

A tipping point occurs when a movement gathers enough momentum and energy to continue expanding and cannot be stopped. The tipping point for minorities came after 2010 when minority births were greater than the births of non-Hispanic Whites (Dougherty and Jordan 2012). The tipping point for the LGBT community came in the latter part of the twentieth century (Yoshino 2010). Although the tipping point has been reached and passed there is still a sense of political powerlessness for the LGBT community because they still are not fully represented in the political system. Although those that are in opposition see the power that the LGBT community exerts as a growing political power (Yoshino 2010).

As academics, we tend to appropriately review the academic literature. It is worthwhile to also examine what government agencies are doing. It is not necessarily true that practice is leading theory in this case. It can be worthwhile, when studying issues such as this to also include the political and policy process, as it exists to complement the theoretical perspectives. Along with defining what cultural competence is, it is also worthwhile to focus on managing in a culturally competent manner. It does seem that more progress has been at the federal level than in the public administration literature available to public administration students. The first American Society for Public Administration (ASPA) LGBT section was just approved in 2011 at the ASPA National Conference in Las Vegas (Mostel, 2012)

There has been relatively little published research in social equity on sexual

orientation in comparison to race and gender (Oldfield, Candler, and Johnson 2006). One of the questions they raise is the role of faculty in teaching cultural competence in its broadest sense. A study of college of education faculty at four urban universities provides reasons why faculty members do not focus on diversity. While the study focused on race there are important relationships that may be relevant to sexual orientation and gender identity. The faculty was strongly supportive of diversity training, but much less support for the implementation of this training (Smolen, Colville-Hall, Liang, and Mac Donald 2006). It seems that being politically correct is more important than being effective. Over eighty percent of the participants were European Americans and most of the participants were in the 40-59 years old age range. The study also did not find a significant relationship between participants with extensive experience interacting with diverse students and those who didn't in terms of their emphasis of diversity in the classroom. There were significant differences between participants who more strongly self-identified themselves with their own racial/ethnic group. The institution that the participants attended was also important in their incorporating diversity in their classes, showing the influence of educational institutions.

There are lessons that can be drawn from this study that may be instructive for increasing the inclusion of LGBT issues in public administration. One is that institutions make a difference in the way that their students view and incorporate the importance of including these issues. Another lesson is that strong identification with one's own group, which is different than the group that students belong to, makes it easier to not treat this as seriously. This raises the importance of having enough faculty members who are LGBT on the faculty to create a critical mass. Rice, (2010) raises the question of whether faculty can adequately teach students who are culturally different than they are. He further sees this as resulting in a focus on theory and functionality with relatively little focus on diversity and social equity.

### **Generational Differences**

There are also generational differences. A Pew Research Center published a report (Taylor and Keeter 2010). Millennials are more likely to be supportive of same sex marriage than the other groups that preceded them. Half of millennials are supportive of same sex marriage: forty three percent of generation X are supportive; 32 percent of baby boomers. The difference that age makes is easily seen. Over half of the millennials say that they have a close friend or family member who is gay. Being familiar with others makes it easier to be inclusive and understanding. The millennials are more diverse than the groups that precede them. Millennials are sixty one percent White and adults who are older than thirty (in 2010) are seventy percent White. Even with a difficult economy, this large group will replace the rapidly aging baby boomers. It is estimated that by 2014 the millennials will comprise about a third of the workforce (Waxler, 2008). This will create a group of employees who are more receptive to the LGBT community than the baby boomers and Generation X that currently make up the majority of the workforce.

### **Conclusion**

The pattern for cultural competence on LGBT issues follows a similar trajectory as the pattern for cultural competence and other diversities. The initial interest and research occurs in the delivery of health and social services to these individuals. Many of these are government and nonprofit agencies. It makes intuitive sense that those providing services to

members of diversity groups would have the greatest interest in providing better services. Better services are provided when the special needs of these groups are understood in a respectful manner. Thus, one can see why respect for their culture becomes the first tenet of cultural competence.

Since the delivery mechanisms are government and nonprofit agencies, the focus soon turns to the organizational requirements to be effective. The research then contains recommendations for more effective organizations. This provides the transition to the more traditional public administration taught in public administration and public policy programs from social work and psychology. Cultural competence on LGBT contains two aspects that are not present in cultural competence on other diversities. The coming out process and gender identification do not have parallels in cultural competence of other diversities and may not be well known outside the fields of social work and psychology.

Demographic and generational changes are affecting the organizational culture. While the general population ages, organizations are facing the retirement of the baby boomers, making their replacements younger and more diverse. This generation is more receptive to the LGBT community, which should create a more supportive and inclusive workplace for the LGBT community. This brings with it a responsibility for preparing students to be administrators and managers in this new organizational culture.

Traditionally, public administration literature has favored a politics-administrations split. Public administration was seen as value free. Those days are ending and long-term career success depends on understanding of politics and the interaction of political appointees and career senior executive service officials. It is here that policy supportive of the LGBT community is developed.

Government is developing many policies and practices that are complementary to the academic focus of a university education. Theory can provide a context for the government practices that prepare public administration students for successful and productive careers.

The demographic changes are accelerating the movement of cultural competence on LGBT issues and other diversities past the intersection of sexual orientation/ gender identity and public administration in the 21<sup>st</sup> century.

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