

Cultural Awareness

Workshop Notes

These notes are from a workshop conducted by the Communicare Training Institute for the Bibbulmun Track Foundation with the support of the Department of Sport and Recreation.

The workshop was held in November 2016 and a number of participants attended from various backgrounds but was mainly made up from Bibbulmun Track Foundation volunteer guides.

The workshop was part of the CaLD Trail Expansion Project aiming to increase awareness and participation of the CaLD community in outdoor recreation, specifically bushwalking. The aim of the workshop was to give outdoor leaders and organisations the opportunity to learn how to attract and engage diverse community groups in outdoor recreation. The workshop broadly looked at cultural protocols, potential barriers to participation and tips on how to overcome these in a safe, open environment.

Summary notes of the workshop note follow which are in part from the participant workbook supplied by the Communicare Training Institute.

Cultural Competency

In talking about becoming culturally aware, we need to look at a number of areas which fall into what is called the Attributes of Cultural Competency.

Cultural awareness: being conscious of your own and other cultures and the role it plays in shaping beliefs and values. Our early experiences play an important role in the development of our value and belief systems.

Cultural knowledge: general and specific knowledge about cultures/cultural groups.

Cultural understanding: insights on the influence of culture.

Cultural sensitivity: refers to a set of skills that allows you to learn about and gain an understanding of how others are different from you.

Cultural interaction: personal contact, communication and exchanges that occur between people of different cultures.

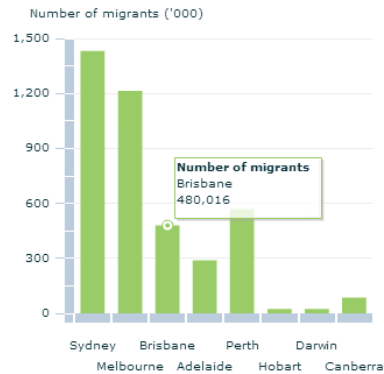
Cultural skill: the ability to incorporate another person's culture (including beliefs and values) when communicating and engaging with them and being aware of techniques and strategies in order to accommodate particular cultural practices.

Cultural proficiency: being able to utilise new knowledge and skills when engaging with culturally diverse individuals, or individuals of a different cultural background than yourself.

Settlement Trends

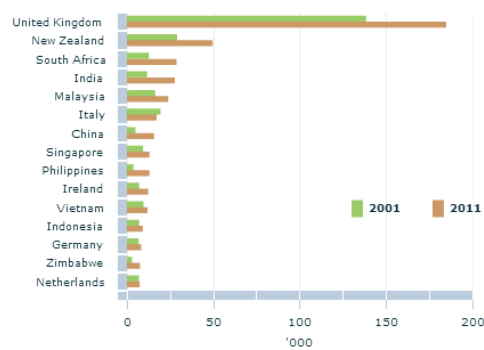
Within urban areas, migrants in Australia tended to live in Australia's two largest cities, a trend seen in Australia since the late 1940s. In the 2011 Census, just under half of all migrants in Australia lived in either Sydney or Melbourne, with 1.4 million residents of Sydney and 1.2 million residents of Melbourne being born overseas. Perth had the third largest migrant population in Australia at 568,000 people.

MIGRANTS IN AUSTRALIAN CAPITAL CITIES - 2011



Source(s): ABS Census of Population and Housing, 2011

MIGRANTS IN PERTH BY COUNTRY OF BIRTH(a) - 2001 AND 2011



Footnote(s): (a) Countries of birth with the highest numbers of residents in Perth

Source(s): ABS Census of Population and Housing, 2001 and 2011

Culture Scales

Time Orientation

Monochronic

- Individuals prefer to complete one task at a time
- They more clearly separate task-oriented time (work) versus socio-emotional time (play)
- They value punctuality, completion and schedules
- Monochronic cultures include: United States of America, Germany Israel and Switzerland

Polychronic

- Are more flexible with scheduling at time
- Prefer to, or are more able to integrate work and play (task-oriented and socio-emotional)
- Maintenance of relationships is values rather than the accomplishment of tasks
- They see time as holistic, or that some events may occur at once (rather than separate tasks being completed independently)
- Polychronic cultures include: Latin America, Africa and Middle East

Communication

High Context

- Information is seen as being in the physical context, or as something internalised within a person (i.e. how we say it, or the context in which we say something)
- Rules are implicit
- Context provides the cues to behave/respond appropriately
- Communication is usually more indirect (with a focus on context)
- High Context cultures include: Japan, Korea, China and some Latin American countries

Low Context

- Information is conveyed through verbal content (i.e. what we say)
- Rules are explained and discussed
- Communication tends to be more direct
- Low context cultures include: The United States of America and many European countries.

Language Barriers

Below are some helpful points to remember:

- Use plain and simple English. Don't use broken language
- Speak slower and clearer
- Breakdown responses, comments, questions into smaller chunks
- Pause and break often to allow people to absorb what you are saying
- Check for understanding with questions
- Emphasise nouns and verbs
- Use gestures if possible and appropriate
- Stay calm and take time
- Call an interpreter such as TIS, OnCall, Google translate

Welfare

Individualism

- Goals of the individual are seen as more important (or valued more highly)
- Individuals are rewarded for independence such as making their own plans or meeting individuals goals
- Individualistic cultures include: the United States of America, North and Western Europe.

Collectivism

- The needs of the group are seen as being more important than those of an individual
- Kinship ties are valued
- Collectivist cultures include: African, Asian and South American cultures.

Power

Egalitarian

- Power tends to be de-emphasised
- Inequalities are minimised
- People value; empowerment and freedom to choose one's own approach to things
- Egalitarian cultures include: Northern European

Hierarchical

- Some people have more power and influence than others
- Power and rank emphasised
- People value; obedience and structure
- Hierarchical cultures include: Asian, Latin and Middle Eastern

Be Curious and Ask

Curious Questioning

Curiosity creates an interest in learning and helps break down barriers between cultures and their differences. Curiosity builds awareness, appreciation, and understanding of other cultures and helps us to gain new perspectives

It is not rude to ask questions as it demonstrates curiosity and a desire to know more:

- How are we different?
- How are we alike?
- How do we work effectively together, knowing our similarities and differences?
- How can we communicate more clearly together?
- What are some of our different customs and viewpoints?

Further Resources

Communicare Training Institute - www.communicarepsychology.org.au

Centre for culture, ethnicity and health – www.ceh.org.au

Diverse WA – Cultural Competency Training - www.diversewa.omj.wa.gov.au/