Organizational Culture

Policy Development

CULTURAL COMPETENCY

Administration

Governance

A Self-Assessment Guide for Human Service Organizations

Communication

Service Delivery

Personnel Practices

Program/Project Development

Community Relations

Funding Assessment



CULTURAL COMPETENCY

A Self-Assessment Suide for Human Service Organizations

Prepared By Hieu Van Ngo

Cultural Diversity Institute, Calgary, Alberta



Cultural Competency

A Self-Assessment Suide for Human Service Organizations

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Glossary of Key Jerms

Barriers Obstacles or limitations that prevent culturally diverse people from having equal access to services.

Culture¹ Practices, habit patterns, customs, values and structures that are related to a common group experience. Culture can include ethnicity, language, religion or spiritual beliefs, race, geo-graphic origin, group history and life experiences.

Cultural Competency² A set of congruent behaviors, attitudes and policies that come together in a system, agency or profession that enables that system, agency or profession to achieve cultural diversity and to work effectively in cross-cultural situations.

Cultural Diversity³ Differences in race, ethnicity, language, nationality or religion among various groups within a community, organization or nation. A city is said to be culturally diverse if its residents include members of different groups.

Ethnicity⁴ A principle which explains how people are defined, differentiated, organized and entitled to group membership on the basis of certain physical or cultural characteristics. Ethnicity can also consist of a consciously shared system of beliefs, values, loyalties and practices that pertain to members of a group who regard themselves as different and apart. The salient feature of ethnicity is the attachment that a person or group has a common cultural heritage.

Inclusion⁵ Equitable participation in public or community institutions of all members of the community, as clients, stakeholders or employees as appropriate.

Racism⁵ Set of implicit or explicit beliefs, presumptions and actions based upon the belief in inherent superiority of one racial or ethnic group over another, and evident within organizational structures or programs, as well as in individual thought and behavioral patterns.

Systemic Discrimination⁵ Social and organizational structures, including policy and practices, which, whether intentionally or unintentionally, exclude, limit and discriminate against individuals who are not part of the traditional dominant group. Systemic discrimination or racism, often an unconscious by-product of ethnocentrism and unexamined privilege, is measured by its impact, not the intent.

4 Elliott & Fleras, Unequal Relations: An Introduction to Race and Ethnic Dynamics in Canada, 1992.

I United Way, Blueprint for Board Diversity, 1994; Agger-Gupta, Terminologies of Diversity, 1997.

² Chung, Asian Culture Commonalities, 1992.

³ Orlandi, Cultural Competence for Evaluators, 1992.

⁵ Canadian Heritage, Toward Full Inclusion: Gaining the Diversity Advantage, 1993.



INTRODUCTION

Ultural competency refers to a set of congruent behaviors, attitudes and policies that enables human service organizations to work effectively with various racial, ethnic, religious and linguistic groups. It is compatible with the fundamental principles of respect, equality and diversity that Canada has long embraced. As Canadian society continues to transform into a tapestry of colors, customs, languages, accents, beliefs, values and talents, human service organizations need to view cultural competency not as an add-on option, but rather as an integrated core business requirement for effective practices.

In the past two decades, there have been many celebrated efforts among non-profit and government agencies to promote inclusiveness in human services. Still, the challenge of providing culturally responsive services to *all* Canadians remains persistent. People from various racial, ethnic, religious and linguistic backgrounds continue to express their concerns of having limited access to culturally relevant services. Funding bodies face ongoing struggles to establish clear funding assessment criteria to promote equitable services. Agencies search for more innovative ways to deliver services that are responsive to cultural diversity in Canada.

In response to this reality, *Cultural Competency-A Self-Assessment Guide For Human Service Organizations* presents a cultural diversity lense through which human service organizations may come to understand cultural competency, to reflect upon their structures, policies and procedures, and to plan and implement culturally competent practices. Though cultural diversity is defined here as differences in race, ethnicity, language, nationality or reli-

gion, many change strategies outlined in this guide are transferable to other areas of diversity management including gender, ability, class and sexual orientation.

This guide examines cultural competency at the organizational level. However, it recognizes the important interplay between individual cross-cultural proficiency and organizational competency. After all, culturally competent organizations are made up of culturally competent individuals. This guide also advocates that cultural competency is an important *learned* skill set that is relevant to all service providers, regardless of their cultural backgrounds or practice settings.

There are four sections in this guide. **Section One** looks at why human service agencies need to strive for cultural competency. This section points out the significant changes in Canadian demography, government legislation, socio-economic reality of culturally diverse people in Canada, and benefits associated with cultural competency in human services.

Section Two addresses three important questions. First, what are the signs indicating a need for cultural competency? Second, what is the process toward cultural competency? Third, what does a culturally competent organization look like?

Section Three presents a series of 9 tools that provides the snapshots of specific organizational functions, including governance, administration and management, policy development, program development and service delivery. These tools help organizations identify their progress as well as needed improvements to achieve cultural competency. Organizations can use the tools separately or altogether, depending on their current progress, time commitment, resource availability and priorities.

Section Four suggests a guideline for culturally competent funding assessment. Human service personnel and funding representatives will find the guideline useful for writing funding proposals or assessing funding applications. In addition, this guide provides definitions of key terms at the beginning, and closes with a list of resources relating to cultural competency.

GUIDING PRINCIPLES

As users proceed through this guide, they need to keep in mind the following guiding principles:

- Self-assessment is an internally managed process that requires great patience, voluntary participation, time and energy commitment from board members and staff at all levels, as well as the courage to reflect upon existing individual and organizational behaviors.
- Self-assessment itself is one process in an elaborated organizational change effort. The self-assessment tools, therefore, need to be used within the context of the larger process towards cultural competency outlined in Section Two.
- Self-assessment is only as beneficial as human service organizations are willing and able to use the results as springboards to take further actions.
- People from diverse racial, ethnic, religious and linguistic backgrounds should be involved in all aspects of the cultural competency process, including assessment, planning, implementation and evaluation.
- The cultural competency process requires both individual and organizational changes. After all, culturally competent organizations are made up of culturally competent individuals. Board members and staff at all levels must be supported with both knowledge and skill-based training.
- Human service organizations that engage in the process towards cultural competency need to view themselves as learning institutions. They need to tolerate and expect ambiguity, to try new things, to ask questions, to revise assumptions and to take risk.

Why Should Human Service Organizations Strive for Cultural Competency?



A s Canada continues to evolve culturally, opposing opinions about Canadian identity have emerged. However, it is hard to dispute the fact that Canadians are increasingly heterogeneous in terms of customs, beliefs and values. This section examines the significant changes in Canadian demography, diversity-related legislation, research on the socio-economic reality of culturally diverse people in Canada, and benefits associated with cultural competency in human services.

Changing Demography¹

At the time of Confederation, the non-Aboriginal population of Canada involved basically two groups, namely British and French Canadians. These two groups comprised more than 90 percent of the total population. Since the elimination of the national origin restriction in the immigration policy in 1961, there have been many notable changes in the Canadian demography. These changes include:

- Forty-two percent of Canadians have ancestry or cultural origins other than British or French.
- Visible minorities account for 11.2 percent of the total population in Canada. The numbers of visible minorities in Calgary and Edmonton are 16 and 14 percent respectively. By 2006, the number of visible minorities in Canada will probably be between 13 and 18 percent. In metropolitan centers such as Toronto and Vancouver, the proportion could be as high as 50 percent.
- Three percent of Canadians are North American Indian, Metis or Inuit. About 20 percent of Aboriginal people live in seven of the country's 25 metropolitan areas- Winnipeg,

Edmonton, Vancouver, Saskatoon, Toronto, Calgary and Regina.

- Seventeen percent of Canadians were born outside of Canada.
- Nearly 17 percent of all Canadians or 80 percent of immigrants identify a mother tongue other than English or French. Almost 10 percent of Canadians speak languages other than English or French at home. After Chinese, Punjabi, Arabic and Tagalog are the three non-official language groups that have the strongest growth.
- Some 473, 475 Canadians (1.7 percent) can speak neither English nor French.
- In the past decade, Canada had welcomed an average of 235, 000 immigrants per year. European countries are no longer predominant sources of immigrants. Today, immigrants represent more than 138 countries. In the recent years, increasing numbers of people came to Canada from Asia, the Middle East, Africa and Latin America.
- Nearly 93 percent of all immigrants live in a metropolitan area, compared with just 57 percent of Canadian-born people.
- Immigrants account for 26, 24, and 15 percent of the total populations in Ontario, British Columbia and Alberta respectively.
- Upon arrival, approximately 46 percent of newcomers cannot communicate either in English or French.

Begislation

In response to the changing demography in Canada, both the provincial and federal governments have established several important policies that recognize racial, ethnic and linguistic diversity as a fundamental characteristic of Canadian society. These policies include:

- **Canadian Charter of Rights and Freedom** The Charter states that every individual in Canada- regardless of race, religion, national or ethnic origin, color, sex, age and physical or mental disability- are entitled to equality rights, freedom from discrimination and equal access to participation.
- **Canada Multiculturalism Act** Directed toward preservation and enhancement of Canadian multiculturalism, the Act promotes full and equitable participation of individuals and communities of all cultural origins in all aspects of Canadian society. It also emphasizes that social, cultural, economic and political institutions of Canada have to be both respectful and inclusive, and to remove barriers preventing meaningful participation from culturally diverse people.
- Alberta Human Rights, Citizenship and Multiculturalism Act This statue prohibits practices in public services that discriminate against any Albertan on the basis of race, religious beliefs, color, gender, physical or mental disability, ancestry, place of origin, marital status, source of income or family status.
- *Employment Equity* This law requires that federal departments and agencies with one hundred employees or more must file an annual statistical profile of the employment equity designated groups; that is, women, people with disabilities, aboriginal peoples and members of visible minorities. The annual report must compare those designated groups with all other employees, in terms of such dimensions as occupational and salary levels. The principle of this law is that the employer's workforce must reflect the population from which the employer recruits.
- Municipal Diversity Initiatives Many municipal governments have demonstrated their

4

efforts to promote inclusion and equity in their cities. For example, the City of Calgary has taken a leadership role in working with the community to develop a framework for *Calgary Cultural Diversity Strategy*. This initiative aims to create collaborative partnerships between the community and the non-profit and private sectors to respond to issues of cultural diversity in Calgary.

Socio-economic Reality

Despite these legislative efforts to protect *all* Canadians, many culturally diverse people have continued to experience discrimination and exclusion. Researchers have reported that:

- Among immigrants, the poverty rates for unattached individuals, families, seniors and children are 43.7, 21.2, 26 and 51 percent respectively. The national average poverty rate is 17.5 percent.²
- Incomes for the Aboriginal population are much lower than those for the general population. Almost one-half of Aboriginal persons (47.2 percent) receive less than \$10,000, compared to about one-quarter (27 percent) of all Canadians.³
- Children under 15 years of age account for 35 percent of all Aboriginal people. Almost one-third of these children live in lone-parent families, twice the rate of the general population. This rate is as high as 46 percent in urban areas.⁴
- Culturally diverse people who reserve and maintain ethno-religious characteristics face more obstacles in the labor market.⁵
- Studies of visible minority groups report widespread experiences of prejudice and discrimination against them⁶.

Limited Access to Appropriate Services

In terms of accessing human services among culturally diverse populations, several studies⁷ across Canada have reported:

- Culturally diverse communities are neither very aware nor knowledgeable of services.
- Culturally diverse communities perceive barriers to equitable service delivery in a number of areas and are generally unaware of how to access services.
- Culturally diverse communities perceive that discrimination occurs in service delivery.
- Culturally diverse communities are concerned that their needs are not taken into consideration.
- Culturally diverse communities continue to be only marginally represented in board, senior staff and volunteer structures.
- There is a lack of culturally competent models for service delivery.
- There is a lack of innovative outreach strategies among human service organizations to get culturally diverse communities involved.

Advantages

The social inequities that culturally minority communities have faced in Canada are real and need to be addressed. It is, however, crucial for human service organizations to recognize those social, financial and service improvement benefits associated with cultural competency.

Social/ Community Benefits

- · Fulfilling the mandate of serving and involving the total community
- · Developing closer relationships with culturally diverse communities
- · Developing better understanding of issues affecting culturally diverse communities
- · Taking part in building the multicultural reality that values respect, diversity and equality
- · Enhancing problem solving and creative thinking

Financial Benefits

- Having access to resources from culturally diverse businesses, religious groups and other cultural organizations
- Gaining better return on investment in people as every employee is empowered to contribute the best of what they have to offer, and not held back because they do not "fit in"
- Minimizing costly legal and other disputes associated with discrimination, harassment and other human rights infringements

Service Improvement Benefits

- · Having access to best-qualified individuals
- · Diversifying volunteer base and receiving support from a broader constituency
- Being able to identify and respond more quickly and easily to the broader range of clients' needs
- Widening client "market"
- · Improving program delivery, recruitment and promotion policy
- Improving staff morale due to better decision making, less conflicts between employees and increased cooperation
- Increasing suitable job assignment and evaluations
- · Increasing adaptability and thus organizational vitality

7 Multicultural and Race Relations, the Municipality of Metropolitan Toronto, A Review of Ethnocultural Access to Metropolitan Services, 1990.

I Statistics Canada, 1996 Census, 1998.

² National Council of Welfare, Property Profile, 1996.

³ National Anti-Poverty Organization, Poverty in Canada: Some Facts and Figures, 1997.

⁴ Statistics Canada, 1996 Census: Aboriginal Data, 1998.

⁵ Kalbach and Richard, Ethnic Connectedness and the Gender Gap, 1990.

⁶ Henry and Ginzberg, Racial Discrimination in Employment, 1993; Weinfeld, Ethnic and Race Relations, 1993; Breton et al., Ethnic Identity and Equality: Varieties of Experience in a Canadian City, 1990

Cultural Competency in Human Services



uman service organizations function within the larger context of Canadian society. The demographic shifts, legislation, socio-economic reality of culturally diverse people, and benefits associated with cultural competency discussed in the previous section establish a clear need for organizations to continually reflect and make appropriate changes in their structures, polices and procedures. In this section, the discussion focuses on three important questions. First, what are the signs indicating the need for human service organizations to deal with cultural competency? Second, what actions do human service organizations take to achieve cultural competency? And finally, what does a culturally competent organization look like in terms of its organizational culture, governance, administration, policy and decision-making, service delivery, community relations, communication and personnel practices?

Jension Points

Human service organizations may identify some of the following "tension points" that signal the need to deal with cultural competency:

- Cultural diversity in the community not reflected in client and staff compositions;
- Resistance to working with or making negative comments about ethnic, racial, religious or linguistic group;
- Indications that potential clients are not using services due to barriers in literacy, language, culture, etc.;
- · Culturally-biased slurs or jokes;
- Human Rights and Employment Equity suits or complaints about discrimination in promotion, pay and performance review;
- · Lack of social interaction between

members of diverse groups of employees;

- · Difficulty in recruiting and retaining culturally diverse staff; and
- Frustrations and irritations resulting from differences.

The Cultural Competency Process

Many human service organizations may seek to find "quick fix" solutions to these tension points. To ensure long lasting improvements, however, organizations need to recognize that the process towards cultural competency requires commitment, reflection, humility, planning, coordination and most importantly, both individual and collective efforts. Organizations must establish cultural competency committees to guide board members and agency personnel through the change process. Cultural competency committees should operate according to the principles of equitable representation and participation. They should include knowledgeable representatives from the community, board of directors, agency personnel of all levels, client population and volunteer force.

The following outlines the six-phase process that helps a typical human service organization move towards its goals of cultural competency:¹

Phase One: Starting Point

This phase is characterized by thorough preparation. Organizational activities include:

- · Conducting an analysis of issues and concerns relating to cultural competency;
- Sharing the vision of what could or should be done with board members;
- · Finding out what others have done;
- · Seeking board or membership approval;
- Identifying and allocating resources;
- · Providing training and orientation to staff and board members about cultural diversity issues;
- · Communicating and involving staff and volunteers in the planning process;
- · Developing an organizational plan with both short and long-term objectives; and
- Starting to implement some changes.

Phase Two: Community Consultation

The organization may take the following actions to understand and meaningfully engage the community in the process:

- Gathering demographic data in terms of ethnicity, race, language, age distribution, gender composition, socio-economic variables, levels of education, extent of official language proficiency, religious and political affiliations and settlement histories;
- · Involving a cross-section of community members in consultations;
- Developing questions on issues related to cultural competency (in terms of community needs, community involvement, appropriate methods of program delivery and effective communication strategies);
- · Deciding on the consultation approaches (i.e.: focus groups, hearings, surveys); and
- Building relationships by involving community members in all aspects of an organizational life, working with ethnocultural agencies, and sharing results with those who are involved in the community consultations.

Cultural Competency in Human Services

Phase Three: Internal Assessment

At this point, the organization reflects upon its structures, policies and procedures. Organizational activities include:

- Evaluating the extent to which culturally diverse groups living in the community are involved in all aspects of the organization;
- Reviewing data on cultural compositions among board members, staff, volunteers and clients;
- Examining policies and practices pertaining to board and volunteer recruitment, staff hiring and support, policy and program development, communication strategies and methods of service delivery, and
- Identifying key barriers that limit participation from culturally diverse groups.

Phase Four: Planning for Change

Planning activities typically involve:

- Reviewing issues and suggestions identified during community consultations and internal assessment;
- Developing specific recommendations pertaining to cultural competency in such areas as community involvement, policy and development, personnel practices, communication, training and methods of service delivery;
- Developing a cultural competency policy statement to provide overall directions for the organization;
- · Developing an action plan to implement the cultural competency policy;
- Writing a report that includes key findings from the internal assessment, community consultations, policy statements, recommendations and action plan;
- · Circulating the report for comments before it is submitted to the Board; and
- Obtaining approval of the Board or general membership.

Phase Five: Implementation

Organizational activities in this phase include:

- Assigning responsibility to a committee that is made up of board members, senior managers, staff, volunteers and community members;
- Building support to assist departments in implementing the cultural competency policy; and
- Ensuring that all cultural competency strategies are carried out.

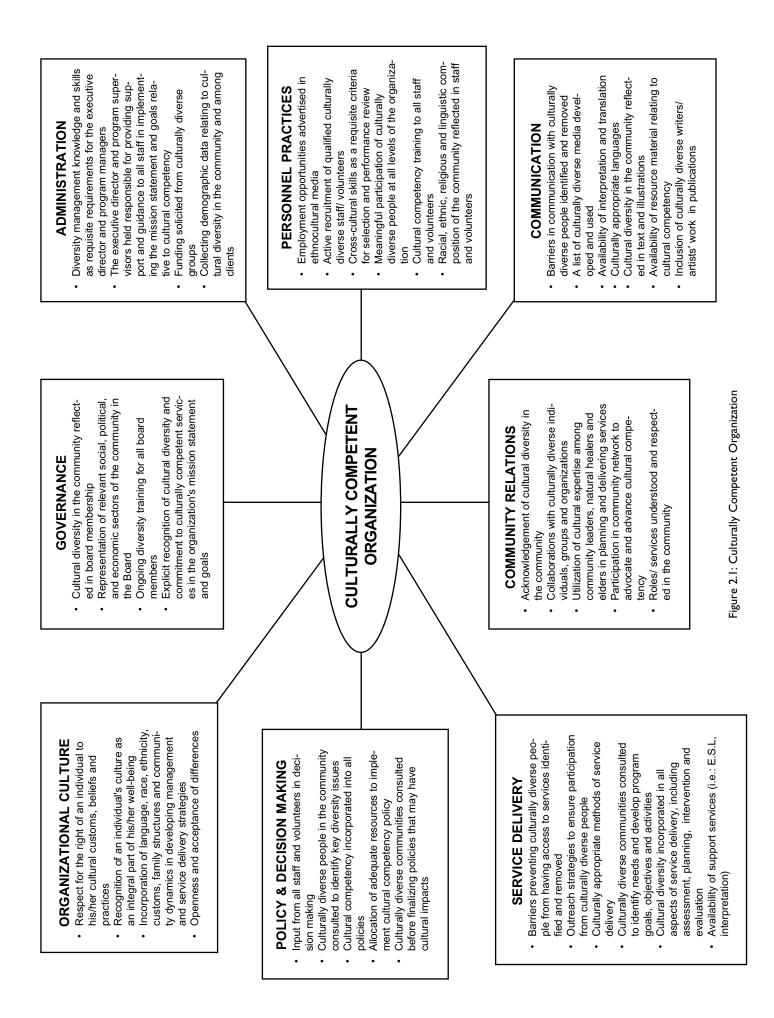
Phase Six: Evaluation/ Outcome Measurement

The following activities help determine whether the organization has achieved its goals for cultural competency:

- · Incorporating cultural competency into the framework of performance outcome measurement;
- Ensuring that indicators of success include commitment from the top; clarity on what needs to be changed; process being internally managed, participatory, supported by training, knowledgebased; change reflected in policies and procedures; goals being action-oriented and measurable; resources targeted; and built-in accountability in action plan; and
- Implementing the results of evaluative processes.

Culturally Competent Organization

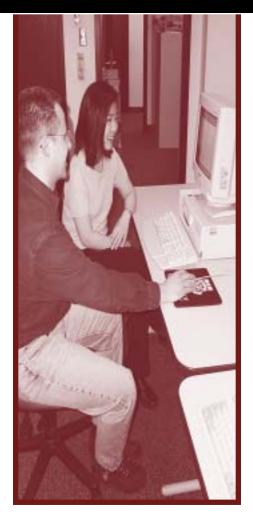
A culturally competent organization holds cultural diversity and equitable services in high regard. It continually self-assesses its structures, policies and procedures, adapts to a variety of service models and engages culturally diverse people in all aspects of the organization. Figure 2.1 provides a detailed picture of what a culturally competent organization looks like in terms of its organizational culture, governance, administration, policy, decision making, service delivery, community relations, communication and personnel practices.



Cultural Competency: A Self-Assessment Guide for Human Service Organizations



Cultural Competency Self-Assessment Instrument



his section provides human service organizations with a set of selfassessment tools to take detailed snapshots of their organizational functions with respect to cultural competency. Perspective users need to keep in mind that self-assessment itself is one process in the change effort to achieve cultural competency. Results from the organizational self-assessment should be incorporated into all phases of the cultural competency process outlined in Section Two. Many guidelines and tools for organizational change listed under Recommended Resources offer further directions for planning, implementing and evaluating cultural competency initiatives.

Purpose

The Cultural Competency Self-Assessment Instrument offers a structured format to address major issues in the delivery of culturally competent services. The instrument specifically enables organizations to:

- recognize the impact and relevance of cultural competency in their administrative and direct service functions;
- evaluate whether their existing policies, programs and practices are designed to achieve and promote cultural competency;
- identify the areas in decision making, policy implementation and service delivery where cultural competency is essential;
- assess progress in culturally competent service delivery;
- identify what changes are needed and who should assume responsibility for those changes;
- develop specific strategies to address cultural competency issues.

Structure

There are 9 tools in the Cultural Competency Self-Assessment Instrument*. Each tool specifies its objectives with respect to cultural competency, the people who are responsible for completing the questionnaire, and a set of practical guidelines. Tool 1 to 8 provide the snapshots of specific organizational functions, including governance, administration, management, policy development, program development, service delivery and client feedback. Tool 9, *interpreting Your Results*, brings all of the tools together for reporting and planning purposes. Figure 3.1 provides an overview of the instrument.

Instruction

In order to be fully engaged in addressing cultural competency, a human service organization must organize an assessment committee comprised of board members, administrative and program staff, clients and community members. The committee will manage the self-assessment process, provide information on the results of the assessment and develop a plan for future actions. Figure 3.2 outlines the tasks to be performed in the assessment process, task delegates and suggested procedures.

The instrument is comprehensive as it covers all important aspects of the organization. To keep the self-assessment process at a manageable level, organizational stakeholders/personnel might choose not to use the tools all at once. Rather, they should carefully plan and allow appropriate time to assess and implement changes emerging from the process.

At this point, it is important to remind perspective users of the principles outlined in the introduction. Those principles include:

- Self-assessment is an internally managed process that requires great patience, voluntary participation, time and energy commitment from board members and staff at all levels, as well as the courage to reflect upon existing individual and organizational behaviors.
- Self-assessment itself is one process in an elaborated organizational change effort. The selfassessment tools, therefore, need to be used within the context of the larger process towards cultural competency outlined in Section Two.
- Self-assessment is only as beneficial as human service organizations are willing and able to use the results as springboards to take further actions.
- People from diverse racial, ethnic, religious and linguistic backgrounds should be involved in all aspects of the cultural competency process, including assessment, planning, implementation and evaluation.
- The cultural competency process requires both individual and organizational changes. After all, culturally competent organizations are made up of culturally competent individuals. Board members and staff at all levels must be supported with both knowledge and skill-based training.
- Human service organizations that engage in the process towards cultural competency need to view themselves as learning institutions. They need to tolerate and expect ambiguity, to try new things, to ask questions, to revise assumptions and to take risk.

^{*} This instrument is adapted from Cultural Competence Self-Assessment Instrument of Child Welfare League of America; Multiculturalism at Work- A Guide to Organizational Change of Barb Thomas; Action, Access and Diversity! of the United Way of Greater Toronto; Policy Development Workbook, Diversity Policy Kit of Anne Buchanan; and other sources of literature outlined in the bibliography.

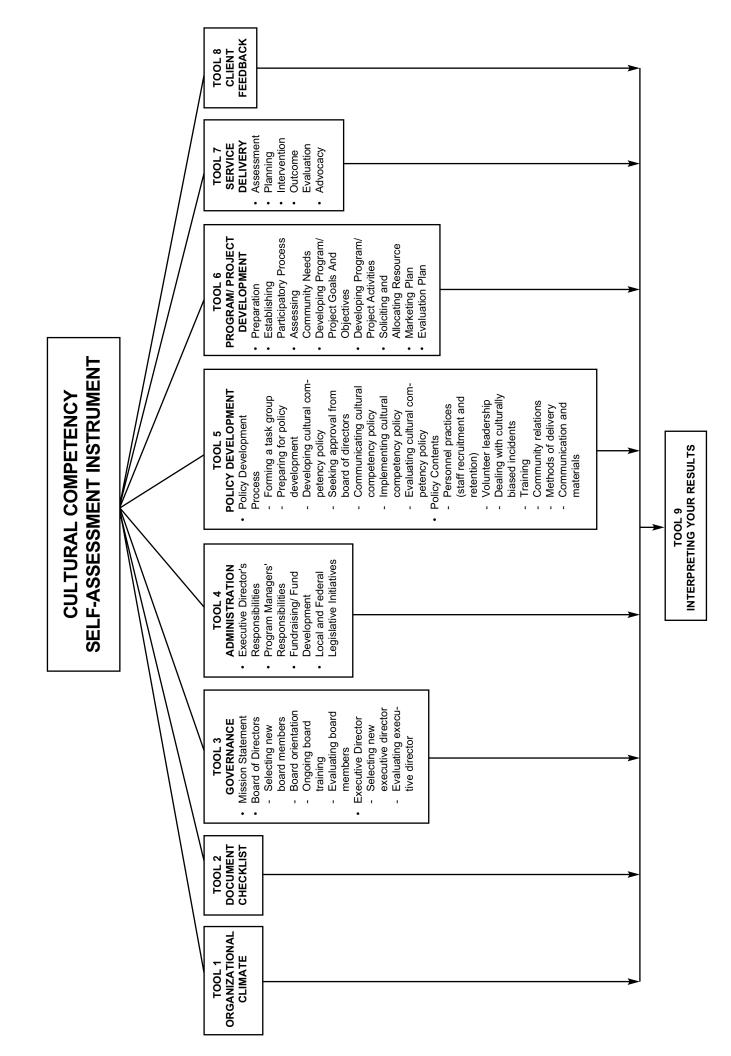


Figure 3.1: Overview of Cultural Competency Self-Assessment Instrument

Task	Person(s)Responsible	Suggested Procedure(s)
Obtain Support for Self-Assessment	Executive Director	Present at board meeting
Designate Self-Assessment Coordinator	Board members; Administrative staff; Service Delivery Staff	 Options include: Request volunteers Appoint individual willing to assume role Select from individuals named
Select and Organize Assessment Committee	Assessment Coordinator	 Form a committee, using representatives from the board, administrative and management staff, service staff, volunteers, and community members. Options include: Request volunteers Appoint individual willing to assume role Select from individuals named
Determine Procedure for Self- Assessment	Assessment Committee	Make decisions regarding: • Roles • Assignments • Time frames
Compile Relevant Agency Documents	Assessment Committee	Obtain copies of mission state- ment, policy statements, poli- cies or procedure manual, per- sonnel manual and promotional material. Distribute the documents to the Assessment Committee. Each document should be examined
		to determine the degree to which it reflects attention to cul- tural diversity. (See Documents Checklist)

Task	Person(s)Responsible	Suggested Procedure(s)
Conduct Self-Assessment	Assessment Committee	See instruction for each tool that specifies the individuals to complete the questionnaire.
Analyze and Record Findings	Assessment Committee	Consolidate responses to ques- tionnaire in all sections and pre- pare a master copy for report. Complete the narrative summary (See Interpreting Your Results) Provide Executive Director with verbal and written report that includes master copy of respons- es, Document Checklist, Interpreting Your Results (includ- ing Future Plans)
Report Findings	Executive Director and/or Assessment Committee	Provide the board with verbal and written report that includes master copy of responses, <i>Document</i> <i>Checklist, Interpreting Your</i> <i>Results</i> (including <i>Future Plans</i>)
Future Planning	Executive Director and Assessment Committee	Develop a plan for future action to address identified weaknesses and describe the plan (See <i>Future Plans</i>)

Figure 3.2: The Self-Assessment Process (adapted from Child Welfare League of America, 1993).

Tool 1: Organizational Culture

Objectives

- To assess the agency's overall understanding and commitment to cultural competency
- To provide the overall framework for culturally competent management and service delivery

Procedure

All board members, staff and volunteers will complete this questionnaire. For each of the following statements, choose the answer that best describes your agency at the current time. In the space provided, write down positive progress as well as additional steps your agency might take to move towards cultural competency.

- 1. The agency acknowledges and respects the right of an individual to his or her cultural customs, beliefs and practices.
- Y N IP
- 2. The agency affirms that an individual's culture is an integral part of the physical, emotional, intellectual, spiritual and overall well being of that individual.

Y N IP

3. The agency is responsive to issues of cultural diversity, and designs programs and services that reflect its client populations.

Y N IP

N • NO IP • IN PROGRESS

Y	N	IP	4.	The agency considers cultural factors such as language, race, ethnicity, customs, family structure and community dynamics in developing its management and service delivery strategies.
Y	N	IP	5.	The agency respects the diversity and rights of the individuals it serves.
Y	N	IP	6.	The agency respects the diversity and rights of those providing their services.
Y	N	IP	7.	The agency incorporates the principles of equality, freedom from discrim- ination, and access to participation outlined in the Canadian Charter of Human Rights and Freedoms, Canadian Multiculturalism Act and Alberta Human Rights, Citizenship and Multiculturalism Act into its management and service delivery strategies.
Ade	dition	al Co	mme	ents

Y · YES N · NO

IP • IN PROGRESS

Tool 2: Document Checklist

Objectives

- To ensure that all agency documents recognize cultural diversity in the community as well as among staff and clients
- To ensure that all agency documents reflect the agency's commitment to provide culturally competent services

Procedure

All board members, staff and volunteers will complete this questionnaire. For each of the following statements, choose the answer that best describes your agency at the current time. In the space provided, write down positive progress as well as additional steps your agency might take to move towards cultural competency.

1. The mission statement specifically refers to services to culturally diverse people.

Y N IP

2. The policy statements specifically refer to services to culturally diverse people.

Y N IP

3. The policy and procedure manual specifically refers to services to culturally diverse people.

Y N IP

IP • IN PROGRESS

4. The personnel manual specifically refers to services to culturally diverse people.
Y N IP
5. The program manuals specifically refer to services to culturally diverse people.
Y N IP
6. The promotional materials specifically refer to services to culturally diverse people.
Y N IP

Additional Comments

Tool 3: Governance

Objectives

- To assess the governing body's structure, commitment, knowledge and skills in respect to cultural competency
- To provide the governing body an accountability guideline to ensure the fulfillment of the agency's mission, operations and goals with respect to cultural competency

Procedure

All board members or members of the advisory or planning committee will complete this questionnaire. Board members will complete part 3.1, 3.2 and 3.3. Members of the advisory or planning committee will complete part 3.4. For each of the following statements, choose the answer that best describes your agency at the current time. In the space provided, write down positive progress as well as additional steps your agency might take to move towards cultural competency.

1. The mission statement explicitly recognizes cultural diversity in the community.

Y N IP

2. The mission statement reflects the agency's commitment to serve culturally diverse people competently.

Y N IP

Υ • YES Ν • ΝΟ

IP • IN PROGRESS

3.2 BOARD OF DIRECTORS

Selecting New Board Members

Y	N	IP	1.	In selecting new members, the board of directors considers representa- tives from the culturally diverse constituency to ensure that the board membership reflects cultural diversity in the community.
Y	N	IP	2.	The board of directors consults individuals, groups or organizations that represent culturally diverse people in the board recruitment process.
Y	N	IP	3.	The board of directors ensures that its members represent relevant social, political and economic sectors of culturally diverse communities.
v			4.	Members of the board who are knowledgeable about the agency and cultural- ly diverse client populations conduct interviews with potential board members.
Y	Ν	IP		
	Bc	ard O	rient	tation
			1.	New members of the board of directors receive an orientation to the mis- sion statement, policy statements, agency goals and board functions and responsibilities with respect to cultural competency.
Y	N	IP		

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Y	N	IP	2. New members of the board of directors receive materials that provide review of statistical data and client service information pertaining to cu tural diversity in the agency as well as in the community.		
	On	going	oard Training		
Y	N	IP	 All members of the board of directors have access to training activities that focus on issues relating to cultural competency, and how those issue affect the agency's functioning. 		
	Eva	aluatir	Board Members		
Y	N	IP	 Board members are accountable for providing leadership in helping th agency fulfill its mission and goals relating to cultural competency. 		
Y	N	IP	 Board members are evaluated on, among other skills, their knowledg and skills pertaining to cultural competency. 		
3.3	ਜ਼ੁਲਾਜ	᠈ᡴ᠋ᡏ᠋᠇᠇᠇᠇ᡕ	DIRECTOR		
5.5	Selecting an Executive Director				
Y	N	IP	 The board of directors selects a new Executive Director from a field of car didates with the requisite knowledge and experience in managing cultur ally diverse workforce. 		

Y · YES

N · NO

IP • IN PROGRESS

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Cultural Competency Self-Assessment Instrument: Governance

2. The board of directors ensures that announcements of an Executive Director vacancy are circulated through culturally diverse networks. Υ Ν IP 3. The board of directors informs potential candidates that one of the key criteria for performance evaluation is his or her ability to address cultural diversity issues in staffing and service delivery. Υ Ν IP **Evaluating the Executive Director** 1. The board of directors holds the Executive Director accountable for achieving the agency's mission and goals relating to cultural competency. Υ Ν IP 2. The board of directors regularly evaluates the Executive Director's leadership in helping the agency achieve its goals for cultural competency. Υ Ν IP 3.4 PROGRAM/PROJECT ADVISORY COMMITTEE 1. The advisory committee membership reflects cultural diversity in terms of race, ethnicity, language, nationality and religion in the community and among clients. Υ Ν IP

IP • IN PROGRESS

	(Cultura	al Competency: A Self-Assessment Guide for Human Service Organizations
Ν	IP	2.	The advisory committee collects, analyzes and incorporates demographic and statistical information pertaining to cultural diversity in its planning process.
Ν	IP	3.	The advisory committee develops goals and objectives for allocating resources and delivering services in a manner that addresses the needs of culturally diverse populations.
Ν	IP	4.	The advisory committee involves culturally diverse individuals or groups in its planning process.
N	IP	5.	The advisory committee members receive training in planning methods to specifically meet the needs of culturally diverse communities.
Ν	IP	6.	The advisory committee supports the coordination and integration of serv- ices to effectively serve culturally diverse populations.
Ν	IP	7.	The advisory committee identifies criteria for recruitment of culturally diverse staff.
	N N N	N IP N IP N IP	2. N IP 3. N IP 4. N IP 5. N IP 5. N IP 6. N IP 7.

Cultural Competency Self-Assessment Instrument: Governance

8. The advisory committee organizes or provides cultural competency training for all agency staff.

Y N IP

Additional Comments:

Y • YES N • NO IP • IN PROGRESS

Tool 4: Administration

Objectives

- To understand the roles of administrators in promoting cultural competency in the agency
- To highlight activities that will ensure cultural competency at the administrative level

Procedure

Individuals who serve in administrative or management roles will complete this questionnaire. For each of the following statements, choose the answer that best describes your agency at the current time. In the space provided, write down positive progress as well as additional steps your agency might take to move towards cultural competency.

4.1 EXECUTIVE DIRECTOR'S RESPONSIBILITIES

1. The Executive Director creates an environment that is respectful of all people.

Y N IP

2. The Executive Director develops and implements a plan that addresses the agency's mission statement and goals relating to cultural competency.

Y N IP

3. The Executive Director ensures that the agency recruits staff members from culturally diverse groups to reflect the racial, ethnic, religious and linguistic composition in the community and among clients.

Y N IP

Y	N	IP	4.	The Executive Director ensures that recruited staff members possess experience and competency in working with culturally diverse people.
	N	IF		
Y	N	IP	5.	The Executive Director provides opportunities for leadership development and advancement for all staff.
			0	
Y	N	IP	6.	The Executive Director reports regularly to the board of directors on progress made in the areas of cultural competency in the agency.
4.2	PRO	GRAM	MAI	NAGERS' RESPONSIBILITIES
Y	N	IP	1.	The program managers are evaluated on, among other skills, their cultur- al competency.
Y	Ν	IP	2.	The program managers assist the Executive Director in implementing the agency's cultural competency policy and practices.
Y	N	IP	3.	The program managers work with the Executive Directors to carry out those responsibilities outlined in 4.1.

- Cultural Competency: A Self-Assessment Guide for Human Service Organizations
- 4.3 FUNDRAISING/FUND DEVELOPMENT

			1.	The agency consults and involves culturally diverse individuals, groups and organizations in its fundraising activities.
Y	Ν	IP		
Y	N	IP	2.	The agency educates culturally diverse businesses, religious groups and other cultural organizations about the agency, and seeks donations from such groups.
Y	N	IP	3.	The agency advertises its fundraising activities in ethnocultural media, as well as through community information networks and organizations representing culturally diverse people.
Y	N	IP	4.	The agency solicits funding from foundations and charitable organizations that fund projects for specialized or culturally diverse groups.
4.4	LOCZ	AL, P	PROVI	INCIAL AND FEDERAL LEGISLATIVE INITIATIVES
Y	N	IP	1.	The agency maintains demographic information relating to cultural diversity in the community and among clients, and uses the data in its advocacy activities.

- Y YES N • NO
- IP IN PROGRESS

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Cultural Competency Self-Assessment Instrument: Administration

Tool 5: Policy Development

Objectives

- To establish a policy development process that would ensure cultural diversity and meaningful participation from community members, board members, staff, clients and volunteers
- To provide a decision making framework that will facilitate cultural competency

Procedure

Individuals who are responsible for policy development will complete this questionnaire. For each of the following statements, choose the answer that best describes your agency at the current time. In the space provided, write down positive progress as well as additional steps your agency might take to move towards cultural competency.

5.1 POLICY DEVELOPMENT PROCESS

Step 1: Forming a Policy Development Task Group

1. The task group is composed of community members, staff of all levels, board members, volunteers and clients who are knowledgeable about cultural diversity issues.

Y N IP

2. The task group develops clear terms of reference, which include mandate, membership, composition, functions, reporting responsibility and frequency of meetings.

Y N IP

N · NO

Step 2: Preparing for Policy Development

IP • IN PROGRESS

Y	N	IP	1.	The task group reviews government statutes and literature pertaining to cultural competency.
Y	N	IP	2.	The task group outlines an action plan for the development of the cultural competency policy.
Y	Ν	IP	3.	The task group reviews policy positions held by cultural advocacy groups and incorporates those that are appropriate into its policy development process.
Y	N	IP	4.	The task group works with agency staff to collect, maintain, and analyze cul- turally specific data* relating to the community, clients, staff and volunteers.
Y	N	IP	5.	The task group develops a communication plan to inform stakeholders of ongoing activities.
Y	Ν	IP	6.	The task group creates a vision of what is possible to achieve within the agency to promote cultural competency.
Y N	• YES • NO			* Culturally specific data includes: (a) number and size of each cultural group in the agency's catchment area, and (b) demographic information on each group such as languages spoken, employment and income levels,

education, employment, length of time in Canada, experience of migration, family structure, special needs,

Step 3: Developing the Cultural Competency Policy

Y	N	IP	1.	The task group involves culturally diverse community members, staff, vol- unteers and clients in identifying key diversity issues.
Y	N	IP	2.	The task group involves culturally diverse community members, staff, and clients in defining desired outcomes for the cultural competency policy.
Y	N	IP	3.	The task group involves culturally diverse community members, staff and volunteers in developing and analyzing cultural competency options or strategies in terms of their costs, benefits, acceptability and practicality.
Y	Ν	IP	4.	The task group consults and involves culturally diverse community mem- bers, staff, volunteers and clients in outlining recommendations that pro- mote cultural competency.
Y	N	IP	5.	Upon the completion of a draft of the cultural competency policy, the task group seeks for feedback from culturally diverse community members, staff, volunteers and clients and makes appropriate revisions.

Y • YES N • NO

Step 4: Seeking Approval from the Board of Directors

			 The task group prepares a report on the cultural competency policy that out- lines issues, desired outcomes, research, options and recommendations.
Y	Ν	IP	
			 The task group organizes a presentation to the Board of Directors that includes the vision for the institution, the process it has established to engage community members, staff, volunteers and clients in policy devel- opment, and the recommendations for positive changes with respect to cultural competency.
Y	Ν	IP	

Step 5: Communicating the Cultural Competency Policy

	1.	The task group communicates the cultural competency policy to commu- nity members, staff, volunteers, and clients through brochures, flyers, newsletters, etc.
IP		

2. The task group ensures that messages, examples, language and symbols used in the communication are culturally appropriate.

Y N IP

Ν

Υ

3. The task group ensures that the cultural competency policy is included in the policy manuals of the organization.

Y N IP

Y · YES

N • NO

Step 6: Implementing Cultural Competency Policy

			1.	The task group develops an action plan for implementing the cultural com- petency policy that includes all clauses of the policy, strategies to imple- ment recommendations, procedures to assign responsibilities for imple- mentation of specific strategies and time frames.
Y	Ν	IP		
Y	N	IP	2.	The task group involves culturally diverse community members, staff, vol- unteers and clients in the implementation of the policy.
•	N	IF		
Y	N	IP	3.	The task group ensures that specific action plans are developed by each department and consolidated into a whole.
Y	N	IP	4.	The task group ensures that the agency provides adequate financial and human resources to implement the cultural competency policy.
•	N	Ir		
	St	ep 7: I	Evalı	uating the Cultural Competency Policy
			1.	The task group produces an annual progress report on the implementation of the cultural competency policy, and accordingly adjust goals for the coming year.
Y	N	IP		

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Cultural Competency Self-Assessment Instrument: Policy Development

2. The task group involves culturally diverse community members, staff, volunteers and clients in developing success indicators for each clause of the cultural competency policy.

Y N IP

5.2 POLICY CONTENTS

Personnel Practices

- A. Staff Recruitment
- 1. The operational procedures/ guidelines mandate that personnel practices comply with the Canadian and provincial human rights codes.

Y N IP

- 2. The operational procedures/ guidelines mandate that the agency advertises employment opportunities in ethnocultural media, and through community information networks or organizations representing culturally diverse people.
- Y N IP
- 3. The operational procedures/ guidelines mandate that the agency recognizes knowledge of cultural diversity issues, language abilities and crosscultural skills as the criteria for selection.

Y N IP

4. The operational procedures/ guidelines mandate that the agency recruits qualified individuals from culturally diverse groups in hiring new staff.

Y N IP

Y · YES

N • NO

38		C	Cultur	al Competency: A Self-Assessment Guide for Human Service Organizations
Y	N	IP	5.	The operational procedures/ guidelines mandate that the agency develops a database on the cultural composition of staff for evaluating its progress towards a culturally diverse workforce.
Y	N	IP	6.	The operational procedures/ guidelines mandate that staff members reflect ethnic, racial, religious and linguistic backgrounds of the communi-ty they serve.
Y	N	IP	7.	The operational procedures/ guidelines mandate that staff members from culturally diverse backgrounds are employed at all levels of the organization.
Y	N	IP	8.	The operational procedures/ guidelines mandate that the agency regular- ly examines and eliminates selection procedures that inadvertently exclude culturally diverse candidates.
			В.	Staff Retention
			1.	The operational procedures/ guidelines mandate that the agency is com- mitted to creating an atmosphere of support for cultural diversity through- out its programs and activities.
Y	N	IP		
Y	• YES			

N · NO

Y	Ν	IP	2.	The operational procedures/ guidelines mandate that the agency has a clearly written non-discriminatory policy.
Y	N	IP	3.	The operational procedures/ guidelines mandate that the agency provides all staff with cultural competency training to work effectively with each other as well as with <i>all</i> clients and cultural groups.
Y	Ν	IP	4.	The operational procedures/ guidelines mandate that the agency recog- nizes, supports and acknowledges staff members who are actively demonstrating cultural competency in their practices.
Y	N	IP	5.	The operational procedures/ guidelines mandate that the agency includes assessments of language and cross-cultural skills as well as efforts to develop these skills in job performance evaluation.
Y	N	IP	6.	The operational procedures/ guidelines mandate that the agency regular- ly reviews its cultural competency performance.

Cultural Competency Self-Assessment Instrument: Policy Development

Y · YES N · NO Cultural Competency: A Self-Assessment Guide for Human Service Organizations

Volunteer Leadership

- 1. The operational procedures/ guidelines mandate that the agency establishes a proactive and purposeful program to recruit volunteers from culturally diverse communities. Υ IP Ν 2. The operational procedures/ guidelines mandate that the agency provides development and training opportunities to all volunteers. Υ IP 3. The operational procedures/ guidelines mandate that the agency encourages flexibility in volunteer opportunities including time, locations and styles of conducting meetings. Υ N IP 4. The operational procedures/ guidelines mandate that the agency develops a database on the cultural composition of volunteers for evaluating its progress towards a balanced representation. Υ Ν IP **Dealing with Culturally Biased Incidents** 1. The operational procedures/ guidelines mandate that the agency has a clear statement against culturally biased language, behaviors or practices. Υ Ν IP
- Y YES
- N · NO
- IP IN PROGRESS

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Y	Ν	IP	2.	The operational procedures/ guidelines mandate that the agency has clear procedures to deal with culturally biased incidents.
	Tra	aining		
Y	N	IP	1.	The operational procedures/ guidelines mandate that board members, staff and volunteers are informed of the agency goals, policy and procedures pertaining to cultural competency.
Y	Ν	IP	2.	The operational procedures/ guidelines mandate that the agency provides all staff and volunteers with training to continually examine their own cul- tural beliefs and attitudes, to respect culturally diverse values, and to understand dynamics involved in cultural diversity and interaction.
Y	Ν	IP	3.	The operational procedures/ guidelines mandate that the agency provides all staff and volunteers with training to "communicate" with a wide range of people, regardless of whether they speak the language of the person.
Y	Ν	IP	4.	The operational procedures/ guidelines mandate that the agency provides all staff and volunteers with training in cultural customs and social structures in culturally diverse families and communities.
Y N	・YES ・NO			

Cultural Competency Self-Assessment Instrument: Policy Development

N · NO

42		C	Cultura	al Competency: A Self-Assessment Guide for Human Service Organizations
Y	Ν	IP	5.	The operational procedures/ guidelines mandate that the agency provides all staff and volunteers with training in conflict resolution in various cultural contexts.
Y	N	IP	6.	The operational procedures/ guidelines mandate that the agency provides all staff and volunteers with training to recognize and deal with culturally biased and discriminatory practices or behaviors.
Y	Ν	IP	7.	The operational procedures/ guidelines mandate that the agency provides staff and volunteers with training to identify bias in organizational and other resource materials.
	Co	ommu	nity I	Relations
Y	N	IP	1.	The operational procedures/ guidelines mandate that the agency acknowl- edges cultural diversity in the community and seeks the involvement of culturally diverse people in the agency.
Y	Ν	IP	2.	The operational procedures/ guidelines mandate that the agency main- tains a current list of services provided by ethnocultural and immigrant- serving organizations.
-				

Y • YES N • NO

Cultural Competency Self-Assessment Instrument: Policy Development

Y	N	IP	3.	The operational procedures/ guidelines mandate that the agency estab- lishes and maintains collaborations with ethnocultural and immigrant-serv- ing organizations to facilitate positive changes in cultural competency.
Y	N	IP	4.	The operational procedures/ guidelines mandate that the agency uses, as appropriate, the expertise of community leaders, natural healers, elders and other resource persons in its service delivery.
Y	N	IP	5.	The operational procedures/ guidelines mandate that the agency participates in community networks that advance cultural competency in the agency and in the community.
Y	N	IP	6.	The operational procedures/ guidelines mandate that the agency works with agencies and coalitions in the community to advocate for cultural inclusiveness in human services.
	Me	thods	of	Service Delivery
Y	N	IP	1.	The operational procedures/ guidelines mandate that the agency takes into consideration the demographic diversity of the community.

44		C	Cultura	al Competency: A Self-Assessment Guide for Human Service Organizations
Y	N	IP	2.	The operational procedures/ guidelines mandate that the agency identifies racial, cultural, linguistic and economic barriers that may limit or prevent culturally diverse individuals from having access to its services.
Y	N	IP	3.	The operational procedures/ guidelines mandate that the agency introduces strategies that seek to overcome the identified barriers in accessing services.
Y	Ν	IP	4.	The operational procedures/ guidelines mandate that the agency imple- ments appropriate outreach strategies to increase participation from cul- turally diverse communities.
Y	N	IP	5.	The operational procedures/ guidelines mandate that the agency involves culturally diverse groups in securing necessary human and financial resources for outreach strategies.
Y	Ν	IP	6.	The operational procedures/ guidelines mandate that the agency ensures that methods of service delivery are culturally appropriate.
Y	N	IP	7.	The operational procedures/ guidelines mandate that the agency ensures that methods of service delivery address the needs of culturally diverse populations.
Υ.	YFS			

Y · YES

Communication and Materials

Ν	IP	 The operational procedures/ guidelines mandate that the agency regular- ly identifies and seeks to overcome barriers in its communication with cul- turally diverse populations. 	
Ν	IP	IP	 The operational procedures/ guidelines mandate that the agency develops and utilizes a current list of culturally diverse media to promote its pro- grams and services to culturally diverse communities.
Ν	IP	 The operational procedures/ guidelines mandate that the agency collabo- rates with culturally diverse groups and immigrant serving agencies to pro- vide interpretation and translation services to non-English speaking com- munity members. 	
N	IP	 The operational procedures/ guidelines mandate that the agency includes interpretation services in its budget. 	
Ν	IP	5. The operational procedures/ guidelines mandate that the agency assesses es need for oral or written languages other than English.	
	N	N IP N IP	

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Y	N	IP	6.	The operational procedures/ guidelines mandate that the agency assesses all existing materials for cultural bias* and makes appropriate changes.
Y	Ν	IP	7.	The operational procedures/ guidelines mandate that the agency ensures that communications reflect in illustration and text, the diversity of the Canadian population.
Y	N	IP	8.	The operational procedures/ guidelines mandate that the agency ensures that promotional materials appear in languages other than English, when there is provision for translation in the programs or services.
Y	Ν	IP	9.	The operational procedures/ guidelines mandate that the agency develops and collects resources, videotapes, publications, guides and services manuals that address cultural competency as well as programs and serv- ices specifically designed to reach culturally diverse populations.
×	Ν	IP	10.	The operational procedures/ guidelines mandate that the agency ensures that bulletin boards, hallway, office pictures and posters reflect the cultural diversity in the community.
•	N	11		

Y • YES N • NO IP • IN PROGRESS * Cultural biases can be in various forms, including reinforcement of mainstream standard of success, lifestyles, resolution of problems; lack of culturally diverse role models; lack of cultural activities; stereotypes, tokenism, omission or trivial roles of culturally diverse people.

Cultural Competency Self-Assessment Instrument: Policy Development

11. The operational procedures/ guidelines mandate that the agency ensures that its program brochures, annual reports, newsletter and other publications include the work of culturally diverse writers and artists.

Y N IP

Additional Comments:

Tool 6: Program/Project Development

Objectives

- To establish a process of program/project development that would ensure meaningful participation from culturally diverse community members, staff, clients and volunteers
- To ensure that the agency incorporates cultural competency throughout the process of program/project development

Procedure

All individuals who are responsible for program/project development will complete this questionnaire. For each of the following statements, choose the answer that best describes your agency at the current time. In the space provided, write down positive progress as well as additional steps your agency might take to move towards cultural competency.

1. The agency collects, maintains and analyzes culturally specific data*.

Y N IP

2. The agency is knowledgeable about services offered to culturally diverse populations in the community.

Y N IP

3. The agency reviews research pertaining to the experience of culturally diverse populations in the particular service area(s).

Y N IP

Y · YES

- N NO IP • IN PROGRESS
- * Culturally specific data includes: (a) number and size of each cultural group in the agency's catchment area, and (b) demographic information on each group such as length of time in Canada, languages spoken, employment and income levels, education, employment, experience of migration, family structure, special needs, etc.

6.2 ESTABLISHING PARTICIPATORY PROCESS

N	IP	 The agency initiates a participatory process that involves culturally diverse community(ies) in the program/project development process.
N	IP	 The agency recognizes and uses the knowledge and expertise of cultur- ally diverse staff and volunteers by involving them in the design/review of the program/project.
N	IP	3. The agency consults with organizations or outside experts that represent culturally diverse groups in the community before finalizing programs/projects that may have cultural impacts.
N	IP	 The agency consults culturally diverse communities to identify issues per- taining to cultural competency in the particular service area(s).
N	IP	 The agency understands the service needs of the community, including the needs of culturally diverse populations.
	N	N IP N IP

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Y	Ν	IP	3.	The agency identifies cultural needs in the new program/project and how it will address those cultural needs.
Y	N	IP	4.	The agency understands how the service needs are currently being met by existing services in the community, as well as its roles in addressing those needs.
Y	Ν	IP	5.	The agency identifies barriers that may prevent culturally diverse groups from accessing its services or becoming board members, staff and volunteers.
6.4	DEV	ELOP1		GOALS AND OBJECTIVES OF THE PROGRAM/PROJECT The goals and objectives clearly identify unmet needs, including cultural
Y	Ν	IP	1.	needs, in a particular problem area.
Y	Ν	IP	2.	The goal and objectives clearly identify the clientele, including culturally diverse people, who will receive the new services.
Y	Ν	IP	3.	The goals and objectives include cultural competency as one of the pri- mary goals and objectives in addressing the community needs.
۲·	YES			

N • NO IP • IN PROGRESS

ound	inai o	omper	ene	
Y	N	IP	4.	The objectives, including those of cultural competency, are clear and measurable.
6.5	DE/	ÆLOP]	ING	PROGRAM/PROJECT ACTIVITIES
Y	N	IP	1.	The agency clearly outlines all program/project activities, including those that will ensure cultural competency.
Y	Ν	IP	2.	The agency identifies methods of service delivery that are culturally competent.
Y	N	IP	3.	The agency establishes collaborative connections between the pro- gram/project and other services offered by the agency itself or other non- profit organizations, including ethnocultural organizations and immigrant serving agencies.
Y	N	IP	4.	The agency consults with culturally diverse communities about pro- gram/project activities to ensure that the program will reach culturally diverse people and appropriately address their needs.

Cultural Competency Self-Assessment Instrument: Program/Project Development

- Cultural Competency: A Self-Assessment Guide for Human Service Organizations
- 6.6 SOLICITING AND ALLOCATING RESOURCES

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Y	N	IP	 The agency identifies existing formal and informal culturally diverse community resources or support services that will facilitate cultural competency in service delivery.
Y	N	IP	 The agency seeks donations from culturally diverse individuals, businesses, religious groups and other cultural organizations.
Y	N	IP	 The agency solicits funding from foundations or charitable individuals and organizations that fund projects for specialized or cultural groups.
Y	Ν	IP	4. The agency allocates adequate resources for services (such as translation, interpretation, etc.) that will ensure cultural competency in implementing program/project activities.
Y	N	IP	1. The agency identifies communication networks that will reach culturally diverse populations.
Y	N	IP	 The agency identifies the demographic characteristics of the community, with special attention to new and emerging communities.
Y	• YES		

N • NO IP • IN PROGRESS

Y	N	IP	 The agency includes culturally diverse communities when it organizes information sessions about new services.
Y	N	IP	 The agency involves culturally diverse staff, volunteers and community members in developing marketing strategies.
Y	Ν	IP	 The agency reviews and revises marketing materials to ensure that the program is described in ways that are attractive and accessible to cultur- ally diverse communities.
6.8	EVA	LUATI	 I. The agency has a clear process for working with stakeholders to evaluate the short and long-term impacts of its programs/projects on culturally
Y	N	IP	diverse clients and/or communities.
Y	N	IP	 The agency consults with culturally diverse communities about measurable benefits of the program/project.
Y	N	IP	 The agency assigns clear responsibilities to the board members, advisory council, executive director, supervisor, staff and volunteers to ensure that the program/project will achieve its goals and objectives of cultural competency.
γ·	YES		

Cultural Competency Self-Assessment Instrument: Program/Project Development

Y • YES N • NO IP • IN PROGRESS Cultural Competency: A Self-Assessment Guide for Human Service Organizations

Additional Comments:

Y • YES N • NO IP • IN PROGRESS

Tool 7: Service Delivery

Objectives

- To ensure that agency staff incorporate cultural competency in their work with culturally diverse clients
- To establish a comprehensive service delivery process that involves culturally diverse clients and communities to address individual and cultural needs

Procedure

Individuals who provide direct service delivery, information and referral services to clients will complete this questionnaire. For each of the following statements, choose the answer that best describes your agency at the current time. In the space provided, write down positive progress as well as additional steps your agency might take to move towards cultural competency.

			1.	Staff members use their cross-cultural skills and knowledge of cultural dynamics to conduct client assessments.
Y	Ν	IP		
Y	N	IP	2.	Staff members use assessment instruments or tools that are culturally competent.
			3.	Staff members pay attention to cultural identity, customs, communication, norms and structures in the family and community.
Y	N	IP		
Υ • Υ	ſES			

N • NO

Cultural Competency Self-Assessment Instrument: Service Delivery

Y	Ν	IP	4.	Staff members learn as much as possible about the cultures of their clients and the cross-cultural patterns that affect the way in which individuals communicate, use survival strategies and deal with their unmet needs.
7.2	PLA	ANNIN	G	
Y	Ν	IP	1.	Staff members utilize their cross-cultural skills and knowledge of cultural dynamics to develop action plans.
Y	Ν	IP	2.	Staff members involve culturally diverse clients in the development of their action plans.
Y	Ν	IP	3.	Staff members work with their clients to set culturally relevant goals and objectives.
Y	N	IP	4.	Whenever possible, staff members work with clients in settings that are comfortable and familiar to them (i.e., home, neighborhood, reservation or community facility).

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7.3 INTERVENTION

IP

IP

- 1. Staff members recognize all aspects of service delivery must be culturally competent.
- 2. Staff members empower clients by using their cultural strengths and informal support networks in service delivery.
 - 3. Staff members assist clients to develop and/or maintain cultural supports in their families and communities.
- Y N IP
- 4. Staff members ensure the availability of outreach activities to address the needs of culturally diverse clients.
- 5. Staff members use culturally diverse natural helping networks in their interventions.

Y N IP

Ν

IP

6 Staff members consider the impact of acculturation, assimilation and historical perspectives on the cultural groups in all interventions.

Y N IP

IP • **IN PROGRESS**

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Υ

Υ

Υ

Ν

Ν

Y	N	IP	7.	Staff members arrange multilingual services when appropriate.
Y	N	IP	1.	Staff members evaluate case outcomes with respect to culturally relevant goals outlined in case plans.
Y	N	IP	2.	Staff members include client input in assessing the level of cultural competency in service delivery.
			3.	Staff members consult cultural organizations to learn more about the
Y	N	IP		effectiveness and responsiveness of its programs and services.
7.5	AD'	VOCA	СҮ	
Y	N	IP	1.	Staff members ensure advocacy activities are appropriately integrated in their services.
			2	Staff members work with community groups that are actively advocating for freedom from discrimination, equity and access to participation for all Canadians.

N • NO

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			3. Staff members are involved in efforts to advocate for programs, policies and services that directly and indirectly have impacts on culturally diverse people.
Y	Ν	IP	

Additional Comments:

Y • YES N • NO IP • IN PROGRESS

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Y · YES N · NO IP · IN PROGRESS

Tool 8: Client Feedback

Objec	ctives	To ensure that culturally diverse clients provide feedback on service deliv- ery in respect to cultural competency
Proce	edure	All clients or random selection of clients will complete this form. Please answer the following questions by circling yes or no. Also, comment on the service in the space provided. (Note: The agency may have to translate this form into different languages).
Yes	No	1. I felt comfortable when I went to
Yes	No	2. The worker helped me feel welcomed and comfortable when I arrived.
Yes	No	 I saw pictures on the walls that reminded me of my family and friends.
Yes	No	4. I found reading material with information that was interesting to me.
Yes	No	5. The worker spoke the same language or arranged interpretation.

Cultural Competency Self-Assessment Instrument: Client Feedback

Voq	No	6. The worker was interested in my problems.
Yes	No	
Yes	No	7. The worker seemed to understand my problems.
Yes	No	8. The worker was interested in learning about my background.
Yes	No	9. The worker showed respect for my family and me.
Yes	No	10. The worker provided services that met my cultural needs.
100	110	
Yes	No	11. The agency provided good services to all of the people I know who went there for help.
		12. People who came to the agency for help and the workers there came from different cultures.
Yes	No	

Cultural Competency: A Self-Assessment Guide for Human Service Organizations

Additional Comments:

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Tool 9: Interpreting Your Results

Objectives

 To provide an analysis frame work that highlights achievements, needed improvements, strengths, weaknesses and future plans with respect to cultural competency

Procedure

The assessment committee uses the following questions to bring Tool 1 to 8 together for analysis and planning purposes.

1. What did the assessment say about your agency's overall response to its culturally diverse client population?

2. What did the assessment say about the manner in which your agency manages organizational issues related to cultural competency?

3. What specific strengths did your agency identify in completing the assessment?

4. What specific weaknesses did your agency identify in completing the assessment?

Cultural Competency Self-Assessment Instrument: Interpreting Your Results

5. What subjects or issues surfaced during the assessment that were not addressed in the questionnaire?

1. How does your agency plan to address the identified weaknesses?

2. How does your agency plan to build on identified strengths?

Additional Comments:

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Cultural Competency in Funding Assessment



T o recognize and encourage the efforts of human service organizations to provide equitable and culturally competent services, funding bodies need to include assessment of cultural competency in their funding criteria. This section suggests holistic and detailed guidelines that funding bodies may use to review funding proposals or to provide support to service providers in their efforts to develop culturally competent initiatives. The following guidelines are structured to reflect the fact that funders must assess both the applicant organization and its funding proposal in terms of cultural competency.

The Organization

Governance / Management

- Does the board of directors or program/ project advisory committee reflect:
 - cultural diversity in the community and among client populations; and
 - relevant social, political and economic sectors of culturally diverse communities?
- 2. Is there evidence that the board of directors is willing to engage in the change process that will make the organization more reflective of or responsive to diversity?
- 3. Do members of the board of directors or program/ project advisory committee possess knowledge and skills pertaining to cultural competency?
- 4. Do the Executive Director and program managers possess knowledge and skills to facilitate cultural competency in the organization?

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Policy and Program Development

- 1. Does the mission statement explicitly recognize cultural diversity in the community and reflect the organization's commitment to serve culturally diverse people competently?
- 2. Does the organization involve culturally diverse community members, staff, volunteers and clients in the policy and program development processes? If so, how?
- 3. Does the organization consult regularly with culturally diverse communities to identify cultural diversity issues in the service area?
- 4. Does the organization collect and analyze culturally specific data*?
- 5. Does the organization have a good understanding of cultural diversity in the community and among clients (i.e. number and size of each cultural group, languages spoken, employment and income levels, length of time in Canada, religion, etc.)?

Operation and Staff

- 1. How does the organization incorporate cultural competency into its operational procedures, including:
 - staff recruitment and retention;
 - · volunteer leadership;
 - professional training;
 - methods of delivery;
 - · dealing with culturally biased incidents;
 - rewards and recognition;
 - communication and material development; and
 - · community relations?
- 2. Does the organization recruit staff and volunteers who reflect ethnic, racial, religious and linguistic backgrounds of the community?
- 3. Does the organization advertise job postings in ethnocultural media, through community information networks or organizations representing culturally diverse people?
- 4. Do staff selection criteria include knowledge of cultural diversity, language ability and intercultural skills?
- 5. Does the organization provide training and support to staff in the areas of cultural competency?

Services, Clients and Community Support

- 1. Are the organization's existing services reflective of cultural diversity? How are the needs of culturally diverse clients addressed?
- 2. Does the organization collaborate with community groups to provide services to culturally diverse clients?

^{*} Culturally specific data includes: (a) number and size of each cultural group in the agency's catchment area, and (b) demographic information on each group such as languages spoken, employment and income levels, education, employment, length of time in Canada, experience of migration, family structure, special needs, etc.

Cultural Competency in Funding Assessment

- 3. Has the organization identified and developed a concrete plan to remove barriers in order to reach culturally diverse people?
- 4. Does the organization have strong relationships with culturally diverse communities?

The Funding Proposal

Statement of Need

- 1. Does the proposal incorporate issues of cultural diversity in its assessment of the need for the initiatives for which funding is sought?
- 2. Does the proposal identify potential opportunities to better serve culturally diverse people?

Goals and Objectives

- 1. Does the proposal specify how the organization involved culturally diverse people in the development of the proposal's goals and objectives?
- 2. Does the proposal identify culturally diverse people as its clientele in its goals and objectives?
- 3. Does the proposal include cultural competency as one of the primary goals and objectives?
- 4. Does the proposal specify its objectives, including those of cultural competency, in clear and measurable terms?

Activities

- 1. Does the proposal specify how the organization involved culturally diverse people and communities in the planning and development of the activities proposed?
- 2. Does the proposal clearly describe how cultural competency will be incorporated into all activities for which funding is sought?
- 3. Does the proposal identify methods of program delivery that are culturally competent?
- 4. Does the proposal outline outreaching and marketing activities that will reach culturally diverse people?
- 5. Does the proposal outline how the organization will collaborate with other human service organizations to ensure that the service needs of culturally diverse people are addressed within the funded activities?

Evaluation Plan

- 1. Does the proposal indicate that the organization has consulted with culturally diverse communities about measurable benefits of the activities for which funding is sought?
- 2. Does the proposal include a clear process for evaluating the short term and long term impact of the program/ project activities on culturally diverse clients and/ or communities.

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- 3. Does the proposal assign clear responsibilities to the board members, advisory council, Executive Director, supervisor, staff and volunteers to ensure that the funded activities will achieve its goals and objectives in terms of cultural competency?
- 4. Does the proposal outline the indicators of success for cultural competency?

Budget

- 1. Does the proposal allocate financial and human resources which are adequate to ensure cultural competency in implementing the funded activities?
- 2. Does the proposal identify formal and informal resources in culturally diverse communities that will be utilized throughout the program/ project?
- 3. Does the proposal identify which resources will specifically be directed to ensuring cultural competency in implementation of the funded activities?

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RECOMMENDED RESOURCES

YWCA

he following publications are logically organized in four sections, namely conceptual grounding, culturally competent practice, guidelines and tools for organizational development, diversity initiatives and internet resources.

Conceptual Grounding

Abramms, B. & Simons, F. G. (1996). *Cultural Diversity Sourcebook*. Amherst, MA: ODT Inc. This book discusses issues relating to diversity,

inclusion, affirmative action, diversity management, work culture and class.

Agger-Gupta, N. (1997). *Terminologies of Diversity 97: a Dictionary of Terms for Individuals, Organizations, and Professions*. Alberta: Alberta Community Development. The dictionary provides the operational definitions of some 223 diversity terms that can be useful to understand dynamics involved in cultural diversity and race relation. Beaujot, R. (1991). *Population Change in Canada, the Challenges of Policy Adaptation*. Ontario: McClelland & Stewart Inc.

This book examines the impacts of changes in the rates of fertility, mortality, immigration, and distribution on Canadian society. It also explores the ramifications for policy of evolving demographic trends in ethnic and linguistic composition, growth, aging, family arrangement, education levels, labor force and income distribution.

Canadian Task Force on Mental Health Issues Affecting Immigrants and Refugees (1988). *After the Door Has Been Opened*. Ottawa: Minister of Supply and Services.

This national report discusses immigrant-related issues, including attitudes of Canadian society towards immigrants, settlement and social support, official language education, employment, culturally competent health care services, training for service providers, and special needs among children and youth, women, seniors and victims of catastrophic stress. The report also presents many useful recommendations for policy and program development.

Chang, Y. C. (1996). *Capitalizing on Workplace Diversity*. Irvine, CA; Richard Chang Associates, Inc.

This book examines potential benefits and challenges relating to diversity in the workplace. Discussions focus on diversity vision, organizational awareness, recruitment of culturally diverse staff, team capacity building and effective communication in the workplace.

Curtis, J., Grabb, E., & Guppy, N. (1993). *Social Inequality in Canada: Patterns, Problems, and Policies*. Ontario: Prentice-Hall.

There are 5 articles focusing on ethnicity and race. The authors discuss the Canadian ethnic mosaic, racial discrimination in employment, racial conflicts, Native-White relations, culture, and equality. Other topics include gender, age, socio-economic bases of social inequalities, power and class and consequences of social inequality.

Daly, A. (1998). Workplace Diversity: Issues and Perspectives. Annapolis Jct, MD: NASW Press. This book examines the complex issues involved in workplace diversity, and suggests practical methods for applying an organizational change process that is inclusive of diverse groups. Examples of skill areas, policies and processes to achieve diversity are also discussed.

Dwivedi, O.P., D'Costa, R., Stanford, L. C., Tepper, E. (1989). Canada 2000: Race Relations and

Public Policy. Guelph: University of Guelph.

This volume presents some background and discussion papers at the national conference on "Canada 2000: Race Relations and Public Policy." Issues discussed include demographic change and pluralism, Canadian immigration policy, theories of race relations, statistical profile of visible minorities in Canada, employment equity, multicultural education, recruitment and selection of visible minorities in police forces, and models of assimilation, integration, pluralism and conflict.

Elliott, L. J. & Fleras, A. (1992). Unequal Relations: An Introduction to Race and Ethnic Dynamics in Canada. Ontario: Prentice-Hall.

This book provides detailed historical narrative and analysis of how Aboriginal people,

French and English charter groups, and immigrants of other racial and ethnic origins have tried to redefine their status in Canadian society. Discussions focus on race, ethnicity, racism, group dynamics, diversity and managing diversity.

- Foot, K. D. (1998). Boom, Bust, & Echo 2000. Toronto: Macfarlane Walter and Ross. The author provides an in-depth demographic profile of Canada. He also discusses the impacts of demographic trends, including immigration and cultural diversity, on our economic and social life.
- James, E. C. (ed.) (1996). *Perspectives on Racism and the Human Services Sector: a Case for Change*. Toronto: University of Toronto Press.

This volume discusses race, culture, identity, racism, and organizational change. It also offers strategies to promote cultural diversity and equity in human services.

Nancoo, E. S. & Ramcharan, S. (1995). *Canadian Diversity 2000 and Beyond*. Ontario: Canadian Educators' Press.

This volume examines diversity and the future of Canadian society. It covers many important issues including cultural pluralism, social policy in a multicultural society, law enforcement, managing diversity and anti-racism.

Culturally Competent Practices

ly diverse people in Canada.

Brown, D.C., Snedeker, C., Sykes, B. (1997). *Conflict and Diversity*. Cresskill, NJ: Hampton Press, Inc.

This volume consists of three sections addressing different aspects of managing diversity. Section one examines theoretical approaches to conflict and diversity. Section two provides examples of research that illustrate the development and use of a diversity assessment tool, conflicts stemming from cultural differences in communications, gender issues and racial tensions on campus. Section three examines the actual implementation of diversity initiatives from internal organizational and external consultants' perspectives. Topics focus on conflicts within a diverse community leadership program, barriers to effectively managing diversity and managing resistance.

Cox, T. Jr. & Beale, L. R. (1997). Developing Competency to Manage Diversity: Reading, Cases,

and Activities. San Francisco, CA: Berrett-Koehler Publishers, Inc.

This book explores competency for managing diversity, meaning of diversity, and strategies for developing individual and organizational competency. Though it is designed for the corporate sector, non-profit organizations will find many useful lessons to improve their organizational functioning.

 Gail, T. (1993). The Place of Mainstream and Ethno-Racial Agencies in the Delivery of Family Services to Ethno-Racial Canadians. Toronto: York University.
 This research examines the effectiveness of both mainstream and ethno-racial family service agencies in providing culturally and linguistically appropriate services to cultural-

Green, R. R. & Watkins, M. (Eds.) (1998). Serving Diverse Constituencies: Applying the Eco-

logical Perspective. New York: Aldine De Gruyter.

This volume explores how the theoretical perspective of the ecosystem has been applied into the delivery of culturally competent social services in a wide variety of fields of practice and settings.

Goldenberg, H. & Goldenberg, I. (1998). *Counseling Today's Families* (3rd ed.). Pacific Grove, CA: Brooks/ Cole Publishing Company.

The authors focus on doing family therapy with diverse populations, including culturally diverse families, single-parent-led families, blended families, and gay and lesbian couples. There is an emphasis on assessment, critical to understanding the diversity of needs within and among family types. The role of ethnicity in family function is explored, with coverage of the effects of racism, poverty and the process of acculturation.

Harrison, F. D., Thyer, A. B., Wodarski, S. J. (1996). *Cultural Diversity and Social Work Practice* (2nd ed.). Illinois: Charles C. Thomas Publisher Ltd.

This book provides practical information on various ethno-racial groups, seniors, developmentally and physically disabled people, and gay and lesbians.

 Hopkins, W.E. (1997). *Ethical Dimensions of Diversity*. USA: Sage Publications, Inc.
 This book takes an in-depth look at the relationships between the many kinds of diversity- including racial, ethnic, linguistic and a variety of others- and the ways they affect decision making within organizations.

Lecca, J. P., Quervalu, I., Nunes, V. J. Gonzales, F. H. (1998). *Cultural Competency in Health, Social, & Human Services: Direction for the Twenty-First Century.* New York: Garland Publishing Inc.

The volume presents information and techniques for improving cultural competency in the delivery of health, social, and human services to culturally diverse groups. It combines theory and practice, with special attention to the importance of understanding social and cultural background of clients when assessing needs and providing services. It also discusses policy and economic issues relating to cultural competency.

Lie, Y. G. & Este, D. (Eds.) (1999). *Professional Social Service Delivery in a Multicultural World*. Ontario: Canadian Scholars' Press Inc.

The authors discuss the implications of Canada's multicultural policy for social service professionals as well as social service practices in management, administration, organizational change, research, practice evaluation, education and training.

Orlandi, A. M. (1992). Cultural Competence for Evaluators, a Guide for Alcohol and other Drug Abuse Prevention Practitioners Working with Ethnic/ Racial Communities. Maryland: US Department of Health and Human Services.

This volume examines cultural competency in program evaluation. It suggests techniques that help professionals work effectively with various cultural groups in developing a culturally competent evaluation plan. The Cultural Sophistication Framework examines the cognitive, affective and skills dimensions of culturally competent practices.

Philleo, J. & Brisbane, F. (1997). *Cultural Competence in Substance Abuse Prevention*.Washington, DC: National Association Social Workers and Center for Substance Abuse Prevention.

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The volume provides professionals with the knowledge and strategies to work competently with culturally diverse communities in the area of substance abuse. The authors examine the five major cultural groups- American Indians, Hispanics/ Latinos, African Americans, Asian Americans and Pacific Islanders.

Ponterotto, J. G., Casas, J. M., Suzuki, L. A., & Charlene, M. (1995). *Handbook of Multicultural Counseling*. Thousand Oaks, CA: Sage Publications Inc.

The book offers the research, theory, and practice of multicultural counseling in a wide variety of fields of practice and settings.

Suidelines/ Jools for Organizational Change

Buchanan, A. (1998). *Policy Development Workbook: Diversity Policy Kit*. Ottawa: Canadian Council for International Co-operation.

This workbook provides useful and easy to use information that explains the process of policy development, contents of a policy, and diversity-based policy development cycle. It also provides some useful sample policies, including a general non-discriminatory policy, harassment policy and complaints procedure, employment/ hiring policy, and governance gender and minority equity policy.

Canadian Heritage (1993). *Toward Full Inclusion, Gaining the Diversity Advantage*. Quebec; Department of Canadian Heritage.

This guide provides (1) the background and rationale for organizational change to promote diversity, (2) the steps required in organizational change, (3) the tool kit for detecting inclusion-related problems, consensus audit, clarifying mission, interview questions, staff development, and management development and (4) the case studies of various change efforts across Canada.

Child Welfare League of America (1993). *Cultural Competence Self-Assessment Instrument*. Washington, DC: author.

A series of self-assessment tools aim to help family service identify, improve, and enhance cultural competency in staff relations and client service functions.

- Ferguson, H. (1987). Manual for Multicultural Education. Yarmouth, ME: Intercultural Press. This manual is relevant to cultural learning in a school, school district, or college. It outlines the meaning of cultural learning, faculty development, curriculum development, evaluation and appraisal, multicultural program development and multicultural exercises.
- Harrison, R. & Stokes, H. (1992). *Diagnosing Organizational Culture*. San Diego, CA: Preiffer & Company.

The instrument is designed to help organizations identify aspects of their organizational cultures that include beliefs, values, rituals, myths and sentiments shared by their members.

Hastings Institute (not dated). Indicators of Cultural Competency. Vancouver: Author.

This checklist of indicators provides a tool to assist organizations to look at developmental process in achieving cultural competency. The checklist includes a declaration of the importance of cultural competency; policy, procedures, and practices; personnel practices; skills and training; organizational make-up and climate; program and services; relations with the community, consultation and communication.

Hubbard, E. (1997). *Measuring Diversity Results*. Petaluma, CA: Global Insights Inc. The author provides tools to report diversity initiatives' contribution, measure diversity training outcomes, create tracking and monitoring systems, link diversity efforts to strategic goals and objectives, and set diversity priorities.

Ontario Anti-Racism Secretariat (Not dated). *Resourcing Communities*. Ontario: Ministry of Citizenship.

This bilingual guide aims to help funders understand barriers that prevent culturally diverse groups from having equitable access to funding. Those barriers include lack of information and connection, undervalued experience and expertise, exclusion from the decision making process and lack of resources. It then further suggests indicators for barrier-free resourcing, techniques for communication, skill development, auditing barrier free purchasing and principles of barrier free resourcing.

Simons, F. G. (1990). *The Questions of Diversity. Assessment Tools for Organizations and Individuals.* Amherst, MA: ODT Inc.

This guide provides a series of diversity tools, including motivation assessment, cultural audit, diversity and organizational performance, organizational response level, diversity activities, managing dominant culture, transcultural competency and transcultural communications.

Surrey Delta Immigrant Services Society (1993). Cross-Cultural Lifeskills, a Manual for Facilitators. Vancouver, BC: the author.

This manual provides many useful guides for assertiveness training, cross-cultural awareness, dealing with racism, Canadian culture and cross cultural conflict resolution.

Thomas, B. (1987). *Multiculturalism at Work: a Guide to Organizational Change*. Toronto: YWCA.

This book is intended for managers of human service organizations and for front line trainers. Using practical illustrations from the YWCA's experience, it offers useful guide-lines to plan and implement diversity initiatives.

United Way of America (1994). *Blueprint for Board Diversity: a Cultural Diversity Resource Manual to Improve Board Effectiveness.* Virginia: author.

This manual is designed to help improve cross-cultural communications among board volunteers. Diversity tools and techniques focus on planning, intervention, diversity training materials and self-assessment of inclusiveness.

United Way of America (1990). Blueprint for Volunteer Diversity. Virginia: author.

This manual provides a guideline for developing objectives for volunteer diversity initiatives, getting started, marketing, recruitment and training, placement retention and evaluation.

United Way of Greater Toronto (1991). Action, Access, Diversity! A Guide to Multicultural/ Antiracist Organizational Change for Social Service Agencies. Toronto: author.

This guide suggests a model of multicultural/ anti-racist organizational change to elimi-

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nate barriers and achieve full participation of culturally diverse groups as volunteers, staff and clients of social service agencies. The components of the model include preparation, reaching out to communities, getting to know the agency, planning for change, training for change, evaluating change efforts and dealing with resistance.

Diversity Initiatives

- Chugh, U. & Agger-Gupta, N. (1997). MOC's Impacts: A Description and Evaluation of the United Way of Calgary and Area's Multicultural Organizational Change (MOC) Initiative 1991-1996. Calgary, AB: Alberta Community Development & United Way of Calgary and Area. This report describes the philosophy, planning, development, and implementation of the United Way of Calgary and area MOC project. It also deals in depth with the impacts of the MOC project on the internal and external environment of the member agencies.
- Melnyk, B. J. (1992). *Enlarging the Fabric: a Multicultural Barrier Analysis of the United Way of Calgary and Area.* Alberta: the United Way of Calgary and Area.

This report describes the rationale, process, and methodology of barrier analysis. It identifies the ten barriers which include resistance to change, unclear organizational commitment, lack of community contacts, non-affirmative recruitment and hiring practices, limited resource, narrow organizational culture and limited exposure, compartmentalization and tokenism, restricted accessibility, non-strategic focus and community perceptions. The report also provides recommendations to dismantle barriers, focusing on policy development through strategic planning, setting goals and timelines, targeted resources, multicultural communication plan, community outreach and internal training.

Taylor, J. W. (1997). Organizational Change and Inclusive Practices: Promoting Access for Diverse Populations in the Canadian Mental Health Association. Ontario: Canadian Mental Health Association/ Waterloo Region Branch.

This report describes the goals, attitudes, and possible barriers within the Canadian Mental Health Association (the Waterloo Region Branch) as seen by the paid/ non-paid staff towards the new multicultural emphasis. It also documents the consultations with culturally diverse communities and service providers in the community to help understand help seeking patterns, barriers to service and mental health issues of culturally diverse communities.

Internet Resources

Internet is an excellent source for diversity resources. Web sites such as www.Canada.com, www.cadvision.ca, www.yahoo.ca, and www.netscape.com have search engines providing all sorts of diversity-related links. Some useful web sites include:

http://www.canada.metropolis.net

This web site offers useful publications, including literature review on Canadian demography, immigration, social justice and other immigrant related issues.

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http://www.cnc.bc.ca/diverse/divlink.html

This Canadian-based web site is run by the College of New Caledonia. It offers links to other Canadian web sites focusing on general diversity, gender, aging, religion, culture/race/ethnicity, sexual orientation, disability, socioeconomic class and Aboriginal people.

http://curry.edschool.virginia.edu/go/multicultural/

This web site offers services relating to education, cultural awareness training, multicultural art and diversity-related quotes.

http://www.dml.georgetown.edu/depts/pediatrics/gucdc/cultural.html

The National Center for Cultural Competence (NCCC) is a component of the Georgetown University Child Development Center, Center for Child Health and Mental Health Policy, and is housed within the Department of Pediatrics of the Georgetown University Medical Center. The mission of the NCCC is to increase the capacity of health care programs to design, implement and evaluate culturally competent service delivery systems.

http://ww.equalopportunity.on.ca

This Canadian based web site establishes the "business case" for cultural diversity.

http://www.healthlaw.org/race.shtml

The US National Health Law Program has several web sites devoted to immigrant, linguistic and cultural access issues.

http://www.healthtrans.org/

This Canadian site provides health education materials in Chinese, Farsi, Hindi, Korean, Vietnamese, English, French, Italian, Punjabi, Spanish and Somali.

http://www.pch.gc.ca

The Department of Canadian Heritage offers information relating to multiculturalism, official languages, cultural development, human rights, community partnership, youth initiatives and native issues.

http://www.scu.edu/SCU/Programs/Diversity/esources.html

This Santa Clara University web site provides a rich source of material and many useful links to electronic journals by and about ethnic communities.

http://www.statcan.ca

Statistics Canada offers a wide range of resources relating to ethnic origins, languages, religions, employment and education.

http://www.ucalgary.ca/cdi

The Cultural Diversity Institute assists organizations in (a) providing education and training in dealing with increasing cultural diversity, (b) supporting and conducting applied research aimed at better understanding the impact of cultural diversity on organization, and (c) collecting, developing and disseminating information on cultural diversity and its impacts on organizations through networks of interested individuals and groups.

http://www.waseskun.net

This web site offers links to many First Nation related sites that focus on education, culture, art, media, youth and families, health and community.