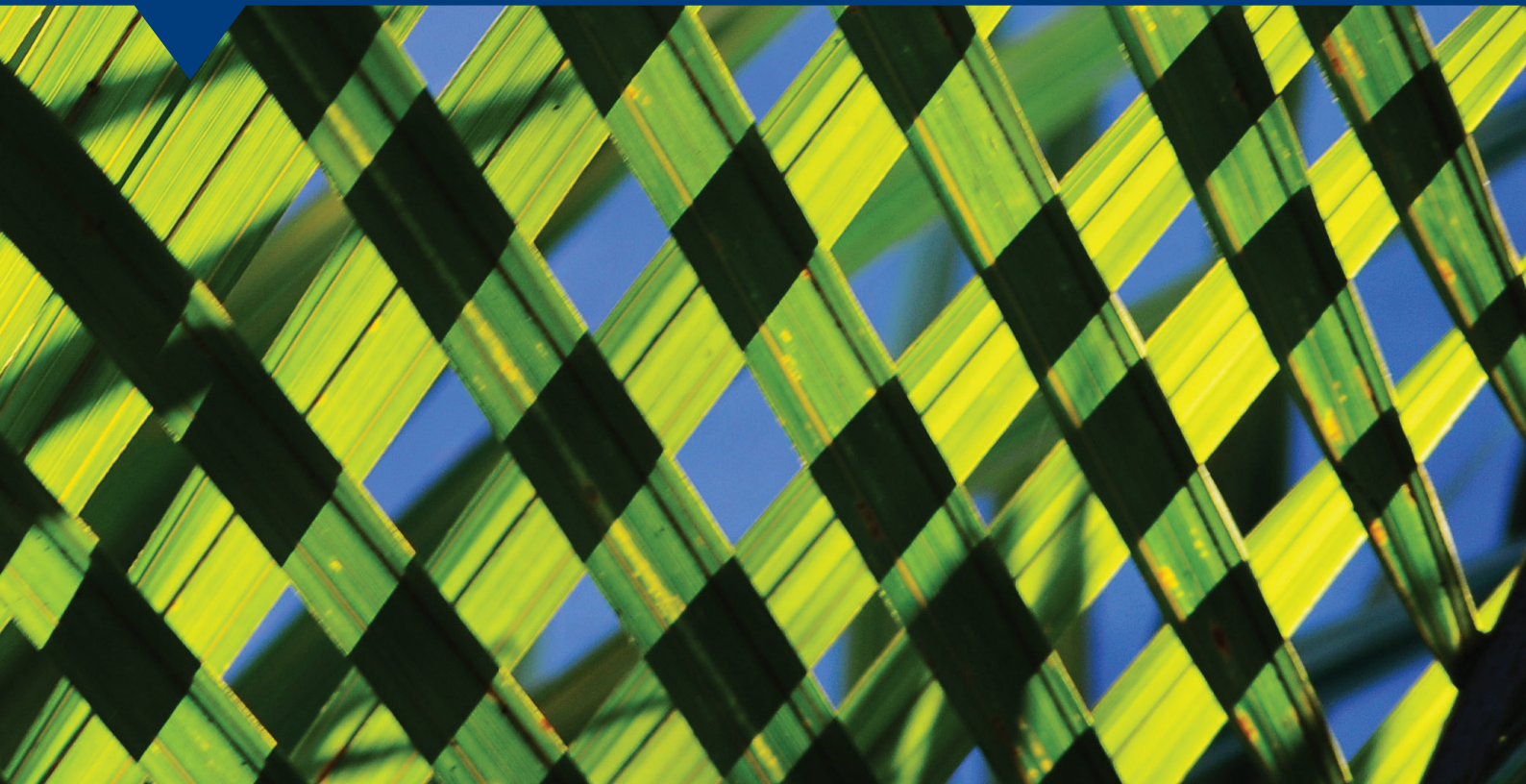


# Strategies for Developing Organisational Cultural Competency in Five Pilot Organisations

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## Introduction

As part of the Counties Manukau AOD Provider Collaborative, four organisations took part in the development of our Organisational Cultural Competency Tool, two NGOs, a Private Training Provider, and a cultural Regional Service Provider. Part of the development was to pilot the assessment tool with these selected organisations, to gain their feedback, as well as to provide them with their own data about their organisational cultural competencies in the measured areas.

As a second phase a larger NGO took part in the project, their staff participated by responding to an on-line version of the assessment tool.

The following report shows the key results of the combined data collected from the five organisations to allow the identification of common strength and areas for development. Two workshops were conducted with the five participating organisations to discuss their ideas and strategies to address relevant developmental needs in their organisations and how to share their learnings and resources in relation to the findings. All organisations have given permission for this report to be made publically available.

## Definition of Organisational Cultural Competency

The agreed definition of organisational cultural competency was the following.

Behaviours, attitudes, practices, policies and structures, which enable systematic, sustainable and effective service delivery in culturally diverse situations.

Recognising, acknowledging, respecting and valuing potential multiple memberships in various cultural and sub-cultural groups, which also influence access, utilisation and quality of services, for our people, organisations and their stakeholders.

## Important to note:

We utilised terms, such as our people, Tangata Whaiora, service users, consumers, clients interchangeably in this report, referring to those utilising AOD services.

Culture is defined in a comprehensive and holistic way in our measurement tool, thus include a variety of individuals and groups, such as Māori, Pasifika, ethnic origin and migrant experiences, languages, occupations, socio-economic status, group affiliations, youth, aging, generational differences, rainbow (LGBTI or lesbian, gay, bisexual, transgender, takatāpui and intersex), religious or spiritual beliefs, world views, life experiences, various abilities and conditions etc.

## Summary of the Combined Results

### Responding Individuals

One hundred and two responses were received from the five organisations. More than half of the respondents were female (66%) with a couple of transgender staff. Half of the respondents were between 45 and 64 years old (49%) and 40% were between 26 and 44 years of age. Only nine persons were under 25, and 3 over 65 years. Almost all identified as heterosexual (95%), three as gay and two as bi-sexual. About half were NZ European Pakeha (49%), followed by Pasifika (16%), Maori (9%) and Asian (6%). The majority worked in service delivery (78%), equal proportions in admin and management (20%) and 6% in governance.

## Strengths

### Tikanga Competencies

Participating organisations consistently acknowledge the place of tangata whenua and the relevance of te Tiriti o Waitangi / the Treaty of Waitangi in Aotearoa /New Zealand.

### Organisational Characteristics

Organisations' Mission / Vision are inclusive of all persons to receive appropriate services. Service delivery staff reflect the diverse characteristics of service users, they feel understood and respected in their workplace; their culture, beliefs and values are recognised and accepted.

These organisations understand and respond to the reality and experiences of consumers, such as their social, cultural, spiritual and economic backgrounds. Respondents were also feeling positive about their work environment, which reflects the characteristics of service users (i.e. meeting / working spaces, food, art, celebrations and activities), and their strategic plans relate to the development of cultural competencies and removing barriers or reducing disparity. Organisational leadership and partnerships with key stakeholders are also seen as strengths.

### Policies & Procedures

There are effective processes in place to address feedback / complaints about barriers to opportunities, inequalities and inappropriate language or behaviour. Responding organisations have policies and practices to actively recruit and select employees from diverse populations who also have experience working with populations reflecting diverse backgrounds.

Organisations accommodate space and time for religious and cultural observances that are not part of the standard work calendar, systematically and regularly evaluate policies, processes and functions, and their service delivery models are matched with their clients' individual and specific cultural and diverse needs.

There are valuable upskilling and training initiatives and assessment of cultural competency knowledge and behaviour of staff, and organisations have incorporated cultural / diversity issues into their Quality Improvement efforts.

Most survey tangata whaiora regularly about their experiences of service delivery, in light of their specific needs and expectations.

### Service Delivery

Staff understand and respect non-traditional family structures, e.g. blended families, divorced or same gender parents, grandparents or other family members as caregivers etc., and do not impose their own beliefs and values on our consumers, for example beliefs about gender identity and roles, religious or spiritual beliefs etc.

Staff are comfortable and competent discussing issues, barriers and opportunities in relation to various cultural and sub-cultural groups, and individuals and aware that the roles of family members may differ within or across culture or families, and explicitly provide appropriate opportunities for the inclusion of extended families.

Staff also understand and respect the impact of culture on life activities, including education, family roles, religious/faith-based activities, gender roles, alternative medicine, customs, alternative beliefs and practices, employment, perception of time, views of wellness and disabilities, value of Western medicine and treatment etc., as well as understand and respect that service users' cultural norms may influence communication, including eye contact, interpersonal space, use of gestures, comfort

with silence, turn-taking, topics of conversation, asking and responding to questions, greetings, interruptions, use of humour, decision-making roles etc.

## Areas for Development

### Tikanga Competencies

Organisations need to regularly upskill all employees (management and staff) of the implications of te Tiriti o Waitangi / the Treaty of Waitangi to their services and Tikanga (general behaviour guidelines for daily life and interaction in Māori culture).

### Organisational Characteristics

Boards, management and administration need to reflect the diverse characteristics of clients more, and staff need more knowledge and understanding of their Boards and strategic plans.

### Policies & Procedures

Real attention is required to identify languages spoken in organisations' communities, and communications and written materials to be available in languages other than English. More effective monitoring is necessary of outcomes and effectiveness of services in relation to cultural / diversity groups, and focusing on retention strategies to retain relevant diverse workforce.

A high number of staff have no or little knowledge or understanding of policies and procedures thus organisations need to focus on these more.

### Service Delivery

Staff need to acknowledge more that some individuals may have different reading levels in English and/or their native language(s), therefore need to provide information to take home in their preferred language(s), and allowing alternatives to written and /or electronic communication, which may be preferred, such as communicating verbally, modelling recommendations, and using pictures, video / audio clips.

The need for improving knowledge of interpretation resources and seeking assistance from trained interpreters, bilingual co-workers and/or related professionals were also highlighted.

## Strategies to address areas for development

NGOs have limited resources therefore working together, including pooling and sharing training and development opportunities were a way forward. Forming real collaborative partnerships, including with DHBs and mental health providers to learn from each other, share knowledge and information, sustain initiatives, work collectively and narrow the gaps between understanding and practices.

### Tikanga Competencies

- Consistently and regularly train managers and staff of the implications of te Tiriti o Waitangi / the Treaty of Waitangi to their services and Tikanga (general behaviour guidelines for daily life and interaction in Māori culture).
- Examples were internal (organisational) trainer, Matua Raki (free) training, which was seen to have a somewhat complicated framework.
- Needs: support around the varied protocols for special events, such as Powhiri etc.

## Organisational Characteristics

- Influence, when possible, Board selection processes to reflect the diversity of service users in governance.
- Board members to be present at celebrations, graduations get them involved at relevant events, including time to meet and greet Board members.
- Name Board members on internet and intranet.
- Board members to visit services, update them, especially as part of their induction then ongoing.
- Strategic plan to be accessible on intranet for staff. Managers to present it to their teams and operationalise it in team meetings.

## Policies & Procedures

- Identify languages spoken in organisations' communities and access resources in these languages.
- Example: utilise Citizens Advice Bureau for resources.
- Staff meetings to have an agenda item to cover relevant policies and procedures.
- Systematically and regularly evaluate policies, processes, functions, and training and upskilling initiatives, and assess cultural competency knowledge and behaviour of staff.
- During induction / orientation introduce code of conduct, policies and processes, get staff to sign off that they have done this. This should include ways to access policies, such as know where they are etc.
- In team meetings, have staff to read out and present various policies, relevant to their work.

## Service Delivery

- During initial assessments focus on building rapport with clients, take time to chat, have a true engagement with Tangata Whaiora.
- Utilise motivational interviewing techniques to fully understand and learn clients' abilities, including reading levels, preferred language use and types of communication (check IT access / availability).
- Provide training for staff, keep them engaged in AOD, including Peer Support staff and Supervisors so they improve their understanding of the organisation, upskill them, as part of their retention strategy.
- Understand and utilise social media and txt to connect with younger populations.



- Make more use of technology, apps; e.g. use of Tablets for Real Time Feedback (RTF) for client experience improvement, txt for appointment confirmation and reminders.
- Provide groups for clients and their families during the day or in the evenings in relevant languages with workbooks in native languages of clients. This needs to be client-driven. AOD collaborative resources being available in different languages.
- List and publicise interpreting services, as well as languages staff can speak.
- Examples: Howard League free literacy training, register with Waitemata Interpreter service (WATIS)
- Better cultural training for staff who deal with PI clients, for example: Le Va's Seitapu Pacific Mental Health and Addiction Cultural & Clinical Competencies Framework as a resource, which also has clinical relevance.

## Recommended Next Steps for the Collaborative

- Consistently plan, pool and share training and development opportunities.
- Share resources in various languages.
- Offer repeated measurement for organisations participated in the organisational cultural competency assessment within 2 years of the original assessment to verify the impact of their development strategies.
- Open up the utilisation of the assessment tool for all AOD organisations by making the assessment tool available on website for other services.
- Provide a platform for organisations to share their experiences and ongoing learnings.
- Disseminate knowledge gained through the development of the tool and assessment processes in the sector.
- Support the ongoing collaborative projects and partnerships with DHBs and other NGOs, including mental health organisations and other collaboratives to learn from each other, share knowledge and information, sustain initiatives, work collectively and narrow the gaps between understanding and practices.

## List of Resources Available

The following resources were identified by stakeholders to address developmental needs in organisational cultural competency areas.

- Internal (organisational) trainers (for Tikanga competencies)
- Matua Raki (for Tikanga competencies)
- Treaty of Waitangi Training, Cultural Competency Training and Maori Models of Health Training; Mahitahi Trust
- Le Va's Seitapu Pacific Mental Health and Addiction Cultural & Clinical Competencies Framework
- Citizens Advice Bureau for resources
- Motivational interviewing techniques for service delivery (training available <http://www.acts.co.nz/ABACUS-Training-Motivational-Interviewing.php>)
- Howard League free literacy training
- Waitemata Interpreter service (WATIS)
- CALD (Culturally and Linguistically Diverse) Resources, including e-learning, toolkits online forum etc. (<http://www.caldresources.org.nz/info/AboutCALD.php>)

## Identified Gaps of Resources

The following gaps of resources were identified by stakeholders to address developmental needs in organisational cultural competency areas.

- Support around the varied protocols for special events, such as Powhiri etc., especially relating to various IWI.
- Best practice of selection of Board members in the NGO sector.
- Best practice of staff retention strategy.
- Guidelines on how to utilise social media and mobile applications to connect with younger populations.
- Best practice and training on the use of technology, apps; e.g. use of Tablets for Real Time Feedback (RTF) for client experience improvement, txt for appointment confirmation and reminders.