

CULTURAL AWARENESS TRAINING



Communication

Culture

Diet

Social

People

Network

Religion

Clothing

Holidays

CULTURAL AWARENESS TRAINING



MULTICULTURAL ASSOCIATION
OF WOOD BUFFALO

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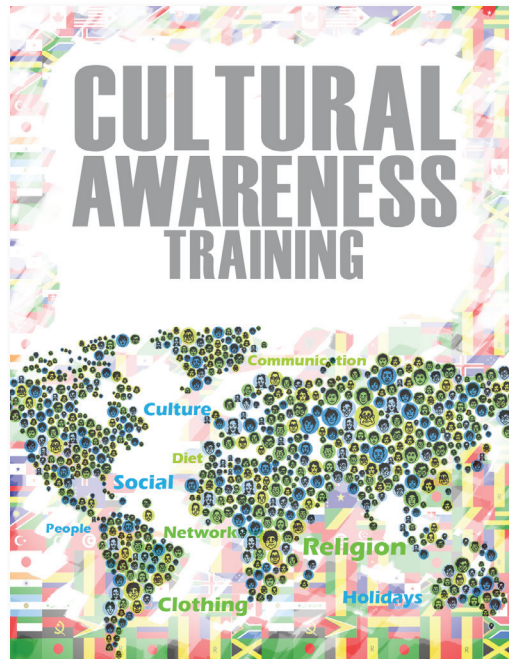
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Module 1

The Multicultural Mosaic



Introduction

Immigration has been and continues to be an important part of Canada's history. With the exception of First Nations' people, all Canadians are immigrants or descendants of immigrants. Thus Canada has often been referred to as "the land of immigrants". Despite the key role immigrants play in Canada's mosaic—and Canadians' general acceptance of multiculturalism—cultural, ethnic, racial, and linguistic differences can sometimes lead to misunderstanding and/or conflict.

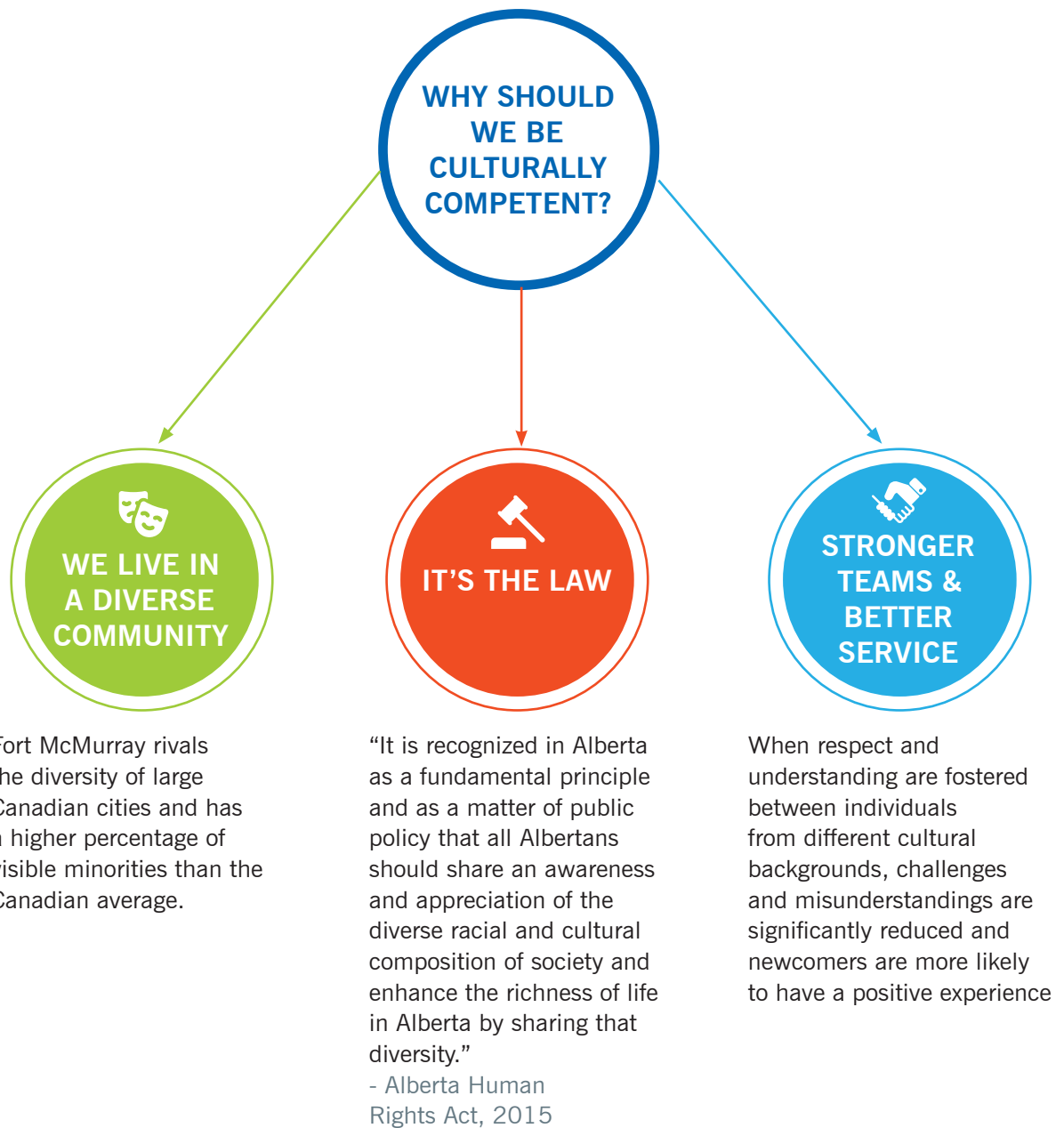
The social profit sector and social service industry is not exempt from this. Clients immigrating with their families from around the world often experience challenges and difficulty settling into their new community. Many newcomers experience discrimination and are victims of bullying and harassment while others may find it difficult to adjust to new environments

and communication styles.

Actively promoting an open and welcoming environment and developing cross-cultural awareness and understanding will help newcomers feel a sense of belonging and overcome potential barriers that may arise. When respect and understanding are fostered between individuals from different cultural backgrounds, challenges and misunderstandings are significantly reduced and newcomers are more likely to have a positive experience.

This workshop serves as a guide in creating a more open, welcoming, and inclusive environment for all where cross-cultural understanding and a respect for diversity is fostered. Throughout this workshop, we will discuss the unique circumstances of newcomers, offer strategies for managing diversity, and provide helpful resources for more information.

The Case for Inclusion



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Canada

21%

have a primary language other than English

22%

are visible minorities

22%

are Immigrants

5%

are indigenous

Regional Municipality of Wood Buffalo

20%

have a primary language other than English

26%

are visible minorities

22%

are Immigrants

9%

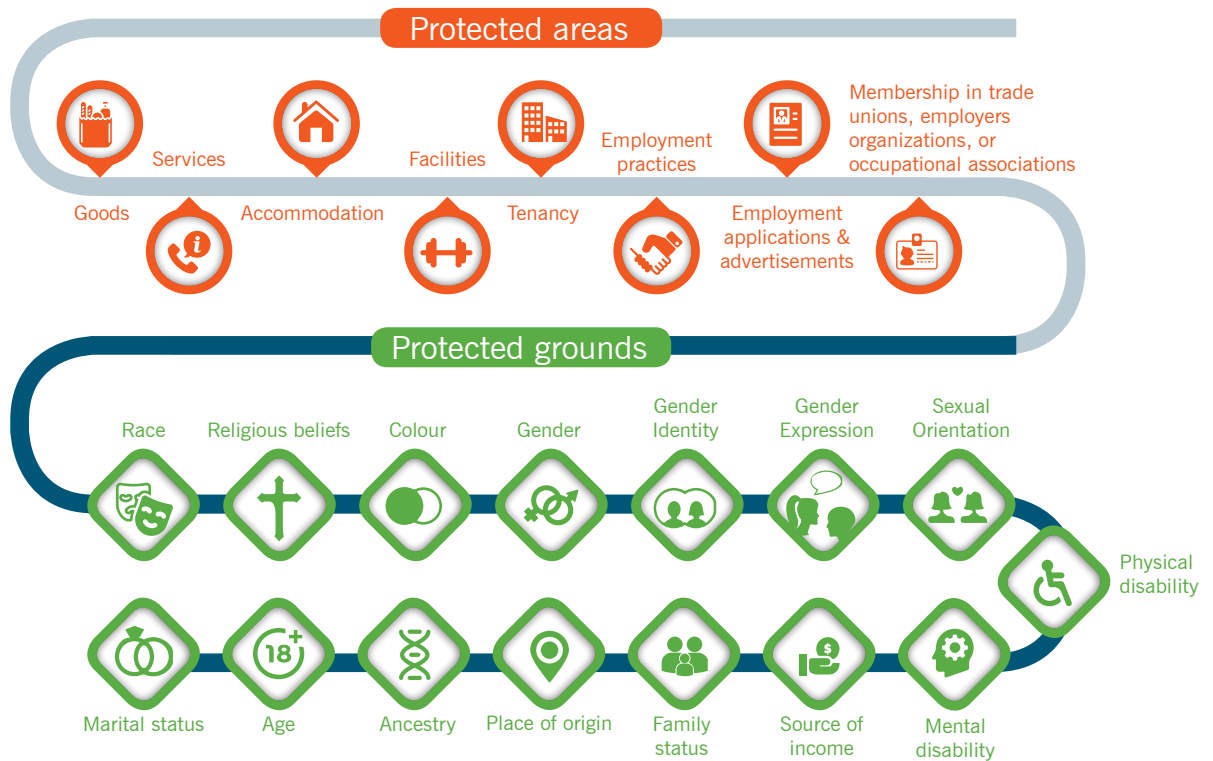
are indigenous

Source: Statistics Canada, 2016

Alberta Human Rights Act

“The purpose of the Alberta Human Rights Act (the Act) is to provide Albertans with protection of their human rights. The Alberta Human Rights Commission administers the Act. The Act allows people to make a complaint to the Commission if they feel that they have experienced harassment or have been discriminated against in the specific areas and under the specific grounds protected under the Act. The aim of the Commission’s complaint resolution process is to return the complainant to the position he or she would have been in if the discrimination or harassment had not occurred.”

Alberta Human Rights Commission
Protected Areas And Grounds Under The Alberta Human Rights Act Information Sheet, June 2017



In Canada, service providers have a responsibility of “reasonable accommodation”. This legal duty to accommodate is specific to those areas that are protected under the Alberta Human Rights Act. Reasonable accommodation must be made when it does not impede the rights and freedom of others and when it does not cause undue hardship. Source: *Alberta Human Rights Commission, Employment: Duty to Accommodate (2012)*



For more information on the Alberta Human Rights Act or the complaint process visit www.albertahumanrights.ab.ca

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STRONGER TEAMS, AND BETTER SERVICE

Alberta businesses that employ and support diverse staff cite many benefits such as increased productivity, new ideas & perspectives, better understanding of and connection with clients, access to new markets, enhanced reputation, and increased retention. However, employers must actively promote and encourage not only a diverse staff but an inclusive and respectful workplace. A diverse workplace that ignores and suppresses

cultural difference or that is not inclusive may be less effective than monocultural teams because cultural difference becomes an obstacle to performance. On the other hand, a diverse workplace that is also inclusive and acknowledges and supports cultural difference is more effective than monocultural teams because cultural difference becomes an asset to performance.

Source: Adler, N. J. 2002



Theory and Terminology

CULTURAL AWARENESS

Being aware of our own beliefs attitudes and tolerances, as well as those of both the dominant culture and the individuals we interact with.

CULTURAL SENSITIVITY

Knowing differences exist, but there is no value, positive or negative, assigned to it.

CULTURAL COMPETENCY

A set of congruent behaviours, attitudes, and policies that come together in a system, agency, and among professionals to work effectively in cross cultural situations.



PREJUDICE

A belief about a group.

STEREOTYPE

A belief about a person based on a group they are identified with.

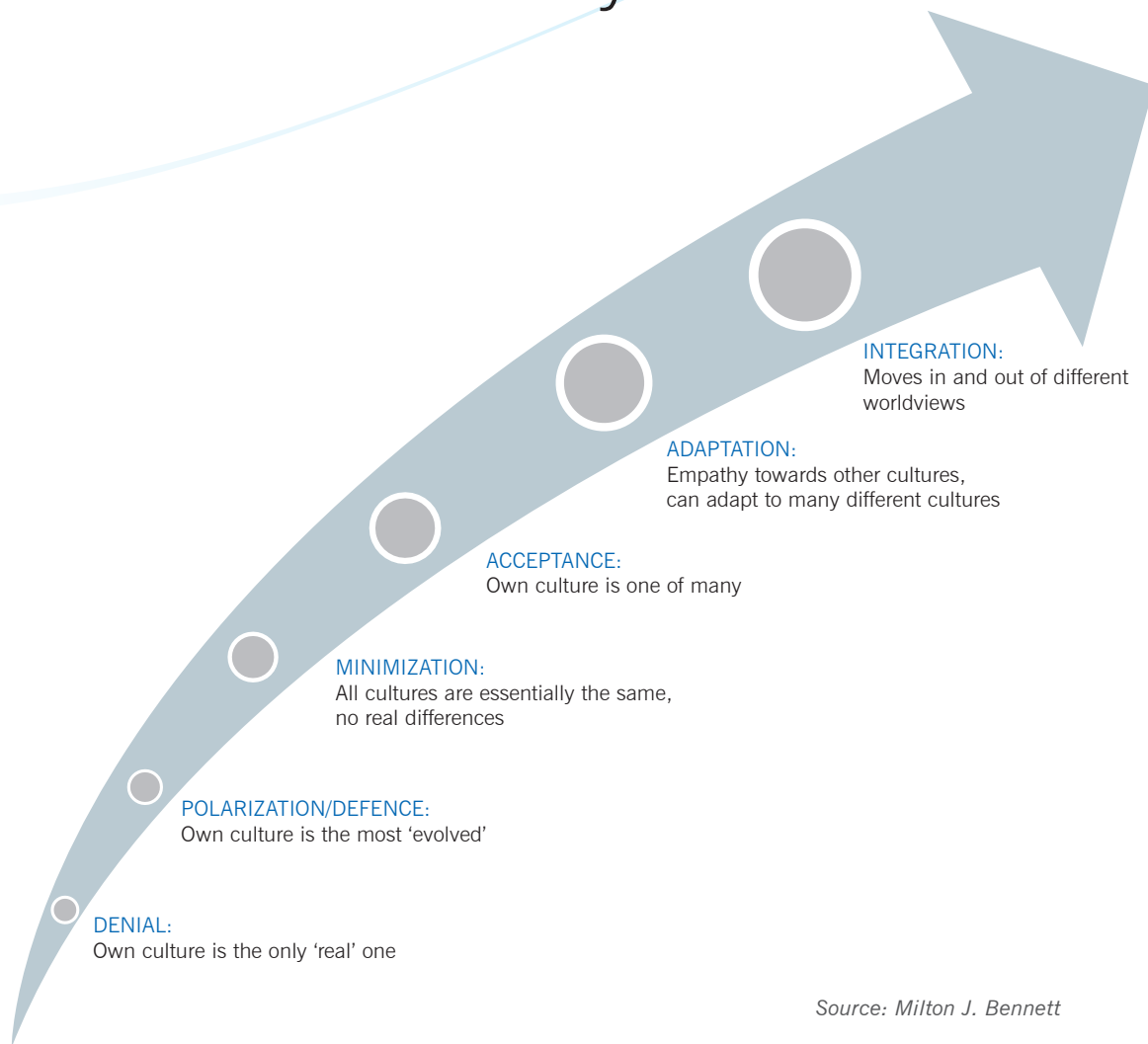
DISCRIMINATION

Unjust treatment of a person based on an associated trait of that individual.

CULTURAL AWARENESS TRAINING

Module 1: The Multicultural Mosaic

Developmental Model of Intercultural Sensitivity



According to Bennett's research using the above model, no cultural group is more culturally competent than another. His findings show that the majority of people regardless of their ethnicity, culture, religion, etc. fall into the *minimization* category.

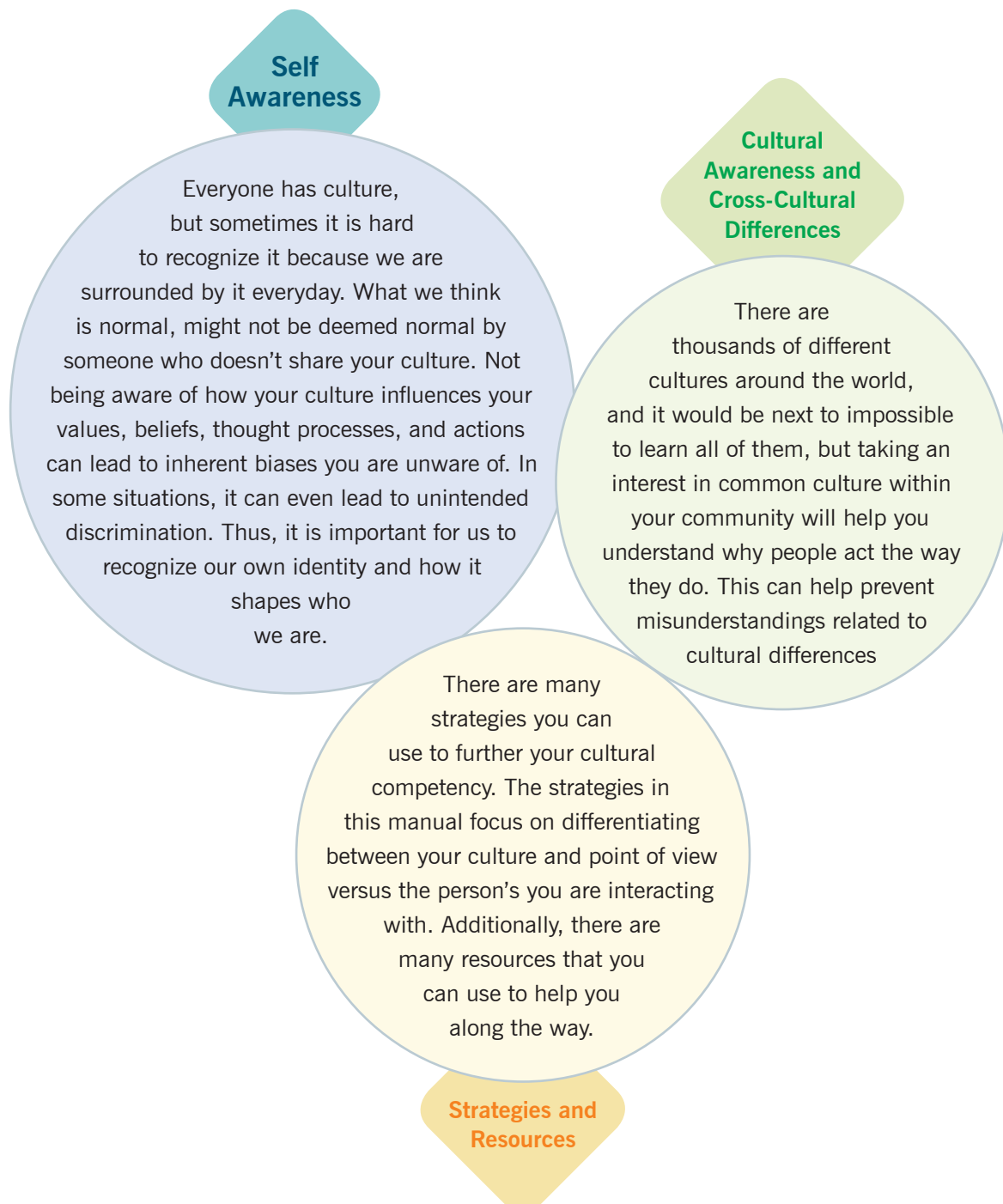
Further research shows that people think they are more accepting than they really are. The first

step in cultural competency is acknowledging our own culture and that we all have biases.

Each individual interprets and interacts with their surroundings through their own cultural lens. When these cultural lenses or frameworks interact, differences between the cultural frameworks may become more apparent and we become more aware of each others' culture.

How to develop cultural competency

Cultural competency is a never-ending continuum. It is not something we obtain, but rather a point we continually work towards. Some focus areas to further you along that continuum include:



Module 2
Self-Awareness



Self-Assessment

Too often we forget about our own culture and how it can influence our perspectives and the way we interact with others. By reflecting on our own culture we can more easily identify root causes when cultural differences or misunderstandings arise.

1. Circle the items in each of the five columns that best describe you.

A

Lower economic class
Middle economic class
Upper economic class

Business person
White-collar
Professional
Technical
Blue-collar
Skilled
Student
Service provider
Labourer

Other:
Conservative
Liberal
New Democrat
Green
Independent

Other:

B

Anglo-Saxon
Canadian
White
European
Eastern European
European-Canadian
Anglophone
Francophone
Quebecois
Black
African-Canadian
Caribbean
Hispanic
Latino
Latin-Canadian
Asian
South Asian
South-East Asian
Asian-Canadian
Middle Eastern
Native-Canadian
First Nations
Aboriginal
Inuit
Métis

Other:

C

Christian
Muslim
Jewish
Sikh
Hindu
Buddhist
Bahá'í
Pagan
Jain
Shinto
Daoist
First Nation Traditions
Non-Religious
Atheist
Agnostic
Humanist

Other:

E

Female
Male
Transgender
Non-Binary

Heterosexual
Homosexual
Bisexual
Queer
Asexual

Other:

D

Married
Common Law
In a relationship
Single
Separated
Divorced

Wife
Husband
Significant Other
Mother
Father
Step-parent
Son
Daughter
Grandmother
Grandfather
Aunt
Uncle
Brother
Sister

Other:

CULTURAL AWARENESS TRAINING

Module 2: Self-Awareness

I best describe myself as a(n)

Column A:

Column B:

Column C:

Column D:

Column E:

Place a check mark by the items you circled that are the most important or significant to you.

According to my check marks, the most important roles in my life at this time are:

.....

2. Cultural Group

Where did you grow up?

.....

Where were your parents born?

.....

Where were your ancestors born?

.....

What cultural group do you belong to?

.....

3. Sense of Self & Space

How do you greet people you don't know?

.....

How far away do you stand from someone when talking with them?

.....

4. Communication & Language

What does smiling mean to you?

.....

5. Dress & Appearance

Is the way you dress important? How so?

.....

6. Food & Eating Habits

What does a typical supper look like at your house? Where/what do you eat? Who's there?

.....

7. Time & Time Consciousness

Is being on time for meetings important?

.....

8. Relationships & Family

Who do you consider your close family?

.....

9. Values

When working in groups do you voice your difference of opinion?

.....

How do you feel when you are praised for your individual efforts?

.....

What do you value most: our past or our future?

.....

10. Authority

How do you respond to your boss when you disagree with a request?

.....

Do you like to take the initiative or do you prefer deferring to your boss for decisions?

.....

11. Gender

Do boys and girls in your family have different rules and/or roles?

.....

12. Learning & Mental Processes

Do you like to get information one step at a time or by seeing the whole process?

.....

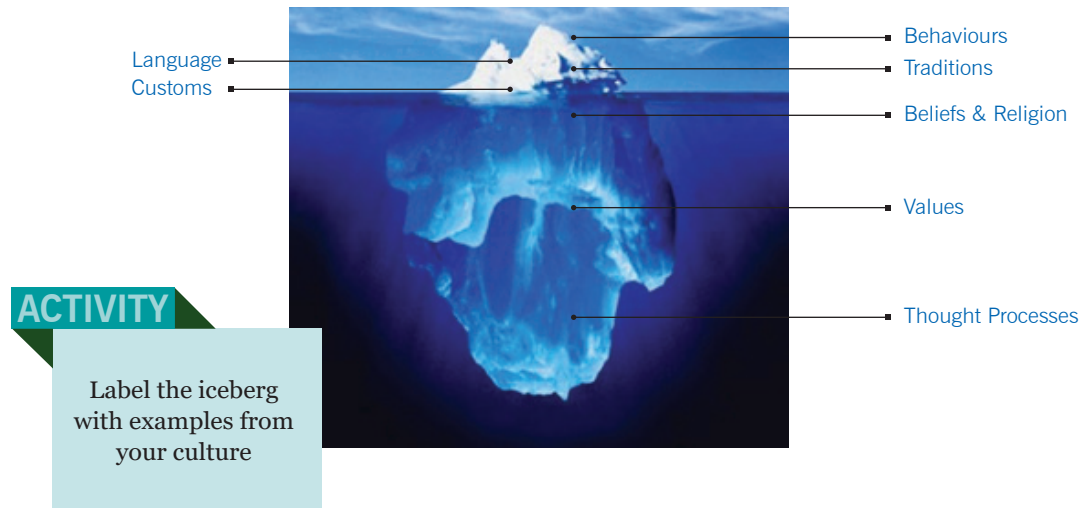
Module 3

Cultural Awareness and Cross Cultural Differences



Culture is a way of life learned and shared between a group of people. There are many aspects to culture; language, diet, and traditional clothing, etc. These aspects are, for the most part, visible. There are other aspects that are harder to see, including values and thought processes. Religion can be a big part of culture and has both visible and invisible components. Additionally, culture can influence the way we communicate, whether it is the language we speak or the topics we speak about. Understanding the different aspects of culture and how they influence our interactions is essential in becoming more culturally competent.

The iceberg analogy breaks down culture into the visible and underlying dimensions.



BELIEFS: One's views on how the world works and how people should interact.

VALUES: One's views on what is important including family, personal life, career, religion, and social responsibility.

CULTURE: Refers to shared mental programs that condition each person's responses to their surroundings. It is an organized system of values, attitudes, beliefs and meanings. Although culture is deeply embedded and is often unconscious, it impacts our daily behaviour.

Communication

Communication is a process by which people interactively create, express, sustain and manage meaning. It is an exchange of information. Competent communication must be effective and culturally appropriate.



It is important to recognize that personal or familial values and personality also influence communication. Although you may follow the same religion or belong to the same culture, your way of communicating may vary from person to person. The information that follows elaborates on general trends within cultures, but it is important not to generalize or assume anything when you meet someone from a particular culture.

LANGUAGE

According to the 2016 Canadian Census, there are 22 different languages with each having over 100,000 people living in Canada that speak it. Many of whom do not speak either of our national languages. Over 21% of our population speaks a language other than French or English at home. The top 6 foreign languages spoken in Canada include Mandarin, Cantonese, Punjabi, Tagalog, Spanish, and Arabic. Language is beautiful and adds to our Canadian culture, but it can also pose challenges for limited English speakers (LES). Learning English as an additional language (EAL) is a long process, especially as an adult. In the beginning of the learning process, translating each word

or phrase is time consuming and often direct translation is near impossible. In order to save time and energy, EAL speakers may try to shorten sentences and ideas resulting in confusion on the part of listeners.

Further, technical language is difficult to learn. It is important for us to differentiate between someone understanding a word versus understanding a concept.

Another common challenge is that Canadians typically only ask once or twice for clarification from someone who they have not understood. If they have still not understood the person's meaning, they will move on, change the subject, or do the infamous 'nod and smile'. This is especially problematic when a native

English speaker then repeats the EAL speaker's comment or idea later on and is praised for their new and great input. The result is frustration and resentment on the part of the EAL speaker. More importantly, when a client is in need of a service, but is unable to articulate their need, they can become discouraged or dissatisfied with the service.

While EAL is a common challenge in cross-cultural communication, even having English as one's first language does not guarantee that communication

ACTIVITY

What strategies can you use to ensure efficient communication with a client?

will be easy. English is spoken around the world and has evolved regionally to have very different meanings and unique words and phrases. For example British English and American English are extremely different, Canadian English is a mixture of the two, and we see region-specific phrases across Canada.

It may be beneficial to provide written documentation or visual aids rather than relying solely on verbal communication. Lastly, it is important to pay attention to peoples' body language and facial expression to ensure the message was received as you intended and check understanding by rephrasing or asking follow up questions.

DEGREE OF DIRECTNESS

Direct communicators will focus on conveying a message as clearly and concisely as possible. Background information or detail will follow if questions are asked by others. The message is explicit and communication tends to be impersonal. Direct communicators often run the risk of hurting others' feelings and conflict is

dealt with head on.

Indirect communicators will convey a message using context, nonverbal cues, implicit meaning, and subtle language. Background information and detail will precede the message. Communication tends to focus on maintaining the relationship and conflict is avoided at all costs.



CULTURAL AWARENESS TRAINING

Module 3: Cultural Awareness and Cross Cultural Differences

SILENCE

Silence or pauses in conversation are powerful tools used in different cultures to mean entirely different things. When you are speaking with someone, when is the appropriate time to start talking?

- Before the other person has finished talking.
- When the person has finished talking.
- Several seconds after the person has finished talking.

For Anglo-Americans, b. is usually the answer. For Latin Americans, a. is typical while for East Asians, c. is most likely.

ACTIVITY

How does this information change your perspective on conversations you have had with co-workers or customers?

SPEAKING AND COMMUNICATION STYLE



Speaking and communication styles can be influenced by culture, but are also largely a part of someone's personality and can be influenced by the situation the speaker is in. It is important to differentiate whether someone is actually angry or if they just have an aggressive communication style. Regardless of someone's style of communication, we need to view the conversation through their cultural lens so that we can react in an appropriate manner.

CONVERSATIONAL SUBJECTS

What is and isn't an acceptable subject to talk about varies from culture to culture, it may depend on your relationship with the other individual, or the setting. Consider asking the person you are interacting with if they are comfortable talking about a particular topic.

What topics are taboo in your culture?



Mental Health



Gender orientation



Sex



Family



Income



Age

Source: AAISA Basic Counseling in a Cross Cultural Context, 2017

BODY LANGUAGE

Approximately 7% of any message is conveyed through words, 38% through certain vocal elements, and 55% through nonverbal elements (facial expressions, gestures, posture, etc). Because nonverbal elements of a conversation can vary from culture to culture, it can lead to a lot of confusion or misunderstanding.

Source: *Alberta Mehrabian, 1971.*

THE HORN FINGERS



USA

Adopted by rockers as a sign of approval, and in essence, to 'rock on'.



Italy



Brazil



Colombia



Portugal



Spain

In other parts of the world, to make this sign at someone is to tell them their wife is cheating on them.

THE 'V' SIGN



USA

A harmless backwards sign for peace.



Australia



UK



Ireland



New Zealand

Seen as rude Frequently used to signify contempt or defiance towards authority.

THE THUMBS UP



Australia



USA



UK



Canada



Russia

A sign of approval



Latin America



West Africa



Iran



Iraq



Afghanistan

In other parts of the world, this is seen as an 'up yours'.

THE COME HERE



Australia



USA



UK



Canada

Gesture is used to motion somebody to come over.



Phillippines

Considered highly offensive when motioned to another person, as this gesture is reserved for dogs.

Source: *Huffington Post- Guide to hand gestures around the world, 2014*

CULTURAL AWARENESS TRAINING

Module 3: Cultural Awareness and Cross Cultural Differences

Values Continuum

Where we fall on the values continuum is a strong reflection of our culture, but can be influenced by the environment we grew up in, as well as our current environment. We all will tend to lean towards one end of the following spectrums, and it is important to consider these value differences when communicating with others. Please note that this is not a comprehensive list of different cultural values.

HOMEWORK

Find someone from a different culture than your own and compare your values on the continuum.



Sense of self & space:

Personal Bubble (handshake) _____ Little or no personal space (hug, kiss)



Dress & Appearance:

Dress for success _____ Sign of wealth, religious



Food & Eating Habits:

Necessity _____ Social experience, religious



Time:

Time = Money _____ Elastic, relative



Relationships:

Nuclear family, value on youth _____ Extended family & friends, values on elders



Teams:

Individual, independency _____ Group, conformity



Authority:

Challenge authority _____ Respect for authority



Gender:

Equality _____ Equity, specific roles



Hierarchy:

Egalitarian _____ Hierarchical



Mental Processes:

Linear, logical, sequential _____ Lateral, holistic, simultaneous

Values can change. As families relocate to a new country, their values may change and can be influenced by their new environment. This is called “acculturation”. Some view acculturation as a loss of culture, while others view it as gaining a new culture. Sometimes this can pose a challenge when one member of the family adapts to a different extent than another member, resulting in intrafamilial conflict. There is no right or wrong answer when it comes to values, but it is important to respect the other person’s point of view. This is cultural sensitivity. Developing strategies to work with values that may not match your own will help build cultural competency.

Religion & Spirituality

Religion is a set of beliefs, practices, and/or rituals shared between a group of people that focus on a higher truth.

Often, it ascribes supreme importance and worship of God or gods. Religions often have specific holy days and holidays to celebrate, worship, or acknowledge a God, gods, a prophet, founder, or central concept. Within religions, prayer or meditation are often used as a way to communicate with God(s) or higher beings, offer thanks, reflect, ask for forgiveness, or clear one's mind. Prayer or meditation may occur in groups or individually, it can be both quiet or out loud, and can happen at various times of the day. Religions may have their own guidelines, obligations, and/or common practices around prayer. Lastly, religion also influences dietary practices, clothing, and physical contact. These practices are often outlined in religious texts that have been brought forward by a prophet or followers and leaders of religious movements. Religious texts can be holy texts, brought forward by a prophet or additional scriptures often gathered and codified by followers and leaders of the religious movement. These aspects of religion will be discussed further in the sections below.

Religious beliefs are one of the protected grounds within the Alberta Human Rights Act. If someone is being discriminated based on their religious beliefs in any of the protected areas (see page 11) they can submit a complaint to the human rights commission. Additionally, all public schools including hospitals and non-denominational schools can not show preference to any one religion, but must accommodate the employee or citizens' religious beliefs to the point of undue hardship.

Holidays

Religion	Holiday
Christianity 	Easter
	Christmas
Judaism 	Rosh Hashanah
	Yom Kippur
	Passover
	Hanukkah
Islam 	Eid Ul-Fitr
	Eid Ul-Adha
	Hajj (Pilgrimage)
	Ramadan
Hinduism 	Diwali
	Mahashivratri
	Navratri, Durga Puja, Dusshera
	Gudi Padwa/Udadi
Sikhism 	Vaisakhi
Buddhist 	Lunar/Chinese New Year
	Buddha Day
	Vassa
Baha'i 	Ridván
Jain 	Mahavir Jayanti
	Diwali

**See appendix C for a more thorough list of religious holidays*

CULTURAL AWARENESS TRAINING

Module 3: Cultural Awareness and Cross Cultural Differences

Religious and cultural holidays & festivals are often an important part of an individual's values and identity. When interacting with customers, consider how these holidays might affect their schedule, eating habits etc. Observance of religious holidays often varies from person to person depending on their culture, ethnicity, family upbringing, or personal choice.

A list of common religious holidays can be found on page 27. In addition to the above religious holidays, many religions have days of the week that are set aside as holy days. During

these days of the week, observers may go to a service or otherwise take time off from their busy work lives.

Religion	Holy Day of the Week
Christianity +	Sunday (Saturday for Seventh Day Adventists)
Judaism ⬡	Saturday
Islam ☾	Friday (work often still done, Friday Prayers observed at mosque for men)

**Some faith groups also keep the full moon (Wicca and Neo-Pagans) or new moon (Cherokee) days as holy days.*

A multicultural calendar can be found on the Multicultural Association of Wood Buffalo website, which includes common religious and cultural holidays along with a description of each.



CLOTHING

Some religious groups have specific garments associated with religious observance. Significant safety concern is usually the only accepted undue hardship, otherwise religious clothing must be accommodated. Religious attire includes head coverings, accessories, jewellery, etc. Individuals within religious groups may

adhere to different variations of religious garments depending on their culture, family, ethnicity, or personal choice. They may choose not to wear any religious garments despite the fact that they adhere to that religion. The following table outlines the most common religious clothing.

Religion	Clothing	Religion
Christianity ✚	Cross	Worn on a necklace by both men and women
Judaism ✚	Star of David	Worn on a necklace by both men and women
	Yarmulke / Kippah	Skull cap worn by men
Islam 🌙	Headscarf	Cloth covering the head worn by married women
	Head scarf, veil, hijab	Cloth covering the head worn by women
	Niqab	Cloth covering the head, neck, and lower portion of the face worn by women
	Skull cap	Cap or cloth worn on the head by men
	Burka	Long robe covering the entire body including the entire face
Sikhism ✚	Turban	Wound cloth worn on the head by men & women
	Kes	Unshorn hair
	Kirpan	Ceremonial short sword
Hinduism ॐ	Head scarf	Women loosely cover their heads with cloth upon entering a temple and during worship
Rastafarian ☮	Turban	Cloth worn to keep their hair in dreadlocks clean and protected

*See appendix D for a more thorough list of religious clothing



CULTURAL AWARENESS TRAINING

Module 3: Cultural Awareness and Cross Cultural Differences

SPACE FOR PRAYER AND MEDITATION

Prayer and/or meditation often hold significance in religious practice for many groups. Prayers usually take less than 10 minutes to perform. Spaces to pray do not need to be very large or elaborate (in fact plain rooms are often preferable to avoid distraction). Acceptable spaces include an empty room, quiet corner, private office, or any other mutually agreeable space. The space should be clean and quiet with some measure of privacy. As prayer is a part of religion, protected under the Alberta Human Rights Act.

Christianity, Buddhism, and Hinduism

Religions such as Christianity, Buddhism, and Hinduism have prayer and/or meditation as part of their religious practice. Devotees may pray before going to sleep (some Christians) or in the morning (Buddhists, Hindus) and during times of crisis, stress, or before making an important decision. Individuals following these religions usually pray or meditate in their homes or in their place of worship.

Judaism and Sikhism

Other religions such as Judaism and Sikhism, have specific daily prayer times. Adherents of these religions often choose to pray at their place of worship or at home and are not likely to request prayer space. Sikhism specifies three daily prayer times; morning (3am-6am), evening (6pm), and nighttime (before bed). Judaism specifies three daily prayer times: morning, afternoon, and evening (the afternoon and evening prayers are often combined).

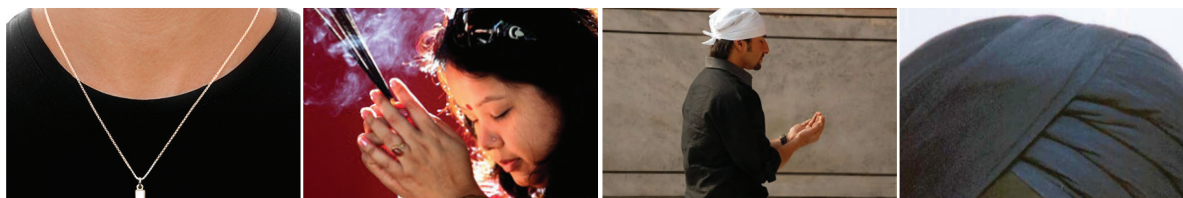
Muslims

Muslims (adherents to Islam) make up the vast majority of requests for prayer space and time off to pray. Islam specifies five daily prayer times:

- Fajr (dawn-sunrise), Dhuhr (noon-mid-afternoon), Asr (mid-afternoon-sunset), Maghrib (just after sunset), Isha (late evening). The exact times of each prayer will vary throughout the year following the sun's trajectory.
- On Fridays, the Dhuhr (noon-mid-afternoon) prayer is swapped for a Friday sermon prayer (Jumu'ah).
- Jumu'ah is longer than a regular prayer as it includes a sermon. Attendance is considered mandatory for men and optional for women and the prayer is usually held in a mosque. Friday prayer takes about 45min-1hour. Employees often request an extended lunch to attend these prayers at the local mosque. This time may be made up by staying later, arriving earlier to work, combining lunch and a break, or any other mutually agreeable arrangement.

Ablution or Purification

Some religions require adherents to wash before prayer. In Islam, adherents must wash their hands, mouth, nose, arms, face, hair, ears, and feet before prayer. Additionally, the entire body must be washed before the Friday sermon prayer. Adherents can perform the washing using a sink or other facility that has running water.



DIETARY RESTRICTIONS

Many religions and cultures have different dietary restrictions that should be considered. Food options on menus, in meetings, and at other activities and events should have selection of vegetarian and vegan options to reflect the diversity in our community.

Adherents to religions including Buddhism, Hinduism, Jainism, and Sikhism often follow some form of vegetarianism. Jains often follow a very strict vegan diet that includes refraining from consuming egg, milk, root vegetables, garlic, onion, mushrooms, fungus, yeast, honey, and fruit and vegetables with many seeds. Some Jains will also refrain from eating at night to avoid accidentally eating a forbidden substance.

It is especially important for many Buddhists, Hindus, Jews, and Muslims to refrain from eating pork or coming into contact with pork and pork by-products. Lard, pepsin, gelatine, some types of yogurt, cheese, and margarine may contain pork by-products. For many, even touching pork is unacceptable.

In both Judaism and Islam, there are specific rules around the meat adherents may eat that have to do with the manner in which the animal was slaughtered. In Judaism this is referred to as Kosher while in Islam this is referred to as halal. Kosher meat must be slaughtered in a specific manner and supervised by proper rabbinical authorities. Halal meat must come from an animal that was sacrificed in the name of Allah and has been killed in a specific way. Some Muslims regard meat from

Canada halal while others do not. On the other hand, the Sikh Rehat Maryada, the Sikh code of conduct, states Sikhs should not consume meat that was slaughtered in a ritual manner.

Alcohol is a substance that is often restricted or forbidden in certain religions. Baha'is, Muslims, Jains, Mormons, and Seventh Day Adventists usually refrain from consumption of any alcohol or alcohol containing products. Buddhists and Sikhs also often refrain from alcohol consumption while some Hindus and Christians may choose to not consume or only consume small amounts of alcohol. Many Muslims will refrain from being near alcohol, near those consuming alcohol, or going to establishments where alcohol is served.

Dietary restrictions are often different during holy days, festivals, and fasts. For example, during the month of Ramadan, Muslims refrain from eating from sunrise to sunset. This can be quite challenging during the summer months especially in Fort McMurray.

It is important to note that the degree to which an individual follows his or her religious dietary restrictions varies depending on cultural background, ethnicity, family upbringing, and individual choice. Some Muslims and Jews may not follow halal and kosher laws; some may consume pork by-products but not pork, and some may not refrain from eating pork at all. Please see appendix E for a table overview of dietary restrictions.

CULTURAL AWARENESS TRAINING

Module 3: Cultural Awareness and Cross Cultural Differences

GENDER & PHYSICAL CONTACT



Physical contact between the sexes is restricted in many cultures and religions. The degree to which contact is restricted varies greatly depending on the individual's cultural background, family upbringing, and personal choice. Shaking hands, hugging, kissing on the cheek, keeping eye contact, or carrying on a lengthy conversation with someone of the opposite sex may not be acceptable for some

individuals. For example, Muslim women often do not shake hands with men. The best way to avoid making someone uncomfortable with physical contact is to refrain from shaking hands unless they extend their hand to you. Men coming from a culture where there are specific gender roles may find it difficult to take assistance or direction from a woman.

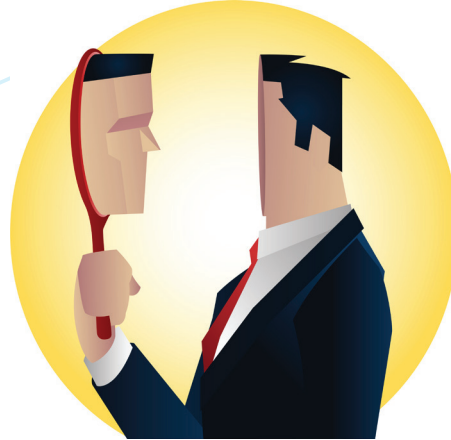
Module 4

Strategies and Resources to Improve Cultural Competency



Mirroring

Mirroring involves altering your behaviour to match that of another person. The technique is one of the most effective ways to improve cross-cultural communication. Unconsciously we use this technique all the time. However if we are aware of the technique, we can use it more mindfully. Mirroring can help make the other person more comfortable, improve communication, and avoid miscommunication. Mirroring is useful both as a technique for newcomers and for those interacting with newcomers.



Check for Understanding

Checking for understanding throughout an interaction can greatly reduce miscommunication.

You can check for understanding by:

- Asking the individual to repeat themselves
- Asking them to rephrase the sentence
- Asking for a written form of the conversation
- Asking for a diagram
- You might also want to summarize the topic and ask if this is correct or you might send a follow up email with the discussion and action items to confirm your understanding

WHEN IN DOUBT, ASK!

If you are unsure about a cultural difference or the meaning of certain terms or behaviours, find a polite way to ask for clarification. It is better to ask than to avoid the situation and risk miscommunication. Further, if something culturally offensive is done, it is best to address the situation one-on-one if possible, explain the offense, and guide the individual by giving them advice about the cultural norm.

Open Conversations

No one is more of an expert in one's culture than the individual themselves. Because there is so much variation in how people practice and interpret different aspects of culture, the best way to learn about someone is to ask them. Find an appropriate way and setting to have the conversation and ask for permission to ask about their culture or religion.

ATTEND CULTURAL AND EDUCATIONAL EVENTS

People often like to share about their culture and are very welcoming to outsiders. Consider attending some of the following:

- The Multicultural EXPO or the Multicultural Cookery hosted by the Multicultural Association of Wood Buffalo
- Diversity Talks at the Wood Buffalo Regional Library
- Events held by different religious institutions (i.e. the open house at the Mosque)
- Local cultural celebrations like Chinese New Year
- Local seminars on Aboriginal Awareness

L L I I A A Formula for Cross-Cultural Communication

L Look	Observe the communication. Consider non-verbal cues.
L Listen	Listen closely. Consider the tone of the communication.
I Interpret	Interpret the communication.
I Interpret Again	Consider other possible interpretations. Try to avoid jumping to a negative interpretation as this is highly unlikely. Is there another possible intended meaning?
A Act	Act only after the above assessment.
A Assess	Assess how your reaction was perceived. If you receive a blank stare, a change of subject, or a negative response, you might want to clarify your interpretation by asking questions.

Resources

Multicultural Association of Wood Buffalo (MCA)

The MCA offers programs, events, and support services to all members of our cultural community. To learn more about different cultures, consider attending one of MCA's events or programs including:

- Multicultural EXPO
- World Meets in Wood Buffalo
- Multicultural Cookery Program

Ask MCA to connect you with specific local cultural groups from our member database.

For those with a multicultural client base consider referring your clients to MCA's programs and services including:

- Interpretation and Translation Services
- Financial Literacy Program
- Cross Cultural Parenting Program
- English Language Learners Assistance



MULTICULTURAL ASSOCIATION
OF WOOD BUFFALO

Location	: Bob Lamb Building 8015 Franklin Ave P.O. Box 5298 Fort McMurray T9H 3G3
Phone	: 780-791-5186
Email	: admin@mcawb.org
Website	: www.mcawb.org
Facebook	: facebook.com/mca4wb
Twitter	: twitter.com/mca4wb

Alberta Human Rights Commission

The Commission has a two-fold mandate: to foster equality and to reduce discrimination. It fulfills this mandate through public education and community initiatives, through the resolution and settlement of complaints of discrimination, and through human rights tribunal and court hearings.



Alberta
Human Rights Commission

Location	: Northern Regional Office 800 - 10405 Jasper Avenue NW Edmonton, Alberta T5J 4R7
Phone	: Confidential Inquiry Line 780-427-7661
Fax	: 780-427-6013
Email	: humanrights@gov.ab.ca
Website	: www.albertahumanrights.ab.ca
TTY service for persons who are deaf or hard of hearing: Toll-free within Alberta 1-800-232-7215	

Collaboration for Religious Inclusion

The Collaboration for Religious Inclusion (CRI) brings together organizations located in the RMWB to promote unity through religious inclusion and understanding. The group aims to engage and educate the public through workshops, forums, media, and collaborative initiatives.

The CRI champions inclusivity with the goal of making the community a more welcoming place for people of all faiths.

Partner organizations of the CRI include the Multicultural Association of Wood Buffalo, McMurray Gospel Assembly, Fort McMurray

Seventh-Day Adventist Church, Markaz Ul-Islam, RCMP Wood Buffalo, Fort McMurray Sikh Society, the Spiritual Assembly of the Bahai's of Fort McMurray, Fort McMurray First United Church, Regional Advisory Committee for Inclusion, Diversity, and Equality (RACIDE), and the Regional Municipality of Wood Buffalo.

The CRI is leading the development of an Action Plan on religious diversity and inclusion in the Wood Buffalo region. For more information about religious groups or research on inclusion and diversity in Wood Buffalo contact:



Collaboration for
Religious Inclusion

Website : www.criwoodbuffalo.wixsite.com/home



The Newcomer Interagency Network (NIN) was created to share expertise, enhance collaboration between agencies, and support projects and initiatives to better meet the needs of newcomers to the Regional Municipality of Wood Buffalo.

The purpose of the network is to:

- Facilitate an awareness of existing community services and improve referral processes.
- Identify gaps, needs, and duplications in newcomer services, skills, & employment.
- Support and implement projects and initiatives to address those gaps where possible.

- Provide consultation to government, businesses, and organizations on newcomer matters.

The Welcome Centre is one of the NIN's main projects. The Centre helps newcomers by providing a neutral environment and a central location which avoids frustration and confusion of being moved or referred from organization to organization. The Centre is also beneficial to those organizations involved, as programs and services are promoted and needs, gaps, and duplications are more easily identified.

CULTURAL AWARENESS TRAINING



We provide information and referrals in the areas of **WORK, LIVE, LEARN & PLAY**

WORK
Jobs & Employers
Resume Workshops



LIVE
Housing
Healthcare & Doctors
Directions
Transportation



LEARN
Schools
English Classes



PLAY
Cultural Associations
Community Events
Children's Activities



WELCOME CENTRE

1 CA Knight Way 2nd floor of the
Wood Buffalo Regional Library

📞 587 536 0216

✉️ welcome@ninfm.org

🌐 www.ninfm.org



Location : Wood Buffalo Regional Library,
2nd floor, 1 CA Knight Way,
Fort McMurray, AB T9H 5C5

Phone : 587-536-0216

Email : welcome@mcawb.org

Website : www.mcawb.org

Module 5

Appendices



CULTURAL AWARENESS TRAINING

Appendix A: Resources

Adler, Nancy J. (2002)

“Global Companies, Global Society: There is a Better Way,”

Journal of Management Inquiry, vol. 11 (no. 3): pp. 255-260.

Alberta Human Rights Commission:

<http://www.albertahumanrights.ab.ca/>

Citizenship and Immigration Canada:

www.cic.gc.ca

Fort McMurray Family Crisis Society:

<http://www.fmmfcs.com/>

Family Support

Immigrant Access Fund:

<http://www.iafcanada.org/>

Micro loans for newcomers

Keyano College:

<http://www.keyano.ca/>

Language Classes, upgrading skills, etc.

Laroche, L. & Rutherford, D. (2007). Recruiting, Retaining, and Promoting Culturally Different Employees. Routledge: London and New York.

Le Centre d'Accueil et d'Etablissement:

www.lecae.ca

Francophone resources, programs and services.

Bennett, M. J. (1993)

“Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity (revised)”. In R. M. Paige (Ed.), Education for the Intercultural Experience. Intercultural Press: Yarmouth, Me.

Multicultural Association of Wood Buffalo:

www.mcawb.org

Programs for newcomers including parenting programs, after school tutoring, financial literacy, health & wellness programs, and connects newcomers with cultural groups.

Regional Municipality of Wood Buffalo Census

Data: <http://www.woodbuffalo.ab.ca/Municipal-Government/Municipal-Archived-Census-Reports.htm>

The Hub Fort McMurray:

<http://www.thehubfrc.ca/>

Family Support

YMCA Wood Buffalo-Immigrant Settlement Services:

<http://www.ymca.woodbuffalo.org/community-programs/>

Employment help, skills workshops, counselling, language programs, etc.

Appendix B: Feedback

Thank you for taking the time and effort to respond to this questionnaire. We to improve our workshops. Rest assured, your answers will remain anonymous.

Please answer the following on a scale of 1-4
(1=disagree, 2=somewhat disagree, 3=somewhat agree, 4=agree)

1. The workshop content was:

- | | | | | |
|-----------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| a) Relevant | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> | <input type="text" value="4"/> |
| b) Comprehensive | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> | <input type="text" value="4"/> |
| c) Easy to understand | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> | <input type="text" value="4"/> |

2. The workshop booklet:

- | | | | | |
|-------------------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| a) Supported presentation material | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> | <input type="text" value="4"/> |
| b) Provided useful additional information | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> | <input type="text" value="4"/> |
| c) Was clear and well-organized | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> | <input type="text" value="4"/> |

3. The workshop was:

- | | | | | |
|------------------------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| a) Well paced | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> | <input type="text" value="4"/> |
| b) Breaks were sufficient | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> | <input type="text" value="4"/> |
| c) A good mix between listening and activities | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> | <input type="text" value="4"/> |

- | | | | | |
|----------------------------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| 4. The activities were useful learning experiences | <input type="text" value="1"/> | <input type="text" value="2"/> | <input type="text" value="3"/> | <input type="text" value="4"/> |
|----------------------------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|

CULTURAL AWARENESS TRAINING

5. The facilitator was:

a) Knowledgeable

b) Well-prepared

c) Responsive to participants' questions

6. What did you like best about this workshop?

.....

.....

.....

7. What did you like least about this workshop?

.....

.....

.....

8. How could this workshop be improved?

.....

.....

.....

9. Would you recommend this workshop to a colleague?

Why/why not:

.....

.....

.....

10. What other workshops or presentations would you like to have available?




.....

.....

.....





.....

Appendix C: Important Religious Holidays

Religion	Holiday	Description
Christianity 	Easter	Celebrates the resurrection of Jesus
	Christmas	Celebrates the birth of Jesus
	Pentecost	Descent of the Holy Spirit upon the Apostles
Islam 	Ramadan	Month of fasting from sunrise to sunset
	Eid Ul-Fitr	End of Ramadan, feast
	Eid Ul-Adha	Festival of the sacrifice
	Laylat al Qadr	Night when the Quran was revealed to Muhammad
	Mawlid	Birth of the Prophet Muhammad
	Mid-Sha'ban	Night-long vigil with prayers
Judaism 	Rosh Hashanah	Jewish New Year, prayer, 2 days
	Yom Kippur	Day of Atonement, fasting & prayer
	Sukkoth	7 days
	Shmini Atzeret & Simchat Torah	2 days, sing, pray, feast
	Hanukkah	Festival of lights, 8 days
	Purim	Celebrates Jewish deliverance as told in the Book of Esther
	Passover	Commemoration of Liberation
	Shavout	Feast of Weeks of Pentecost, celebrates the revelation of the Torah
Hinduism 	Diwali	Festival of Lights
	Holi	Festival of Colours
	Dussehra, Durga Puja, Navaratri	Festival of worship and dance
	Raksha Bandhan/Rakhi	Celebrates the chaste bond of love between brother and sister
	Gudi Padwa/Ugadi	New Year's Day
	Makar Sankranti/Pongal	Celebrates Sun's journey into the northern hemisphere
	Ganesh Chaturthi	Celebrates the arrival of Ganesh on the Earth
	Krishna Janmashtami	Celebrates the birth of Krishna
	Onam/Vamana Jayanthi	Commemorates the Vamana avatar of Vishnu
	Maha Shivratri	Celebrates Lord Shiva







CULTURAL AWARENESS TRAINING

Religion	Holiday	Description
Hinduism 	Saraswati Puja	Celebrates Saraswati
	Ram Navami	Celebrates Ram
	Hanuman Jayanti	Celebrates Hanuman
	Radhasthami	Celebrates Srimati Radharani's birth
	Uttarayan	Celebrates the end of winter, Kite Flying Festival
Sikhism 	Guru Nanak	Birthday of Guru Nanak
	Guru Gobind	Birthday of Guru Gobind
	Maghi	Commemorates the sacrifice of forty Sikhs
	Holla Mohalla	Gathering of Sikhs for military exercises and mock battles
	Sikh New Year	Celebrates the Sikh New Year
	Phalia Prakash Sri Guru Granth	Commemorates Guru Granth as the final Sikh Guru
	Vaisakhi	Commemorates the founding of the Khalsa
	Martyrdom of Guru Arjan	Anniversary of the martyrdom of Guru Arjan
	Diwali	Celebration of freedom, the release from prison of the 6th guru
	Martyrdom of Guru Tegh Bahadur	Commemorates Guru Tegh Bahadur's martyrdom
Buddhism 	Asalha Puja	Celebrates Buddha's sermon
	Magha Puja/Machka Busha	Day of veneration for Buddha and his teachings
	Buddha Day/Vesak	Marks the anniversary of Buddha's birth, death, and enlightenment
	Uposatha	Day of cleansing and observance
	Vassa	Often referred to as the Buddhist Lent
	Pavarana	Marks the end of Vassa
	Nirvana Day	Marks the Buddha's death and entry into Nirvana
	Lunar New Year	Celebrated as the New Year for Buddhists, Taoists, Chinese
Bahai 	Ridvan	Celebrates the commencement of Baha'u'llah's prophethood
	Nowruz	Celebration of the New Year
	Declaration of the Bab	Commemorates the day the Bab declared his mission
	Ascension of the Baha'u'llah	Commemorates the death & ascension of Baha'u'llah/ founder of Baha'i
	Martyrdom of the Bab	Commemorates the martyrdom of the Bab
	Birth of the Bab	Celebrates the birth day of the Bab

Religion	Holiday	Description
Bahai 	Birth of Baha'u'llah	Celebrates the birth of Baha'u'llah
	World Religion Day	Observe the goals of the Baha'i religion; create unity among people
Zoroastrian 	Nowruz	Celebrates of the New Year
Jain 	Mahavir Jayanti	Celebrates the birth of Mahavira, the reformer (founder) of Jainism
	Akshaya Tritiya	Associated with Adinatha who achieved liberation from the life cycle
	Paryushana	Lay Jains take on more vows of spiritual intensity
	Kshamavani	Sacred day of forgiveness
	Diwali	Celebration of Mahavira attaining nirvana or liberation
Pagan 	Imbolc	Marks the midway between the winter solstice and spring equinox
	Spring Equinox	Celebrates of rebirth
	Beltane	Marks the midway point between spring equinox and summer solstice
	Summer Solstice	Celebrate the battle between light and dark, fire and water.
	Samhain	Festival of darkness, celebrate the lives of those that have died
	Winter Solstice (Yule)	Celebrates the winter solstice involving gift giving and feasts to mark
Shinto 	Gantan-sai	Shinto New Year
	Shubin No Hi	Time to visit family tombs and pay respect to one's ancestors
	Ninamesei/Labour Thanksgiving	Originally a harvest festival but now honours workers

CULTURAL AWARENESS TRAINING

Appendix D: Religious Clothing Overview

Religion	Clothing	Description
Christianity 	Cross	Usually worn on a necklace by both men and women
Judaism 	Star of David	Usually worn on a necklace by both men and women
	Yarmulke/Skull Cap	Skull cap worn by men
	Headscarf	Cloth covering the head worn by women
	Wig	Wigs are sometimes worn by Orthodox Jews
Islam 	Headscarf/Veil	Cloth covering the head worn by women
	Hijab	Cloth covering the head and sometimes neck worn by women
	Niqab	Cloth covering the head, neck, and lower portion of the face worn by women
	Turban	Cloth wound around and on top of the head by men
	Taqiyah/Kufi	Skull cap worn by men
	Burka	Long robe covering the body head to toes including the entire face
	Jellabiya/Djellaba	Long robes worn by men
	Jilbab/Abaya/Caftan	Long robes worn by women
	Gloves	Gloves may be worn by women along with other garments to completely cover the body
	Socks	Socks may be worn by women along with other garments to completely cover the body
Sikhism 	Turban	Cloth wound around the head worn by both men and women (who may wear a scarf instead)
	Kachhera	Loose undergarments
	Kanga	Wooden comb
	Kara	Iron bangle
	Kes	Unshorn hair
	Kirpan	Ceremonial short sword
	Khanda	Emblem usually worn as a pin or embroidered onto clothing
	Kurta Pajama	Kurta Pajama is worn by Sikh men and consists of a long tailored shirt and loose pants
Rastafarian 	Turban	Cloth worn to keep their hair in dreadlocks clean and protected
Zoroastrian 	Fenta/Topi	Skull cap worn by men

Appendix E: Dietary Restrictions

Food Restriction	Follower
Vegetarian	Buddhist, Jainism, Sikh, Hindu (some), Baha'i (some), Neo-pagan, Zoroastrian
Vegan	Jain, Sikh (some), Rastafarian (some)
No Alcohol	Baha'i, Muslim, Jain, Mormon, Seventh Day Adventist, Buddhist (some), Sikh (some)
No Pork	Muslim, Jew, Hindu, Buddhist
No Beef	Hindu

**Individual preference will determine if and to what extent a dietary restriction is followed.*

Jains: have a strict vegan diet and also refrain from root vegetables, garlic, onion, fungus, honey, some fruit with many seeds, eating at night, etc.

Halal: refers to that which is allowed. Halal meat must come from an animal sacrificed in the name of Allah that has been killed in a specific way. Some Muslims regard all Canadian meat to be Halal while others do not.

**note that stocks or soups that have chicken or beef bases are not considered Halal for those following a strict Halal meat diet.*

Kosher: refers to that which is allowed. Kosher meat must be slaughtered in a specific manner and supervised by proper rabbinical authorities.

According to Jewish dietary laws, meat and milk products must be prepared in separate areas, must not touch, and must not be served or eaten together.

Please note that dietary restrictions during holy days, festivals, fasts, etc. often differ from the above. For example some Hindus who do not normally follow a vegetarian diet will do so during holidays.

Appendix F: World Religions - A Brief Overview

INDIGENOUS SPIRITUALITY

Aboriginal spirituality refers to the traditional belief system of Inuit, Métis, and First Nations groups. However, it is important to note that many Aboriginals now follow some form of Christianity or a combined belief system of Christianity and traditional aboriginal spirituality.

BAHA'I

The central message of the Baha'i faith is that humanity is one single race and the aim is to create a unified global civilization. The Baha'i faith was founded a century and a half ago making it one of the youngest world religions. Baha'i people live all around the world Bahai is one of the fastest growing religions in the world. Bahá'u'lláh, founder of the Baha'i faith, is considered the most recent messenger of God following Abraham, Moses, Buddha, Krishna, Zoroaster, Christ and Muhammad.

BUDDHIST

There are many varying convictions and practices of Buddhism that mainly focus on the teachings of Siddhartha Gautama, who is often referred to as the Buddha or the Awakened One. Buddhist teachings center on the elimination of ignorance and attachment. The ultimate goal is to attain Nirvana, the liberation from the continuous cycle of birth, life, and death.

CHRISTIAN

Christianity is a religion that began as a Jewish sect and is now the world's largest religion. It is based on the teachings of Jesus of Nazareth presented in the New Testament. Most Christians believe that Jesus is the son of God and is therefore referred to as Christ or the Messiah.

HINDU

Hinduism refers to a diverse assortment of traditions combining to form a culture followed by the vast majority (80%) of Indians . Practitioners refer to Hinduism as "the eternal law" (Sanatana Dharma). Unlike most world religions, Hinduism does not have a specific code of conduct or common set of beliefs across its devotees. However, concepts such as karma (causality of action), dharma (ethics/duties), and punarjanma/samsara (the cycle of rebirth) are important to most Hindus. Although Hinduism can be said to have thousands of Gods and Goddesses, most Hindu households devote their worship to one particular God or Goddess.

ISLAM

Islam is the second largest religion in the world, and is the fastest growing religion. Muslims believe that Islam is the complete and perfected version of the faith that was revealed many times by many prophets, the first of whom was Adam followed by others including Jesus and lastly Muhammad. The religion focuses on the Prophet Muhammad's interactions with God (or Allah). These interactions are documented in a text called the Qur'an, which is believed to be the verbatim word of God.

JAIN

Jainism is an Indian religion that centers on non-violence and self-control. The ultimate goal is to achieve liberation from the cycle of birth, life, death and rebirth. Twenty four leaders who achieved enlightenment/liberation serve as guides or role-models for Jains to follow. The last leader Mahavira holds an important place in Jainism and is often regarded as the founder or reformer.

JEHOVAH'S WITNESSES

Jehovah's Witnesses is a Christian denomination whose beliefs differ greatly from mainstream Christianity. For instance, Jehovah's Witnesses do not accept the Trinity and are governed by a body of elders that interpret the Bible. They have a strong belief that Armageddon is imminent and spreading what they refer to as "the truth" is an integral part of their religious life.

THE CHURCH OF JESUS CHRIST OF LATTER DAY SAINTS (MORMON)

The Church of Jesus Christ of the Latter Day Saints, also known as the Mormon Church or LDS, was established by Joseph Smith as a restoration of Jesus Christ's original teachings. Its doctrine is based on the Bible, the Book of Mormon, and on the revelation spoken by Joseph Smith. Missionary work is an integral part of religious life for Mormons.

SEVENTH DAY ADVENTIST CHURCH

The Seventh Day Adventist Church is a Protestant Christian denomination focusing on the belief in the second coming of Jesus Christ. Unlike mainstream Christianity, Seventh Day Adventists observe the Sabbath on Saturday. Health, education, and missionary and humanitarian work are a main focus of Seventh Day Adventists.

SIKH

Sikhism was founded by Guru Nanak in the Punjab region of India. The teachings are based on ten Sikh Gurus the last of which is the holy book, Guru Granth Sahib. The main belief of Sikhism is the oneness of God. Sharing, equality, and service to community and God hold particular importance in Sikhism.

"The Global Religious Landscape - Hinduism". A Report on the Size and Distribution of the World's Major Religious Groups as of 2010. The pew foundation. Retrieved 21 Oct 2014
"The List: The World's Fastest-Growing Religions". Foreign Policy. 2007-05-14. Retrieved 2013-09-24.



MULTICULTURAL ASSOCIATION
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