

TACKLING RACIAL INEQUALITY

Good Practice Case Studies

LB Ealing
Cultural Competency

The borough of Ealing is implementing training to improve general understanding of equalities issues. The borough identified actions needed to increase cultural competency among their staff, creating a values and behaviours framework, identifying steps towards cultural competency, both in the working environment, and working towards improving their understanding of local residents' needs.



Problem we were seeking to address

We undertook an Equity, Diversity and Inclusion (EDI) diagnostic programme and one of the areas of feedback from our staff was around a general lack of understanding of equalities issues. Reflecting this finding, our cultural competence training was designed with this in mind to address related issues. Cultural competence is one of our newer offerings in addition to Interrupting Bias and we have also commissioned workshops for our leaders/managers on Tackling Racism in the workplace.

These workshops are part of the wider EDI policy which includes the SLT and EDT Statement of Intent which is a response to the DWC (David Weaver Consulting) Equality, Diversity and Inclusion Audit that was conducted and the feedback from over 250 staff members.

The workshops will be inclusive and interactive with an aim to:

- Explore the concept of Culture
- Understand what Cultural Competence is
- Assess our personal levels of Cultural Competence
- Review the organisation's level of Cultural Competence

Partners involved

LB Ealing

David Weaver
Consulting

TACKLING RACIAL INEQUALITY

Good Practice Case Studies

LB Ealing
Cultural Competency

The solution

Action Steps for Cultural Competence:

- Develop support for change throughout the organisation (*who wants change and who doesn't?*)
- Identify the cultural groups to be involved (*who needs to be involved in the planning, implementation, and reinforcement of the change?*)
- Identify barriers to working with the organisation (*What is currently not working? What will stop you or slow you down?*)
- Assess your current level of cultural competence (*What knowledge, skills, and resources can you build on? Where are the gaps?*)
- Identify the resource needed (*How much funding is required to bring about the change? Where can you find the resources?*)
- Develop goals and implementation steps and deadlines for achieving them (*Who can do what, when, and how?*)
- Commit to an ongoing evaluation of progress (measuring outcomes) and be willing to respond to change (*What do progress and success look like? What are the signs that will tell you that the organisation is on the right track?*)

Cultural competence is the ability to understand and effectively interact with people from cultures different from our own. It also means being able to negotiate cross-cultural differences to accomplish practical goals.

Knowledge: The more informed we are about different cultures, the more we can be considerate to others. Knowing how culture impacts management style, problem-solving, asking for help, etc., can help us communicate better in cross-cultural interactions.

Skills: One can have awareness, plenty of knowledge, and a good attitude about cultural differences, but these won't do much good without the skill to manage differences effectively. We need to learn and practice skills in cultural competence to avoid cross-cultural discrimination.

Background

Cultural competence is the ability to understand and effectively interact with people from cultures different from our own. It also means being able to negotiate cross-cultural differences to accomplish practical goals. Multicultural competency requires the following:

- A basic understanding of your own culture and ethnicity
- A willingness to learn about the cultural practices and worldview of others
- A positive attitude toward cultural differences
- A willingness to accept and respect these differences.

TACKLING RACIAL INEQUALITY

Good Practice Case Studies

LB Ealing
Cultural Competency

Cultural competence has four major components: awareness, attitude, knowledge, and skills.

Cultural Destructiveness: The dehumanisation of specific cultures or individuals signifying an underlying bias toward the superiority of the dominant or majority group. There is an intention to ignore issues affecting minorities and promote policies and standards that harm them.

Cultural Incapacity: The inability to work with diverse populations. There is no intention to ignore issues or promote policies and standards that harm minorities; instead, their practices are based on a lack of understanding and ignorance.

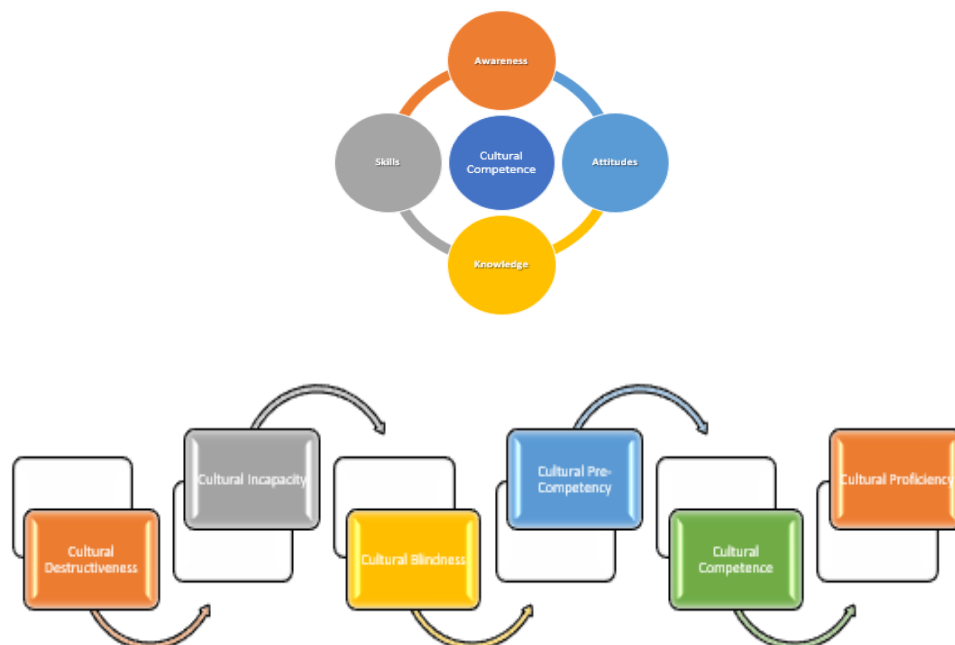
Desired outcomes/delivered outcomes

- Become aware of other cultures.
- Attend other cultural events both internally and externally.
- Seek out more information.
- Celebrate/highlight cultural events i.e. Diwali, Eid, Christmas, Kwanzaa, Yom Kippur, Hanukkah etc.
- Be confident to speak to colleagues and clients about their culture, don't ignore it.
- Challenge yourself to do and be better.
- Be aware of relevant organisation policies such as the Behaviour and Respect Policy – and use it.
- Think about allyship.

TACKLING RACIAL INEQUALITY

Good Practice Case Studies

LB Ealing
Cultural Competency



Ealing's Values and Behaviours Framework

Improved Life for Residents	Trustworthy	Collaborative	Innovative	Accountable
<ul style="list-style-type: none"> • Is passionate about making Ealing a better place • Can see and appreciate things from a resident's point of view • Understands what people want and need • Encourages change to tackle underlying causes or issues 	<ul style="list-style-type: none"> • Does what they say they'll do on time • Is open and honest • Treats all people fairly 	<ul style="list-style-type: none"> • Ambitious and confident in leading partnerships • Offers to share knowledge and ideas • Challenges constructively and respectfully listens to feedback • Overcomes barriers to developing our outcomes for residents 	<ul style="list-style-type: none"> • Tries out ways to do things better, faster and for less cost • Brings in ideas from outside to improve performance • Takes calculated risks to improve outcomes • Learns from mistakes and failures 	<ul style="list-style-type: none"> • Encourages all stakeholders to participate in decision making • Makes things happen • Acts on feedback to improve performance • Works to high standards

TACKLING RACIAL INEQUALITY

Good Practice Case Studies

LB Ealing
Cultural Competency

Learning/evaluation

We established a requirement to raise cultural awareness and understanding of differences and appropriate language and new terminology.

At this stage we are carrying out first-level evaluation - anecdotally the reaction to this new content has been positive – we will review learner response once we have carried out more sessions.

Contact



[Samantha Whittick](#)
Assistant Director,
Equality, Diversity
and Inclusion and
Organisational
Development