

Cultural Competence Toolkit



Involving Volunteers from Culturally and Linguistically Diverse Backgrounds

**A Practical Application of the Canadian Code for
Volunteer Involvement**

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ABOUT THE MULTICULTURAL COUNCIL OF WINDSOR & ESSEX COUNTY

The Multicultural Council of Windsor & Essex County (MCC) was established in 1973 to promote and encourage a harmonious society in Windsor and Essex County that is multi-racial, multi-ethnic, and multi-faith, and to work towards the social equality of all cultures.

Since its inception, the Multicultural Council has assisted immigrants with their settlement and integration process. In addition to this, the Multicultural Council has worked with organizations in our community to enhance cultural understanding, identify and remove barriers to participation and create more welcoming communities.

The *Cultural Competence Toolkit – Involving Volunteers from Culturally & Linguistically Diverse Backgrounds* is another example of the Multicultural Council's commitment to cultural competence and to connecting immigrants to the broader community through volunteer activity.

We encourage you to visit the Multicultural Council's web-site to learn more about the organization and its programs and services:

<http://www.themcc.com>

This resource has been produced by the Multicultural Council of
Windsor & Essex County (MCC).

For more information about this resource please contact the MCC at:
(519) 255-1127

Not-for-profit organizations are encouraged to copy and distribute this
resource for non-commercial purposes.

SECTION I
INTRODUCTION

1.1 The Impact of Demographic Trends

Over the last 10 years, there has been significant changes in the demographic profile of Ontario. The growing cultural diversity has transformed communities across Ontario into tapestries of languages, customs, beliefs and races.

The following statistics from the 2006 Census of Canada (Statistics Canada) illustrate the growing diversity:

Canada

- 20% of the population are foreign born
- Over 200 ethnic origins are represented in Ontario
- 16% of the population are visible minorities
- 20% of the population reported having a mother tongue other than English & French

Ontario

- 28% of the population are foreign born
- Over 200 ethnic origins are represented in Ontario
- 23% of the population are visible minorities
- 27% of the population reported having a mother tongue other than English & French

As a result of this diversity, community organizations need to ensure that they are representative and reflective of the communities they serve and that their programs and services are appropriate and relevant to the groups represented in their communities.

Community organizations play a vital role in our society; they make our communities a better place to live. Despite this, segments of our population often feel overlooked when it comes to volunteer activity. Many people from culturally and linguistically diverse backgrounds are unable to contribute to the well-being of communities through volunteerism due to real or perceived barriers.

Across Ontario there are many examples of organizations that involve volunteers from diverse backgrounds successfully and enjoy the benefits that this diversity brings to their Volunteer Program, their organization and their client groups. The following are some examples of the benefits they experience:

- A wider pool of volunteers;
- New perspectives that volunteers from diverse backgrounds and experiences can offer;
- Increased awareness of different cultures, which helps break down negative stereotypes and increase understanding;
- Expanded awareness and knowledge of global issues;
- The creation of a multilingual organization and enhanced communication with client groups from culturally and linguistically diverse backgrounds;
- Strengthened relationships with groups within their local community;

- Increased awareness of the way of life, beliefs and values of different cultures, leading to improvements in communication and program design, and more culturally sensitive service delivery;
- The creation of an accessible and inclusive Volunteer Program that reflects the diversity of the community.

This resource has been designed to assist organizations in the identification and removal of barriers to participation and to share practical strategies for engaging individuals from culturally and linguistically diverse backgrounds as volunteers.

1.2 Foundational Resources

This Toolkit builds from the following two (2) voluntary sector resources:

- Canadian Code for Volunteer Involvement, Volunteer Canada (2006)
- A Guide for Cultural Competency: Application of the Canadian Code, Ontario Volunteer Centre Network (2009)

1.2.1 Canadian Code for Volunteer Involvement

The Canadian Code for Volunteer Involvement (Volunteer Canada, 2006) provides a framework against which an organization can measure itself. The framework is made up of values, principles and standards. The Code includes twelve (12) organizational standards for the volunteer involvement program. These standards are the core practices that not-for-profit organizations should have in place to have an effective Volunteer Program.

This Cultural Competence Toolkit, Involving Volunteers from Culturally & Linguistically Diverse Backgrounds builds from the Canadian Code for Volunteer Involvement (Volunteer Canada, 2006). It has been designed to assist not-for-profit organizations to assess their volunteer management program from a cultural competence perspective. For each of the organizational standards, examples of strategies and practices have been identified in order to involve volunteers in meaningful ways and to successfully integrate volunteers from culturally and linguistically diverse backgrounds.

The tools found on pages 19-36 have been designed to support the Canadian Code for Volunteer Involvement.

You can download a copy of the Canadian Code for Volunteer Involvement from the following web-site:

http://volunteer.ca/en/aboutvolunteerism/code/involvement_pdf

1.2.2 A Guide for Cultural Competency: Application of the Canadian Code for Volunteer Involvement

A Guide for Cultural Competency: Application of the Canadian Code (OVCN, 2009), has been designed to assist Managers of Volunteers, in organizations of all sizes to incorporate a cultural competence perspective in their application of the Code. It reframes the Code as a tool to increase the accessibility and inclusiveness of Volunteer Programs, which in turn, will lead to diverse and stronger organizations that are responsive to newcomers, in particular, and the community at large. The guide provides basic strategies for organizations at the beginning stages of better engaging, integrating and reflecting the diversity of their communities (OVCN, 2009).

This Cultural Competence Toolkit, Involving Volunteers from Culturally & Linguistically Diverse Backgrounds builds from this guide. It provides practical strategies for enhancing cultural competence while meeting the Organizational Standards outlined in the Code (Volunteer Canada, 2009).

You can download a copy of this document from the following web-site:

http://volunteer.ca/en/resource/management/resources#A_Guide_to_Cultural_Competency_Application_of_the_Canadian_Code

SECTION II

Introduction to Cultural
Competence

2.1 Defining Culture

Culture is a learned set of behaviours that is shared with other people within a group. It can be described as the interplay of many elements such as behaviours, customs, beliefs and values. Our culture influences our perceptions and interactions in everyday life.

The “Cultural Iceberg” is an analogy commonly used to describe culture.

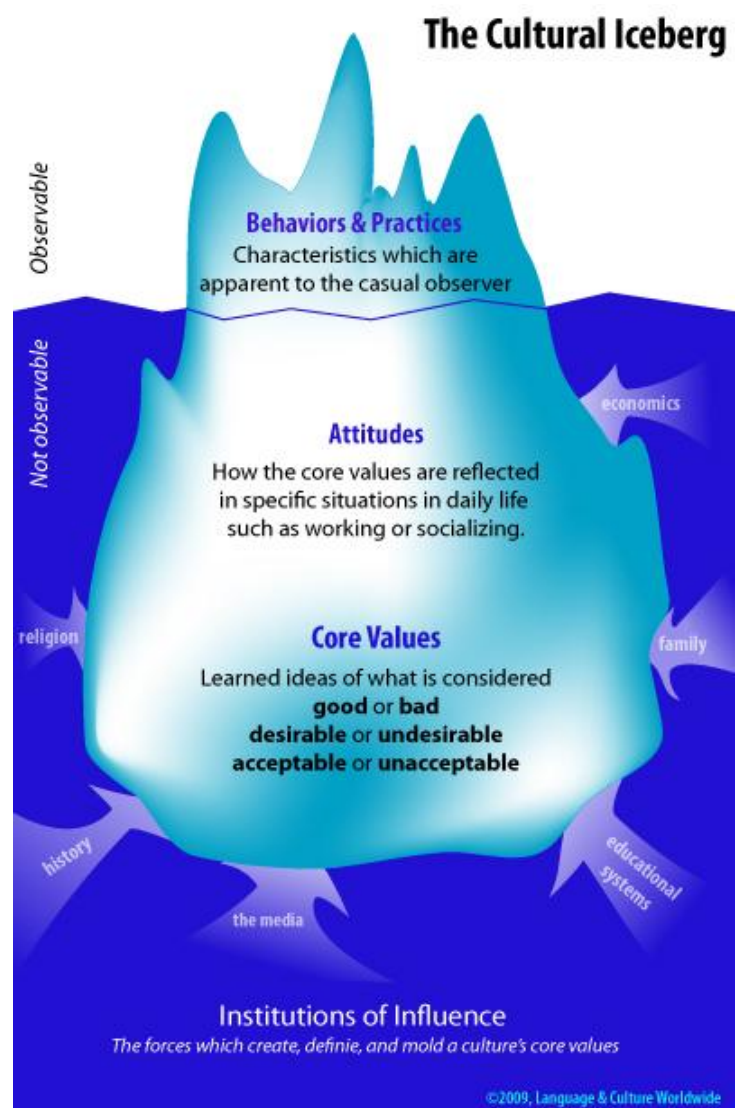
The portion of an iceberg which is visible above water is only a small piece of a much larger whole. Similarly, people often think of culture as the observable characteristics of a group such as their food, music, arts, or greeting rituals. These are only an external manifestation of the broad components of culture.

Below the "water line" are a culture's core values. These are primarily learned ideas of what is good, right, desirable, and acceptable, as well as what is bad, wrong, undesirable, and unacceptable.

The core values become visible to those around us in the form of observable behaviors, such as the words we use, the way we act and the ways we communicate with one another.

It is important to remember that:

- Culture is dynamic, it changes over time.
- The core values of a culture do not change quickly or easily. They are passed from generation to generation.
- Members of a particular culture will not always think and act in ways which are consistent with their cultural background.



2.2 Defining Cultural Competence

Cultural Competence aims to foster constructive interactions between members of different cultures. The following is a widely used definition:

“Cultural competence is a set of congruent behaviours, attitudes and policies that come together in a system, agency, or among professionals and enable that system, agency or those professionals to work effectively in cross cultural situations” (Cross et al, 1989).

The word “culture” implies an integrated pattern of human behavior and the word “competence” implies having the capacity to function effectively.

Cultural competence should be viewed as an on-going process. Through this process, individuals develop awareness and knowledge about the value that diversity can bring to an organization and a community. Cultural competence goes beyond “culture as ethnicity” to discover the complexities of individual cultural identities (Cross et al, 1989).

A culturally competent organization:

- Values diversity and incorporates at all levels the importance of culture.
- Conducts an assessment of cross-cultural relations.
- Is vigilant towards and manages the dynamics of cultural difference.
- Expands its cultural knowledge.
- Adapts its services to meet the culturally-unique needs of individuals served (Cross et al, 1989).

2.3 The Cultural Competence Continuum

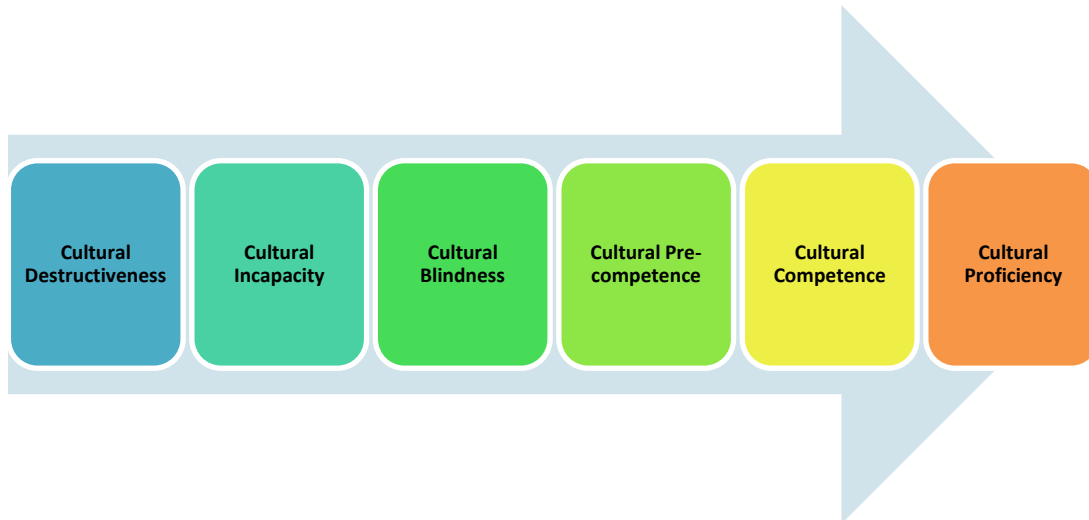
The cultural competence continuum is a conceptual framework for achieving cultural competence. It is based on the work of Cross et al., a monograph entitled *Toward a Culturally Competent System of Care* (1989).

According to Cross et al;

- Cultural competence is a developmental process that evolves over an extended period.
- Both individuals and organizations are at various levels of awareness, knowledge and skills along the cultural competence continuum.
- Cultural competence is a complex framework. There is a tendency for systems and organizations to want a textbook solution, a quick fix, step-by-step approach. The complexity of achieving cultural competence does not allow for such an easy solution.

The process for achieving cultural competence occurs along a continuum which is comprised of the following six (6) stages:

1. Cultural destructiveness
2. Cultural incapacity
3. Cultural blindness
4. Cultural pre-competence
5. Cultural competence
6. Cultural proficiency.



It is important to note that:

- The continuum is dynamic and not intended to be viewed in a linear manner.
- Systems and organizations may be at different stages at different times with different populations and cultural groups.
- Since there is always room for growth and development, organizational development is not limited to the achievement of cultural competence and proficiency.

The following are broad descriptions of the characteristics organizations may exhibit at various stages along the cultural competence continuum:

- **Cultural destructiveness** acknowledges only one way of being and purposefully denies any other cultural approaches. Any perceived or real differences from the dominant mainstream culture are suppressed.
- **Cultural incapacity** supports the concept of separate but equal. It is marked by an inability to respond to the needs, interests and preferences of culturally and linguistically diverse groups but a willingness to accept their existence elsewhere. There is no attention, time or resources devoted to understanding and supporting cultural differences.

- **Cultural blindness** fosters an assumption that people are basically alike, so what works with members of one culture should work with all other cultures. Cultural differences may be noted, but being culture blind is the desired state. No resources, attention, or time is devoted to understanding cultural differences.
- **Cultural pre-competence** encourages learning and understanding of new ideas and solutions to improve services. There is a level of awareness within the organization of their strengths and areas for improvement to respond more effectively to culturally and linguistically diverse populations.
- **Cultural competence** involves actively seeking advice and consultation from culturally diverse groups and a commitment to incorporating new knowledge and experiences into a wider range of practice. Organizations demonstrate an acceptance and respect for cultural differences.
- **Cultural proficiency** involves holding cultural differences and diversity in the highest esteem, pro-actively regarding cultural differences, and promotion of improved cultural relations among diverse groups. The organization uses “culture” to guide all of their endeavours.

This Toolkit, *Involving Volunteers from Culturally and Linguistically Diverse Backgrounds*, has been designed to assist organizations move their Volunteer Program along the cultural competence continuum.

Organizations interested in moving the “total” organization along the continuum should also review the following resource:

Ngo, H. V. (2008). *Cultural Competence, A Guide to Organizational Change*. Calgary, AB: Department of Canadian Heritage, Western Region.

This resource can be downloaded from the following site:

http://www.volunteeralberta.ab.ca/uploaded_files/CulturalCompetence-AGuidetoOrganizationalChangeHieuVanNgo.pdf

2.4 Foundational Principles

The following six principles are critical to any successful cultural competence effort:

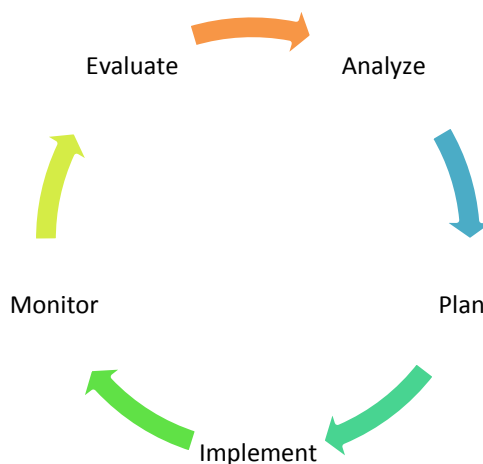
- Community representation and feedback at all stages of implementation.
- Cultural competence must be integrated into all existing systems.
- Changes made should be manageable, measurable, and sustainable.
- Making the business case for undertaking cultural competence initiatives is critical for long-term sustainability.
- Commitment from leadership is a key factor to success.
- Ongoing staff and volunteer training is crucial.

2.5 Cultural Competence Process

A culturally competent organization embraces the development of a co-ordinated and comprehensive plan to promote change. The following diagram provides a visual representation of the process for developing an Annual Cultural Competence Plan.

The following is an overview of the process:

- Reflective analysis to identify strengths and areas for improvement.
- Development of realistic, time specific plans – including goals, objectives, and action plans.
- Implementation of the plan.
- Monitoring of action plans. The monitoring stage consists of collective reflection, reporting and also responding to emerging learning. Monitoring allows the plan to be changed to respond to new learning.
- Evaluation phase. It involves a systemic assessment of the cultural competence action plan.



Section III of this Toolkit will assist organizations to carry out the analyze phase and Section IV has been designed to assist organizations with the planning, monitoring and evaluation phases of the process.

SECTION III
Cultural Competence
Toolkit

3.1 Purpose of the Cultural Competence Toolkit

The Cultural Competence Toolkit consists of 12 tools designed to help organizations integrate cultural diversity and competence into all aspects of volunteer involvement.

Each of the tools addresses one of the organizational standards from the “Canadian Code for Volunteer Involvement (Volunteer Canada, 2006).

Cultural Competency Toolkit	
Tool 1	Mission-based Approach
Tool 2	Human Resources
Tool 3	Program Planning and Policies
Tool 4	Program Administration
Tool 5	Volunteer Assignments
Tool 6	Recruitment
Tool 7	Screening
Tool 8	Orientation and Training
Tool 9	Supervision
Tool 10	Recognition
Tool 11	Record Management
Tool 12	Evaluation

The tools provide specific strategies to recruit and engage volunteers from culturally and linguistically diverse backgrounds. Through the tools organizations will be able to analyze their Volunteer Program from a culturally competence lens and will be able to identify and prioritize areas for development.

By better engaging volunteers from culturally and linguistically diverse backgrounds, organizations will be able to experience the following benefits:

- Expand the pool of potential volunteers.
- Learn from the new perspectives and experiences of volunteers.
- Raise cultural awareness within the organization.
- Strengthen relationships with settlement organizations and cultural groups.
- Better serve clients from culturally diverse groups.

3.2 How to use the Cultural Competence Toolkit

The Cultural Competence Toolkit should not only be used for assessment purposes. It can also be used as a tool to:

- Enhance knowledge and skills.
- Develop a strategy for involving volunteers from culturally and linguistically diverse backgrounds.
- Develop an action plan for the cultural competence change process.
- Implement strategies / work-plan to move the Volunteer Program along the cultural competence continuum (from acknowledging diversity to embedding diversity into its policies and practices).

Steps for completing each tool:

1. Review each of the examples of strategies/practices listed in the tool.
2. For each statement, based on current practices, policies, procedures and systems determine if the cultural competence practices / strategies are
 - a. Currently in place to a large degree
 - b. Currently in place to some degree
 - c. Not being done
 - d. Not applicable
3. Based on your assessment of each of the practices / strategies, identify the top 3 areas of priority to be addressed by the organization.

3.3 A Note about Terminology

Volunteers from Culturally and Linguistically Diverse Backgrounds:

This term is being used to include a wide range of individuals, from newcomers to Canadian Citizens with varying degrees of English proficiency and length of residence in Canada.

Manager of Volunteers:

This includes individuals (paid or volunteer) whose role is to oversee the management of volunteer resources and / or designated individuals within the organization who are engaged in the involvement of volunteers.

3.4 Cultural Competence Toolkit

The Cultural Competence Toolkit is divided into the following 12 tools:

Cultural Competence Toolkit		Page #
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Tool 2	Human Resources	20
Tool 3	Program Planning and Policies	22
Tool 4	Program Administration	24
Tool 5	Volunteer Assignments	25
Tool 6	Recruitment	27
Tool 7	Screening	29
Tool 8	Orientation and Training	31
Tool 9	Supervision	33
Tool 10	Recognition	34
Tool 11	Record Management	35
Tool 12	Evaluation	36

Organizations interested in doing a comprehensive cultural competence assessment of their Volunteer Program should complete all 12 tools.

Organizations interested in focusing on just certain aspects of the Volunteer Program may complete some of the 12 tools.

Tool 1 – Mission Based Approach

Standard

The Board of Directors, leadership volunteers and staff acknowledge and support the vital role of volunteers in achieving the organization’s purpose and mission.

Examples of culturally competent practices and strategies	Currently in place to a large degree	Currently in place to some degree	Not being done	Not applicable
The principles of diversity, equity and inclusion are contained in the organization’s statement of values / guiding principles.				
The Board of Directors has identified diversity and cultural competence as an area of strategic priority.				
The Board of Directors has communicated their commitment to enhancing diversity and cultural competence to individuals within the organization and also to the community.				
The Board of Directors / Executive Director support the diversification of the volunteer base as a critical priority to support the Mission and Vision of the organization.				
The Board of Directors / Executive Director has approved a framework to evaluate the cultural competence plan for the Volunteer Program.				
The Board of Directors has received an orientation to Human Rights legislation and cultural competence.				

List the areas of priority to be addressed to enhance the cultural competence of the Volunteer Program.

Tool 2 – Human Resources

Standard

Volunteers are welcomed and treated as valued and integral members of the organization’s human resources team. The organization has a planned approach for volunteer involvement that includes linking volunteers to the achievement of the mission, providing the appropriate human and financial resources to support the Volunteer Program, and establishing policies for effective management.

Examples of culturally competent practices and strategies	Currently in place to a large degree	Currently in place to some degree	Not being done	Not applicable
The organization has developed and communicated the following policies: <ul style="list-style-type: none"> • Human Rights • Harassment • Workplace violence 				
The organization has developed and communicated procedures for addressing culturally biased incidents as well as harassment and discrimination complaints.				
The organization has publicly acknowledged and embraces the rights of volunteers to their cultural customs, beliefs and practices.				
Volunteers from diverse communities are included in all aspects of the organization and are treated as equal members of the service delivery team.				
Appropriate resources have been allocated to support the Volunteer Programs’ cultural competence activities such as translation of materials, use of interpreters and transportation allowance.				
Volunteers reflect the cultural diversity of the community.				
Staff and volunteers are provided training to work effectively in cross cultural situations.				
Staff and volunteers are provided training in the following areas: cultural competence, anti-racism, harassment and human rights.				

List the areas of priority to be addressed to enhance the cultural competence of the Volunteer Program.

Tool 3 – Program Planning & Policies

Standard

Policies and procedures are adopted by the organization to provide a framework that defines and supports the involvement of volunteers.

Examples of culturally competent practices and strategies	Currently in place to a large degree	Currently in place to some degree	Not being done	Not applicable
Diversification of the volunteer base and identification and removal of barriers to participation have been identified as critical goals for the Volunteer Program.				
The Manager of Volunteers consults with culturally diverse groups and newcomer service agencies for the development and implementation of the cultural competence action plan for the Volunteer Program.				
The Board of Directors / Executive Director has approved the annual cultural competence action plan for the Volunteer Program.				
The Manager of Volunteers in consultation with the diverse community and newcomer serving agencies has assessed its existing policies, guidelines and practices to determine if they contain any barriers to inclusion and address the needs of volunteers from culturally and linguistically diverse backgrounds.				
The policies and procedures are consistent with the national / provincial Human Rights Codes and other relevant legislation.				
Volunteer Program policies and procedures are written in plain English. If possible / appropriate key policies are translated into other languages.				

List the areas of priority to be addressed to enhance the cultural competence of the Volunteer Program.

Tool 4 – Program Administration

Standard

The organization has a clearly designated individual with appropriate qualification responsible for the Volunteer Program.

Examples of culturally competent practices and strategies	Currently in place to a large degree	Currently in place to some degree	Not being done	Not applicable
The Manager of Volunteers has received training in the areas of human rights, diversity, cultural competency and harassment.				
The job description of the Manager of Volunteers specifically articulates knowledge and skills related to cultural diversity and competence as a core requirement.				
The Manager of Volunteers works collaboratively and maintains meaningful partnerships with cultural groups and immigrant serving agencies to encourage and support the diversification of the Volunteer Program.				
The organization has a list of external resources or services to support volunteers from culturally and linguistically diverse backgrounds.				
The organization has a contact list of representatives from cultural groups and settlement services organizations who are contacted to provide input and to assist with engaging volunteers from culturally and linguistically diverse groups.				

List the areas of priority to be addressed to enhance the cultural competence of the Volunteer Program.

Tool 5 – Volunteer Assignments

Standard

Volunteer assignments address the mission or purpose of the organization and involve volunteers in meaningful ways that reflect the abilities, needs and backgrounds of the volunteer and the organization.

Examples of culturally competent practices and strategies	Currently in place to a large degree	Currently in place to some degree	Not being done	Not applicable
The organization considers cultural diversity and English language proficiency in the development of volunteer assignments.				
The organization has reviewed current volunteer assignments to identify and remove barriers that may prevent cultural diverse groups and new immigrants from accessing volunteer opportunities.				
Volunteer assignments include a description of the English language fluency required to successfully carry out the areas of responsibility.				
The organization gets input from the diverse community and newcomer serving agencies in the development of new volunteer assignments.				
Volunteer assignments address the specific needs and interests of new immigrants such as improving English, gaining Canadian work experience and building relationships.				
Volunteer assignments are written in plain language.				
Volunteer assignments have been designed for volunteers with limited language fluency.				
Volunteer assignments incorporate working partners, buddy system and team structures to build language skills and to assist with the learning process.				
Opportunities to volunteer with a friend or family member have been integrated into volunteer assignments to reduce anxiety and enhance participation.				

List the areas of priority to be addressed to enhance the cultural competence of the Volunteer Program.

Tool 6 – Recruitment

Standard

Volunteer recruitment incorporates internal and external strategies to reach out and involve a diverse volunteer base.

Examples of culturally competent practices and strategies	Currently in place to a large degree	Currently in place to some degree	Not being done	Not applicable
The organization has a recruitment strategy that outreaches to and seeks participation of culturally diverse members.				
The organization has a comprehensive list of ethnic media, places of worship, community centres, social clubs and other organizations who work with the diverse communities to promote volunteer opportunities.				
The recruitment strategy includes going to places where members from diverse groups / newcomers are likely to spend time, such as shopping centres, ESL/LINC programs, community centres, etc.				
Partnerships have been developed with settlement agencies to assist with the promotion and recruitment of volunteers from culturally and linguistically diverse backgrounds.				
The recruitment message and procedures comply with applicable human rights legislation.				
The organization considers cultural diversity and cultural nuances when developing recruitment materials.				
The recruitment messages target the motivations/ needs of new immigrants such as: <ul style="list-style-type: none"> • Volunteering can be done at times to suit you and your family • You can learn new and useful skills when you volunteer • Volunteering can give you work experience • When you volunteer with us you will be able to practice English 				
If applicable / appropriate multi-languages are used in the recruitment materials.				
Recruitment materials portray individuals from diverse cultures and races.				

List the areas of priority to be addressed to enhance the cultural competence of the Volunteer Program.

Tool 7 – Screening

Standard

A clearly communicated screening process is adopted and consistently applied by the organization.

Examples of culturally competent practices and strategies	Currently in place to a large degree	Currently in place to some degree	Not being done	Not applicable
Staff considers cultural identity, customs, norms and communication patterns in their screening process.				
The organization has reviewed the screening processes for biases.				
The communication about the screening process is written in plain language and available in multi-languages.				
<p><u>Application Forms</u></p> <ul style="list-style-type: none"> • Application forms do not include questions that contravene the human rights legislation. • Applications are written in plain English and contain no jargon. • Assistance is provided to volunteers with limited English fluency to complete application forms. • Various methods for applying for volunteer opportunities are used to remove barriers: in person, telephone, group sessions. 				
<p><u>Interviews</u></p> <ul style="list-style-type: none"> • Interviews are scheduled at convenient locations such as in settlement organizations. • The interview format and questions are adapted for people with limited or basic English proficiency. • Interpreters / language aides are used for people with basic English proficiency. • Questions are clear and do not require multi-layered answers. • Flexible interview times are offered to accommodate family responsibilities and culturally based restrictions. 				

Examples of culturally competent practices and strategies	Currently in place to a large degree	Currently in place to some degree	Not being done	Not applicable
<ul style="list-style-type: none"> • Informal group interviews take place to reduce intimidation. • Applicants may bring a third person to an interview to increase comfort level. • Time is taken during the interview for cultural exchange and to learn the proper pronunciation of the applicant’s name. • Space is available to accommodate parents who might bring children to the interview. 				
<p><u>Reference Checks</u></p> <ul style="list-style-type: none"> • Reference checks policies accommodate the “lack of Canadian” references. • Applicants are permitted to include family, friends, settlement counselors and ESL/ LINC teachers as references. 				
<p><u>Police Record Checks</u></p> <ul style="list-style-type: none"> • A clear and non-threatening explanation of why PRC’s are needed is given to applicants. • A policy has been developed to address the issue of police records not available from a newcomer’s country of origin. 				

List the areas of priority to be addressed to enhance the cultural competence of the Volunteer Program.

Tool 8 – Orientation and Training

Standard

Each volunteer is provided with an orientation to the organization, its policies and practices, including the rights and responsibilities of volunteers. Each volunteer receives training customized to the volunteer assignment and the individual needs of the volunteer.

Examples of culturally competent practices and strategies	Currently in place to a large degree	Currently in place to some degree	Not being done	Not applicable
All volunteers receive an orientation to the human rights and harassment policies of the organization.				
Volunteers receive cultural competence and human rights training.				
The organization's library has resources on the following topics: diversity, human rights, cultural competence, discrimination and racism.				
Orientation and training materials are written in plain English and incorporate visuals to assist volunteers with basic English proficiency.				
Explanations are given in plain English, pictures, signs, demonstrations, walk-through and role-plays, are incorporated to enhance understanding of the material covered.				
Religious holidays are considered when planning orientation and training sessions.				
Dietary religious restrictions are considered when offering refreshments.				
Trainers demonstrate an ability to cross-culturally communicate in a group setting.				
Critical orientation material, such as policies, has been translated into different languages.				
One on one orientation meetings and orientation meetings with interpreters are scheduled as needed to enhance understanding.				

List the areas of priority to be addressed to enhance the cultural competence of the Volunteer Program.

Tool 9 – Supervision

Standard

Volunteers receive a level of supervision appropriate to the task and are provided with regular opportunities to give and receive feedback.

Examples of culturally competent practices and strategies	Currently in place to a large degree	Currently in place to some degree	Not being done	Not applicable
The Manager of Volunteers allocates additional time, at the beginning of the volunteer placement to support volunteers from culturally and linguistically diverse backgrounds.				
Volunteers are given ongoing feedback and reassurance to increase comfort level.				
The Manager of Volunteers is aware of cultural differences associated with supervision such as the “loss of face” concept.				
The Manager of Volunteers uses “I” statements when providing feedback (Example – I feel uncomfortable when...). Clear and simple language is used.				

List the areas of priority to be addressed to enhance the cultural competence of the Volunteer Program.

Tool 10 – Recognition

Standard

The contributions of volunteers are consistently acknowledged with formal and informal methods of recognition.

Examples of culturally competent practices and strategies	Currently in place to a large degree	Currently in place to some degree	Not being done	Not applicable
The organization recognizes employees and volunteers who have demonstrated enhanced level of cultural competence in their assignments.				
Before being acknowledged volunteers are asked if they are comfortable being recognized in public.				
Volunteers from culturally diverse backgrounds are encouraged to assist in the planning of recognition events.				
Recognition events include a cultural learning component such as ethnic performances, and foods.				
Religious and cultural dietary needs are considered when ordering food and refreshments.				
Religious holidays and days of observance are considered when planning recognition events.				
The Manager of Volunteers sends annual thank you cards in lieu of Christmas cards to respect the religious diversity of the volunteers.				

List the areas of priority to be addressed to enhance the cultural competence of the Volunteer Program.

Tool 11 – Record Management

Standard

Standardized documentation and records management practices are followed and in line with relevant legislation.

Examples of culturally competent practices and strategies	Currently in place to a large degree	Currently in place to some degree	Not being done	Not applicable
The organization has a system to track the cultural / language diversity of staff and volunteers.				
Volunteers are provided with information regarding why personal information is being collected and the organizations' commitment to protect it. This information is written in plain English and translated in multi-languages if possible / appropriate.				
All records and forms comply with human rights legislation. Inclusive language is used.				

List the areas of priority to be addressed to enhance the cultural competence of the Volunteer Program.

Tool 12 – Evaluation

Standard

The impact and contribution of volunteers and the Volunteer Program are continually evaluated to ensure the needs of the organization are being met in fulfilling its mandate.

Examples of culturally competent practices and strategies	Currently in place to a large degree	Currently in place to some degree	Not being done	Not applicable
The Board of Directors and the Executive Director evaluate annually the successes and challenges of the cultural competence action plan.				
The organization has a mechanism in place to appraise volunteers' performance in the areas of cultural diversity and competence.				
Feedback from members of diverse communities is gathered regarding the cultural competency of the Volunteer Program. Adjustment to practices is made as needed.				
Volunteer retention rates are monitored. High turnover rates from culturally and linguistically diverse volunteers are investigated.				
Volunteers feel comfortable to discuss barriers to participation and make recommendations to create a more inclusive program.				
The Manager of Volunteers reviews the Cultural Competence Toolkit annually to identify strengths and areas for development.				

List the areas of priority to be addressed to enhance the cultural competence of the Volunteer Program.

SECTION IV

Developing a Cultural Competence Action Plan

4.1 Taking Action

Through the completion of the tools found on pages 16 to 36, organizations increase their knowledge and understanding of strategies to enhance the cultural competence of the Volunteer Programs. This new knowledge can be used to take action and create change within the Volunteer Program.

4.2 Steps to create a Cultural Competence Action Plan

After completing the tool(s), organizations should take the following steps to develop a Cultural Competence Action Plan:

1. Review the areas of priority identified in each of the tools completed. These priorities will form the basis for the development of your Annual Cultural Competence Action Plan.
2. Create a list of the priority areas to be addressed in the annual plan. Make sure that the list is realistic.

Example:

- Recruitment strategy
- Policy on Harassment
- Volunteer training - incorporate cultural competence

3. For each area of priority identify the goal(s) and objective(s)

Example:

Area of Priority: Recruitment strategy

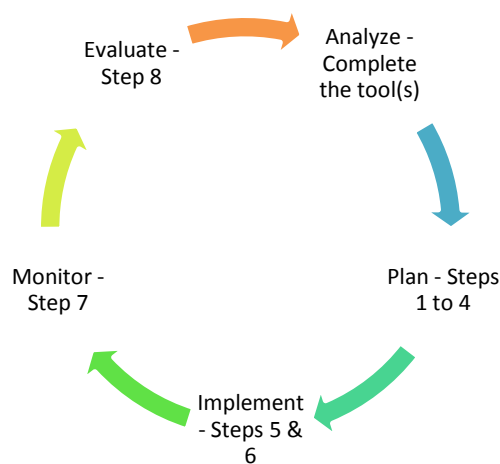
Goal: To develop a comprehensive volunteer recruitment strategy targeting individuals from culturally and linguistically diverse backgrounds

Objectives:

- To update recruitment materials based on best practices.
- To formalize relationships with newcomer serving agencies.
- To promote volunteer opportunities through newcomer serving agencies, ethnic churches and clubs.

4. Develop an action plan for each objective to be addressed in the annual cultural competence plan. Use the template found on page 40.
5. Get Board of Directors / Executive Director approval.
6. Implement the action plan.

7. Use the Progress chart found on page 41 to keep track of progress and challenges. This will assist to make changes along the way and to report progress to the Board of Directors / Executive Director.
8. At the end of the 12 months, celebrate successes and learn from the challenges experienced along the way.
9. Start the process again to develop the annual plan for the following 12 months (year 2 of the cultural competence change process).



Cultural Competence Action Plan

Standard: _____

Area of Priority: _____

Goal(s): _____

Objective (s): _____

Activities	Responsibility (leading person)	Timeline	Resources needed

Cultural Competence Progress Chart

Standard: _____

Area of Priority: _____

Goal(s): _____

Objective (s): _____

Activity	Progress	Challenges

GLOSSARY OF TERMS

The following is a glossary of key terms used in this Toolkit

Anti-racism	Includes the beliefs, actions and policies adopted or developed to oppose racism. In general, anti-racism is intended to promote an egalitarian society in which people do not face discrimination on the basis of their race.
Barriers	Environmental, structural, systemic, social and personal realities that limit or prevent people of diverse cultural backgrounds from having access to services (Ngo, 2008).
Cross-cultural	Involving or bridging the differences between cultures.
Cultural competence	Set of congruent behaviours, attitudes and policies that come together in a system, agency, or among professionals and enable that system, agency or those professionals to work effectively in cross cultural situations” (Cross et al, 1989).
Culture	Learned set of behaviours that is shared with other people within a group. It can be described as the interplay of many elements such as behaviours, customs, beliefs and values.
Diversity	Encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.
Equity	Principles and practices of fair and appropriate allocation of resources and opportunities for all people in Canada (Ngo, 2008).
Ethnic origin	Refers to a persons’ ancestry.
Foreign born	Not native to the country in which one resides.
Harassment	Unwanted negative behavior / conduct perceived as intimidating, demeaning or bothersome to an individual.
Human Rights	An individual's statutory right to equal treatment and free from discrimination prohibited by statute and which, generally, provides a civil remedy to provide compensation or to punish such discrimination when it is reported. All persons are equal in dignity, rights and responsibilities without regard to race, religious beliefs, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income or family status (Ontario Human Rights Commission).
Inclusion	Active, equitable participation of all members of the community in all aspects of Canadian life, including social, economic, cultural and political arenas (Ngo, 2008).

Individuals from culturally and linguistically diverse backgrounds	It includes individuals whose first language is not English and who have various ethnic origins. It includes newcomers to Canada as well as those who have obtained their Canadian Citizenship.
Mother tongue	Refers to the first language learned at home in childhood. For a person who learned two languages at the same time in early childhood, the mother tongue is the language this person spoke most often at home before starting school (Statistics Canada).
Newcomer Serving Agencies	Nonprofit organizations who provide settlement services to newcomers to Canada. These agencies are sometimes called immigrant-serving agencies, refugee-serving agencies, or settlement agencies (Settlement.org).
Organizations	Refers to nonprofit organizations. These organizations exist for educational or charitable reasons, and from which its shareholders or trustees do not benefit financially. Any money earned must be retained by the organization, and used for its own expenses, operations, and programs. These organizations are governed by a volunteer Board of Directors (Industry Canada).
Settlement Services	<p>These services are intended to help immigrants and refugees adjust to their new life in Canada. Settlement services include:</p> <ul style="list-style-type: none">• Interpretation and translation of documents, or help to arrange these services• Help filling out forms and applications• English as a Second Language (ESL) classes• Language Instruction for Newcomers to Canada (LINC) classes• Help finding a job or training• Information about other community services, schools and health care <p>(Settlement.org)</p>
Visible minority	Refers to whether or not a person, under criteria established by the Employment Equity Act, is non-Caucasian in race or non-white in colour. Under the Act, an Aboriginal person is not considered to be a visible minority (Statistics Canada).

RESOURCES CONSULTED

Books / Articles / Publications

The following resources were instrumental in the development of this Toolkit:

Bray, Jenny & Hayter, Carrie, Ethnic Communities Council of NSW and NSW Community Options. *Cultural Competency and Case Management*, 2006.

Center for Public Health Education, Stony Brook University. *Building Bridges to Cultural Competency*, 2008.

Cross, T., Bazron, B., Dennis, K., & Isaacs, M. *Towards a Culturally Competent System of Care, Volume 1*. Georgetown University Child Development Center, 1989.

Ethnic Communities Council of NSW and NSW Community Options. *What is Cultural Competency?* (Participant Materials), 2006.

Ethnic Communities Council of Victoria Inc. *Cultural Competence: Guidelines and Protocols*, 2006.

Ngo, H. V. *Cultural Competence, A Guide to Organizational Change*. Calgary, AB: Department of Canadian Heritage, Western Region, 2008.

Ontario Healthy Communities Coalition, *Inclusive Community Organizations: Toolkit*, 2004.

Ontario Volunteer Centre Network. *A Guide for Cultural Competency Application of the Canadian Code*, 2009.

Tawara D. Goode, National Center for Cultural Competence. *Cultural Competence Continuum*, Georgetown University Center for Child and Human Development, 2004.

Volunteer Canada. *The Canadian Code for Volunteer Involvement*, 2006

Volunteer Canada. *The Canadian Code for Volunteer Involvement: An Audit Tool*, 2006.

Volunteering Australia. *Training Manual: Recruiting and Supporting Volunteers from Diverse cultural and Language Backgrounds*. , 2007.

Web-sites

The following resources were instrumental in the development of this Toolkit:

Center for Effective Collaboration & Practice – What is Cultural Competence?

<http://cecp.air.org/cultural/>

Industry Canada – Definitions

<http://www.ic.gc.ca/eic/site/ic1.nsf/eng/home>

Language and Culture Worldwide – The Cultural Iceberg Analogy

http://www.languageandculture.com/en_us/about_culture/cultural_iceberg.html

Ontario Human Rights Commission - Definitions

<http://www.ohrc.on.ca>

Ontario Volunteer Centre Network

<http://www.ovcn.ca>

Settlement.Org – Definitions

<http://settlement.org/index.asp>

Statistics Canada - Census of Canada 2006 Population Tables.

<http://www.statcan.gc.ca>

Victorian Government Community Participation Programs, Volunteering Portal - Ways to Encourage Diversity.

<http://www.volunteer.vic.gov.au/for-volunteer-organisations/best-practice-toolkit/ways-to-encourage-diversity.html>

Volunteer Canada – Volunteer Sector Resources

<http://volunteer.ca>

Volunteering Australia – Information sheet: Involving Individuals from Culturally and Linguistically Diverse Backgrounds

<http://www.volunteeringaustralia.org/files/JMEGYF6XFG/CALDInfosheet.pdf>