

CULTURAL COMPETENCE

A Guide to Organizational Change

by **Hieu Van Ngo**

Prepared for
Citizenship and Immigration Canada



Citizenship and
Immigration Canada

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Immigration Canada

Government of Alberta 

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INTRODUCTION

Growing cultural diversity has transformed communities across Canada into tapestries of colours, customs, languages, accents, beliefs, values and talents. Canadians of today are diverse in terms of their racial, ethnic, religious and linguistic backgrounds. Together, they represent over 200 ethnic groups and assert multiculturalism as one of the prominent, defining features of Canadian society. Their complex social, cultural, political and economic realities, along with various legislative frameworks, have created a strong impetus for organizations to evolve in order to better serve their constituencies.

In contemporary multicultural society, an organization's wellbeing and success are contingent upon its ability to work effectively with various racial, ethnic, religious and linguistic groups. The universal, one size fits all approach to human services is not compatible with Canada's cherished recognition of diversity, and no longer appropriate in working with diverse cultural groups. The add-on approach to cultural diversity, often designed as a series of cross-cultural training courses, or hiring some frontline staff of visible minority or immigrant backgrounds, can only offer short-term, quick fixes. Cultural competence, on the other hand, is a transforming, comprehensive organizational approach to integrating cultural diversity into all aspects of an organization's structure and functions. It encompasses behaviours, attitudes, policies and practices that honour and effectively respond to cultural diversity.

This resource, *Cultural Competence: A Guide to Organizational Change*, accompanies organizations in their sustainable efforts to promote cultural diversity and competence. Part I examines the demographic, social, political, economic and legislative realities that are relevant to cultural diversity in Canada. It is intended to set the context for organizational change and to build a case for valuing diversity. Part II provides foundational knowledge about culture and cultural competence. It discusses fundamental principles which can guide an organization's journey toward cultural competence, the cultural competence process, as well as factors which enable an organization to implement change. It also describes a culturally competent organization. Part III offers a series of practical tools to help organizations to integrate cultural diversity and competence into all aspects of their governance, management and administration, and service delivery. Part IV suggests a guideline for cultural competence based funding assessment. Human service personnel and funding representatives will find the guideline useful for writing funding proposals or assessing funding applications. A CD that offers the content of this guide in Microsoft Word and PDF formats, as well as detailed information and data related to cultural diversity in various social, political and economic arenas, is included in the back cover of this Guide.





PART I:

SETTING THE CONTEXT

Ethno-demographic Trends
Social Realities
Political Realities
Economic Realities
Legislative Frameworks
Advantages of Diversity
Suggested Exercise



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Figure 1: Interactions between an organization and various realities.

ETHNO-DEMOGRAPHIC TRENDS

Canada's population has become increasingly diverse. Statistics from successive censuses have detailed drastic changes in Canada's ethnic and cultural landscape. Canadians are diverse in terms of their places of birth, languages, ethnic affiliations and religious beliefs.

Immigration Patterns

Since World War II, immigration has played an important role in the overall growth of Canada's population. Most recently, strong international immigration helped Canada achieve a population growth of +5.4% between 2001 and 2006, the highest growth rate among G8 countries. Looking into the future, net immigration may become the only source of population growth in Canada by about 2030 (Statistics Canada, 2007a).

Foreign-born population

Foreign-born population in Canada is at its highest level in 75 years. Between 2001 and 2006, Canada's foreign-born population increased by 13.6%, four times higher than the overall growth of the Canadian population (3.3%) during the same period.

- ✓ About 240,000 new immigrants arrive in Canada each year.
- ✓ One in 5 Canadians (19.8%) was born outside of Canada.
- ✓ Ontario, Quebec, British Columbia and Alberta are the top immigrant receiving provinces.

Sources: Statistics Canada (2003a, 2007a, 2007b).



Place of Birth

Before 1961, at least 9 out of 10 immigrants (90.5%) arrived from Europe. The introduction of the point system to Canadian immigration policy in 1967 has refocused Canada's selection of immigrants on the basis of individual merits (education, training, language ability, etc.), and opened the door to people from various parts of the world.

- ✓ Immigrants from Asia make up more than half of all newcomers (58.3%), followed by those from Europe (16.1%), Caribbean, Central and South America (10.8%), Africa (10.6%) and the United States (3.5%).
- ✓ The top source countries are China, India, Philippines, Pakistan, United States, South Korea, Romania, Iran, United Kingdom and Colombia.

Source: Statistics Canada (2007b).

Length of Time in Canada

The length of time since arrival in Canada frequently affects adjustment and social status of immigrants. As Canada continues to set the target immigration level at 1% of the total Canadian population, communities across the country have welcomed and interacted with people at various stages of settlement and integration.

- ✓ More than 1,954,605 Canadian residents, or 6.3% of the total population in Canada, have been in Canada for 10 years or less.
- ✓ Ontario, Quebec, British Columbia and Alberta have together received about 95.8% of all immigrants who have been in Canada for 10 years or less.

Source: Statistics Canada (2007b).

Languages

Canadian residents speak more than 200 languages. About 1 in 5 Canadians (20.1% or 6,293,000 people) has a mother tongue other than the official languages of Canada (English and French). Canadians communicate in diverse languages both at home and in their workplaces.

- ✓ Among recent immigrants, 4 out of 5 people (80.0%) have a mother tongue other than English or French.
- ✓ About 1.7% of all Canadians (520,380 people) speak neither English nor French.



- ✓ The top non-official mother tongues in Canada are Chinese languages, Italian, German, Punjabi, Spanish, Arabic, Tagalog, Portuguese, Polish, Urdu and Ukrainian.
- ✓ Among recent immigrants, only 1 in 5 people (19.2%) speaks English or French at home.
- ✓ Close to 2.8 million Canadian residents (or 15.0% of the employed population aged 15 and over) use more than one language at work.
- ✓ Among those with non-official language mother tongues, about 1 in 5 Canadian residents (22.0%) uses a language other than English or French at work.

Sources: Statistics Canada (2007c, 2008).

Visible Minorities

Under the Employment Equity Act, members of visible minorities are “persons, other than aboriginal peoples, who are non-Caucasian in race or non-white in colour.” Since 1981, the visible minority population in Canada has tripled.

- ✓ About 16.2% or 5,068,100 Canadian residents are visible minorities.
- ✓ Between 2001 and 2006, the rate of growth for the visible minority population was 27.2%, five times faster than the 5.4% for the population as a whole.
- ✓ Among recent immigrants, 3 out of 4 people (75.0%) belong to a visible minority group.
- ✓ About 3 in 10 visible minorities (30.2%) were born in Canada.
- ✓ Visible minorities tend to be younger than the total population. Their median age is 33 years, compared with 39 years for the total population
- ✓ By 2017, 1 in 5 Canadians will be a visible minority person.

Sources: Statistics Canada (2003a; 2008), Belanger & Malenfant (2005).



Ethnic Origins

Ethnic origin refers to the ethnic or cultural origins of one's ancestors. Even though the recent censuses have defined Canadian as an ethnic origin, one can argue that all non-First Nation Canadian residents have their ancestral roots elsewhere.

- ✓ Canadians report more than 200 different ethnic origins.
- ✓ Almost 7 out of 10 Canadian residents (67.8%) identify an ethnic origin other than Canadian.
- ✓ About 4 out of 5 Canadians (41.4%) report more than one ethnic origin.
- ✓ Close to one-half (46.6%) of third generation Canadians report Canadian as their ethnic origin, either alone or in combination with other origins.
- ✓ About 1 in 2 second generation Canadians (53.9%) report European origins either as their only ethnic origin or in combination with other origins.
- ✓ Roughly 7 out 10 first generation Canadians (65.7%) report non-European origins.
- ✓ The top ten ethnic origins in Canada are Canadian, English, French, Scottish, Irish, German, Italian, Chinese, North American Indian, Ukrainian, and Dutch.

Source: Statistics Canada (2008).



Religions

Canadians are diverse in their religious beliefs. Though Roman Catholic and Protestant have remained the two largest religious denominations in Canada, other religions such as Islam, Hinduism, Sikhism and Buddhism have grown substantially over time.

- ✓ About 7 out of every 10 Canadians identify themselves as either Roman Catholic or Protestant.
- ✓ Sikh, Hindu, Buddhism and Muslim have increased between 83.8 to 128.9% (1991-2001).
- ✓ Only 1 in 4 recent immigrants (23%) identifies him or herself as a Roman Catholic.
- ✓ Muslim has emerged as the second most popular religious denomination among immigrants in Canada (15%).
- ✓ About 1 in 5 immigrants (21.3%) reports no religion.

Source: Statistics Canada (2003c).

Demographic Trends: Key Points

- By 2030, net immigration may become the only source of population growth in Canada.
- About 1 in 5 Canadians (19.8%) was born outside of Canada.
- Immigrants from Asia make up more than half of all newcomers (58.3%), followed by those from Europe (16.1%), the Caribbean, Central and South America (10.8%), Africa (10.6%) and the United States (3.5%).
- About 95.8% of all immigrants who have been in Canada for 10 years or less live in Ontario (53.8%), British Columbia (17.8%), Quebec (15.5%), and Alberta (8.7%).
- About 1 in 5 Canadian residents (20.1%) has a mother tongue other than English or French.
- About 1 in 5 Canadian residents with non-official language mother tongues (22.0%) uses a language other than English or French at work.
- About 1 in 6 Canadian residents is a visible minority. The visible minority population in Canada has tripled since 1981.
- About 7 out of 10 Canadians (67.8%) report an ethnic origin other than Canadian.
- About 7 out of 10 Canadians identify themselves as either Roman Catholic or Protestant. However, Sikh, Hindu, Buddhism and Muslim have demonstrated greatest growth (between 83.8 to 128.9%).

Sources: Statistics Canada (2003a, 2003c; 2007a, 2007b, 2007c, 2008), Belanger & Malenfant (2005).

SOCIAL REALITIES

Individual and collective experience related to immigration, visible minority status and generational cohorts have shaped social realities for ethnocultural people in Canada. This section highlights some unique and often inequitable experiences of ethnocultural groups in Canada with respect to participation and membership in organizations, sense of belonging, life satisfaction, discrimination, and access to services (language training, housing, and healthcare).

Participation and Membership in Organizations

Ethnocultural members generally have low rates of participation and membership in groups or organizations such as sport teams, hobby clubs, community organizations and ethnic associations. Those who are first generation Canadians, in particular, have consistently struggled to participate in groups and organizations, and to maintain equitable rates of volunteer involvement.

- ✓ Only 1 in 3 immigrants (34%) who have been in Canada for 10 years or less participates in groups or organizations (the national rate is 46%).
- ✓ About 6% of the first generation are actively involved in ethnic or immigrant associations, compared with just 2% of second generation and 1% of third-plus-generation Canadians.
- ✓ The rates of participation in sports and service or charitable organizations of first-generation Canadians are 12% and 3% respectively. Their rates of participation are significantly lower than those of second and third generation Canadians.
- ✓ For first generation Canadians who have been in Canada for less than 10 years, about 1 in 5 residents (22.1% for non-visible minorities and 21.0% for visible minorities) is actively involved in volunteering activities.
- ✓ For first generation Canadians who have been in Canada for more than 10 years, roughly 1 in 4 (28.6% for non-visible minorities and 27.6% for visible minorities) is actively involved in volunteering activities.
- ✓ For second generation Canadians, about 1 in 3 residents (36.5% for non-visible minorities and 36.2% for visible minorities) is actively involved in volunteering activities.



Source: Statistics Canada (2003b).

Sense of Belonging

Visible minorities in Canada are more likely than others to say that they feel uncomfortable or out of place in Canada at least some of the time because of their ethnicity, culture, race, skin colour, language, accent or religion. They are also less likely to identify themselves as Canadians.

- ✓ About 1 in 4 visible minorities (24%), compared to 1 in 10 non-Aboriginal Canadians (10%), feels uncomfortable or out of place because of his or her ethno-cultural characteristics all, most or some of the time.
- ✓ About 29% of immigrants of a visible minority background who have been in Canada for 10 years or less feel uncomfortable or out of place in Canada some, most or all of the time. The figure is only slightly lower for those who have been in Canada for more than 10 years (23%).
- ✓ Less than half of second generation Canadians of a visible minority background (44.1%) feels a sense of belonging in Canada. Their rates are lower than those of non-visible minority backgrounds (53.7%), and worse, their own first generation Canadian parents (61.3%).
- ✓ Among immigrants who have been in Canada for more than 10 years, only 1 in 3 visible minorities (34.4%) and 1 in 2 non-visible minorities (53.8%) identify themselves as Canadian.
- ✓ Among second generation Canadians, slightly more than one-half of those of a visible minority background (56.6%) identify themselves as Canadian. For non-visible minority second generation Canadians, on the other hand, more than three-quarters of the population (78.2%) identify themselves as Canadian.

Sources: Statistics Canada (2003b), Reitz & Banerjee (2007).

Life Satisfaction

Visible minorities in Canada often report low levels of life satisfaction. Those visible minorities who have been in Canada for 10 years or longer, or are second generation Canadians, are among those with the lowest levels of life satisfaction in Canada.

- ✓ During the first 10 years in Canada, immigrants of a visible minority background have a slightly higher rate of life satisfaction (39.3%) than those of non-visible minority backgrounds (34.4%).



- ✓ After 10 years, immigrants with a visible minority background report a lower rate of life satisfaction (45.5%) than those of non-visible minority backgrounds (50.6%).
- ✓ Among second generation Canadians, visible minorities report a life satisfaction rate of 34.6%, compared to the rate of 45.9% among non-visible minority Canadians.

Source: Reitz & Banerjee (2007).

Discrimination

About 1.6 million Canadians have experienced discrimination or unfair treatment in the last five years because of their ethnocultural characteristics. Visible minorities, regardless of whether they are first or second generation Canadians, are most likely to report that they have experienced discrimination or unfair treatment in various situations or places.

- ✓ About 1 in 5 visible minorities have sometimes or often experienced discrimination or unfair treatment in the last five years because of their ethnicity, culture, race, skin colour, language, accent or religion. Among African Canadians, however, 1 in 3 (32%) has experienced discrimination or unfair treatment.
- ✓ There is only a slight difference between the rate of discrimination and unfair treatment reported by first generation visible minorities (21%) and the rate reported by second-plus generation minorities (18%).
- ✓ Among visible minorities who have experienced discrimination or unfair treatment, almost three-quarters (71%) cite race or skin colour as the reason for discrimination or unfair treatment.
- ✓ Among non-visible minorities who have experienced discrimination or unfair treatment, about 2 in 5 people (43%) cite language or accent as the reason for discrimination or unfair treatment.
- ✓ The most common places or situations where perceived discrimination or unfair treatment have occurred include the workplace or when people apply for work (56%), a store, bank or restaurant (25%), on the street (26%), and when dealing with police or court (12%).
- ✓ Visible minorities are twice as likely as non-visible minorities to cite discriminatory practice or unfair treatment when dealing with police or court (at 18% vs. 9%).



Source: Reitz & Banerjee (2007).

Access to Services

Language Training

Many immigrants require English language training. They have, however, encountered various barriers in accessing language training.

- ✓ About 1 in 4 newcomers (25.8%) takes a language course in the first two years in Canada. By year four, however, only 1 in 10 newcomers (9.9%) takes a language course.
- ✓ At least 1 in 3 newcomers who seek language training information have experienced a problem in accessing language training.
- ✓ Among new immigrants' reported barriers to language training are time constraints, financial constraints, lack of courses or long waiting lists, lack of knowledge about language courses, communication barriers, transportation, child care constraints, and a lack of understanding about the process or system involved in accessing language training.
- ✓ New immigrants have ranked time constraints, financial constraints, lack of courses or long waiting lists, communication barriers and lack of knowledge about language courses as the most serious difficulties in accessing language training.

Source: Statistics Canada (2007d).

Access to Housing

Many immigrants have experienced difficulties in gaining access to housing. There is a high level of transience among newcomers.

- ✓ About 3 in 4 immigrants (76%), especially those without relatives in Canada, look for housing during the first 6 months in Canada. By year four, 2 in 5 immigrants (42.8%) are still looking for housing.
- ✓ The most cited barriers to housing for immigrants are cost, lack of credit, availability, suitability, transportation, lack of knowledge about the city, language barriers and discrimination.



- ✓ Immigrants have consistently identified cost of housing and housing suitability as the top barriers.
- ✓ Roughly 1 in 10 immigrants identifies discrimination as a barrier to housing.

Source: Statistics Canada (2007d).

Access to Health Care

Immigrants tend to have better health than that of an average Canadian upon their arrival in Canada. Their health, however, deteriorates over time. Many have experienced a wide range of barriers in accessing health care services.

- ✓ Both recent and long-term non-European immigrants (who came to Canada before 1984) are more likely than the Canadian born and European immigrants to report a decline in health, and a shift toward fair or poor health.
- ✓ About 1 in 5 immigrants has encountered difficulties accessing health care.
- ✓ Though immigrants share with other Canadians the common barriers of long waiting list and finding doctors who accept new patients, between 13% and 24% of newcomers have experienced difficulties accessing health care due to language.

Sources: Statistics Canada (2005, 2007d).

Social Realities: Key Points

- First generation Canadians generally have low rates of participation and membership in groups and organizations, such as sports teams, hobby clubs, community organizations and ethnic associations. They also tend to have low volunteering rates.
- Visible minorities in Canada are more likely than others to feel uncomfortable or out of place in Canada at least some of the time because of their ethnicity, culture, race, skin colour, language, accent or religion. They are also less likely to identify themselves as Canadians.
- Visible minorities, especially those who have been in Canada for 10 years or longer, or those of second generation Canadian backgrounds, tend to report lower rates of life satisfaction than non-visible minority Canadians.
- About 1.6 million Canadians report that they have experienced discrimination or unfair treatment in the last five years because of their ethnocultural characteristics. Visible minorities, regardless of whether they are first or second generation Canadians, are most likely to report that they have experienced discrimination or unfair treatment in various situations or places.
- At least 1 in 3 newcomers who seek language training information has experienced a problem in accessing language training.
- As many as 3 in 4 immigrants look for housing during the first 6 months in Canada. Almost 2 in 5 immigrants are still looking for housing after 4 years in Canada.
- Immigrants tend to have better health than that of the average Canadian when they arrive in Canada. Their health, however, deteriorates over time.

Sources: Reitz & Banerjee (2007), Statistics Canada (2003b, 2005, 2007b).

POLITICAL REALITIES

Voting Patterns

In recent years, politicians and mainstream media have recognized the important role of the growing ethnocultural population in Canadian politics. So-called ethnic voting blocks have garnered significant public attention. What is often overlooked in public debates, however, is the inequitable participation of ethnocultural members in politics.

- ✓ While nearly 8 out of 10 eligible Canadians voted in the last federal election, only 1 in 2 eligible first generation voters (53%) who have lived in Canada for 10 years or less report having exercised their voting right in the last federal election.
- ✓ Visible minorities have a slightly higher rate of voting than non-visible minority immigrants during their first 10 years. After 10 years, however, their voting rate is 77.8%, compared to the rate of 87.1% among non-visible minority immigrants.
- ✓ Second generation visible minorities have a low voting rate of 64.3%, compared to that of 84% for second generation non-visible minorities.



Sources: Statistics Canada (2003b), Reitz & Banerjee (2007).

Political Representation

Ethnocultural members are under-represented at the candidate level. They also have a disproportionately small number of elected representatives in various levels of government.

- ✓ While visible minorities account for 14.9% of all Canadians, they make up of only 7.1% of all elected MPs.
- ✓ Visible minorities comprise about 9.3% of all political candidates.
- ✓ A majority of visible minority and non-visible minority candidates for the prominent federal political parties have regarded the deficit in representation of visible minority candidates as either a very serious or a serious problem (66% and 59% respectively). However, twice as many visible minority candidates have expressed the problem as a very serious one (46% vs. 22%).

Source: Black & Hicks (2006a, 2006b).

Political Realities: Key Patterns

- Only 1 in 2 eligible first generation voters who have lived in Canada for 10 years or less exercised their voting right in the last federal election.
- Among second generation Canadians, visible minorities are less likely to vote than non-visible minorities.
- Ethnocultural members are under-represented at the candidate level. They also have a far smaller percentage of elected representatives in various levels of government.

Sources: Black & Hicks (2006a, 2006b), Reitz & Banerjee (2007), Statistics Canada (2003b).

ECONOMIC REALITES

Education

Depending on their countries of origin or ancestry, ethnocultural members have varied rates of university education. Thanks to the point system, landed immigrants are more likely to arrive in Canada with university education. Young people of ethnocultural communities, however, have experienced tremendous difficulties in our public education system.



- ✓ Canadian residents of Arab, Chinese, East Indian, Filipino, Japanese, Korean, South Asian and West Asian descent are twice as likely as the overall Canadian population to have a university degree.
- ✓ Canadian residents of Caribbean, Haitian, Jamaican and Vietnamese origin are less likely than the overall Canadian population to have a university degree.
- ✓ About 1 in 2 new immigrants (45.6%) arrive in Canada with a university degree.
- ✓ New immigrants are three times as likely as Canadian born Canadians to hold university degrees. They are between two and three times more likely to have master's degrees and about four times more likely to have doctorates.
- ✓ A significant number of K-12 students of an ESL background (between 62% and 74%) do not complete their high school education.

Sources: Alberta Education (1992), Citizenship and Immigration Canada (2006), Gunderson (2004), Statistics Canada (2007e, 2007f, 2007g, 2007h, 2007i, 2007j, 2007k, 2007l, 2007m, 2007n, 2007o, 2007p, 2007r, 2007s), Watt & Roessingh (2001), Zhao, Drew & Murray (2000).

Employment

Ethnocultural members, as a group, do not fare well in the labour market. They are more likely to have lower employment rates than the national figure, and to work beyond the retirement age. New immigrants have experienced a wide range of employment barriers.

- ✓ Ethnocultural youth between ages 15 and 24 have the lowest rate of employment in Canada.
- ✓ Though most immigrants between 25 and 44 years of age (80%) can find employment of some sort during their first two years in Canada, only 42% of them have found work in their intended occupations.
- ✓ Whereas about 63% of US-born immigrants and 68% of Oceanian-born immigrants (Australia, New Zealand, etc.) are employed in their original occupational groups, the same can be said for only 33% of those born in Asia and the Middle East and 36% of those from Central and South America.
- ✓ Approximately 1 in 4 recent immigrants with university degrees works in sales and service occupations, making them about twice as likely as Canadian-born residents to be in this kind of employment.
- ✓ Among the most serious difficulties that immigrants have experienced during their first four years in Canada are a lack of Canadian job experience, language problems, lack of employment opportunities, a lack of acceptance of foreign qualifications, and no connections in the job market.
- ✓ While most types of employment difficulties decline over time, many immigrants have continued to experience discrimination or have not been able to find work in their intended fields of practice after 6 months and beyond.
- ✓ Ethnocultural members, especially for those from Haitian, African, Arab and West Asian backgrounds, have much higher rates of unemployment than the national average.



Sources: Badets and Howatson-Leo (1999), Statistics Canada (2007e, 2007f, 2007g, 2007h, 2007i, 2007j, 2007k, 2007l, 2007m, 2007n, 2007o, 2007p, 2007r, 2007s).

Income

Ethnocultural members generally have lower levels of income than the average income level for all Canadians. Immigrants and visible minorities are among those with the lowest levels of income in Canada.

- ✓ Among those with the lowest income levels are Canadian residents of Haitian, Korean, Latin American, African, Vietnamese and Filipino descent.
- ✓ Visible minorities have a significantly lower level of income than do ethnic groups of European origin.
- ✓ Immigrants generally receive lower earnings based on education and work experience than those born in Canada.
- ✓ Low income rates of ethnocultural groups are generally higher than the national low income rate (currently at about 16%). Those of African, Arab, Haitian, Korean, and West Asian descent have low income rates more than double the national rate.

Sources: Statistics Canada (2003e, 2007e, 2007f, 2007g, 2007h, 2007i, 2007j, 2007k, 2007l, 2007m, 2007n, 2007o, 2007p, 2007r, 2007s), Reitz (2001), Reitz & Banerjee (2007).



Economic Costs

Ethnocultural people can certainly offer Canada an advantage for competing in the global market. Unfortunately, the lack of equitable opportunities for ethnocultural Canadians has resulted in incurring costs for the Canadian economy.

- ✓ The loss to the Canadian economy from discounting immigrants' skills is between \$4.1 and \$5.9 billion each year.
- ✓ Canada would benefit by at least \$13 billion in personal income and an increase of 400,000 extra workers in the labour force if foreign-born workers enjoyed the same likelihood of employment at the same average income as Canadian born persons.

Sources: Bloom & Grant (2001), Royal Bank of Canada (2005).

Economic Realities: Key Points

- New immigrants are three times as likely as Canadian born Canadians to hold university degrees. They are between two and three times more likely to have master's degrees and about four times more likely to have doctorates.
- Between 62% and 74% of ESL students do not complete their high school education.
- Ethnocultural members are more likely to have lower rates of employment in Canada and to work beyond the retirement age. Some ethnocultural groups, including those from Haitian, African, Arab and West Asian backgrounds, have unemployment rates more than double the national average.
- While 8 in 10 immigrants (80%) find employment of some sort during their first 2 years in Canada, only roughly 1 in 2 (42%) finds a job in their intended occupation.
- Immigrants often experience a wide range of barriers, including: a lack of Canadian work experience, a lack of connections in the job market, a lack of acceptance or recognition of their foreign work experience or qualifications, and language problems.
- Many ethnocultural groups have average income levels 6.8% to 33.6% (or \$2,027 to \$9,987) lower than the national average income level (\$29,769 for Canadians 15 years plus).
- The income gap between visible and non-visible minorities is about \$9,581.
- Recent immigrants with university degrees earn 31% less than those born in Canada.
- Many ethnocultural groups, including those of African, Arab, Haitian, Korean, and West Asian descent, have low income rates more than double the national low income rate.
- Canada would benefit by at least \$13 billion in personal income and an increase of 400,000 extra workers in the labour force if foreign-born workers enjoyed the same likelihood of employment at the same average income as Canadian born persons.

Sources: Alberta Education (1992), Bloom & Grant (2001), Citizenship and Immigration Canada (2006), Gunderson (2004), Statistics Canada (2003e, 2007e, 2007f, 2007g, 2007h, 2007i, 2007j, 2007k, 2007l, 2007m, 2007n, 2007o, 2007p, 2007r, 2007s), Reitz (2001j), Reitz & Banerjee (2007), Watt & Roessingh (2001), Zhao, Drew & Murray (2000).

LEGISLATIVE FRAMEWORKS

There are international, national and provincial legislative frameworks that require organizations to address the issues of equity and access to opportunities and services for all citizens. Failures to fulfill legal obligations can incur legal costs for some organizations.

International Convention on the Elimination of All Forms of Racial Discrimination

Introduced in 1965, this United Nations convention promotes universal respect for and observance of human rights and fundamental freedoms of all global citizens, regardless of race, sex, language, or religion. The convention discourages all forms and manifestations of racist doctrines and practices. As of November 2006, this international convention has been ratified by 173 nations. Canada signed the convention in 1966 and ratified it in 1970.

United Nations International Convention on Economic, Social and Cultural Rights

This international convention was adopted in 1966 and has since been ratified by 157 countries. It recognizes the rights of individuals to enjoy economic, social and cultural rights, as well their civil and political rights. Canada ratified the convention in 1976.

Canadian Charter of Rights and Freedoms

This bill of rights forms the first part of the Constitution Act, 1982. The *Charter* guarantees people in Canada political and civil rights that cannot be infringed by regulations, policies and actions of all levels of government. Section 15, in particular, emphasizes equality rights for all individuals and encourages programs and activities that help ameliorate conditions of disadvantaged individuals or groups.

Canadian Human Rights Act

This Act was introduced in 1985. Its purpose is to ensure equality and opportunity and freedom from discrimination in the federal jurisdiction. The idea behind the Act is that people should not be placed at a disadvantage because of their race, national or ethnic origin, colour, religion, age, sexual orientation, marital status, family status, disability or

conviction for an offence for which a pardon has been granted. Under the *Act*, discriminatory practices include denial of provision of goods and services, facilities or accommodation and matters related to employment, including membership in employee organizations, opportunities for advancement, and equal wages.



Canadian Multiculturalism Act

Drawing upon various human rights treaties, the Government of Canada introduced the Canadian Multiculturalism Act in 1988. The Act recognizes, protects, and promotes cultural diversity, and acknowledges multicultural diversity as a fundamental characteristic of Canadian society. The Act commits the Government of Canada to promote the full and equitable participation of individuals and communities of all origins in the continuing evolution and shaping of all aspects of Canadian society, and assist them to eliminate any barrier to participation. The Act also commits all federal institutions to promote policies, programs and practices that enhance the ability of individuals and communities of all origins to contribute to the continuing evolution of Canada.

Canadian Citizenship Act

The Government of Canada adopted the Canadian Citizenship Act in 1947. Section 6 of the *Act* provides that all Canadians, whether by birth or by naturalization, enjoy equal status, are entitled to the same rights, powers and privileges, and are subject to the same obligations, duties and liabilities.

Immigration and Refugee Protection Act

The new Immigration and Refugee Project Act was introduced in 2001. Several objectives of the *Act* have implications for services for immigrants and refugees. The *Act* promotes the successful integration of permanent residents into Canada, while recognizing that integration involves mutual obligations for new immigrants and Canadian society. It further commits the federal government to work in cooperation with the provinces to secure better recognition of the foreign credentials of permanent residents and their more rapid integration into society.

Employment Equity Act

Introduced in 1995, the new Employment Equity Act aims to achieve equality in the workplace so that no person shall be denied employment opportunities or benefits for reasons unrelated to ability. The Act recognizes the need to correct the conditions of disadvantage in employment experienced by women, aboriginal peoples, persons with disabilities and members of visible minorities. It further promotes the principle that employment equity means more than treating persons in the same way but also requires special measures and the accommodation of differences. The Act covers federally regulated companies with 100 or more employees. These employers operate primarily in the banking, transportation and communications industries. Some provinces, including British Columbia, Manitoba, Ontario, Saskatchewan, Quebec, Nova Scotia, New Brunswick and Prince Edward Island, have some sort of employment equity policy in place. With the exception of Quebec, provincial employment equities

apply only to the public service sector. Quebec applies its employment equity legislation to all public bodies with 100 or more employees in the municipal sector, and in the education, health and social service systems. Its legislation also applies to other organizations, such as Crown corporations and police force.

Provincial/Territorial Human Rights Legislation

In addition to the federal Canadian Human Rights Act, each province and territory in Canada has its own human rights legislation. The provincial/territorial human rights legislation generally prohibits discrimination based on race, religious beliefs, colour, gender, physical disability, mental disability, ancestry or place of origin and sexual orientation in the provision of services customarily available to the public.

Links to Legislative Frameworks

The International Convention on the Elimination of All Forms of Racial Discrimination:

<http://www.ohchr.org/english/law/cerd.htm>

The United Nations International Convention on Economic, Social and Cultural Rights:

<http://www.ohchr.org/english/law/cescr.htm>

The Canadian Charter of Rights and Freedoms:

<http://laws.justice.gc.ca/en/charter/>

Canadian Human Rights Act:

<http://laws.justice.gc.ca/en/H-6/index.html>

Canadian Multiculturalism Act:

<http://laws.justice.gc.ca/en/C-18.7/index.html>

Canadian Citizenship Act:

<http://dsp-psd.pwgsc.gc.ca/Collection-R/LoPBdP/BP/bp445-e.htm>

Immigration and Refugee Project Act:

<http://laws.justice.gc.ca/en/I-2.5/>

Employment Equity Act:

<http://laws.justice.gc.ca/en/E-5.401/50057.html>

Provincial/Territorial Human Rights Legislation:

<http://www.chrc-ccdp.ca/links/default-en.asp#provincial>

ADVANTAGES OF DIVERSITY

The social inequities facing ethnocultural communities are real and need to be addressed. At the same time, it is equally important that organizations recognize that increased cultural diversity can result in social, financial and service improvements.

Social/Community Benefits

- ✓ Increase social cohesion and sense of belonging for all community members.
- ✓ Achieve close relationships with culturally diverse communities.
- ✓ Develop better understanding of ethnocultural communities in terms of strengths, challenges and effective ways to work with communities.
- ✓ Fulfill organizational mandates to serve *all* community members.
- ✓ Contribute to the multicultural ethos that values respect, diversity and equality
- ✓ Foster positive inter-group relations and harmony.
- ✓ Promote fairness and ethics.
- ✓ Improve better quality of living for all community members.
- ✓ Achieve a strong sense of community.
- ✓ Benefit from strong participation of all community members in community building efforts.
- ✓ Improve public relations and promote social responsibility.



Economic Benefits

- ✓ Have access to resources from culturally diverse businesses, religious groups and other cultural organizations.
- ✓ Gain better return on investment in people as every employee is empowered to contribute the best of what they have to offer, and are not held back because they do not "fit in".
- ✓ Minimize costly legal and other disputes associated with discrimination, harassment and other human rights infringements.
- ✓ Increase international trading connections and overall competitive edge in global market
- ✓ Ensure that organizations have access to a talented, diverse workforce within Canada
- ✓ Address labour shortages and enhance opportunities for growth.
- ✓ Increase tax revenue through greater use of skills and experience of immigrants and minorities.
- ✓ Encourage higher productivity, which in turn, affords Canadians quality infrastructure, health and education.
- ✓ Help organizations address labour challenges due to Canada's aging workforce.
- ✓ Increase productivity, creativity and innovation of all members.

Service Improvement Benefits

- ✓ Have access to best-qualified individuals for employment and volunteer positions.
- ✓ Diversify volunteer base and receive support from a broader constituency.
- ✓ Increase organizational capacity to identify and respond more quickly and easily to the broader range of clients' needs.
- ✓ Widen client "market".
- ✓ Improve program delivery, recruitment and promotion policy.
- ✓ Improve staff morale due to better decision making, fewer conflicts between employees and increased cooperation.
- ✓ Encourage higher job satisfaction and employee commitment.
- ✓ Increase suitable job assignment and evaluation.
- ✓ Increase adaptability and thus organizational vitality.



Recommended On-Line Resources

Many public and academic institutions offer abundant on-line publications of research studies related to ethnocultural populations in Canada in the social, economic and political arenas. Their websites also often provide links to useful resources. Also, most universities and local libraries offer access to on-line data bases. Please consult with your local libraries. The following are some selected on-line resources.

Statistics Canada: <http://www.statscan.ca/menu-en.htm>

Look for publications, analytical studies, summary tables, community profiles, census, and on-line catalogue.

Canadian Heritage: <http://www.pch.gc.ca>

Look for publications and subjects.

Citizenship and Immigration Canada: <http://www.cic.gc.ca>

Look for publications, research and statistics.

Government of Canada: <http://www.canada.gc.ca/home.html>

Look for publications and reports (by topic, departments and agencies, online library, etc.)

Canada Metropolis: http://canada.metropolis.net/index_e.html

Look for publications, centres of excellence for research on immigration and diversity, and virtual libraries.

Canadian Race Relations Foundations: <http://www.crr.ca>

Look for publications and issues.

Coalition for Equal Access to Education: <http://www.eslaction.com>

Look for publications and resources.

Conference Board of Canada: <http://www.conferenceboard.ca>

Look for knowledge areas, e-data and e-library.

Institute for Research on Public Policy: <http://www.irpp.org>

Look for publications, research and hot links.

Google Scholar: <http://scholar.google.ca>

Enter key words for academic publications.

SUGGESTED EXERCISE

Organizations are encouraged to create opportunities for board members and staff to engage in critical dialogue and reflection on their interactions with various social, political and economic realities. This section offers some critical questions to guide the dialogue.

1. What do we know about the socio-demographic trends in the community?

2. What are the social, economic and political realities for various groups (immigrants, visible minorities, etc.) in the community?

3. How have we learned about those identified trends and realities? What can we do to stay informed of the changing realities in the community?

4. What are we currently doing to respond to those identified trends and realities in the community?

5. What are the opportunities for us to respond to those identified trends and realities in the community?

6. What are our next steps to deal with the gaps?

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PART II:

CONCEPTUAL GROUNDING

Culture
Cultural Competence
Cultural Competence Continuum
Foundational Principles
Cultural Competence Process
Enabling Factors to Cultural Competence Process
Dealing With Resistance
Culturally Competent Organization Overview
Suggested Exercise

Thoughtful reflection on its interactions with demographic, social, political, economic and legislative realities in the community often sets the stage, and at times challenges a responsive, open organization to respond, to change, and to grow. A culturally competent organization, however, does not simply take ad-hoc action to deal with cultural diversity. Rather, it embraces a sound, integrative theory of change, with congruent philosophies, principles and actions. This section focuses on relevant concepts, principles and processes that serve as a foundation for organizational change.

CULTURE

Culture refers to patterns of being for a particular group of people and the expression of these patterns by members of the group. It is embedded in everything that people think, everything that people do, and everything that people own as members of a given group (James, 2005).

Shared worldview

People of a particular group or society share a common worldview with distinct values, ideas, perceptions and meanings (Leininger, 1995; Purnell & Paulanka, 1998). Implicitly or explicitly, their worldview serves as a guideline that tells them how to know and interpret the world, how to experience it emotionally, and how to behave in it in relation to other people, to a higher power, and to the natural environment (Helman, 1994; O'Hagan, 1999).

Distinct, diverse expressions

Culture permeates all practices, habit patterns, values and structures that are related to a common group experience (Agger-Gupta, 1997). Its expressions are reflected in all aspects of life of the members of a particular group or society, including: social patterns (physical contact, public emotion, family and social relationships, patterns of work, education, pace of life, ceremonies, dress and diet, leisure pursuits, etc.), social structures, traditions, history, heritage, language, aesthetics, religion, education, system of belief, mores, law, symbols, and use of objects and material life (Mead, 1955; Giddens, 1993; Hofstede, 1997).

Evolving, accumulative process

Culture involves norms, beliefs, practices, techniques and objects that people of a society have inherited from their ancestors, have invented or have adopted from other

sources (De Fleur et al, 1971). It is dynamic and evolving (Cox, 1987), and reflects accumulative responses of a collective entity to the prevalent historical, political, economic and social realities (Christensen, 1992).

Cultures within culture

Few societies exist on the basis of *one* culture. Rather, societies have multiple and distinct cultures within their boundaries, each marked by its own cultural attributes (Korbin, 1997; O'Hagan, 1999). In this context, Canadian society indeed encourages diversity of cultures. Canadians enjoy their multiple cultural identities as Canadians, members of religious groups, women, seniors, youth, gay men and lesbians, people with disabilities, etc.



CULTURAL COMPETENCE

An organization is made up of individuals and their collectively arranged structures that set out to pursue collective goals. Cultural competence, in the organizational context, encompasses personal and collective abilities to function effectively in cross-cultural situations. At the individual level, cultural competence involves congruent personal philosophies, attitudes, knowledge and skills that enable individuals to interact with people of diverse cultural values, beliefs, customs and practices with respect, appreciation and effectiveness. At the system level, cultural competence refers to the demonstrated capacity of an organization to work effectively with culturally diverse populations, through explicit integration of cultural diversity into all aspects of its organizational values, structures, policies and practices.

Cultural competence focuses on both process and end results. As a process, cultural competence requires individual members of an organization to continually reflect and take action to achieve personal attitudes, knowledge and skills for cross-cultural interaction. It also requires an organization, as a system, to demonstrate developmental efforts to reflect, plan, implement, monitor, evaluate and revise a coordinated, comprehensive plan of organizational change in order to effectively respond to the changing diversity in the community. End results of cultural competence are defined by concrete indicators that demonstrate effectiveness of individual members and their collective entity in working with culturally diverse populations.



CULTURAL COMPETENCE CONTINUUM

Cross, Barzon, Dennis & Isaacs (1989) propose a multi-stage, developmental model to illustrate how an organization progressively moves toward cultural competence. Depending on its level of readiness and the integration of cultural diversity into its structure and functions, an organization may reflect different stages in the cultural competency continuum: cultural destructiveness, cultural incapacity, cultural blindness, cultural pre-competence and cultural competence (see Figure 2).

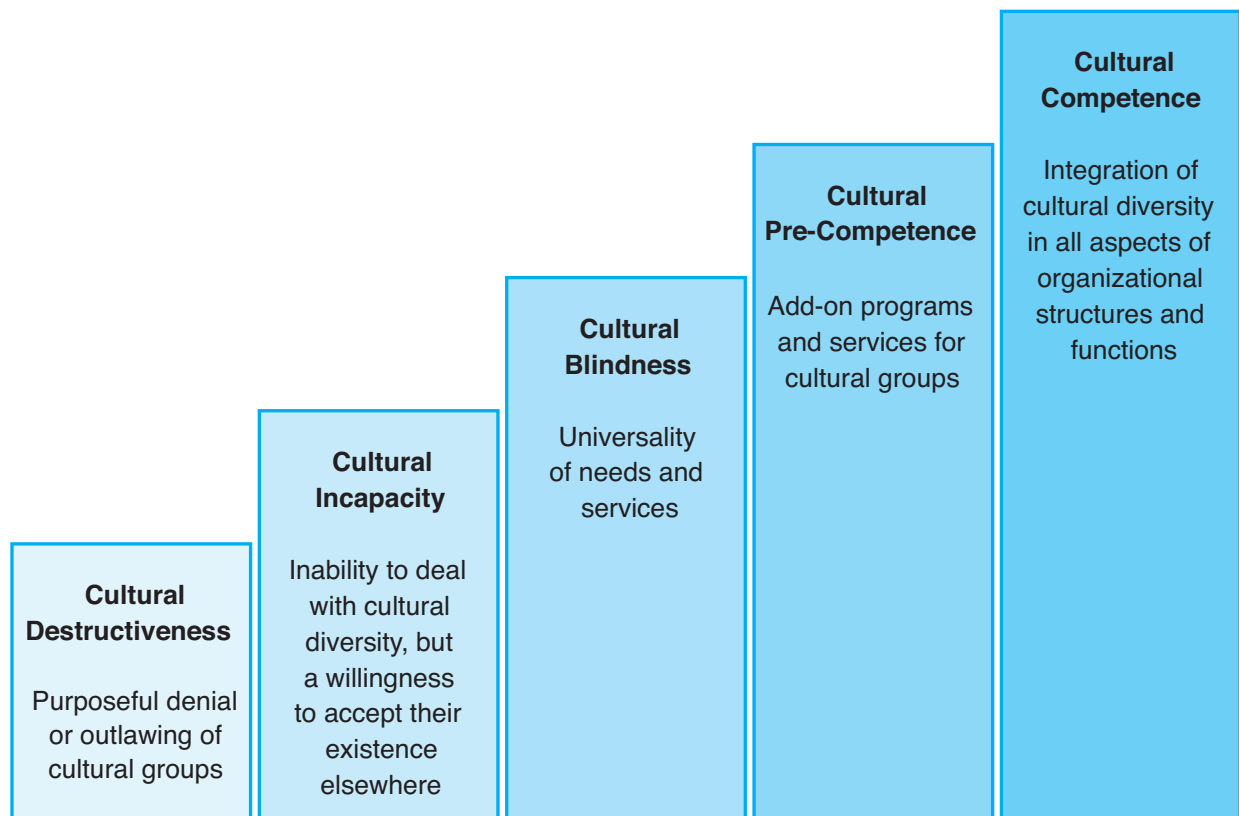


Figure 2: Cultural Competence Continuum (Adapted from Cross et al., 1989; University of Michigan Health System, 2003).

Cultural Destructiveness

In this stage, a system or an organization acknowledges only one way of being, and purposefully denies or outlaws other cultural approaches. It exhibits attitudes, policies and practices that are destructive to cultures and consequently to the individuals within those cultures. It actively engages in cultural genocide, dehumanizes or sub-humanizes

people of certain ethnic or racial backgrounds, promotes the ideology of racial superiority and bigotry, and uses its power to marginalize ethnocultural minorities.

Examples of Cultural Destructiveness

Residential Schools

In 1857, the Government of Canada passed the Gradual Civilization Act, which set aside funds for schools that would teach the First Nations peoples English. The Indian Act of 1876 gave further responsibility to the federal government for Native education. These policies were intended to assimilate First Nations children into a more western society, and attenuate local native cultures. For more information, visit <http://www.albertasource.ca/treaty8/eng/default.htm> , or <http://www.irsr-rqpi.gc.ca/>.

Chinese Exclusion Act

In 1923, the Government of Canada passed the Chinese Exclusion Act. This law prevented the immigration of anyone from China. As a result, the Chinese Canadian community became a “bachelor society.” With inter-racial relationships viewed as a taboo at the time, it was possible that one of the intended effects of this act was to ensure that Chinese people in Canada would become extinct over a few generations. Fortunately, the act was repealed in 1947. For more information, visit <http://www.ccnc.ca/redress/index.html>.

Cultural Incapacity

A system or organization, in this stage, does not intentionally seek to be culturally destructive. Rather, it lacks the capacity to work with people of diverse racial, ethnic, religious and linguistic backgrounds. It also remains to be extremely biased and actively promotes the notion of racial superiority. In its relationship to ethnocultural communities, the system or organization assumes a paternal posture towards “lesser” races. The system or organization may also support the concept of separate but equal. It may acknowledge its inability to work with people of diverse cultural backgrounds, but insist that they can access services elsewhere.

Some Indicators of Cultural Incapacity

An organization at the cultural incapacity stage may:

- Engage in discriminatory hiring practice;
- Have low expectations for people of certain cultural backgrounds;
- Support segregation policies;
- Insist that ethnocultural people are best served elsewhere;
- Allocate inadequate resources for services for people of diverse cultural backgrounds; and
- Insist that ethnocultural groups adopt cultural values of the dominant group.

Cultural Blindness

In this stage, a system or organization prides itself on being unbiased. It functions with a belief that people are all basically alike, so what works with members of one culture (often the dominant culture) should work within all other cultures. Effective service approaches should, therefore, be universally applicable to all groups. This assumption does not allow the system or organization to critically examine whether such service approaches are rooted in a particular cultural context or worldview. The system or organization does not demonstrate an ability to identify its ethnocentric belief and practices, and instead chooses to ignore inter-group relations, including the dynamics of assimilation, as well as cultural strengths of diverse groups.

Some Indicators of Cultural Blindness

An organization at the cultural blindness stage may:

- Dismiss merits of policies and programs that address cultural diversity;
- Demonstrate a lack of cultural diversity in board membership and staff;
- Support the belief that people, regardless of their cultural background, are the same;
- Allocate inadequate resources in terms of staff, time and budget to services for diverse cultural groups;
- Not have in place mechanisms to keep track of access to services by cultural groups, and to evaluate cultural responsiveness of existing services;
- Refuse to deal with past histories related to inter-group relations; and
- Not provide adequate professional development opportunities for board and staff members to develop knowledge and skills in dealing with cultural diversity.

Cultural Pre-Competence

As people of diverse cultural, religious, ethnic and linguistic backgrounds are increasingly present in the community and present their unique strengths and needs, a system or organization experiences some pressure to evaluate its services for various populations. It takes notice of the changing diversity in the community, and recognizes weaknesses in its current services, as well as potential strengths and contributions of diverse cultural groups. The system or organization can express its desire to deliver quality services and commit to a moral impetus for inclusive services. It encourages its members to learn and understand new ideas and solutions to improve performance or services. With good intent, the system or organization often tries out some ad-hoc, piecemeal strategies to deal with cultural diversity. It, however, lacks a coherent, coordinated plan to integrate cultural diversity in all aspects of its structures and functions.

Some Indicators of Cultural Pre-Competence

An organization at the cultural pre-competence stage may:

- Experiment with new services;
- Hire some front-line staff of diverse cultural backgrounds;
- Explore some new strategies to reach out to people of diverse cultural backgrounds - but without concrete support in place to provide culturally responsive services;
- Ensure availability of some basic cultural sensitivity training for staff and board members; and
- Conduct need assessments of cultural groups- without concrete follow up strategies.

Cultural Competence

A system or organization at the level of cultural competence demonstrates a clear capacity to integrate cultural diversity into all aspects of its structure and functions. It has a coherent, coordinated strategy or plan to effectively deal with cultural diversity in the community. The system or organization is clearly committed to the principles of social justice, equality, equity and inclusion. Cultural competence is its core business, not an add-on function.

Some Indicators of Cultural Competence

An organization at the cultural competence stage may:

- Have in place policies, business plans, programs and practices that explicitly acknowledge and address cultural diversity;
- Develop or adapt service models to better meet diverse, unique needs of people of various cultural, ethnic, religious and linguistic backgrounds;
- Actively recruit people of diverse cultural backgrounds for board membership, senior management and all levels of staff;
- Establish standards for cross cultural services, licensing, skills and training;
- Allocate adequate resources to implement policies that deal with cultural diversity;
- Use research and consult with ethnocultural communities in decision making process;
- Involve people of ethnocultural communities as participants, advisors and consultants in the work of the system or organization; and
- Require cultural knowledge and skills as key qualifications for employment and performance.

FOUNDATIONAL PRINCIPLES

Cultural competence demands a deep level of commitment and respect for cultural diversity. It further requires both breadth and depth in an organization's efforts to integrate cultural diversity into all aspects of organizational structures and functions. The principles of social justice, entitlements and rights, respect for diversity, inclusion, equal opportunities and equity serve as the guiding compass for an organization's journey toward cultural competence.

Valuing Cultural Diversity

A culturally competent organization expresses explicit recognition and respect for cultural, racial, ethnic, religious and linguistic diversity. It further acknowledges diversity within culturally diverse communities and is attuned to dynamics involved in relation to age, ability, gender and sexual orientations.

Social Justice

The principle of social justice is concerned with wellbeing and participation of all community members in the social, educational, political, economic and cultural life of the community. A culturally competent organization is committed to distribution and redistribution of social and economic resources for the benefit of all people in the community. It further promotes *participation* of community members in decision making processes that have an impact on both availability and quality of services and resources in their communities.



Entitlements and Rights

A culturally competent organization moves away from the charitable framework in its provision of services to culturally diverse individuals and groups. Rather, it recognizes the rights of people of all cultural backgrounds to quality, equitable services in all social, educational, political, economic and cultural spheres of their lives, as enshrined in various provincial, national and international legislative frameworks.

Structural Transformation

A culturally competent organization is an evolving, growing organization. It neither holds on to the status quo nor fixates on a static vision. Rather, it embraces change and transforms its structures and functions to be relevant and responsive to the changing diversity in the community. A culturally competent organization does not use diversity as an alternative to the anti-racist discourse. Rather, it sees work on racial equity as an integrative part of organizational transformation and embraces transparent dialogue about racial inequities and discrimination.

Equality and Equity

A culturally competent organization embraces the principle of equality to provide community members of diverse cultural backgrounds with equal opportunities to access quality, responsive services. It further recognizes that some community members or groups require responsive resources to achieve equitable outcomes in terms of wellbeing and access to services. The organization applies the principle of equity to ensure that community members receive what they need to achieve equal outcomes.

CULTURAL COMPETENCE PROCESS

Cultural competence requires explicit integration of cultural diversity into all aspects of an organization's structures and functions. A culturally competent organization moves beyond "quick fix" solutions, and instead, embraces a coordinated, comprehensive strategy or plan to promote organizational change. Drawing upon the strengths of the participatory action inquiry and problem solving approaches, this guide suggests a cultural competence process that is developmental, reflective, collaborative and transforming both in intent and action (see Figure 3). The cultural competence process starts with foundational preparation, and then moves into successive organizational cycles of change. Each cycle is characterized by reflective analysis, planning, action, monitoring and evaluation. Critical insights and learning from one cycle serve as catalysts for reflective analysis and subsequent planning, action, monitoring and evaluation in the next cycle.

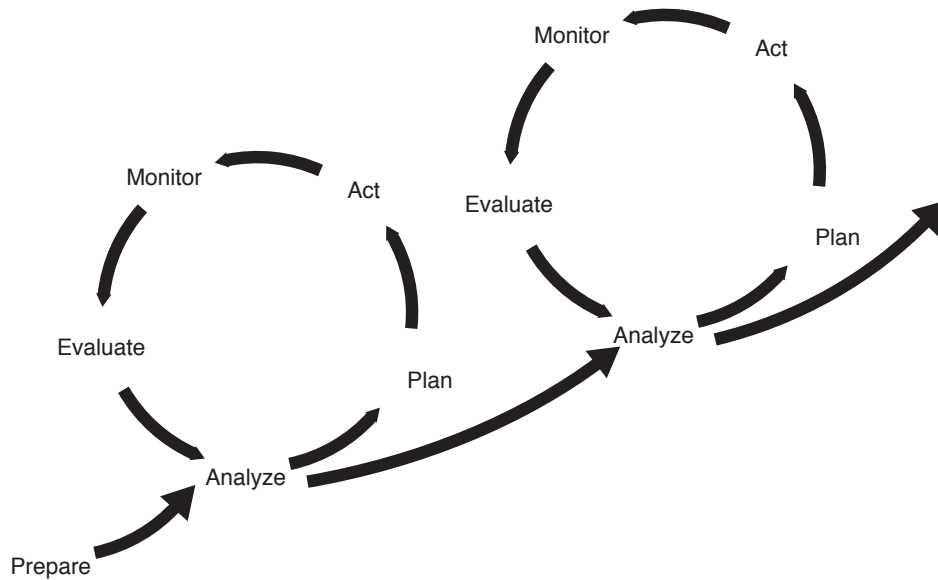


Figure 3: Cultural Competence Process.

Phase I: Preparation

In the preparatory phase, the organization gets ready for its sustainable organizational change effort. It supports members to acquire and enhance their knowledge related to cultural diversity and competence, and develops infrastructures to support its organizational change.

Suggested Preparatory Activities

- Gather information and analyze socio-demographic trends and issues in the community.
- Research existing effective practice in organizational change.
- Develop and communicate a preliminary plan that articulates the impetus for organizational change, a vision for cultural competence, and what could or should be done to promote cultural competence.
- Develop and implement a communication plan to explain the vision and process, as well as to encourage buy-in.
- Seek support and approval of board and senior leadership.
- Promote cultural competence efforts.
- Identify and secure adequate resources to support cultural competence efforts.
- Provide training in and orientation to cultural competence for all levels of organizational personnel and board members.
- Establish a plan to recruit and involve board members and organizational personnel at all levels.
- Establish a plan to outreach, consult and involve culturally diverse community members in the organizational change process.
- Establish a core multi-stakeholder development committee that will provide overall leadership, guidance and support in the organizational change process.

Phase II: Reflective Analysis

In the reflective analysis phase, the organization critically examines its structures, policies and practices. It assesses merits, responsiveness and effectiveness of its work with culturally diverse populations. It further examines the impact of its policies and practices on participation and well-being of culturally diverse people.

Tips for Reflective Analysis

- Examine the existing organizational structures and functions, and determine to what extent they reflect and respond to cultural diversity in the community.
- Review data on cultural representation among board members, staff, volunteers and service users.
- Examine underlying philosophies, principles and values that guide existing organizational structures and functions, and determine how relevant and responsive they are to cultural diversity.
- Examine the historical context and evolution of existing organizational structures and functions, and determine how relevant and responsive they are to cultural diversity.
- Examine existing policies and practices with respect to policy and decision-making, programs and services, communication, personnel practices, community relations, etc., and determine how relevant and responsive they are to cultural diversity.
- Examine intended and unintended impacts of existing structures, policies and practices on culturally diverse populations.
- Identify barriers that limit access of ethnocultural members to services and other organizational involvement.
- Identify ways to increase access and participation of members of cultural groups in all aspects and levels of the organization.
- Research and develop a sound rationale for organizational cultural competence.
- Conduct a cost-benefit analysis for cultural competence efforts.
- Identify resources, opportunities and supports that are conducive to organizational change efforts.
- Identify constraints and barriers that may hinder organizational change efforts.
- Assess issues and suggestions identified during internal and external consultations.



Phase III: Purposeful Planning

Purposeful planning for organizational change requires an in-depth understanding of the theory underlying the planned change. In other words, the organization needs to know its desired organizational state, to be able to articulate its assumptions, and to offer a clear roadmap to achieve the intended results.

Tips for Purposeful Planning

- Involve board members, personnel at all levels and members of diverse cultural groups in planning process.
- Create a vision to promote cultural diversity and competence.
- Develop a cultural competence policy to provide overall direction for organizational change process.
- Set goals and objectives for organizational change.
- Articulate assumptions embedded in identified goals and objectives.
- Identify activities and anticipated outputs and outcomes for organizational change process.
- Develop indicators to measure the implementation and effectiveness of organizational change process.
- Develop a communication plan to promote and inform internal and external members of organizational change initiatives.
- Identify required resources to support organizational change .
- Share action plan and obtain approval of the Board and senior leadership..

Recommended Resources

ActKnowledge (2007). *Theory of Change*. Available at <http://www.theoryofchange.org/> .
This website provides an overview of theory of change and related online resources.

Cooper, M. (2006). *Pathways to Change: Facilitating the Full Participation of Diversity Groups in Canadian Society*. Calgary: Alberta Community Development, Human Rights and Citizenship and Canadian Heritage. Available at <http://tprc.alberta.ca/educationfund/priorities/docs/P2CBACKGROUND.pdf>
This excellent resource supports organizations to facilitate full participation of diversity groups in Canadian society through initiatives and activities related to organizational and community capacity, civic participation and full civic engagement, public education and awareness and institutional change.

Cox, P., Kozak, S., Griep, L. & Moffat, L. (2002). *Splash and Ripples: Using Outcomes to Design and Guide Community Work*. Calgary, PLAN:NET Limited. Available at http://www.hc-sc.gc.ca/ahc-asc/alt_formats/cmcd-dcmc/pdf/finance/contribution/splash-ricochet_e.pdf
This user-friendly guide offers useful tools for planning and managing projects.

Phase IV: Effective Implementation

By now, the organization is equipped with solid preparation, analysis and planning. It is ready to take action and to carry out its coordinated plan for organizational change. Effective implementation requires multi-stakeholder involvement, clear allocation of responsibilities, frequent communication and adequate support (time, money and human resources).

Tips for Effective Implementation

- Establish committees that consist of diverse stakeholders (board members, personnel at all levels, and diverse community members) to guide and implement action plans.
- Provide adequate resources and support for the implementation of action plans.
- Establish clear timelines for strategies and activities.
- Ensure all planned strategies and activities are carried out.
- Assign clear responsibilities to board members, staff at all levels and community members.
- Communicate, communicate, communicate!



Phase V: Monitoring

Monitoring, in the context of organizational transformation, is not a control mechanism. Rather, it encourages active participation of all members in collective efforts to demonstrate accountability for their implementation of action plans. Effective monitoring promotes self and collective reflection, efficient reporting and communication, momentum building, and responsiveness to emerging learning.

Tips for Effective Monitoring

- Involve board, staff and community members to develop and fine-tune communication and reporting mechanisms.
- Coordinate reporting mechanisms to ensure regular, effective, and efficient tracking of progress in implementation of action plans.
- Coordinate communication to keep members informed of latest developments, activities and results.
- Maintain momentum in implementation of action plans through recognition of cultural competence champions, capacity building, and use of diverse talents and expertise.
- Use creative methods to gather and share information and learning.
- Ensure that issues, concerns and new ideas are relayed to core cultural competence development committees.
- Involve members in ongoing reflection and response to emerging issues.

Phase VI: Evaluation

Evaluation involves systemic assessment of progress and success of cultural competence strategies. It offers clear personal and organizational performance measures. Dynamic evaluation offers useful, timely feedback so that the organization can incorporate emerging critical reflection into its ongoing, sustainable organizational change process. It also focuses on assessment of merit, description, implementation analyses, information processing and feedback functions.

Tips for Dynamic Evaluation

- Incorporate cultural competence into the existing framework of performance outcome measurements (for both individual employees and the organization as a whole).
- Ensure comprehensiveness of indicators of success and their congruence to stated goals and objectives of cultural competence.
- Integrate diverse, creative methodologies of evaluation to assess both outcomes and processes.

Ensure feedback from evaluation processes are incorporated in revised action plans for subsequent cycles of analysis, planning, implementation, monitoring and evaluation.

Recommended Resources

- Case, D. D. (1990). *The Community's Toolbox: The Idea, Methods, and Tools for Participatory Assessment, Monitoring and Evaluation in Community Forestry*. Rome, Italy: Food and Agriculture Organization of the United Nations. Available at <http://www.fao.org/docrep/x5307e/x5307e00.HTM>
This resource offers creative ideas to develop, implement, monitor and evaluate projects and initiatives.
- Canadian Evaluation Society's website: <http://www.evaluationcanada.ca>
This website provides many excellent resources for evaluation theory and practice.
- American Evaluation Association's website: <http://www.eval.org/Resources/onlinehbtxt.asp>
This website serves as a gateway to many excellent websites that deal with various methodologies of evaluation.
- Canadian Outcome Research Institute's website: <http://www.hmrp.net/canadianoutcomesinstitute/HMRP.htm>.
This organization offers the Hull Outcomes Monitoring and Evaluation Systems (HOMES) to assist organizations with their outcome focused evaluation.

ENABLING FACTORS TO CULTURAL COMPETENCE PROCESS

Organizational efforts toward cultural competence require intensive, sustainable supports. Among the key factors for success are leadership, an articulated rationale, resources, multi-stakeholder involvement, accountability, scope and pace. These enabling factors need to be in place throughout all phases and cycles of the cultural competence process. Figure 4 illustrates clear integration of enabling support into all phases of an organizational change cycle.

Leadership

Cultural competence requires critical reflection on existing organizational structures and functions, and ability to change those structures and functions that have created barriers to people of various cultural groups. Meaningful changes in organizational structures and functions, therefore, can only happen with full commitment of organizational leadership, including the board of directors and senior administration, at the philosophical and practical levels. Organizational leadership is crucial in helping to create an organizational environment of openness and growth, to set goals and objectives in order to achieve organizational cultural competence, and to allocate adequate resources to facilitate an organizational change process.

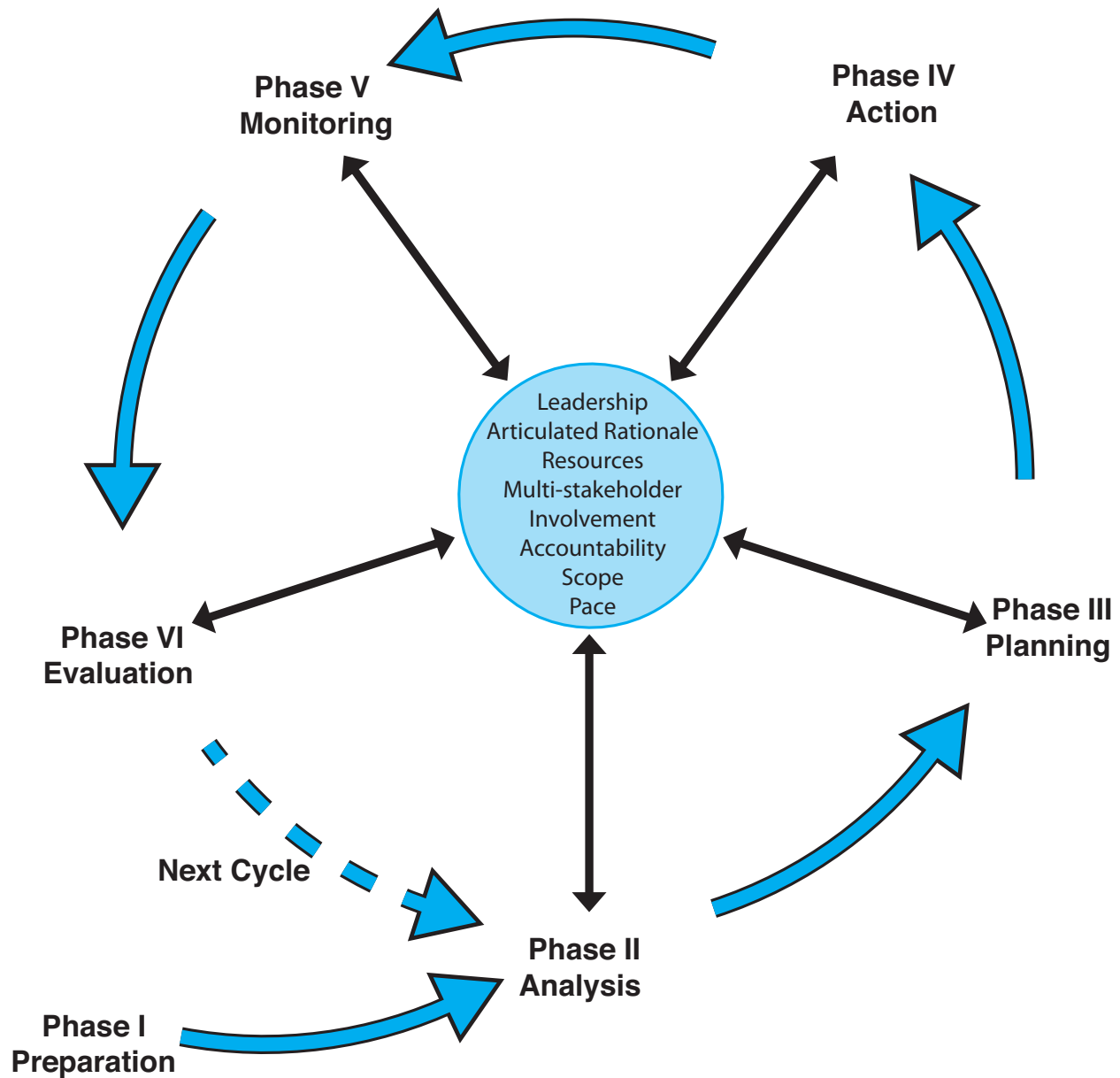


Figure 4: Enabling Factors to Cultural Competence Process.

Articulated Rationale

Organizations that are committed to a cultural competence process ought to be able to provide a clear rationale for organizational change. They need to articulate compelling social, political, economic and legislative impetuses for valuing cultural diversity, as well as the potential benefits of cultural competence to all stakeholders. They need to promote cultural competence as a core professional value and as a requirement for *all*

board members and organizational personnel. A thoughtful, articulated rationale for organizational change will help minimize confusion and short-sighted resistance, and promote big picture thinking and buy-ins among members at all organizational levels.

Resources

An organizational change process is complex and requires resources to plan, implement, monitor and evaluate cultural competence strategies and activities. In their planning, organizations need to consider organizational input in terms of time, human resources and budget implications.

Multi-stakeholder Involvement

Successful organizational change requires a high level of buy-in and meaningful input from all board members and personnel at all levels. All organizational stakeholders, including board members, senior leadership, personnel of various departments and members of cultural groups should be involved in all stages of the cultural competence process. They need to share a common vision for cultural diversity and competence, to develop a coherent plan for cultural competence, and to work together to carry out their collective plans.

Accountability

Accountability measures in a well-planned organizational change process offer ongoing, concrete mechanisms to monitor and report progress. They establish clear communication channels to inform all participating stakeholders. They also offer timely, critical insights that help to fine-tune ongoing organizational activities, and responses to emerging issues.

Scope

Meaningful organizational efforts toward cultural competence go beyond the add-on approach or provision of training. Cultural competence needs to be integrated into all existing organizational structures, roles and resources.

Pace

Organizations cannot make meaningful changes happen overnight. Rather, they need to be realistic in setting the pace that will allow them to thoughtfully implement change activities. Good pacing creates momentum, invigorates the process, and minimizes complacency and burnout.

DEALING WITH RESISTANCE

Change may promise growth and innovation, but it also may challenge individuals in organizations as they confront uncertainties, and struggle to abandon deeply entrenched attitudes and practices. Those who promote cultural competence ought to understand the causes of resistance to organizational change, and learn to use effective strategies to deal with such resistance.

Possible Causes of Resistance

- ✓ Limited understanding of the need for organizational change (i.e. socio-demographic, economic, political, legislative realities).
- ✓ Lack of understanding of the benefits associated with cultural competence.
- ✓ Lack of conceptual understanding or misunderstanding about cultural diversity and competence.
- ✓ Fear of uncertainty.
- ✓ Reluctance to change deeply entrenched attitudes and practices.
- ✓ Fear of loss of status and power.
- ✓ Incongruence with prior education and training.
- ✓ Lack of tools to support change.
- ✓ Reluctance to re-allocate resources to plan, implement and evaluate organizational change.
- ✓ Lack of commitment to the process.
- ✓ Belief that treating people differently is unfair.
- ✓ Desire to treat everyone equally rather than equitably.
- ✓ Limited understanding of the importance of diversity in an organization's survival and growth in the future.

Suggested Strategies for Dealing with Resistance

- ✓ Build a strong, dynamic case for organizational change that addresses various socio-demographic, economic, political, and legislative realities, as well as indicating the benefits of organizational change.
- ✓ Educate individuals about cultural diversity, cultural competence, the organizational change process and related diversity issues.
- ✓ Involve individuals who might potentially resist organizational change in some aspects of the design and implementation of organizational change.

- ✓ Research and share best practices and successful stories related to organizational change.
- ✓ Invite individuals from culturally competent organizations to share their successes.
- ✓ Develop a supportive network for organizations that are learning or undertaking organizational change.
- ✓ Provide adequate support to individuals who resist change to deal with fear of uncertainties, as well as discomfort and anxiety in discussing and addressing diversity issues.
- ✓ Develop and communicate a clear, concrete plan for change.
- ✓ Offer opportunities for respectful, thoughtful dialogue between grassroots community members and service users of diverse cultural backgrounds and board and staff members.
- ✓ Invite supportive board members or senior administrators to champion efforts to promote cultural diversity and competence.
- ✓ Ensure regular public recognition of best practice related to cultural diversity and competence in the organization.

CULTURALLY COMPETENT ORGANIZATION OVERVIEW

A culturally competent organization holds cultural diversity in high regard, and integrates cultural diversity into all aspects of its structures and functions. It continually reflects and takes action to make its structures, policies, procedures, practices and services responsive and relevant to the changing diversity in the community. In other words, it infuses cultural diversity and competence into all aspects of its governance, management and service provision. Figure 5 provides an overview of a culturally competent organization.

Cultural Competence at the Governance Level

A culturally competent organization achieves cultural diversity and competence in all aspects of governance, including:

- ✓ Board membership and responsibilities;
- ✓ Organizational mission;
- ✓ Style of governance
- ✓ Strategic direction and priorities;
- ✓ Governance policies; and
- ✓ Board development.

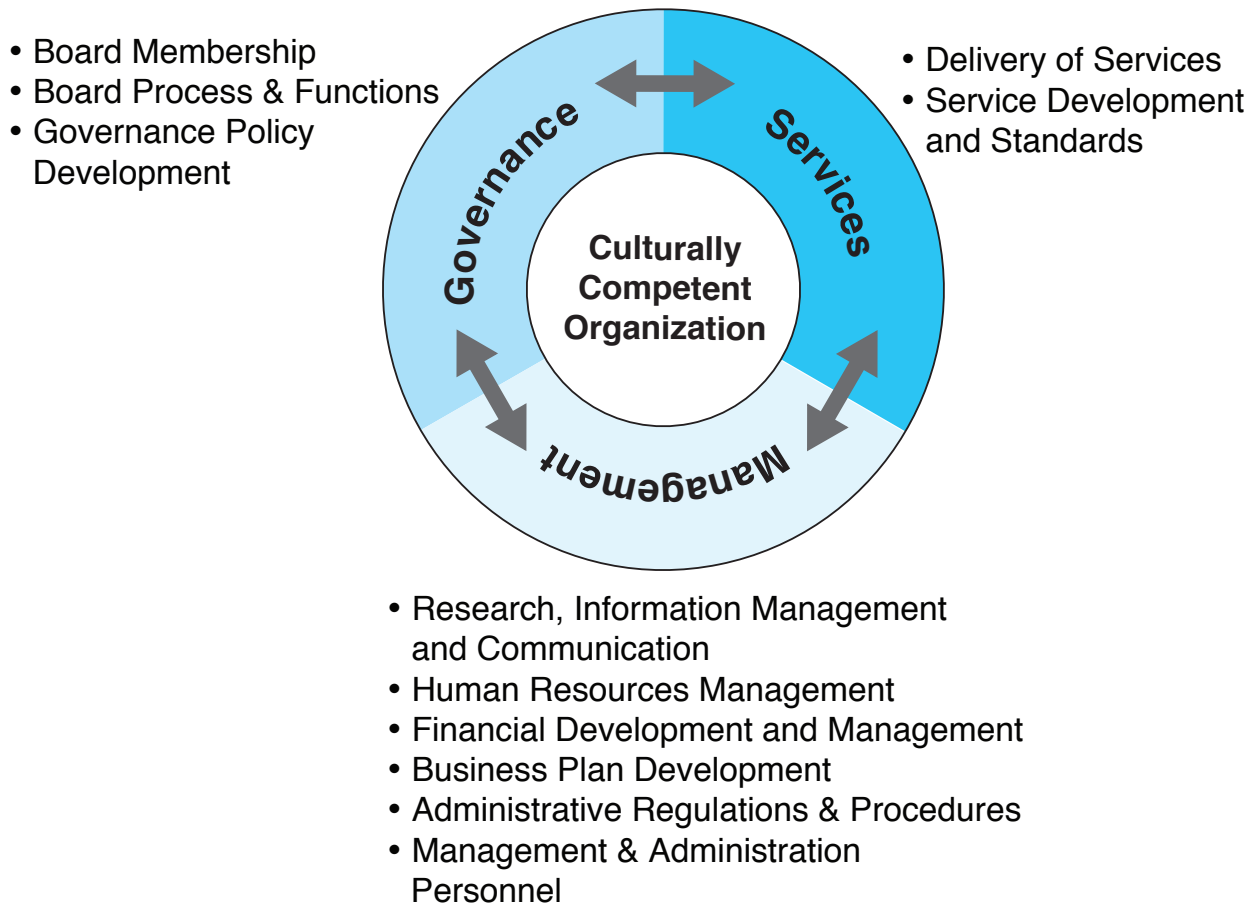


Figure 5: A culturally competent organization.

Cultural Competence at the Management Level

A culturally competent organization ensures that cultural diversity and competence are integrated into all aspects of its organizational management and administration, including:

- ✓ Selection of the management team;
- ✓ Personnel policies and procedures;
- ✓ Human resources management;
- ✓ Financial management and allocation;
- ✓ Fund development;
- ✓ Community relations and partnerships;
- ✓ Communication;
- ✓ Research and information management;
- ✓ Business plan development;
- ✓ Program development; and
- ✓ Selection of methods of service and service standards.

Cultural Competence at the Service Delivery Level

A culturally competent organization ensures cultural diversity and competence in all aspects of its service delivery, including:

- ✓ Hiring and selection of service delivery personnel;
- ✓ Service provision (outreach, assessment, intervention, evaluation, etc.);
- ✓ Advocacy;
- ✓ Community outreach and partnership; and
- ✓ Communication and marketing.

Figure 6 provides an overview of a culturally competent organization. It illustrates integration of cultural diversity and competence into all aspects of an organization at the governance, management and service delivery levels. This framework will serve as the basis for the cultural competence tools outlined in the next section.



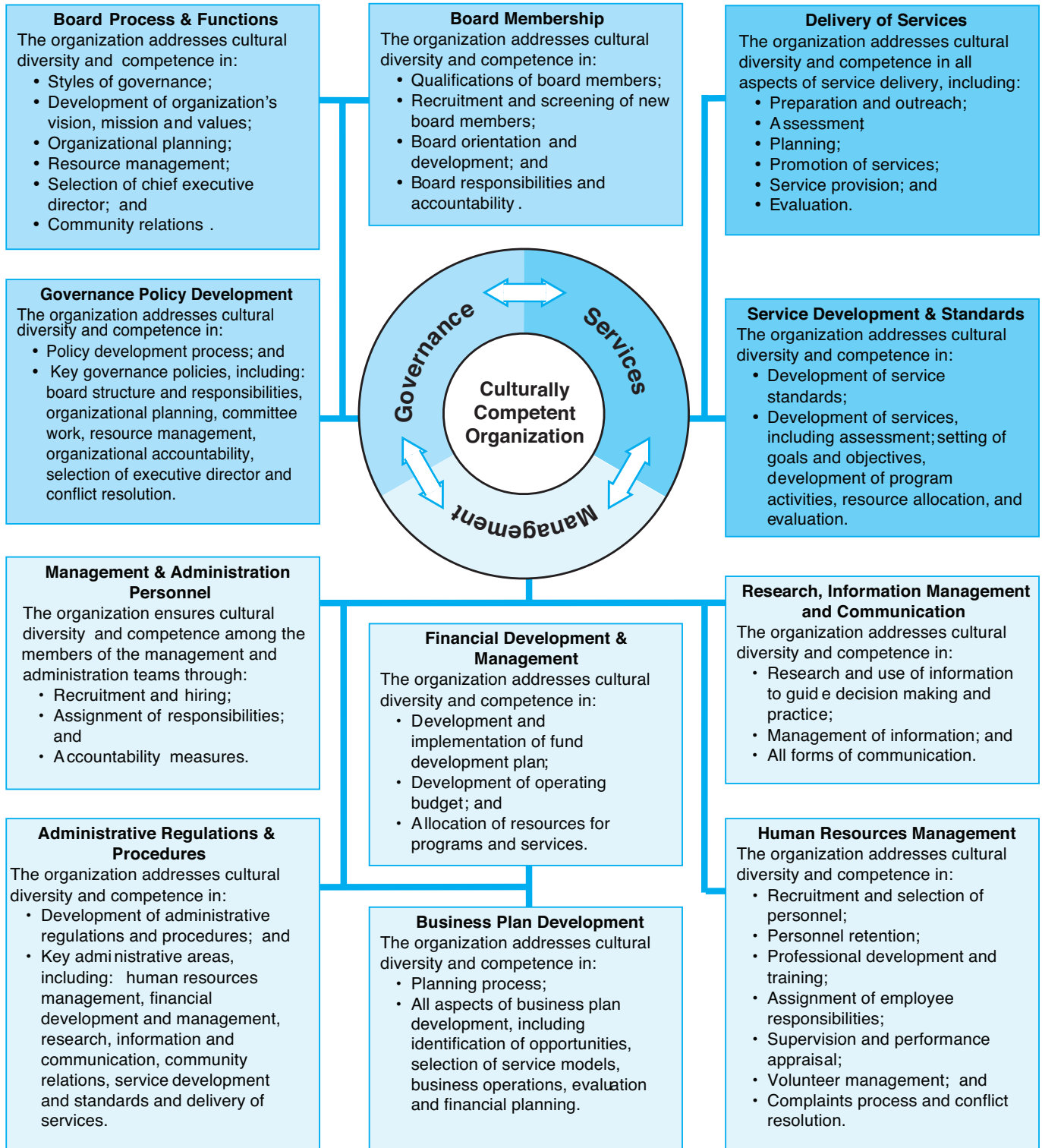


Figure 6: Overview of a culturally competent organization.

SUGGESTED EXERCISE

Organizations are encouraged to create opportunities for board members and staff to engage in critical dialogue and reflection on their understanding of cultural competence, organizational values, cultural competence process and support for organizational change efforts. This section offers some critical questions to guide the dialogue.

1. Where is our organization at on the cultural competence continuum?

2. What are our organizational values? Are they congruent with those principles required for cultural competence?

3. How has our organization dealt with cultural diversity and competence? What have we learned from our efforts?

4. What support do we need to have in place to underpin our sustainable efforts to promote cultural diversity and competence?

PART III:

CULTURAL COMPETENCE INSTRUMENT

Structure

Purpose

Support, Coordination and Reporting Mechanisms

Tool 1: Board Membership

Tool 2: Board Processes and Functions

Tool 3: Governance Policy Development

Tool 4: Management and Administration Team

Tool 5: Administrative Regulations and Procedures

Tool 6: Business Plan Development

Tool 7: Human Resources Management

Tool 8: Financial Development and Management

Tool 9: Research, Information Management and Communication

Tool 10: Community Outreach, Partnership and Advocacy

Tool 11: Service Development and Standards

Tool 12: Delivery of Services

Tool 13: Summaries and Next Steps

Cultural competence requires an organization to move beyond ad-hoc or quick fix solutions. It further challenges the organization to leave behind a rigid approach to organizational change. Rather, cultural competence encourages big picture thinking, and concentrated efforts to cyclically reflect and take action to promote social inclusion and equity in organizational philosophy and practice. Building upon the previous section on the conceptual basis of cultural competence, this section offers a series of practical tools that help an organization in its journey toward cultural competence.

STRUCTURE

The Cultural Competence Instrument consists of 13 tools which help an organization to integrate cultural diversity and competence into all aspects of organizational structure and functions. Tools 1 to 3 support the board of directors to address cultural diversity and competence in board membership, board processes and functions, and governance policy development. Tools 4 to 11 support the managers, administrators and staff to integrate cultural diversity into management and administration structures, administrative regulations and procedures, business plan development, human resources management, financial development and management, community outreach, partnership and advocacy, research, information and communication, and service development and standards. Tool 12 supports service staff to address cultural diversity and competence in all aspects of service delivery. Tool 13 helps an organization to summarize all key learning from its application of Tools 1 to 12 and to plan for its next steps. Figure 7 provides an overview of the Cultural Competence Instrument.



CULTURAL COMPETENCE INSTRUMENT	GOVERNANCE	Tool 1: Board Membership	Tool 13: Summary and Next Steps
		Tool 2: Board Processes and Functions	
		Tool 3: Governance Policy Development	
	MANAGEMENT	Tool 4: Management and Administration Team	
		Tool 5: Administrative Regulations and Procedures	
		Tool 6: Business Plan Development	
		Tool 7: Human Resources Management	
		Tool 8: Financial Development and Management	
		Tool 9: Research, Information Management and Communication	
		Tool 10: Community Outreach, Partnership and Advocacy	
	SERVICES	Tool 11: Service Development and Standards	
		Tool 12: Delivery of Services	

Figure 7: An overview of Cultural Competence Instrument.



PURPOSE

The Cultural Competence Instrument aims to support an organization to develop and implement its organizational change initiatives. It can be used to facilitate reflective analysis, planning, action, monitoring and evaluation in developmental organizational change cycles.

Analysis

The instrument promotes a coherent, systemic and comprehensive approach to critical examination of cultural diversity and competence within existing organizational structures and functions. An organization will be able to determine strengths and limitations in its organizational structures, policies and practices, and how they impact participation and wellbeing of culturally diverse populations.

Planning

The instrument supports an organization to be focused and purposeful in planning for organizational change. It provides clear roadmaps to address cultural diversity and competence in specific organizational areas and at all organizational levels.

Action

The instrument can facilitate effective implementation of organizational change plans. It serves a guide to assigning tasks and responsibilities, as well as to allocating necessary resources and timeline to carry out planned strategies and activities.

Monitoring

The instrument can help an organization monitor its progress and the new learning emerging from its organization change process. An organization can use the instrument to develop reporting processes and mechanisms for data collection and communication.

Evaluation

The instrument offers a coherent framework with concrete indicators for process and outcome measurements. An organization can use the instrument as an evaluative tool to determine its level of success, and to identify necessary strategies to further advance cultural diversity and competence in the next cycle of organizational change.

SUPPORT, COORDINATION AND REPORTING MECHANISMS

As explained earlier, the Cultural Competence Instrument should not be confined to organizational self-assessment. Rather, it should be used as an integral part of the organizational change process. An organization, therefore, needs to have support, coordination and reporting systems in place to make best use of the Cultural Competence Instrument.

Support

The use of the Cultural Competence Instrument as an integral part of the cultural competence process requires full organizational commitment, leadership and adequate resources. The key support should include:

- ✓ Explicit articulation of commitment from organizational leadership (board of directors and senior management); and
- ✓ Adequate allocation of time, human resources and financial resources.

Coordination

The use of the Cultural Competence Instrument as an integral part of orchestrated organizational change requires organization- or system-wide coordination. An organization needs effective coordination in all phases of the cultural competence process, namely preparation, analysis, planning, action, monitoring and evaluation. It is highly recommended that an organization develops a cultural competence committee to help initiate, coordinate, strategize, facilitate and guide organizational change. An



organization may consider the following principles and criteria in putting together a cultural competence committee: multi-stakeholder involvement, diversity of expertise and knowledge, and clear roles and responsibilities.

Multi-stakeholder Involvement

- ✓ Representation and participation of board members, administrative and management staff, and front-line staff.
- ✓ Representation and participation of culturally and ethnically diverse members.

Diversity of Expertise and Knowledge

- ✓ In-depth knowledge about philosophical, theoretical and practical issues and dynamics involved in cultural diversity and competence (racism and discrimination, inter-group relations, exclusion, equity, etc.).
- ✓ Demonstrated professional competence in diverse areas, including organizational and project management, planning and development of initiatives, resource development, communication, research, evaluation, advocacy, and facilitation.

Clear Roles and Responsibilities

- ✓ Clear mandate to coordinate and guide the organization in all phases of the cultural competence process.
- ✓ Clear responsibilities for individual committee members.

Reporting & Accountability

The use of the Cultural Competence Instrument provides an emerging indication of where the organization is at and what it can do in its next steps to move toward cultural competence. An organization, in its use of the instrument in the cultural competence process, needs to have sound reporting and accountability systems for three key purposes. First, the reporting and accountability mechanisms will help monitor and report progress. Second, they offer communication channels and help inform participating stakeholders. Third, they offer timely, critical insights to help fine-tune ongoing organizational activities, and responses to emerging issues. Effective reporting and accountability measures should:

- ✓ Include coherent communication structures to mobilize and involve people, and to communicate progress, learning and emerging issues to stakeholders;
- ✓ Ensure individual and departmental reporting on progress and challenges;
- ✓ Allow regular updates to organizational leadership, including the Board of Directors and senior management; and
- ✓ Facilitate effective flow of communication and strategic advice and direction among various organizational levels (governance, management and service delivery).

TOOL 1: BOARD MEMBERSHIP

Objectives

- ✓ To assess representation and qualification of board members.
- ✓ To integrate cultural diversity and competence into recruitment and screening of new board members, board orientation and development, board responsibilities and accountability.

Y=Yes N=No IP=In Progress

Board Membership

Y N IP

- 1. The board of directors reflects cultural diversity in the community.
- 2. The members of the board of directors represent diverse social, political and economic interests in the community.
- 3. All members of the board of directors demonstrate knowledge and skills related to cultural diversity and competence.

Recruitment & Screening of New Board Members

Y N IP

- 4. The organization has a board recruitment strategy that provides outreach to and seeks participation of culturally diverse members.
- 5. The organization consults with individuals, groups and organizations that represent culturally diverse community members in the board recruitment process.
- 6. The organization screens potential board members for their attitudes, knowledge and skills with respect to cultural diversity.

Board Orientation and Development

Y N IP

- 7. All new board members receive thorough orientation to the mission statement, policies, and board functions and responsibilities that address cultural diversity and competence.
- 8. All new board members receive relevant data, information and research related to cultural diversity in the organization and in the community.
- 9. All board members have access to sustainable, frequent board development opportunities that enhance their knowledge and skills in the areas of cultural diversity and competence.

Responsibilities and Accountability

Y N IP

- 10. The members of the board of directors are accountable for their leadership in helping the organization to fulfill its mission and goals related to cultural diversity and competence.
- 11. The members of the board of directors are periodically evaluated for their performance in promoting cultural diversity and competence in the organization.

Summary & Next Steps

1. What have we done well to promote cultural diversity and competence in board membership?

2. What are our next steps to promote cultural diversity and competence in board membership?

a. Short term?

b. Medium term (3 to 5 years)?

c. Long term?

3. What resources and other support do we need for our next steps?

4. Who will lead our next steps?

5. Timelines for reporting

TOOL 2: BOARD PROCESSES AND FUNCTIONS

Objective

- ✓ To integrate cultural diversity and competence into board processes and key functions, including: styles of governance, development of organization's mission, vision and values, organizational planning, resource management, selection of chief executive director and community relations.

Y=Yes N=No IP=In Progress

Styles of Governance

Y N IP

- 1. The board of directors has critically examined its style of governance and its impact on culturally diverse populations.
- 2. The board of directors has explored various styles of governance and selected best practice that promotes cultural diversity and competence.

Development of Organization's Mission, Vision & Values

Y N IP

- 3. The board of directors has sought input or consulted with culturally diverse community members in its development of mission statement, vision and values.
- 4. The board of directors has critically examined the mission statement, vision and values with respect to cultural diversity and competence.
- 5. The mission statement, vision and values articulate explicit recognition of cultural diversity in the community and organizational commitment to cultural competence.

Organizational Planning

Y N IP

- 6. The board of directors has consulted with culturally diverse communities and staff in the process of setting strategic directions and priorities.
- 7. The board of directors considers cultural diversity and competence in its development and/or approval of its organizational business plan, strategic plan and annual operating plan.

*Resource Management***Y N IP**

- 8. The board of directors assist the organization to generate resources to address cultural diversity and competence.
- 9. The board of directors ensure that their organizational plan includes appropriate, adequate financial resources to address cultural diversity and competence.
- 10. The board of directors ensure that their organizational plan includes appropriate mechanisms for financial reporting related to cultural diversity and competence.

*Selection of Chief Executive Director***Y N IP**

- 11. The board of directors explicitly articulates knowledge and skills related to cultural diversity and competence as one of the core requirements for the chief executive director position
- 12. The board of directors taps into diverse social and cultural networks to seek its chief executive director.
- 13. The board of directors communicates its explicit expectation that the chief executive director will address cultural diversity and competence in the annual organizational plan.
- 14. The board of directors requires the chief executive director to regularly report on progress related to cultural diversity and competence in the organization.
- 15. The board of directors annually evaluates the executive director's leadership in helping the organization achieve its goals for cultural competence.

*Community Relations***Y N IP**

- 16. The board of directors builds and maintains ongoing relationships with culturally diverse communities.
- 17. The board of directors consults with culturally diverse communities in making decisions.
- 18. The board of directors involves culturally diverse communities in organizational activities.

Summary & Next Steps

1. What have we done well to promote cultural diversity and competence in board processes and functions?

2. What are our next steps to promote cultural diversity and competence in board processes and functions?

a. Short term?

b. Medium term (3 to 5 years)?

c. Long term?

3. What resources and other support do we need for our next steps?

4. Who will lead our next steps?

5. Timelines for reporting

TOOL 3: GOVERNANCE POLICY DEVELOPMENT

Objectives

- ✓ To integrate cultural diversity and competence into both the process and outcomes of governance policy development.
- ✓ To integrate cultural diversity and competence into key policy areas.

Y=Yes N=No IP=In Progress

Policy Development Process

Preparation

Y N IP

- 1. The board of directors consults with knowledgeable staff and members of diverse cultural communities about key issues related to cultural diversity and competence.
- 2. The board of directors reviews government statutes, socio-demographic trends, and other research reports related to cultural diversity and competence.
- 3. The board of directors discusses the principles of equity, equality and social justice and their implications for policy development.
- 4. The board of directors seeks involvement of knowledgeable staff and members of diverse cultural communities in development of policies.

Development of Cultural Competence Policies

Y N IP

- 5. The board of directors, in consultation with knowledgeable staff and culturally diverse members, identifies desired outcomes for organizational cultural competence.
- 6. The board of directors, in consultation with knowledgeable staff and culturally diverse members, develops and analyzes policy options in relation to organizational values, costs, benefits, acceptability, ethics and practicality.
- 7. The board of directors, in consultation with knowledgeable staff and culturally diverse members, drafts cultural competence policies.
- 8. The board of directors seeks feedback from culturally diverse community members, staff, volunteers and clients and makes appropriate revisions.
- 9. The board of directors allocates adequate time to discuss and vote on proposed cultural competency policies.

Review and Revision of Existing Policies

Y N IP

- 10. The board of directors, in consultation with knowledgeable staff and culturally diverse members, reviews and removes biases in the existing policies.
- 11. The board of directors, in consultation with knowledgeable staff and culturally diverse members, reviews and revises existing policies to ensure that they address cultural diversity and competence.

Communication & Implementation of Policies

Y N IP

- 12. The board of directors works with the executive director to establish mechanisms to communicate relevant policies to the managers, administrators, staff, volunteers, clients and the community at large.
- 13. The board of directors works with the management team to develop strategies to support the board and staff to implement relevant policies.
- 14. The board of directors ensures adequate human and financial resources are allocated for implementation of policies.

Evaluation of Policies

Y N IP

- 15. The board of directors, in consultation with knowledgeable staff and culturally diverse members, evaluates effectiveness of cultural competence policies with respect to their implementation and outcomes.
- 16. The board of directors ensures formal procedures are in place for progress report on implementation of cultural competence policies.

Key Policy Areas

Y N IP

- 17. The governance policies require board members to consult with members of diverse cultural communities in development of policies.
- 18. The governance policies address cultural diversity and competence in board structure and responsibilities.
- 19. The governance policies mandate due consideration of cultural diversity and competence in recruitment and selection of new board members.

- ☐ ☐ ☐ 20. The governance policies require members of the board and board committees to promote cultural diversity and competence as one of their key roles.
- ☐ ☐ ☐ 21. The governance policies ensure cultural diversity and competence as integral parts of all organizational plans.
- ☐ ☐ ☐ 22. The governance policies mandate the executive committee, the nominating committee, the finance committee, human resource (personnel) committee, program (or service) committee to address cultural diversity and competence as integral parts of their activities.
- ☐ ☐ ☐ 23. The governance policies mandate the board of directors to consider cultural diversity and competence in their review and approval of annual budgets, development of financial management plans, and monitoring of efficient use of resources.
- ☐ ☐ ☐ 24. The governance policies mandate cultural diversity and competence in personnel policies (recruiting of staff and volunteers, management of staff and volunteer resources, supporting and evaluating the performance of the executive director, succession planning, and compliance with relevant equity legislation).
- ☐ ☐ ☐ 25. The governance policies ensure that adequate monitoring and accountability systems are in place to evaluate individual and organizational performance in relation to cultural diversity and competence.
- ☐ ☐ ☐ 26. The governance policies mandate board members to promote cultural diversity and competence in their public relations and advocacy activities.
- ☐ ☐ ☐ 27. The governance policies establish review processes to deal with culturally biased incidents, complaints and conflicts.
- ☐ ☐ ☐ 28. The governance policies mandate due consideration of cultural diversity and competence in recruitment and selection of a chief executive director.
- ☐ ☐ ☐ 29. The governance policies mandate cultural competence as one of the key areas for performance appraisal of the chief executive director's performance.
- ☐ ☐ ☐ 30. The governance policies identify cultural diversity and competence as one of the key areas for board development.

Recommended Resources

Cooper, M. (2006). *Pathways to Change: Facilitating the Full Participation of Diversity Groups in Canadian Society*. Calgary: Alberta Community Development, Human Rights and Citizenship and Canadian Heritage. Available at:

<http://tprc.alberta.ca/educationfund/priorities/docs/P2CBACKGROUND.pdf>

This excellent resource supports organizations to facilitate full participation of diversity groups in Canadian society through initiatives and activities related to organizational and community capacity, civic participation and full civic engagement, public education and awareness and institutional change.

Centre Point: <http://www.thecentrepoint.ca/today/index.html>

This website offers various services and resources related to governance.

Free Management Library: <http://www.managementhelp.org>

This website is an excellent gateway to many resources that address various aspects of human service management.

Institute on Governance: <http://www.iog.ca/>

This website provides information and tools related to board governance.

Lopes, T. & Thomas, B. (2006). *Dancing on Live Embers*. Toronto: Between the Lines.

This outstanding book examines how racism manifests itself in organizational life. It further highlights best practices and provides practical tools for racial equity work.

Volunteer Canada and Volunteer Calgary: <http://volunteer.ca> and <http://volunteercalgary.ab.ca>

These websites offer many useful publications related to cultural diversity and human service management.

Wild Rose Foundation: <http://www.wildrosefoundation.ca/bdp/default.aspx>

This website provides practical resources for board development.

Summary & Next Steps

1. What have we done well to promote cultural diversity and competence in governance policy development?

2. What are our next steps to promote cultural diversity and competence in governance policy development?

a. Short term?

b. Medium term (3 to 5 years)?

c. Long term?

3. What resources and other support do we need for our next steps?

4. Who will lead our next steps?

5. Timelines for reporting

TOOL 4: MANAGEMENT AND ADMINISTRATION TEAM

Objectives

- ✓ To assess representation and qualification of members of the management and administration team.
- ✓ To integrate cultural diversity and competence into recruitment and hiring of management and administration team members.
- ✓ To integrate cultural diversity and competence into the responsibilities and accountability criteria for management and administration team members.

Y=Yes N=No IP=In Progress

Recruitment and Hiring

Y N IP

1. The organization explicitly articulates knowledge and skills related to cultural diversity and competence as one of the core requirements for management and administration positions.
2. The organization uses diverse social and cultural networks to seek its management and administration staff.
3. The management and administration team reflects cultural diversity in the community.

Responsibilities

Y N IP

4. Job descriptions for managers and administrators include explicit requirements to promote cultural diversity and competence in the organization.
5. Managers and administrators address cultural diversity and competence in their departmental business or work plans.

Accountability

Y N IP

6. Managers and administrators report regularly to the executive director on progress related to cultural competence in their departments or programs.
7. Managers and administrators receive annual performance appraisals for their leadership in promoting cultural diversity and competence in their departments or programs.

Summary & Next Steps

1. What have we done well to promote cultural diversity and competence in the management and administration team?

2. What are our next steps to promote cultural diversity and competence in the management and administration team?

a. Short term?

b. Medium term (3 to 5 years)?

c. Long term?

3. What resources and other support do we need for our next steps?

4. Who will lead our next steps?

5. Timelines for reporting

TOOL 5: ADMINISTRATIVE REGULATIONS AND PROCEDURES

Objectives

- ✓ To address cultural diversity and competence in the development of administrative regulations and procedures.
- ✓ To integrate cultural diversity and competence into all administrative regulations and procedures.

Y=Yes N=No IP=In Progress

Process of Administrative Regulations and Procedures Development

Preparation

Y N IP

- 1. The organization consults with and seeks involvement of knowledgeable members of diverse cultural communities in the development of administrative regulations and procedures.
- 2. The organization reviews government statutes, socio-demographic trends, and other research reports related to cultural diversity and competence.

Development of Administrative Regulations and Procedures

Y N IP

- 3. The organization, in consultation with knowledgeable members of cultural communities, develops regulations and procedures that deal with cultural diversity and competence.
- 4. The organization, in consultation with knowledgeable members of cultural communities, integrates cultural diversity and competence into all administrative regulations and procedures.

Review and Revision of Existing Administrative Regulations and Procedures**Y N IP**

- 5. The organization, in consultation with knowledgeable staff and culturally diverse members, reviews and removes biases in the existing regulations and procedures.
- 6. The organization, in consultation with knowledgeable staff and culturally diverse members, reviews and revises existing regulations and procedures to ensure that they address cultural diversity and competence.

Communication & Implementation of Administrative Regulations and Procedures**Y N IP**

- 7. The organization establishes mechanisms to communicate administrative regulations and procedures to all board members, staff, volunteers, clients and the community at large.
- 8. The organization has systems in place to support all personnel to implement relevant administrative regulations and procedures to address cultural diversity and competence.
- 9. The organization ensures adequate human and financial resources are allocated for implementation of administrative regulations and procedures.

Evaluation of Administrative Regulations and Procedures**Y N IP**

- 10. The organization, in consultation with knowledgeable staff and culturally diverse members, evaluates effectiveness of administrative regulations and procedures with respect to their implementation and outcomes.
- 11. The organization ensures formal procedures are in place for progress reports on implementation of administrative regulations and procedures.

Key Areas of Administrative Regulations and Procedures

Y N IP

- 12. Administrative regulations and procedures include clear statements that support cultural diversity and competence.
- 13. Administrative regulations and procedures address cultural diversity and competence in recruitment and selection of employees.
- 14. Administrative regulations and procedures mandate cultural competence as a qualification requirement for all positions in the organization.
- 15. Administrative regulations and procedures outline accountability measures to monitor and appraise performance of all staff in the area of cultural competence.
- 16. Administrative regulations and procedures address cultural diversity and competence in development of programs and services.
- 17. Administrative regulations and procedures address cultural diversity and competence in selection of methods of services and standards of services.
- 18. Administrative regulations and procedures mandate cultural competence as a key area for professional development and training for all staff.
- 19. Administrative regulations and procedures establish processes for dealing with culturally biased incidents, complaints and resolution of intercultural conflicts.
- 20. Administrative regulations and procedures address cultural diversity and competence in financial management and resource allocation.
- 21. Administrative regulations and procedures address cultural diversity and competence in fund development
- 22. Administrative regulations and procedures address cultural diversity and competence in community relations and partnerships.
- 23. Administrative regulations and procedures address cultural diversity and competence in communication.

Summary & Next Steps

1. What have we done well to promote cultural diversity and competence in our administrative regulations and procedures?

2. What are our next steps to promote cultural diversity and competence in our administrative regulations and procedures?

a. Short term?

b. Medium term (3 to 5 years)?

c. Long term?

3. What resources and other support do we need for our next steps?

4. Who will lead our next steps?

5. Timelines for reporting

TOOL 6: BUSINESS PLAN DEVELOPMENT

Objectives

- ✓ To lay appropriate emphases on cultural diversity and competence in the business planning process.
- ✓ To integrate cultural diversity and competence in all aspects of a business plan.

Y=Yes N=No IP=In Progress

Planning Process

Y N IP

- | Y | N | IP | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. The organization consults and involves culturally diverse staff and community members in the business planning process. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. The organization considers cultural diversity and competence in its analyses of external factors (such as cause and effect analysis, stakeholder analysis, gap analysis, PEST (Political, Environmental, Social and Technological) analysis, etc.). |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. The organization considers cultural diversity and competence in its analyses of internal capacity (such as organizational audit, identification of core competencies, SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis, etc.). |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. The organization considers cultural diversity and competence in its development of business strategies. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. The organization considers cultural diversity and competence in evaluating options and making decisions for its business plan. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. The organization considers cultural diversity and competence in the implementation of its business plan. |

Business Plan**Y N IP**

- 7. The business plan recognizes and highlights issues related to cultural diversity and competence.
- 8. The business plan addresses cultural diversity and competence in identifying market or service opportunities.
- 9. The business plan addresses cultural diversity and competence in selecting business or service models.
- 10. The business plan addresses cultural diversity and competence in outlining business operations.
- 11. The business plan addresses cultural diversity and competence in evaluation mechanisms of business plan.
- 12. The business plan addresses cultural diversity and competence in financial planning.

Summary & Next Steps

1. What have we done well to promote cultural diversity and competence in business plan development?

2. What are our next steps to promote cultural diversity and competence in business plan development?

a. Short term?

b. Medium term (3 to 5 years)?

c. Long term?

3. What resources and other support do we need for our next steps?

4. Who will lead our next steps?

5. Timelines for reporting

TOOL 7: HUMAN RESOURCES MANAGEMENT

Objectives

- ✓ To ensure a culturally diverse and competent workforce.
- ✓ To integrate cultural diversity and competence into all aspects of human resources management, including: recruitment and selection of personnel, personnel retention, professional development and training, employee responsibilities, supervision and performance appraisal, volunteer management and complaints process and procedures.

Y=Yes N=No IP=In Progress

Recruitment and Selection of Personnel

Y N IP

- 1. Personnel practices comply with the Canadian and provincial human rights legislations.
- 2. Employees at all levels reflect cultural diversity in the community.
- 3. Employment opportunities are advertised in diverse social and cultural networks.
- 4. The organization requires knowledge and skills related to cultural diversity and competence in its hiring of all employees.
- 5. The organization has clear processes and procedures for fair appraisal of international credentials and qualifications.
- 6. The organization, in consultation with culturally diverse communities, identifies and removes cultural biases in its hiring and screening procedures.

Personnel Retention

Y N IP

- 7. The organization affirms cultural diversity and competence as integral to its organizational mission, vision and values.
- 8. The organization acknowledges the right of individual employees to their cultural customs, beliefs and practices and encourages employees to practice their customs.
- 9. The organization develops and communicates clear statements against culturally biased language, behaviours and practices.

- 10. The organization supports and recognizes employees who have demonstrated outstanding levels of cultural competence in their practices.
- 11. The organization has clear strategies to support all employees to develop and advance career plans in the organization.

Professional Development & Training

Y N IP

- 12. The organization recognizes cultural competence as one of the key areas of continuing professional development for personnel at all levels and volunteers.
- 13. The organization recognizes cultural competence as an eligible area for educational assistance.
- 14. The organization, in collaboration with culturally diverse communities and organizations, provides sustainable, comprehensive cultural competence training to personnel at all levels and volunteers.

Employee Responsibilities, Supervision and Performance Appraisal

Y N IP

- 15. The organization explicitly outlines knowledge and skills related to cultural diversity and competence as a requirement in job descriptions for all employees.
- 16. The organization identifies cultural competence as one of the key areas of focus in performance appraisal of all employees.
- 17. The organization establishes instruments and measures to appraise employees for cultural competence.

Volunteer Management

Y N IP

- 18. The organization has a proactive and purposeful program to recruit volunteers from culturally diverse communities.
- 19. The organization provides orientation and ongoing training opportunities for all volunteers to develop cultural competence.
- 20. The organization considers cultural diversity in designing volunteering opportunities.
- 21. The organization has mechanisms in place to appraise volunteers' performance in the areas of cultural diversity and competence

Complaints Processes & Conflict Resolution

Y N IP

- 22. The organization has clear processes and procedures to deal with culturally biased incidents, complaints and intercultural conflicts.
- 23. The organization has support in place for those who have been subjected to culturally biased behaviour.

Summary & Next Steps

1. What have we done well to promote cultural diversity and competence in human resources management?

2. What are our next steps to promote cultural diversity and competence in human resources management?

a. Short term?

b. Medium term (3 to 5 years)?

c. Long term?

3. What resources and other support do we need for our next steps?

4. Who will lead our next steps?

5. Timelines for reporting

TOOL 8: FINANCIAL DEVELOPMENT AND MANAGEMENT

Objective

- ✓ To integrate cultural diversity into organizational functions in the areas of fund development and financial management and allocation.

Y=Yes N=No IP=In Progress

Fund Development

Y N IP

- 1. The organization addresses cultural diversity and cultural competence in its fund development plan.
- 2. The organization adopts guidelines for ethical fund development.
- 3. The organization develops and implements a coherent fund development plan that seeks funding support from diverse communities and sources.
- 4. The organization seeks donations from culturally diverse individuals, businesses, religious groups and other cultural organizations.
- 5. The organization solicits funding from foundations, government programs and charitable individuals and organizations that provide funding for cultural diversity and competence initiatives.
- 6. The organization addresses cultural diversity and competence in funding applications and proposed budgets.
- 7. The organization involves culturally diverse communities in its fund-raising efforts.

Financial Management and Allocation

Y N IP

- 8. The organization considers cultural diversity and competence in development of operating budgets.
- 9. The organization allocates adequate resources to address cultural diversity and competence in development and delivery of programs and services (i.e. community outreach, translation, interpretation, etc.).

Summary & Next Steps

1. What have we done well to promote cultural diversity and competence in financial development and management?

2. What are our next steps to promote cultural diversity and competence in financial development and management?

- a. Short term?

- b. Medium term (3 to 5 years)?

- c. Long term?

3. What resources and other support do we need for our next steps?

4. Who will lead our next steps?

5. Timelines for reporting

TOOL 9: RESEARCH, INFORMATION MANAGEMENT AND COMMUNICATION

Objective

- ✓ To promote cultural diversity and competence in research, information management and communication.

Y=Yes N=No IP=In Progress

Research and Information Management

Y N IP

- 1. The organization routinely researches and updates socio-demographic trends and issues facing diverse populations in the community.
- 2. The organization has an information management system to track cultural diversity of employees and volunteers at all levels.
- 3. The organization researches and documents effective practices that address cultural diversity and competence.
- 4. The organization uses current research and information to guide their decisions in development of new services or improvement of existing services.

Communication

Y N IP

- 5. The organization, in consultation with culturally diverse communities and knowledgeable staff, regularly reviews and removes cultural biases in existing communication materials.
- 6. The organization considers cultural diversity and cultural nuances in all forms of communication, materials and publications.
- 7. The organization promotes use of multi-languages in its communication.
- 8. The organization develops responsive structures to communicate and promote cultural diversity and competence at all levels in the organization and in the community.

Summary & Next Steps

1. What have we done well to promote cultural diversity and competence in research, information management and communication?

2. What are our next steps to promote cultural diversity and competence in research, information management and communication?

- a. Short term?

- b. Medium term (3 to 5 years)?

- c. Long term?

3. What resources and other support do we need for our next steps?

4. Who will lead our next steps?

5. Timelines for reporting

TOOL 10: COMMUNITY OUTREACH, PARTNERSHIP AND ADVOCACY

Objectives

- ✓ To facilitate effective community outreach, advocacy and partnerships with culturally diverse communities.
- ✓ To achieve cultural diversity and competence in community outreach, advocacy and community partnership building.

Y=Yes N=No IP=In Progress

Community Outreach & Communication

Y N IP

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. The organization has a plan in place to develop and nurture relationships with culturally diverse communities. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. The organization involves culturally diverse staff, volunteers and community members in developing outreach strategies. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. The organization identifies communication networks (such as use of ethnic newspapers, and TV and radio programs) that will reach members of diverse cultural groups. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. The organization promotes cultural diversity and is sensitive to cultural nuances in developing its messages for communication. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. The organization allocates adequate human and financial resources for outreach activities. |

Community Partnerships

Y N IP

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. The organization develops meaningful partnerships between the organization and ethnocultural and immigrant serving organizations. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7. The organization encourages employees to use, as appropriate, the expertise of community leaders, natural healers, elders and other cultural brokers in service delivery. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8. The organization encourages employees to participate in community networks that advance cultural competence in the organization and in the community. |

Involvement of Culturally Diverse Community Members

- ☐ ☐ ☐ 9. The organization has ongoing consultations with culturally diverse communities that help guide its policy development, management and administration practices, and service delivery.
- ☐ ☐ ☐ 10. The organization has a comprehensive strategy to seek and facilitate participation of culturally diverse communities in the different organizational levels (governance, administration and management, and service delivery).
- ☐ ☐ ☐ 11. The organization has support in place for culturally diverse members to facilitate their equitable, effective participation in the different organizational levels (governance, administration and management, and service delivery).

Advocacy

Y N IP

- ☐ ☐ ☐ 12. The organization is committed to work with community groups to advocate for fair treatment, equity, equality and access to participation of all Canadians.
- ☐ ☐ ☐ 13. The organization is involved in efforts to advocate for programs, regulations and services that directly and indirectly impact culturally diverse members in the community.

Summary & Next Steps

1. What have we done well to promote cultural diversity and competence in community outreach and partnership?

2. What are our next steps to promote cultural diversity and competence in community outreach and partnership?

a. Short term?

b. Medium term (3 to 5 years)?

c. Long term?

3. What resources and other support do we need for our next steps?

4. Who will lead our next steps?

5. Timelines for reporting

TOOL 11: SERVICE DEVELOPMENT AND STANDARDS

Objectives

- ✓ To recognize and promote cultural competence as a core service standard.
- ✓ To integrate cultural diversity and competence into all aspects of service development (preparation, assessment, goals and objectives, program activities, resource allocation, evaluation strategy).

Y=Yes N=No IP=In Progress

Service Standards

Y N IP

- 1. The organization promotes cultural competence as a service standard.
- 2. The organization considers cultural diversity and competence in its selection of methods of service.
- 3. The organization, in collaboration with culturally diverse members and knowledgeable staff, critically evaluates, identifies and removes cultural biases and barriers in its methods of service.

Service Development

Preparation

Y N IP

- 4. The organization collects, maintains and analyzes culturally specific data, such as socio-demographic information, needs and strengths.
- 5. The organization is knowledgeable about services offered to culturally diverse populations in the community.
- 6. The organization reviews research related to personal and systemic issues facing people of various cultural groups, as well as best practices to deal with those issues.
- 7. The organization involves culturally diverse members in development of new programs or services.

Assessment**Y N IP**

- 8. The organization consults with culturally diverse communities to identify service needs and considerations for cultural competence in service provision.
- 9. The organization identifies cultural needs in new programs and projects and develops specific strategies to address those needs.
- 10. The organization identifies barriers that may prevent culturally diverse groups from accessing services.
- 11. The organization addresses cultural diversity and competence in its rationale for development of programs and services.

Goals and Objectives**Y N IP**

- 12. Proposed goals and objectives of programs and services clearly address cultural diversity and competence.
- 13. Proposed goals and objectives of programs and services explicitly recognize culturally diverse populations as service users.
- 14. Proposed goals and objectives of programs and services demonstrate thoughtful integration of cultural diversity and competence into all aspects of programs and services.

Program Activities**Y N IP**

- 15. Proposed programs and services address cultural diversity and competence in program activities.
- 16. Proposed programs and services pay due consideration to cultural diversity and competence in methods of service delivery.
- 17. Proposed programs and services demonstrate collaborative connections with other programs and services in the organization, as well as those in ethnocultural communities.

Resource Allocation

Y N IP

- 18. The organization identifies existing formal and informal resources or support services in culturally diverse communities that will help facilitate cultural competence in service delivery.
- 19. The organization allocates adequate resources to address cultural diversity and competence in programs and services.

Evaluation Strategy

Y N IP

- 20. The organization consults with culturally diverse members to identify desired outcomes, indicators of success and impacts.
- 21. The organization ensures that evaluation plans for services address cultural diversity and competence.
- 22. The organization has clear processes to evaluate short and long term impact of services on culturally diverse communities.

Recommended Websites & Resources

Charity Village: <http://www.charityvillage.com> This website offers a wide range of support and resources for organizational management and administration.

Conference Board of Canada: www.conferenceboard.ca This website offers many thoughtful and practical documents related to cultural diversity and organizational management.

Free Management Library: <http://www.managementhelp.org> This website is an excellent gateway to many resources that address various aspects of human service management.

Volunteer Canada and Volunteer Calgary: www.volunteer.ca and www.volunteercalgary.ab.ca This website offers many useful publications related to cultural diversity and human service management.

A Toolkit for Developing Social Purpose Business Plan: <http://nvn-toolkit.seedco.org/> This toolkit provides step by step guide for development of human service business plan.

Summary & Next Steps

1. What have we done well to promote cultural diversity and competence in service development and standards?

2. What are our next steps to promote cultural diversity and competence in service development and standards?

a. Short term?

b. Medium term (3 to 5 years)?

c. Long term?

3. What resources and other support do we need for our next steps?

4. Who will lead our next steps?

5. Timelines for reporting

TOOL 12: DELIVERY OF SERVICES

Objective

- ✓ To integrate cultural diversity and competence into all aspects of service delivery, including preparation and outreach, assessment, planning, promotion of services, service provision and evaluation.

Y=Yes N=No IP=In Progress

Service Delivery

Preparation & Outreach

Y N IP

- 1. Staff members are familiar with socio-demographic trends, as well as individual, family and structural issues facing members of cultural groups.
- 2. Staff members consult with members of cultural groups about emerging needs and issues, and culturally responsive strategies to address those issues.
- 3. Staff members establish connections with ethnocultural groups, and have access to support resources in various cultural communities.
- 4. Staff members allocate equitable time and effort to building relationships with various cultural communities, especially emerging and hard to reach communities.

Assessment

Y N IP

- 5. Staff members possess cross-cultural knowledge and skills to conduct assessment of assets and needs.
- 6. Staff members use assessment instruments and tools that are culturally responsive.
- 7. Staff members consider cultural identity, customs, communication patterns, norms and structures in their assessment.
- 8. Staff members consider dynamics and impact of inter-group relations on emerging issues.
- 9. Staff members invite members of culturally diverse communities to have input and provide feedback on their assessment.

Planning**Y N IP**

- 10. Staff members involve culturally diverse service users in development of culturally responsive services.
- 11. Staff members address cultural diversity and competence in development of service provision plans.
- 12. Staff members work with service users to set culturally responsive goals, objectives and activities.
- 13. Staff members critically examine and identify potential cultural biases in their plans for service provision.

Promotion of Services**Y N IP**

- 14. Staff members involve culturally diverse staff, volunteer and community members in developing communication strategies to promote services in culturally diverse communities.
- 15. Staff members ensure availability of interpretation and translation services.
- 16. Staff members consider cultural diversity and competence in all forms of communication, materials and publications.
- 17. Staff members identify and use communication networks that will reach members of diverse cultural groups.

Service Provision**Y N IP**

- 18. Staff members use methods and strategies of intervention that are culturally appropriate and responsive.
- 19. Staff members consider cultural diversity and competence in all aspects of their service provision.
- 20. Staff members tap into cultural resources and support networks in their service provision.
- 21. Staff members consider impacts of acculturation, assimilation and historical perspectives on culturally diverse members in all service provision activities.
- 22. Staff members ensure availability of practical support, such as interpretation and translation.

Evaluation

Y N IP

- 23. Staff members consult with culturally diverse members and other cultural informants to identify desired outcomes, indicators of success and impacts of service provision.
- 24. Staff members integrate cultural diversity and competence in evaluation of service provision.
- 25. Staff members have clear processes to evaluate short and long term impacts of service provision on culturally diverse communities.

Summary & Next Steps

1. What have we done well to promote cultural diversity and competence in service development and standards?

2. What are our next steps to promote cultural diversity and competence in service development and standards?

a. Short term?

b. Medium term (3 to 5 years)?

c. Long term?

3. What resources and other support do we need for our next steps?

4. Who will lead our next steps?

5. Timelines for reporting

TOOL 13: SUMMARY & NEXT STEPS

Objectives

- ✓ To highlight and synthesize progress and emerging learning at all organizational levels, and through successive organizational cycles of change.
- ✓ To plan for the next steps.

Governance

1. What progress have we made and what challenges have we encountered in working toward cultural competence?

	<i>Progress</i>	<i>Challenges</i>
a. Board membership (qualifications; recruitment and screening of new board members; board orientation and development; board responsibilities and accountability)		
b. Board process and functions (styles of governance; development of organization's vision, mission and values; organizational planning; resource management; selection of chief executive director; community relations)		
c. Governance policy development (policy development process; key policy areas)		

2. Taking into consideration our critical learning about progress and challenges, what are our next steps in order to move our organization toward cultural competence?

	<i>Activities</i>	<i>Resources Needed</i>	<i>Leading Person(s)</i>	<i>Reporting Timeline</i>
Short-term (1-2 years)				
Medium-term (3-5 years)				
Long-term (over 5 years)				

Management and Administration

3. What progress have we made and what challenges have we encountered in working toward cultural competence?

	<i>Progress</i>	<i>Challenges</i>
a. Management and administration (recruitment and hiring; responsibilities; accountability)		
b. Administrative regulations and procedures (process of developing administrative regulations and procedures; key areas of administrative regulations and procedures)		
c. Business plan development (planning process; business plan)		

	<i>Progress</i>	<i>Challenges</i>
d. Human resources management (recruitment and selection of personnel; personnel retention; professional development and training; employee responsibilities, supervision and performance appraisal; volunteer management; complaints process and conflict resolution)		
e. Financial development and management (fund development; financial management and allocation)		
f. Research, information management and communication (research and information management; communication)		
g. Community outreach, partnership and advocacy (community outreach and communication; community partnerships; Involvement of culturally diverse members; advocacy)		

4. Taking into consideration our critical learning about progress and challenges, what are our next steps in order to move our organization toward cultural competence?

	<i>Activities</i>	<i>Resources Needed</i>	<i>Leading Person(s)</i>	<i>Reporting Timeline</i>
Short-term (1-2 years)				
Medium-term (3-5 years)				
Long-term (over 5 years)				

Service Delivery

5. What progress have we made and what challenges have we encountered in working toward cultural competence?

	<i>Progress</i>	<i>Challenges</i>
a. Service development and standards (service standards; service development)		
b. Delivery of services (preparation and outreach; assessment; planning; promotion of services; service provision; evaluation)		

6. Taking into consideration our critical learning about progress and challenges, what are our next steps in order to move our organization toward cultural competence?

	<i>Activities</i>	<i>Resources Needed</i>	<i>Leading Person(s)</i>	<i>Reporting Timeline</i>
Short-term (1-2 years)				
Medium-term (3-5 years)				
Long-term (over 5 years)				

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PART IV:

CULTURAL COMPETENCE-BASED FUNDING ASSESSMENT

Tool 14: Funding Priorities, Eligibility and Application Process

Tool 15: Assessment of Grant Seeking Organization

Tool 16: Assessment of Funding Application



In recent years, community foundations and funding organizations have recognized changing communities across Canada, and the need to address social justice issues, such as social inclusion, equity and equality in the human service sector.

Community Foundation of Canada, for example, has promoted the notion of social justice philanthropy (see Maxwell, 2006a, 2006b; Johnson & Martin, 2006).

Funding partners, indeed, can take on leadership roles to champion and support groups to achieve cultural diversity and competence. As individual organizations, they can embark upon sustainable organizational change processes to integrate cultural diversity and competence into all aspects of organizational structures and functions. Please refer to Part II and III for details about organizational change process and tools for organizational change. As granting partners, funding organizations can incorporate cultural diversity and competence into their setting of funding priorities, assessment of grant seeking organizations and appraisal of funding applications. This section offers funding partners some practical tools to address cultural diversity and competence in the development of funding priorities, criteria for eligibility and the funding application process. It also serves to guide and support service organizations to meaningfully address cultural diversity and competence in their work.



TOOL 14: FUNDING PRIORITIES, ELIGIBILITY AND APPLICATION PROCESS

Objective

- ✓ To address cultural diversity and competence in the development of funding priorities and eligibility criteria.

Setting Strategic Priorities

Process

Y N IP

- 1. The funding organization has conducted environmental scan, as well as reviewed relevant socio-demographic statistics and trends, legislation, and research related to cultural diversity.
- 2. The funding organization has consulted with informed members from culturally diverse communities about funding priorities.

Strategic Priorities

Y N IP

- 3. The strategic priorities articulate support for organizations and groups to address emerging issues related to cultural diversity in the community.
- 4. The strategic priorities articulate support for organizations and groups to develop and/or enhance organizational capacity to address cultural diversity and competence.
- 5. The strategic priorities articulate support for programs and services that promote cultural diversity and competence in service approach.

Eligibility Requirements

Y N IP

- 6. The eligibility criteria require organizations to demonstrate cultural diversity and competence in all organizational levels (governance, management and practice).
- 7. The eligibility criteria require organizations to explicitly address cultural diversity and competence in their grant applications.
- 8. The eligibility criteria requires organizations to demonstrate meaningful involvement of culturally diverse members in their proposed initiatives.

Grant Application Process

Y N IP

- 9. Grant program officers advise organizations to address cultural diversity and competence requirements in their first contact.
- 10. Organizations are asked to address cultural diversity and competence in their letters of intent.
- 11. Organizations are asked to address cultural diversity and competence in their funding proposals.
- 12. Grant program officers and members of grant advisory committees ask explicit questions about how organizations are planning to deal with cultural diversity and competence.
- 13. Grant program officers and members of grant advisory committees assess the extent to which organizations are well-positioned to address cultural diversity and competence in their proposals.

TOOL 15: ASSESSMENT OF GRANT SEEKING ORGANIZATION

Objectives

- ✓ To ensure that grant seeking organizations integrate cultural diversity and competence into all aspects of organizational structures and functions.
- ✓ To establish cultural diversity and competence as a core criteria for funding eligibility.

Governance

Y N IP

- 1. Does the board of directors of the grant seeking organization reflect cultural diversity and relevant social, political and economic sectors of culturally diverse communities?
- 2. Does the board of directors of the grant seeking organization demonstrate leadership in promoting cultural diversity and competence?
- 3. Does the organization have governance policies that address cultural diversity and competence?

Management

Y N IP

- 4. Does the management team of the grant seeking organization reflect cultural diversity in the community?
- 5. Does the management team demonstrate knowledge and skills with respect to cultural competence?
- 6. Does the management team of the grant seeking organization demonstrate leadership in promoting cultural diversity and competence?
- 7. Does the grant seeking organization address cultural diversity and competence in key organizational areas, including: administrative regulations and procedures, human resources management, financial development and management, service standards and development, business plan, information management, community partnerships and service delivery?

Service Provision

Y N IP

- 8. Does the service delivery team of the grant seeking organization reflect cultural diversity in the community?
- 9. Do the service delivery staff of the grant seeking organization demonstrate knowledge and skills related to cultural diversity and competence?
- 10. Do existing services and programs in the grant seeking organization address cultural diversity and competence?

Involvement of Culturally Diverse Communities

Y N IP

- 11. Does the grant seeking organization involve culturally diverse members in all organizational levels, including governance, management and service provision?
- 12. Does the grant seeking organization collaborate with organizations and groups to provide services to culturally diverse communities?
- 13. Does the grant seeking organization have strong connections to culturally diverse communities?

TOOL 16: ASSESSMENT OF FUNDING APPLICATION

Objectives

- ✓ To ensure that grant seeking organizations integrate cultural diversity and competence into all aspects of a funding proposal.
- ✓ To establish cultural diversity and competence as core criteria for funding eligibility.

Project Rationale

Y N IP

- 1. Does the funding application discuss cultural diversity and competence in its assessment of community issues or needs?
- 2. Does the funding application demonstrate consultation with culturally diverse communities in the development of the proposed project?
- 3. Does the funding application identify opportunities to serve culturally diverse communities?

Goals and Objectives

Y N IP

- 4. Does the funding application identify culturally diverse community members as its targeted populations?
- 5. Does the funding application include cultural competence as one of the primary goals and objectives?
- 6. Does the funding application specify its objectives related to cultural diversity and competence in clear and measurable terms?

Project Activities

Y N IP

- 7. Does the funding application clearly describe how project activities will address cultural diversity and competence?
- 8. Does the funding application consider cultural diversity and competence in its selection of methods of service delivery?
- 9. Does the funding application outline outreach activities to culturally diverse communities?
- 10. Does the funding application outline collaborative activities with other organizations and community groups to address cultural diversity and competence in service delivery?

Evaluation Plan

Y N IP

- 11. Does the funding application address cultural diversity and competence in its outputs, outcomes (short, medium and long term), and impact?
- 12. Does the funding application provide concrete indicators of success with respect to cultural diversity and competence?
- 13. Does the funding application address cultural diversity and competence in its selection of evaluation methods?

Budget

Y N IP

- 14. Does the funding application allocate adequate resources (cash and in-kind) to address cultural diversity and competence in project activities?
- 15. Does the funding application identify formal and informal resources in culturally diverse communities that will be used throughout the project?

Involvement of Culturally Diverse Communities

Y N IP

- 16. Does the funding application describe how the grant seeking organization has involved culturally diverse community members in the development of the project, as well as their roles in the implementation of project activities?
- 17. Does the funding application describe how the grant seeking organizations plan to work with organizations and groups to provide services to culturally diverse communities?

GLOSSARY OF TERMS

Barriers	Environmental, structural, systemic, social and personal realities that limit or prevent people of diverse cultural backgrounds from having access to services.
Cultural Competence	Cultural competence is a transforming, comprehensive organizational approach to integrating cultural diversity into all aspects of an organization's structure and functions. It encompasses behaviours, attitudes, policies and practices that honour and effectively respond to cultural diversity.
Cultural Diversity	Differences in race, ethnicity, language, nationality or religion among various groups within a community, organization or nation (Orlandi, 1992).
Culture	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, geographic origin, group history and life experiences (Chung, 1992).
Discrimination	Unequal, differential treatment, practice or allocation of resources, whether intentional or not, that has a negative effect on individuals who are members of particular societal groups.
Equity	Principles and practices of fair and appropriate allocation of resources and opportunities for all people in Canada. Equity takes into account different needs and circumstances of individuals and groups, and provides adequate resources and opportunities for them to succeed. It further focuses on both access and outcomes (Canadian Heritage, 2008; Lopez & Thomas, 2006).
Ethnic Origin	The ethnic or cultural group(s) to which an individual's ancestors belong. An ancestor is someone from whom a person is descended, and is usually more distant than a grandparent. Ethnic origin pertains to the ancestral "roots" or background of the population, and should not be confused with citizenship or nationality (Statistics Canada, 2007b).

- Ethnicity** Ethnicity refers to the self-identification and organization of a community on the basis of shared physical or cultural characteristics. These may include a shared belief system, values, practices, religion, language, ancestry and homeland. Ethnicity is a fluid category influenced by changes in immigration flows, intermarriage, and political conditions. While culture and ethnicity overlap, ethnicity refers to a more self-conscious expression of culture which can vary according to place, class, religion and background of the individuals belonging to the particular community (Elliott & Fleras, 1996).
- Ethnocultural** An **ethnocultural community or group** is defined by the shared characteristics unique to, and recognized by, that group. This includes characteristics such as cultural traditions, ancestry, language, national identity, country of origin and/or physical traits. To the extent that religion is inextricably linked to the group's racial or cultural identity, it can also be recognized as a defining characteristic. In some cases, a group may view its common origin as pan-national, or it may be based on geographic region of origin. These characteristics are the basis on which, generally speaking, one group culturally distinguishes itself from another. Sometimes encompassed by the term **ethnocultural** are groups that identify as **ethnoracial** or **racialized**. Some use these terms instead of ethnocultural, to make it clear that groups distinguishable by a visible characteristic (often skin colour, but also other shared physical traits) are more vulnerable to discrimination and disadvantage (Canada Revenue Agency, 2005).
- Foreign-born Population** Persons who are now, or who have been, landed immigrants in Canada (Statistics Canada, 2007b). Also known as immigrant population.
- Inclusion** Active, equitable participation of all members of the community in all aspects of Canadian life, including social, economic, cultural and political arenas.

- Organizational Change** Coordinated, participatory and system-wide efforts in an organization or institution to transform attitudes, behaviours, structures, policies, functions and practices in order to reflect and respond effectively to cultural diversity. Effective organizational change seeks active involvement of members of an organization, including governance board members, senior leadership, service staff and volunteers. Also known as institutional change.
- Racism** Set of implicit or explicit beliefs, presumptions and actions based upon the belief in the inherent superiority of one racial or ethnic group over another, and evident within organizational structures or programs, as well as in individual thought and behavioural patterns (Canadian Heritage, 1993).
- Social Justice** The principle of social justice is concerned with distribution and redistribution of social and economic resources for the benefit of all people in the community. It further promotes participation of community members in decision making processes that have an impact on both availability and quality of services and resources in their communities.
- Systemic Discrimination** 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 (Canadian Heritage, 1993).
- Visible Minorities** Under the Employment Equity Act, members of visible minorities are “persons, other than Aboriginal peoples, who are non-Caucasian in race or non-white in colour”.

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In contemporary multicultural society, an organization's wellbeing and success are contingent upon its ability to work effectively with various racial, ethnic, religious and linguistic groups. This resource, *Cultural Competence: A Guide to Organizational Change*, accompanies organizations in their sustainable, transforming efforts to integrate cultural diversity into all aspects of their structure and functions.

This well-researched, theoretically and practically sound Guide features:

- A comprehensive analysis of the demographic, social, political, economic, and legislative realities that are relevant to cultural diversity in Canada;
- Conceptual discussion of culture, cultural competence process and culturally competent organizations;
- A series of practical tools to help organizations to integrate cultural diversity and competence into all aspects of their governance, management and administration, and service delivery;
- Suggested guidelines for cultural competence-based funding assessment for funding organizations; and
- An accompanying CD that offers the content of this Guide in Microsoft Word and PDF formats, as well as detailed information and data related to cultural diversity in various social, political and economic arenas.

The Multiculturalism Program promotes an awareness of and aims to address barriers related to ethnicity, race, culture and religion that prevent the participation of all Canadians in Canadian society. The Program also strengthens partnerships with other levels of government, institutions, individuals and community groups in order to respond to Canada's changing diversity. For more information, visit www.cic.gc.ca/multi/index-eng.asp

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