

Trainer's Guide

Module 6: Cultural Competency for Managers



Ethnic Communities Council of NSW and
NSW Community Options
2006



This training package was developed out of a research project auspiced by the Ethnic Communities Council of NSW (ECC). The project was initiated as a partnership between the ECC and NSW Community Options, and was directed by a project reference group made up of a variety of representatives (see acknowledgments). The project was funded by the Home and Community Care (HACC) Program through the NSW Department of Ageing, Disability and Home Care (DADHC).

The project was undertaken by Carrie Hayter and Jenny Bray, Community Services Consultants, who also designed this training package.

Carrie Hayter
PO Box 1137
LEICHHARDT NSW 2040
Email: carrieh@iprimus.com.au
Ph: 02 9560 3687

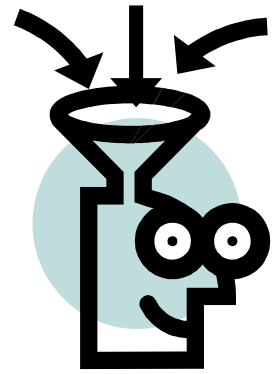
Jenny Bray
70 Wemyss St
MARRICKVILLE NSW 2204
Email: jennybb@inet.com.au
Mobile: 0423 153 022

- 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.

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.

Delivery Methods

Cultural Competency for Managers



Group Delivery

Target Groups: Case Managers
Managers

Session Time: 4-5 hours

Group Size: 8-10

Resources: Data projector, laptop, speakers
or
Overhead projector, video, TV & CD player

AND

Flip chart paper or whiteboard

Participant Materials

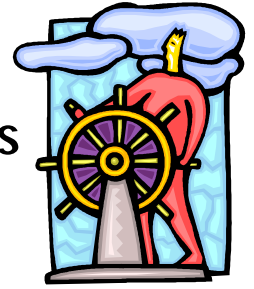
Evaluation and Self Assessment Sheets

Trainer Skills: This training deals with quality improvement processes and cultural competence. A trainer experienced in applying quality improvement frameworks and understanding cultural competency is required for this Module.



This module does not include a Self-Directed Learning component.

Preparation Sheet Cultural Competency for Managers



Checklist

Details

Session Time: 4-5 hours

Equipment: Flip chart paper or whiteboard
Data projector, laptop, speakers
or
Overhead projector and
Video player and TV

Handouts: Participant Materials _____ copies

Venue Details

Address: _____

Contact: _____

The area is the traditional land of the
_____ People.

Housekeeping Details

Toilets _____

Smoking Area _____

Hazards _____

Exits _____

Assembly Point _____

Lesson Plan

Cultural Competency for Managers



Introduction (2 mins)

SLIDE 1



Introduce yourself as the trainer and provide the course title: Cultural Competency for Managers

Acknowledge the traditional custodians of the land on which you are meeting, who are the _____

Housekeeping (5 mins)

Amenities: toilets _____

smoking areas _____

Safety: hazards _____

exits _____

assembly point _____

registration document _____

Breaks _____

Materials: Has everyone got everything? _____

Notice there is a Self Assessment Sheet amongst your materials. Take a moment to fill it in now. You do not have to put your name on it.

At the conclusion of the training, you will complete an Evaluation Sheet. Please make sure you complete an Evaluation Sheet even if you have to leave early.

Course Introduction (3 mins)

What does cultural competency mean from a Management perspective?

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.

There is some assumed knowledge for this Module, which includes a basic understanding of what cultural competency is. For this reason, it is recommended that you complete Modules 1 to 5 of the *Cultural Competency and Case Management Course* before completing this Module. However, there is plenty to be gained from doing this module if you use it as a stand-alone training course.

Activity 1 Participants Introduce Themselves (15 mins)

But before we go any further, let's get to know each other.

Would you please introduce yourselves, by telling us:

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



15 mins

Orientation (5 mins)

SLIDE 2

In *Module 1 - What is Cultural Competency?*, we were introduced to the Cultural Competency Continuum developed by Cross, Bazron , Dennis and Isaacs, (1989).

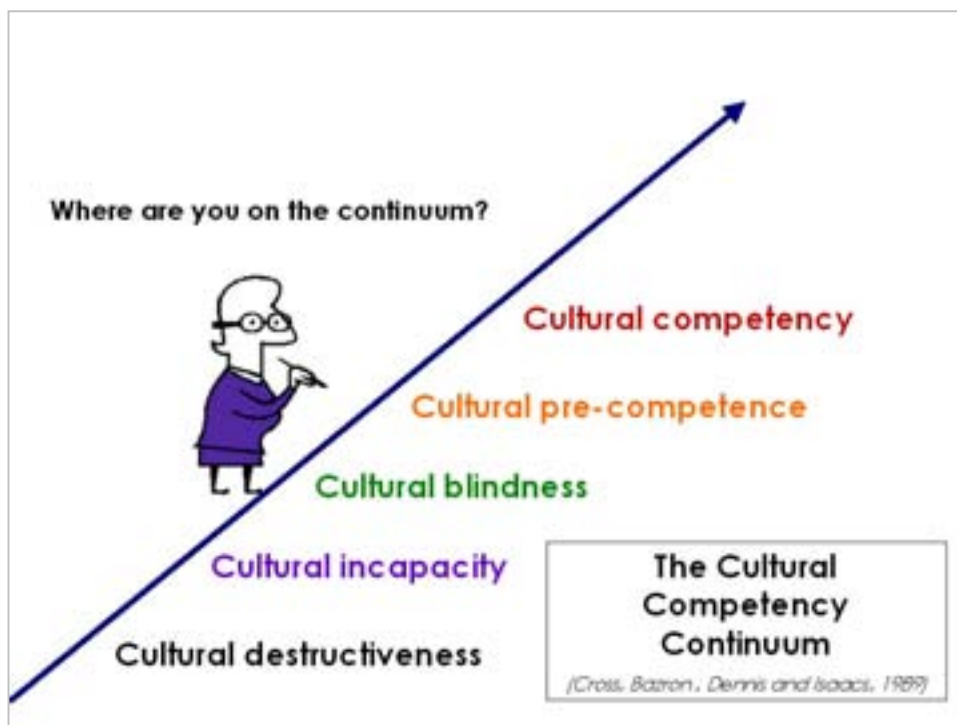
Many people who have written about cultural competency say that to be able to begin practicing with cultural competency, we must first place ourselves and our organisations on this continuum.

I wonder where you would place your management practices on this continuum?

Where would you place your organisation?

Today, we you will be introduced to some tools that will assist you to answer these questions. 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.



Learning Outcomes and Structure (3 mins)

SLIDE 3

Throughout the session you'll be asked to explore concepts relating to how you can support and promote cultural competency in your case management service, as well as in the broader community care sector.

You do not have to participate in activities, but the deepest learning often comes through reflection and experience.

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.

If we are going to get the maximum benefit out of the day, we need to feel free to engage and explore this concept of cultural competency as it relates to your role as a manager. This will involve exploring some of the management practices and the culture of your organisation. To be able to do this, we will need to feel safe and supported.

Having ground rules is the best way to ensure this.

Activity 2

Ground Rules (5 mins)



If this group has worked together previously and has developed ground rules, ask the group if they are happy to continue with the existing ground rules. Read them out and ask for any amendments. Otherwise continue below:

I would like each of you to take a few minutes to record what ground rules you feel should be set so that we can get the most benefit from the session.

After a few minutes, I'll ask you to share your points with the group.



Write learner's rules on flip chart paper and pin up for the duration of the session

Draw out ideas like:

confidentiality;
listening to others;
you don't have to participate; and
take time out if you need it.

TOPIC 1: Recap: What is Cultural Competency? (10 mins)

SLIDE 5

Today we are considering cultural competency at the management and systems level. Before we apply this concept to our own management context, it will be useful for us to review the main elements of cultural competency.

Although there are a range of definitions on cultural competency, theorists and practitioners writing on the topic agree on some common elements.

SLIDE 6

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

SLIDE 7

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 ourselves and the systems or organisations that we work in, with objectivity.

SLIDE 8

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).

SLIDE 9

Ideally, cultural competency exists at all levels, from the individual, through to systems, organisations, programs, governments, and even on the level of nation.

SLIDE 10

And finally, that 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'.

What is the connection between systems organisation and cultural competency at the individual level?

The Rose Analogy

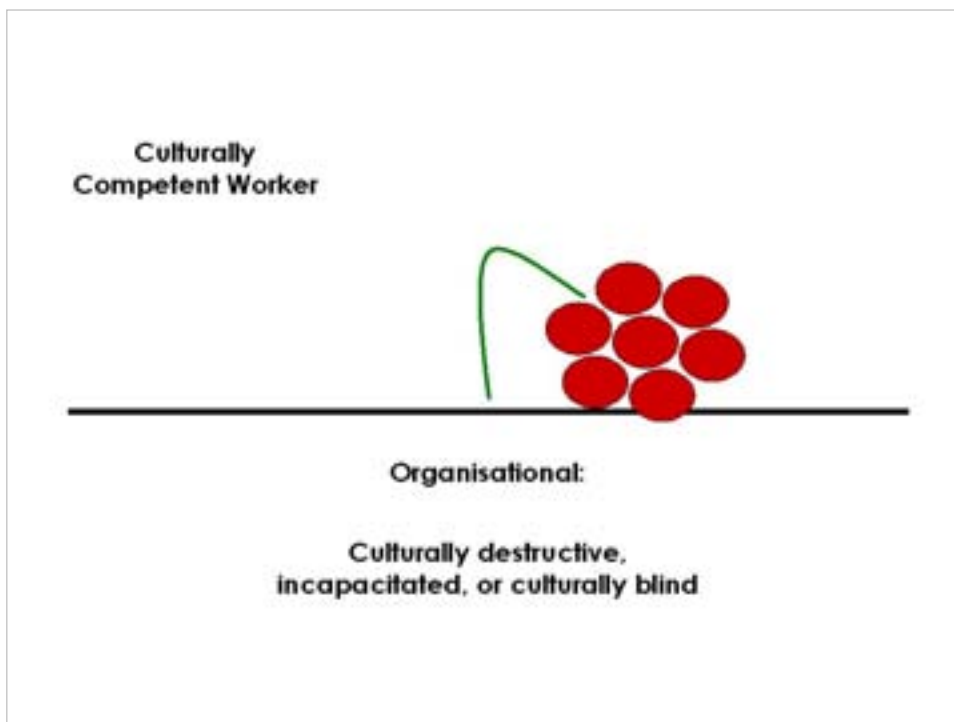
SLIDE 11

The ideas of cultural competency highlight the fact that cultural competency should ideally be manifested in every level of the service delivery system. You need individuals to practice cultural competency, as well as the system level, which can include the unit, program and organisation. Cultural competency should be reflected in attitudes, structures, policies and services. All of these should work in tandem to ensure that services match the client's culture.

A case manager who works from a cultural competency framework is most effective when planted in an organisation, or environment that supports this. The organisation supports the worker with compatible supervision, policies, systems and resources that reflect the attitudes and values of cultural competency.

SLIDE 12

Without this environment, a case manager who practices with cultural competency will not be as effective, and certainly will not flourish.



TOPIC 2: Cultural Competency from an Organisational and Systems Perspective (20 mins)

Now lets turn our attention to the management and systems level.

SLIDE 13

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)

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)

So, how do you go about ensuring this?

By the end of today, you will have considered a number of strategies and tools to assist you build cultural competency into your case management program, and hopefully contribute to doing the same for your organisation and the broader service sector.

Dreachslin's Five Stage Process

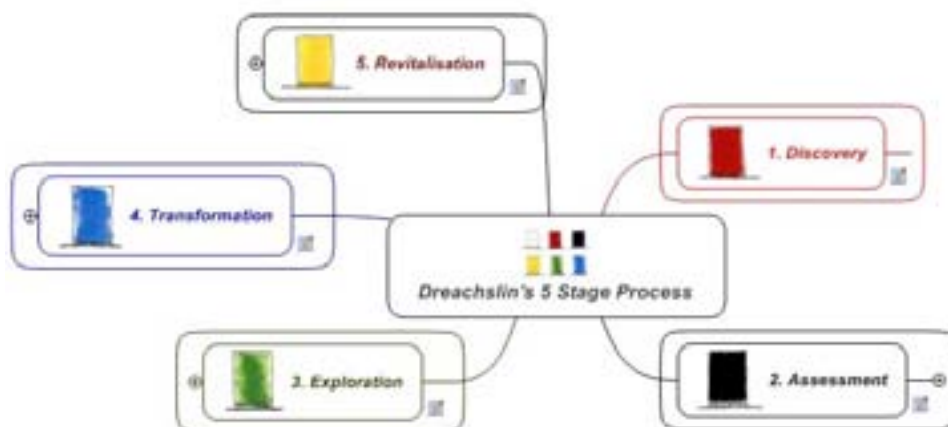
One framework you will now consider and have a chance to apply, is that offered by Dreachslin, (1999).

Dreachslin 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.



There is an analogy to be drawn between this process and other, more familiar processes, such as a continuous quality improvement process. In continuous quality improvement, you expect to go through stages of think, plan, act, evaluate. You also expect to go through this cycle again and again, each time improving and adjusting to the current demographics and needs of the community.



Continuous improvement

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.

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

SLIDE 17

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

Some key indicators adapted from Dreachslin (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.

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

SLIDE 18

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

SLIDE 19

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

Indicators may include:

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

Revitalisation

SLIDE 20

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.

Key indicators for this stage could include:

- staff and/or systems who/ that have implemented diversity initiatives receive positive recognition for their efforts (Dreachsln 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.

Activity 3 Applying Dreachslin's Process (25mins)

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

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

In the left-hand column you will find a description of each stage in Dreachslin's process. The next column asks 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 asks you to develop ideas for how you could facilitate this stage in your organisation. In this column, there are two levels you can address: What is in your power to implement; and what is your manager's or the Board / Management Committee's responsibility?

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 me for assistance. You can also refer to your notes on previous pages of this workbook.

Circulate amongst groups to provide assistance and encouragement.



Activity 2 Feedback (15 mins)



Ask for feedback from the group.

Write the group's ideas in a chart on the whiteboard or on flip chart paper.

BREAK



TOPIC 3: Applying Cultural Competency to Your Continual Quality Improvement Process (20mins)

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.

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.

SLIDE 21 (★★★★★★)

We will undertake a shortened version of this strategy today. We are now going to look at one quality improvement framework and to apply Dreachslin's five stage process and 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.

For our fictitious quality improvement 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

Now that we have our continuous quality improvement system defined, we are going to superimpose Dreachslin's five stage process.

Think of something like a washing machine cycle. Each of the key performance areas will go through the 'Discovery' cycle.

Here we have the performance area of 'Our Networks' in the discovery cycle.

Now the 'knob' is turned to the 'Our Organisation' key performance area, which indicates it is in the discovery cycle.

And the 'Our Services' key performance area.

This 'knob' is reproduced here with each of Dreachslin's five stages represented.

So you can see, as the 'knob' turns, each of the key performance areas will align with one of Dreachslin's five stages.

What are we actually doing when we align these frameworks?

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, you are coming up with a 'blue print' for how you ENVISAGE your service will be, as you go through that stage.

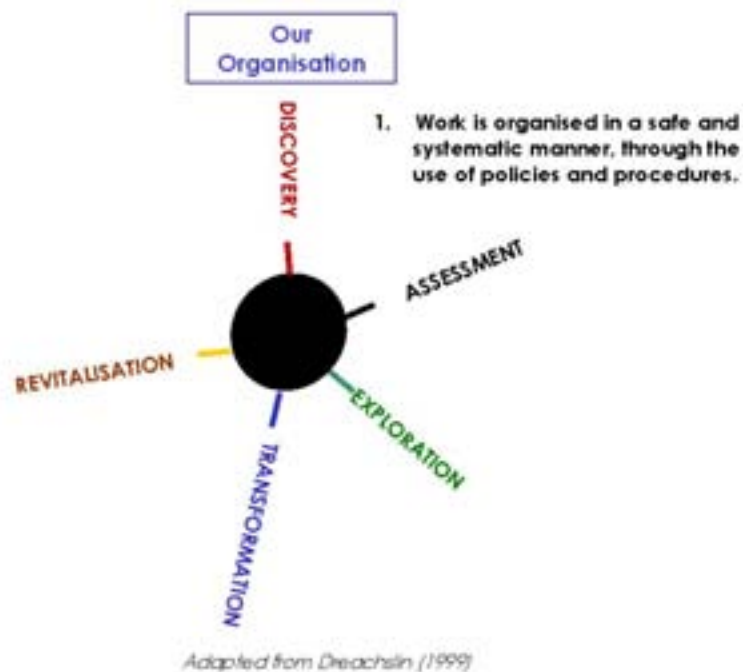


Adapted from Dreachslin (1999)

Let's look at an example. We'll focus on our key performance area of "Our Organisation". Our key performance indicator, in this case

✦ "Work is organised in a safe and systematic manner, through the use of policies and procedures".

In the DISCOVERY stage, there is an emerging awareness of diversity as a significant strategic issue. There is acknowledgment that diversity exists. There is open talk about issues that diversity may cause.



Key indicators could include:

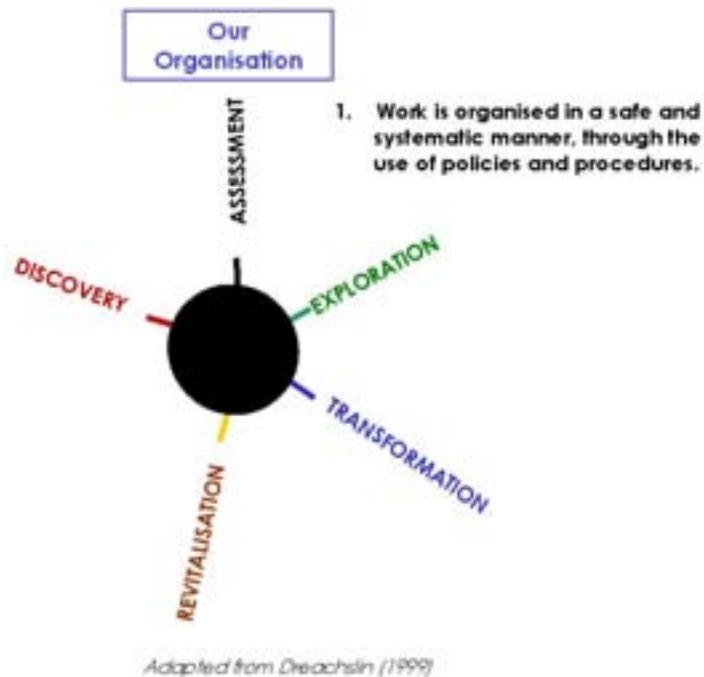
- policies and procedures of the organisation/program address the importance of cultural diversity and the principles of access and equity; and
- the organisation has a policy that all public functions begin with a statement that recognises and names the traditional custodians of the land where the service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

Now let's look at the same performance indicator with the 'dial' turned to 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, performance indicator

✦1. "Work is organised in a safe and systematic manner, through the use of policies and procedures" could yield the following:

- 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.

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.

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.

You don't have to go through the your entire quality improvement system and Dreaschslin's stages in one sitting. You could, for example, use the first activity we did today with your staff and other stakeholders to identify 'where you are at'. Are you mainly in the discovery stage, or the assessment stage? Then, using the process just demonstrated, you could focus on consolidating or encouraging that achievement, and then plotting just the next step or two, indicating realistic timeframes and resources.



Then
onwards,
through the
cycle, to the
next goal

Activity 4 Applying Dreachslin's Process to a Quality Improvement Framework (20 mins)

Now it is time for you to have a go.

Form into pairs. Turn to Activity 4 in your workbooks.

Using the sample Activity I have just shown you as a guide, select two consecutive stages in Dreachslin's five stage process, for example, discovery and assessment, or assessment and exploration, and write them in the left hand column. There is a list of the stages and their definitions for you to refer to in your workbook.

Now select one of the key performance areas from our quality improvement framework. A selection of key performance areas for you to choose from are also provided in your workbook.

With your partner, come up with one or two key performance indicators for that area and write them in your table.

If you have any difficulties, let me know and I can provide you with assistance.

Activity 5 Draw Up and Action Plan (10 mins)

Now, using the performance indicators you created in Activity 4, write a sample action plan for how these indicators could be achieved. You can make your answers up for a fictitious organisation, or focus on your own, or your partner's organisation.

Activities 4 and 5 Feedback (15 mins)



Ask for examples from the group. Highlight high quality examples.

Write the group's ideas in a chart on the whiteboard or on flip chart paper.

Summary

SLIDE 33

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).

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)

SLIDE 34

You were also introduced to a process to assist you to ascertain where your service is at with respect to operating in a context of cultural diversity, and what signs to look for 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, in this case it was a fictitious framework, but you could repeat the exercise using the tools required by your funding bodies.

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

- identify which of Dreachslin's five stages the organisation is at;
- identify indicators the organisation has already achieved and can therefore be included in the quality reporting system your organisation is 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 support cultural competency in the broader community care sector.



Review the learning outcomes, giving feedback.

Be available for any participants who may have issues raised by the training.

Evaluations

- END -