

Participant Materials

Module 6: Cultural Competency for Managers



Ethnic Communities Council of NSW and
NSW Community Options
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- DISCLAIMER -

This training and the handouts are general in nature and give a broad overview of cultural competency within the context of providing community care case management services. This training package may not provide you with ALL the information you may need to know about this topic, or your role.

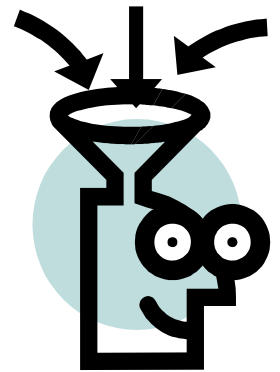
Independent professional advice should be sought about specific issues.

Module Outline



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Learning Objectives and Assessment Tasks



Learning outcome

1. Devise indicators that will enable the service to identify what stage of development it is at with respect to cultural competency.
2. Generate strategies for management that will facilitate and support stages of development of organisational cultural competency.
3. Incorporate key performance indicators for cultural competency from each of Dreachslin's (1999) five stages into quality improvement systems.
4. Develop an action plan to implement strategies that will progress an organisation through Dreachslin's (1999) five stage process in the development of cultural competency.

Assessment task

1. Use Dreachslin's (1999) five stage process to identify indicators in each stage of development for your organisation.
2. Generate strategies for management that will facilitate and support stages of development of organisational cultural competency.
3. Identify key performance indicators from each of Dreachslin's (1999) five stages within a quality improvement framework.
4. Develop an action plan to implement strategies that will progress an organisation through Dreachslin's (1999) five stage process in the development of cultural competency.

Introduction



This module is designed for team leaders and managers of case managers.

The aim of the module is to provide you with a brief range of ideas and tools to help you to build cultural competency into the systems and case management programs that you manage.

Today, you will be introduced to some tools that will assist you to assist your organisation to work within a cultural competency framework. You will also be introduced to some strategies that will help you to:

- support cultural competency practice with case managers that you supervise;
- build cultural competency into your organisational systems; and
- facilitate cultural competency in your own organisation and within the broader community care sector.

Activity 1 (Introduce Yourself)

Introduce yourself by telling us:

- your name;
- where you work,
- your position; and
- how many staff you manage or your areas of responsibility.

Activity 2 (Ground Rules)

If we are going to get the maximum benefit out of the day, we need to feel free to engage and explore cultural competency from an organisational perspective. To be able to do this, we will need to feel safe and supported. Having ground rules is the best way to ensure this.

What ground rules do you think the group should have?

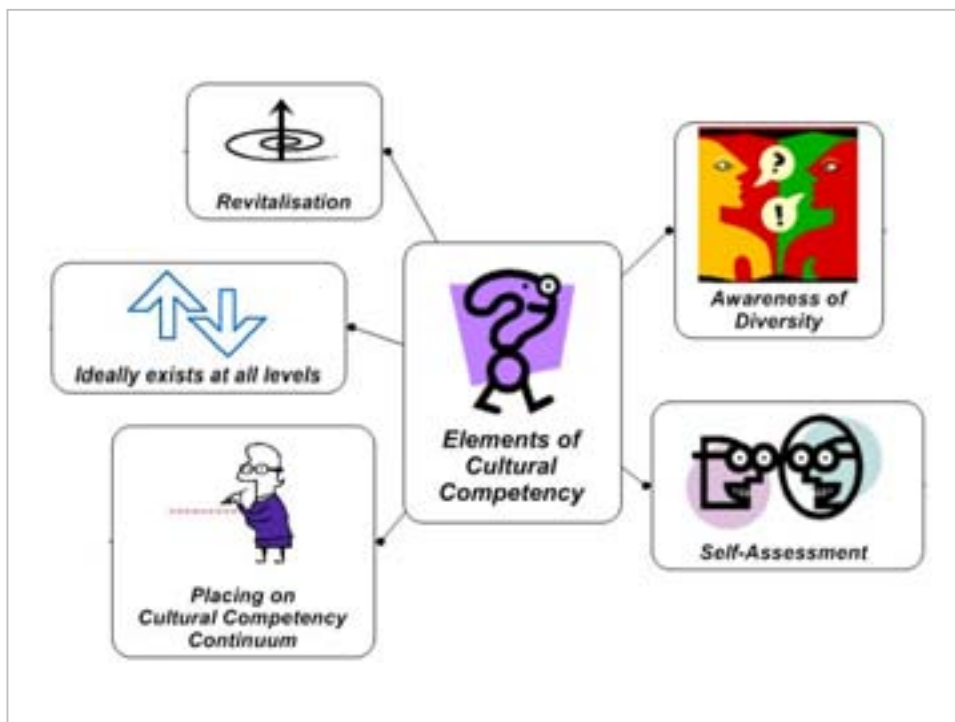


TOPIC 1: Recap: What is Cultural Competency?

Cultural Competency involves an awareness of diversity. It involves openly acknowledging that diversity exists and actively encountering diversity.

It involves a process of self-exploration, acknowledging our own cultural heritage and acknowledging the related values, beliefs and inherent biases (Wells and Black, 2000: 147). This self-exploration could be at an individual level, a systems or organisational level. It involves a willingness to look at yourself and the systems or organisations that we work in, with objectivity.

Linked to this process of self-assessment, cultural competency involves placing oneself and the systems or organisations that we work in on the cultural competency continuum (Cross et al 1989). Cultural competency involves, or leads to, a process of revitalisation (Dreachslin, 1999). It may even lead to individuals, systems and organisations becoming 'agents for change'.



TOPIC 2: Cultural Competency from an Organisational and Systems Perspective

Within the American health care context, cultural competency at a systems level has been described as:

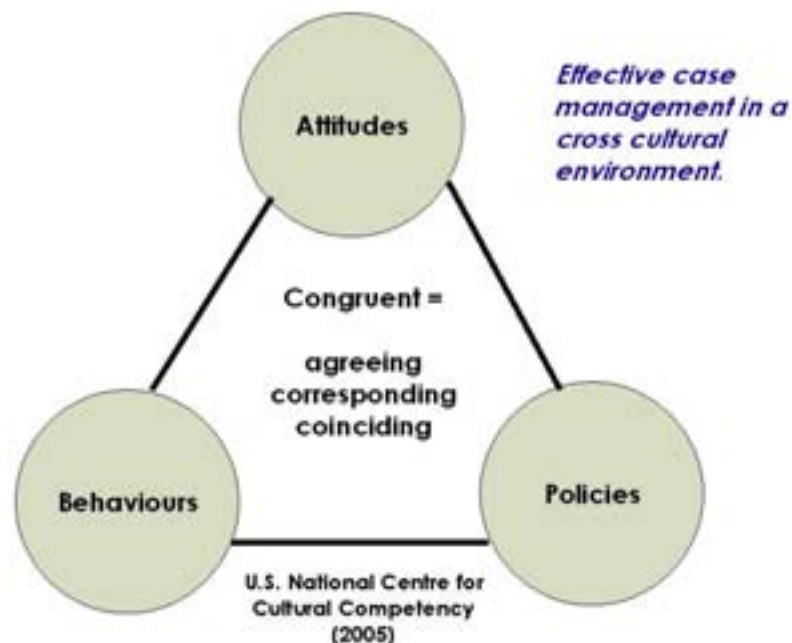
“a set of congruent behaviours, attitudes and policies that come together in a system, agency, or among professionals and enable that system, agency, or those professionals to work effectively in cross-cultural situations”

(Cross et al 1989 & Brach and Fraser, 2000)

And that cultural competency requires:

- care that is provided with understanding of and respect for the client’s beliefs and cultural values;
- staff who respect the beliefs, interpersonal styles, attitudes and behaviours of individuals, families and the communities they service;
- case management and organisational processes that ensure cultural factors are routinely and systematically collected and responded to and that these are reflected in every policy, procedure and practice; and
- recruitment, retention and training of staff who reflect and respond to the values and demographics of the communities being served.

(US Department of Health and Human Services, Health Resources and Service Administration, 1999:7)



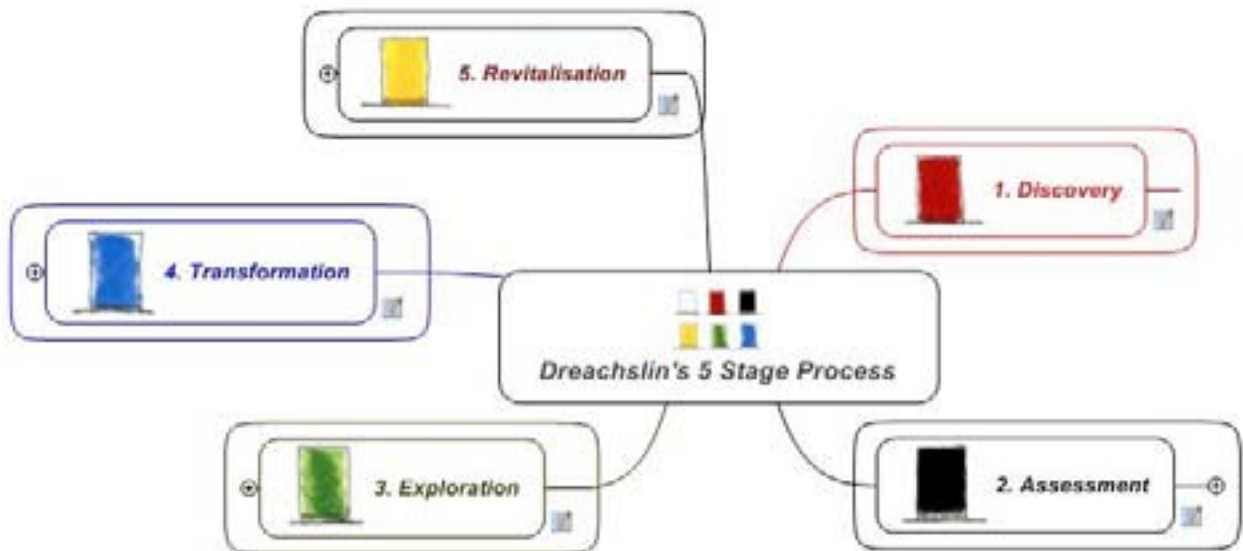
Dreachslin's Five Stage Process

Dreachslin (1999) proposed a five-part process through which organisations can better acknowledge and support diversity. In summary, Dreachslin's stages are:

- discovery;
- assessment;
- exploration;
- transformation; and
- revitalisation.

We will have a chance to consider each of these stages using the context of our own services later today.

Although Dreachslin offers 'key performance indicators' against which to compare your service, the important thing to remember here is that it is a process that you go through and not an end point to be achieved.



Discovery

The first stage, as described by Dreachslin, is DISCOVERY.

Dreachslin (1999:432) defines discovery as an 'emerging awareness of racial and ethnic diversity as a significant strategic issue'. Discovering diversity through acknowledging that it exists, coupled with talking openly about the implications of diversity in your service and community.

Some key indicators for this stage adapted from Dreachslin (1999) could include:

- open discussion by managers about issues of diversity;
- implementing strategies to engage, encourage and interest staff members about these issues;
- implementing strategies to connect the organisation to cultural and ethnic groups and organisations within the local area in order to stimulate interest and raise awareness;
- openly acknowledging the need for training and development in order to deliver culturally appropriate services; and
- staff identify areas of difference between the client and the culture of the service system and proactively seek advice from peers or management about managing or responding to this diversity.



Cultural Competency from an Organisational and Systems Perspective

Some strategies you could use to prompt or facilitate this stage include:

- decorate the office with posters, artwork, or objects that are reflective of the cultural groups in your local community;
- invite cultural brokers to act as guest speakers for staff meetings;
- send your staff to cultural events such as NAIDOC week celebrations (National Aboriginal and Islander Day of Celebration), or other events and celebrations of various cultural groups in your community; and
- ask staff to assess their own cultural heritage and to compare and contrast this to the cultural values or attitudes of other groups within the community.

Assessment

Dreachsln (1999:431) defines the assessment stage as “a systematic review of organisational climate and culture”.

Some key indicators adapted from Dreachsln (1999) could include:

- different cultural perspectives of the various stages of case management (case identification, assessment, needs identification, care planning, monitoring and exit) are explored on a regular and systematic basis;
- the diversity of the client group is reflective of the diversity within the community; and
- the diversity of case managers and workers within arranged or brokered services is reflective of the diversity within the community.

- Staff and client satisfaction data is considered with specific reference to cultural and linguistic diversity
- Case management processes are considered from differing cultural perspectives
- Diversity of client load reflects the diversity of the community
- Diversity of staff and brokerage agency staff reflects the diversity of the community
- The physical environment of the workplace represents diversity



Cultural Competency from an Organisational and Systems Perspective

Some strategies a case management service could implement to encourage or support this stage include:

- exploring or developing strategies to gather, compare and contrast information on client satisfaction;
- routinely reporting satisfaction data using ethnicity as a factor for comparison;
- including diversity as an element in workforce development (collecting statistics on the cultural diversity of the workforce);
- skills in cultural competency is included in the process for selecting suitable staff; and
- skills in cultural competency is included in the process for selecting suitable brokered services.

Exploration

Exploration is the stage where staff, management and/ or the organisation explore the meaning of culture and the implications of working within a context of diversity. The exploration stage is often associated with specific training, but it can include other activities to enable staff to personally explore notions of diversity, such as exchanges with cultural brokers and cultural brokerage agencies.

The key indicator for this stage is:

- staff participating in cultural awareness and cultural competency training courses.

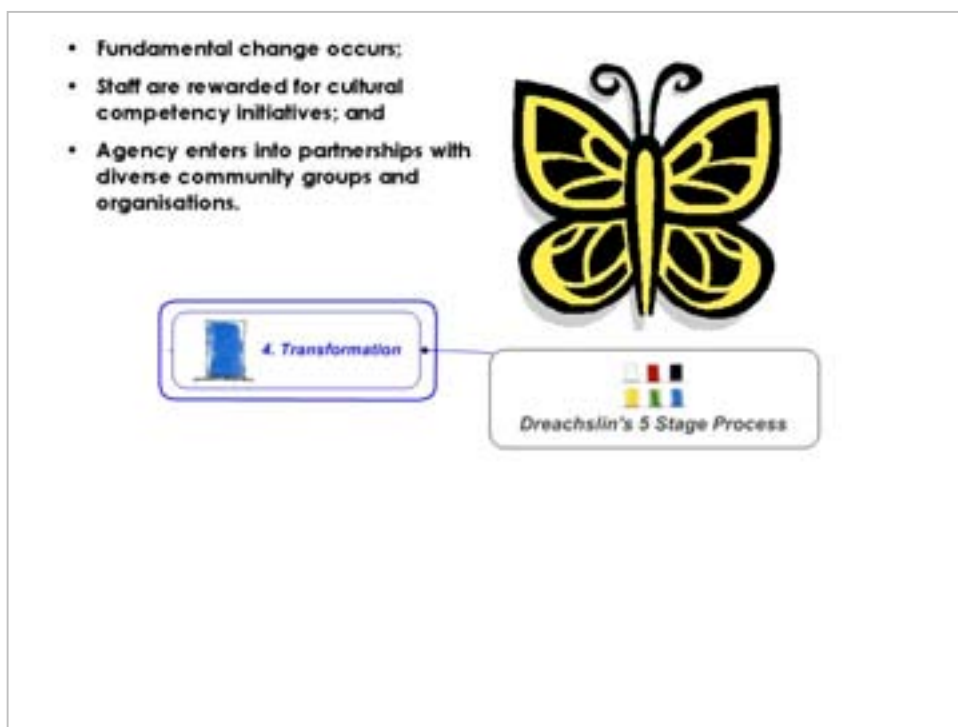


Transformation

Transformation is defined as the 'fundamental change in organisational practices resulting in a culture and climate in which racial and ethnic diversity is valued' (Dreachslin 1999:432).

Indicators may include:

- staff are rewarded for delivery of culturally appropriate care to racially and ethnically diverse clients (Dreachslin 1999:436); and
- the agency engages in a partnership with a local culturally and linguistically diverse (CALD) or Aboriginal and / or Torres Strait Islander (ATSI) service to improve access to services.



Revitalisation

Revitalisation involves the renewal and expansion of initiatives that accommodate diversity. The rewarding of 'change agents' – these can be both people and systems, and the inclusion of additional diverse groups in service delivery.

Key indicators for this stage could include:

- staff and/or systems who/ that have implemented diversity initiatives receive positive recognition for their efforts (Dreachslin 1999:433);
- there is evidence of greater diversity amongst clients, staff, and brokerage staff; and evidence that all groups express satisfaction; and
- the case management service becomes a leader in the sector by supporting and working from a cultural competency framework.



- **Renewal and expansion of initiatives that accommodate diversity**
- **There is evidence of greater staff and client diversity, as well as satisfaction across those ranges**
- **The agency becomes an agent for change and a leader in the sector**

Activity 3 (Applying Dreachslin's Process to Your Organisation)

In this activity you will apply Dreachslin's process to your own organisation.

Instructions

You can choose to do this activity in pairs, or you can do it on your own.

In the left-hand column is a description of each stage in Dreachslin's process. The next column is for you to identify any indicators that you may already see in your organisation, which may indicate that your service is in this stage. Alternatively, you could list in this column, any indicator that you have seen in another organisation. In effect, this could serve as a 'standard' or a 'benchmark' you could strive towards.

The final column is for you to develop ideas for how you could facilitate this stage in your organisation. There are two levels you can address: 1) What is in your power to implement; and 2) What is in the power of your manager or Board / Management Committee?

You do not have to complete the entire table today. Focus on the stage that is most relevant to your context. If you need some guidance for how to do this activity, you will find a sample answer under the Revitalisation stage of the table. Alternatively you can ask your trainer for assistance. You can also refer to your notes on previous pages of this workbook.

Applying Dreachlin's Process		
Stage	Indicators	Strategy Ideas
<p>Discovery An emerging awareness of diversity as a significant strategic issue. Acknowledging and openly discussing issues of diversity.</p>		<p>In your power: Manager / Board Level</p>
<p>Assessment Different cultural perspectives are explored. Includes assessment of diversity and diversity issues regarding clients, staff, management policies and systems and the culture of the organisation.</p>		<p>In your power: Manager / Board Level</p>

Applying Dreachlin's Process		
Stage	Indicators	Strategy Ideas
<p>Exploration Staff or the organisation explores the meaning of culture and the implications of working within a context of diversity.</p> <p>The exploration stage is often associated with specific training, but it can include other activities to enable staff to personally explore notions of diversity.</p>		<p>In your power:</p> <p>Manager / Board Level</p>
<p>Transformation Fundamental change in organisational practices resulting in a culture and climate in which diversity is valued.</p>		<p>In your power:</p> <p>Manager / Board Level</p>

Applying Dreachlin's Process		
Stage	Indicators	Strategy Ideas
<p>Revitalisation</p> <p>Renewal and expansion of initiatives that accommodate diversity. Rewarding 'change agents' who embrace cultural competency.</p>	<p>Proportion of Maltese clients accessing the service is now comparable to the proportion of Maltese people aged over 80 in our local area.</p> <p>50% of staff in our service can speak a language other than English and this reflects the proportion of people who speak a language other than English living in our local community.</p> <p>Our service has entered into a partnership with the local Aboriginal and Torres Strait Islander organisation to undertake joint assessments.</p>	<p>In your power:</p> <p>Provide a certificate of appreciation and publicly congratulate the workers who worked hard to access the Maltese community over the past two years.</p> <p>Include a 'diversity' section in the performance appraisal records to identify and recognise skill development in the area of working in a context of diversity.</p> <p>Manager / Board Level:</p> <p>Extend the memorandum of understanding between our organisation and the ATSI organisation to include career development for selected staff in both agencies by implementing 'swap supervision' sessions.</p> <p>Write an article for the local paper on the joint arrangement between organisations to bring positive publicity to both organisations (perhaps during Harmony Week?)</p>

TOPIC 3: Applying Cultural Competency to Your Continual Quality Improvement Process

Supporting and facilitating cultural competency within your service requires you to add a cultural dimension to everything you do. It also means remembering that every thing you and your staff does and every process, every policy, every form, is culturally specific.

To ensure the continual 'revitalisation' process that Dreachslin talks of, you need to look at all of these aspects and ask yourself, 'how can we translate our good intentions into actions and results?'

The answer is to build a cultural competency framework into your continuous quality improvement processes. This does not mean you add an item on access and equity, and another on translations and then toss it in the out tray. Although these items are crucial and should be applauded, as you now can see using Dreachslin's five stage process, these strategies are really indicators of the earlier stages of the process and are by no means the end of the story.

What you need to do is to 'put on your cultural diversity' glasses and look at EVERYTHING through those lenses. You could also assign specific committees made up of staff and stakeholders to consider your quality improvement and assess your current practices and make specific recommendations for action under each and every key performance area. These committees should represent the diversity of your communities within which your organisation works. This strategy in itself fits within the 'Assessment' stage of Dreachslin's five stage process (Dreachslin, 1999).

Furthermore, from a change management point of view, by undertaking this strategy using a broad consultative approach, you give yourself and your organisation a much greater chance of success.



Quality Improvement Frameworks

We are now going to look at one quality improvement framework and to apply Dreachslin's five stage process, and we will end up with a blueprint for change or 'revitalisation'

Today we will use a fictitious continuous quality improvement framework that includes generic 'key performance areas' relevant to the community care setting. However, there are many continuous quality improvement frameworks that could apply. When you go back to your workplace you can undertake this activity using the framework required of your funding body.

Typically, quality improvement frameworks and their related tools, divide the work of the organisation or service into key performance areas, then pose a series of questions that ask you to demonstrate practice that is in line with key performance indicators.

Applying Cultural Competency to Your Continual Quality Improvement Process

For our quality framework, the performance areas are:

Our Organisation

This will include:

- ✦ management systems;
- how the organisation manages work tasks, ensuring they are safe and undertaken in a systematic way via the development and use of policies and procedures; and
- staff development.

Our Services

This will include:

- ✦ the planning of services;
- access to services; and
- the quality of services.

Our Networks

This will include consideration of:

- ✦ where the service 'fits' within the broader community care sector; and
- partnerships



Quality Improvement Frameworks and Dreachslin's Five Stage Process

You can align Dreachslin's five stage process to any quality improvement framework in order to develop indicators of progress in developing cultural competency. Basically, Dreachslin's stages assist you to identify key performance indicators that will let you know when or if your organisation or service is going through that stage.

Hence, when we align these stages to the key performance areas in any quality improvement process, you are coming up with a 'blue print' for how you ENVISAGE your service will be, as you go through that stage.

For example, in our sample quality improvement framework (see page 30) consider key performance indicator *2.1 Work is organised in a safe and systematic manner, through the use of policies and procedures*. Coupling this with Dreachslin's DISCOVERY stage, there emerges a set of key performance indicators. These could include:

- policies and procedures of the organisation/program address the importance of cultural diversity and the principles of access and equity; and
- the organisation has a policy that all public functions begin with a statement that recognises and names the traditional custodians of the land.

Applying Cultural Competency to Your Continual Quality Improvement Process

Now looking at the same performance indicator aligned with Dreachslin's stage of ASSESSMENT.

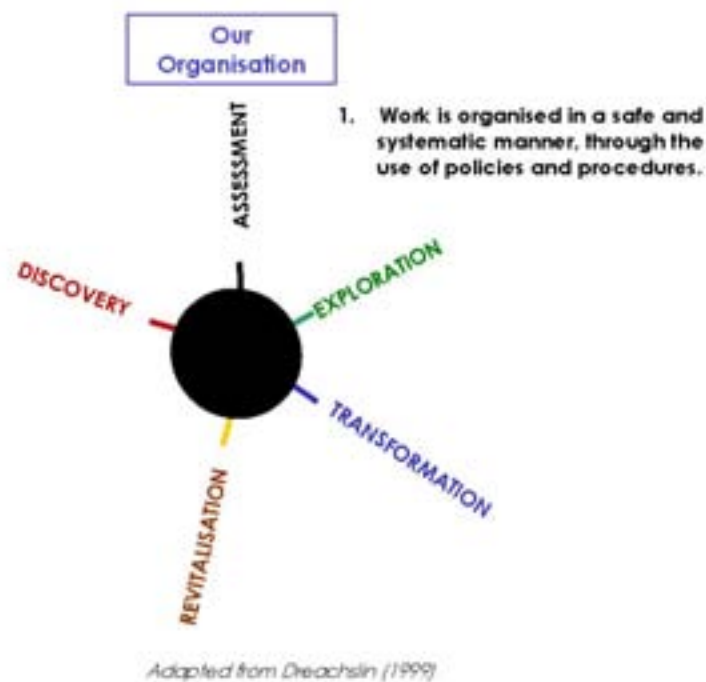
Remember the stage of ASSESSMENT involves:

- different cultural perspectives are explored; and
- includes assessment of diversity and diversity issues regarding clients, staff, management policies and systems and the culture of the organisation.

(Dreachslin 1999:431)

In this context, the sample performance indicator coupled with Dreachslin's Assessment stage could include:

- a policy exists to compare the cultural diversity of clients to the cultural diversity of the geographical areas of service;
- the organisation has a policy to review client satisfaction with specific reference to the cultural appropriateness of service delivery; and
- in consultation with CALD and ATSI community groups and leaders, the organisation surveys community groups about their need and awareness of community care services.

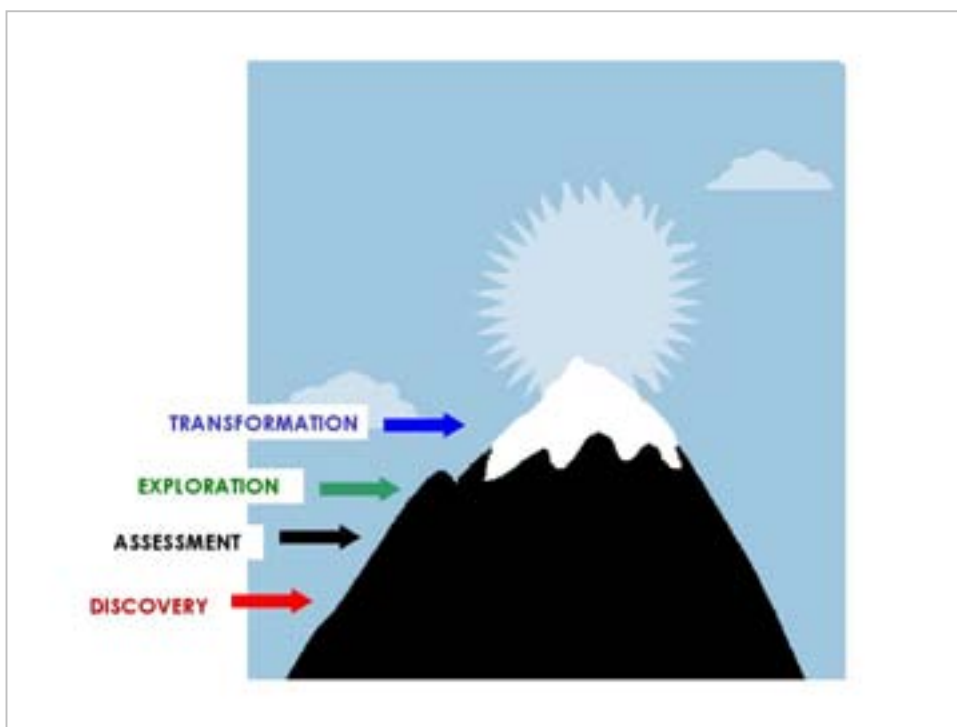


Applying Cultural Competency to Your Continual Quality Improvement Process

Using this technique, you can achieve multiple results. For example you:

- identify which of Dreachslin's five stages the organisation is currently in;
- identify indicators the agency has already achieved and can therefore be included in the quality reporting system you are required to complete for compliance for funding;
- identify a set of 'goals' or performance indicators to strive for over a longer period of time; and
- develop an action plan, that identifies who, what, when and ensures ideas are turned into ACTION.

It is a useful idea to go through this process with your staff and other stakeholders and together you plot a course for continuous improvement in this area.



Applying Cultural Competency to Your Continual Quality Improvement Process

And you can all see how you are moving towards the revitalisation of the service and you know what the service will look like when you get there.



Then
onwards,
through the
cycle, to the
next goal

Activity 4 (Applying Dreachslin's Process to Your Organisation)

Now you have a go at combining Dreachslin's five stage process and performance indicators from our sample (see page 30).

Instructions

Select two consecutive stages in Dreachslin's five stage process and write them in the left hand column. You will find a list of the five stages on the next page. Then select one of the key performance areas from page 30 of this workbook. With your partner, create one or two key performance indicators for that area and write them in your table.

Dreachslin's Stage	<p>Performance Area:</p> <p>Your indicators:</p>
Dreachslin's Stage	<p>Performance Area:</p> <p>Your indicators:</p>

Dreachslin's Five Stages

Discovery

Dreachslin (1999:432) defines discovery as an 'emerging awareness of racial and ethnic diversity as a significant strategic issue'. Discovering diversity through acknowledging that it exists, coupled with talking openly about the issues that diversity may cause can begin to move the service towards cultural competence.

Assessment

Dreachslin (1999:431) defines the assessment stage as "a systematic review of organisational climate and culture".

Exploration

Exploration is the stage where staff, management and/ or the organisation explore the meaning of culture and the implications of working within a context of diversity. The exploration stage is often associated with specific training, but it can include other activities to enable staff to personally explore notions of diversity, such as exchanges with cultural brokers and cultural brokerage agencies.

Transformation

Transformation is defined as the 'fundamental change in organisational practices resulting in a culture and climate in which racial and ethnic diversity is valued'. (Dreachslin 1999:432)

Revitalisation

Revitalisation involves the renewal and expansion of initiatives that accommodate diversity. The rewarding of 'change agents' – these can be both people and systems and the inclusion of additional diverse groups in planning and service delivery.

Sample Performance Indicators

Our Organisation	
1	Management Systems
1.1	Lines of responsibility and delegations are clear and systematically communicated to all staff.
1.2	Management supports the activities of all staff in the delivery of quality services.
2	Policies and Procedures
2.1	Work is organised in a safe and systematic manner, through the use of policies and procedures
2.2	Policies are developed in consultation with the people who will be affected by those policies.
2.3	Policies are reviewed to assess their effectiveness.
2.4	Systems are in place to ensure that the brokerage services used adhere to the regulatory and quality requirements of the funding body.
3	Staff Development
3.1	Staff are monitored and assessed to ensure they are suitably qualified to fulfill their responsibilities.
3.2	Staff training is provided to assist the organisation to meet its regulatory and quality requirements.
Our Services	
4	Planning
4.1	The current needs of the community are reflected in the organisation's service delivery and planning processes.
4.2	The future needs of the community are reflected in the organisation's service delivery and planning processes.
4.3	The client's individual needs are reflected in service delivery and planning processes.
5	Access
5.1	Access to services is fair and equitable.
5.2	Information about the services available from the organisation is provided in a way that is tailored to potential clients.
5.3	The service has streamlined processes for intake, allocation and assessment.
6	Service Quality
6.1	The individual rights and beliefs of the client are respected.
6.2	Services are delivered in a culturally appropriate manner.
6.3	Services assist clients to live in the communities of their choice.
6.4	Services promote client wellbeing and independence.

Activity 5 (Write an Action Plan)

Using your answers from the previous activity, write a sample action plan indicating how these performance indicators could be achieved. Your Action Plan may be fictitious, or based on your organisation’s actual requirements. A sample answer is provided.

Key Area / Dreachslin’s Stage	Indicator of Change	Who?	To Do	When?
Our Organisation / Discovery	<p>The organisation has a policy that all public functions begin with a statement that recognises and names the traditional custodians of the land.</p> <p>The organisation has a policy to identify the cultural make up of the geographical area of service delivery.</p>	<p>Policy development committee</p> <p>Policy development committee</p>	<p>Proposal to Board of Management</p> <p>Draft policy with specific procedures. Request assistance from the Health Diversity Officer</p>	<p>July Board Meeting</p> <p>October</p>

Summary

In today's lesson you have been introduced to the concept of cultural competency from a systems or organisational perspective.

In this context, cultural competency is defined "as a set of congruent behaviours, attitudes and policies that come together in a system, agency, or among professionals and enable that system, agency, or those professionals to work effectively in cross-cultural situations"

(Cross et al 1989, Brach and Fraser, 2000)

It was also outlined that cultural competency requires:

- care that is provided with understanding and respect for the client's beliefs and cultural values;
- staff who respect the beliefs, interpersonal styles, attitudes and behaviours of individuals, families and the communities they service;
- case management and organisational processes that ensure cultural factors are routinely and systematically collected and responded to, and that these are reflected in every policy, procedure and practice; and
- recruitment, retention and training of staff who reflect and respond to the values and demographics of the communities being served.

(US Department of Health and Human Services,
Health Resources and Service Administration, 1999:7)

You were also introduced to a process to assist you to ascertain where your service is at in a context of cultural diversity and what signs indicate that progress is occurring.

That process was Dreachslin's (1999) five stage process that includes:

- discovery;
- assessment;
- exploration;
- transformation; and
- revitalisation,

Dreachslin's framework enables you to identify what stage of development your service is at and identify key performance indicators that can assist you to improve cultural competency in your organisation / program (Dreachslin, 1999:432-436).

Next, we considered how to incorporate Dreachslin's ideas into our existing continuous quality improvement processes.

Examples were given on how to combine Dreachslin's five stage process with a continuous quality improvement framework.

By combining the five stage process and a continuous quality improvement framework, we were able to:

- identify which of Dreachslin's five stages the organisation is at;
- identify indicators the agency has already achieved and can therefore be included in the quality reporting system you are required to complete;
- identify a set of 'goals' or performance indicators to strive for over a longer period of time; and
- develop an action plan, that identifies who, what, when and ensures ideas are turned into ACTION.

To assist your further work in this area, this training package includes an extensive reference list that can be of use to your work place and will assist you to encourage cultural competency in the broader community care sector.

PLEASE COMPLETE YOUR EVALUATION FORM