Workbook
Demonstrate knowledge of cultural identities and culture-related issues in an aged care, health, or disability context.
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Before you start

Welcome to this workbook for:

Demonstrate knowledge of cultural identities and culture-related issues in an aged care, health, or disability context

Unit Standard 27141 V1.

For this unit standard you will have:
- This workbook.
- A trainee’s assessment.

In this workbook you will learn more about:
- The importance of culture.
- Your own culture.
- Other cultures.
- Culture-related issues.

How to use this workbook
- This is your workbook to keep – make it your own by writing in it.
- Use highlighters to identify important ideas.
- Do the learning activities included throughout this workbook. Write your answers in the spaces provided.
- You might find it helpful to discuss your answers with colleagues or your supervisor.
- Finish this workbook before you start on the assessment.

Take note!

When you see a sticky note like this, it gives a tip or hint.
Workbook activities

Stop – check what you know about this topic
You will see this stop symbol in places where you are asked to stop and think about what you know and:
- Record your current knowledge or impressions.
- Check your knowledge.

This stop provides a reference point to return to later. Stop activities have blue shading like this.

Learning activities
You will come across learning activities as you work through this workbook.

These activities help you understand and apply the information that you are learning about.

Learning activities have yellow shading like this.

Rewind
When you see this rewind symbol, go back to:
- Think about what you know.
- Check your knowledge.

This rewind gives you an opportunity to add to, change or confirm some of your initial thoughts and ideas. Rewind activities have green shading like this.

The glossary and study hints book has study hints for all trainees. It also explains key words and phrases from the compulsory unit standards for Foundation Skills and Core Competencies. You can download it from www.careerforce.org.nz or order it from http://shop.careerforce.org.nz
Before you go any further in this workbook, think about...

Different cultures

<table>
<thead>
<tr>
<th>What are some of the cultures of the people you support?</th>
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<tr>
<th>What are some of the cultures of your colleagues in the workplace?</th>
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</table>
What is culture?

In a support role, understanding and respecting another person’s culture allows support tasks to be carried out in a way that is effective, safe, non-threatening and considerate. This approach involves treating people equally but individually so that people feel their needs, including cultural needs, have been met.

Culture is a word used to describe the socially transmitted beliefs, values, customs, behaviour patterns and practices characteristic of a particular group of people. Culture contributes significantly to the way you live and to what makes you unique. It includes the way you dress, the way you conduct important ceremonies such as weddings and funerals, language, food, art, festivals, greetings, manners and rules that you live by.

Culture is something that you learn from your family and your surroundings.

New Zealand has a diverse cultural population. The census categorises people living in New Zealand into ethnic groups, with the four largest groups being, in order of size, New Zealand European, Māori, Asian, and Pacific people.

You may think of yourself as a “Kiwi” or “New Zealander” or ‘Pakaha” but you would be a NZ European for census purposes. Pacific people come from (by population size order) Samoa, Cook Islands, Tonga, Niue, Fiji, Tokelau and Tuvalu.

Ethnicity is but one aspect of culture. Factors and indicators of culture may include a person’s:

- Nationality
- Language
- Age
- Disability
- Gender
- Sexual orientation
- Religious or spiritual beliefs
- Socio-economic status
- Occupation
- Organisational background
- Immigrant or refugee status
Cultural identity

Culture is important because it helps people to define their identity. It contributes to who people are, and to the communities, groups or organisations that they see themselves belonging to. These communities and groups will have a culture that gives them a common framework of meaning, including how people communicate and interact with each other. We all have some factors in our lives that are shared with other groups.

Shared cultural understanding means people from the same culture can read “signals” such as body language, gestures, where people choose to position themselves, words that are said or not said. This ability helps people to know what others are thinking or feeling or why they are behaving in a particular manner.

People’s culture influences the way that they perceive, interpret, express and respond to their situation and surroundings.

For support workers, understanding how views are shaped by culture will help you to expect and acknowledge that there will be differences between you and the people you support. Being able to accept and respect these differences will benefit everybody involved in an aged care, health or disability context.

These benefits include:
- Developing relationships based on trust.
- Improving communication.
- Being able to negotiate differences.
- Improving the quality of life for the people you support.

Take note!

Generalisations about cultures are called stereotypes. People are individuals and rarely fit neatly within a stereotype.
Cultural beliefs

Cultural beliefs are the ideas, thoughts or opinions that are accepted as valid or important to a particular social group. These beliefs are often ingrained in everyday life, and it may not be until people come into contact with a person from another culture that they realise their way of doing things is not universal.

Beliefs underpin all other aspects of culture. Because of this fact, the boundaries between beliefs, values and attitudes, customs, behaviour patterns and practices are not clear cut. As you will learn, some aspects of a culture could be considered a part of all these areas. The difference between what is, for example, a belief, a custom or a practice is not as important as recognising that there will be differences between your own culture and those of other people. It is even more important to think about how these differences may influence your work practices.

For example:
- In Māori culture, the head is the most sacred part of the body. If it is absolutely necessary to touch a person’s head because of the support you are giving, you need to ask for permission first. Māori women also prefer the assistance of other females if their bodies are to be exposed such as in going to the toilet or bathing.

- Doctors and caregivers are held in very high regard by some Pacific peoples. Sometimes, an answer to a question may be what people think the doctor or caregiver wants to hear, which may compromise the accuracy of a response.

As you read through examples from other cultures that are discussed in this workbook, think about how they may relate to work practices. You may have experience of particular aspects or you may be able to think of other examples from the cultures of people who you support.

The kind of information that will be helpful to your work practices includes:
- How introductions are made and how people prefer to be addressed.
- Common greetings used.
- How you present yourself by the way you are dressed.
- How much time to allow for a visit.
- Whether shoes should be worn inside the house.
- What language is spoken and whether translation may be needed for either spoken or written material.
- Whether you should accept food or drink that may be offered.
- How much eye contact is acceptable.
- Ways to avoid causing unintentional offence.
Some examples of cultural beliefs:

**New Zealand European**
People are seen as equal. Everybody has the same rights to education and health care.

Conflict should be resolved through direct, honest communication and negotiation, and not by conflict or by avoiding the issue.

**Māori**
Wellbeing and vitality (Mauri ora) involve a balance between emotional, spiritual, cultural and physical health.

Mana is about respect and prestige, and goes hand in hand with “tapu” (sacred, restricted). The more prestigious people, events or objects are, the more they are surrounded by tapu and mana. An example of maintaining mana is that if you say you are going to do something, then you need to do it.

**Pacific Island**
Family is valued extremely highly and older members of the family and community are respected. Older Pacific people will often want family support when they are in a health or disability setting, which may make it difficult to maintain patient confidentiality. The collective spirit (wairua) of relatives and friends is believed to assist the healing process if a person becomes seriously ill.

**Asian (example from Thailand)**
Every person has several lives based on karma (the sum total of a person’s actions during each life).

**Muslim**
Prayers must be said five times a day with the head facing Mecca and the forehead touching the ground.

If a person’s body is not buried within 24 hours of death, the soul will be unable to progress to heaven.

Men must protect and respect women. A Muslim woman is always under the guardianship of her father, husband or sons (if she is a widow). A Muslim woman alone at home may be reluctant to open the door to a male visitor.
Cultural values

Values are the internal rules that we live by relating to morality and ethics. Values also encompass religious and political views. Values tell people what is good, bad, right, wrong, important and useful. Cultural values are the things that are considered to be common rules for a particular group of people.

Cultural values and beliefs are closely linked. For example, in some cultures being on time for an appointment or engagement is important and seen as a sign of respect. People from a culture with this value will be punctual because they do not want to be seen as rude.

For other cultures, exact times are not so important. Being late is not a sign of disrespect; it is simply accepted as part of that culture.

For a culture where time is important, the value is placed on being on time. The belief is that being late is disrespectful or rude. People with this belief will perceive a person being late as rude. This difference in values can cause a cultural misunderstanding.

Some other examples of cultural values:

**New Zealand European**
Health care should be affordable to everyone. The availability of 24-hour emergency care is valued.

Sporting achievements are valued.

**Māori**
The past is valued. The Māori ideal is to look to the past to learn and respond to events that will happen in the future.

Places of common ancestry such as marae are cherished as symbolic homes.

**Pacific Island (example from Tonga)**
The extended family places great importance on sharing, respect and obedience, and these values are considered to be vital aspects of anga faka-Tonga (the Tongan way).

**Asian (example from Korea)**
Showing anger and giving criticism is impolite in Korea. Saying “no” is also impolite and is seldom heard. It is said indirectly.

**Muslim**
Personal hygiene is not only desirable but compulsory.
# LEARNING ACTIVITY

Your culture is what makes you who you are.

<table>
<thead>
<tr>
<th>What is one of your own cultural beliefs and/or values?</th>
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<table>
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<tr>
<th>In what way does or could this belief and/or value influence the way you are able to support people?</th>
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<table>
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<tr>
<th>What is a belief and/or value from another culture that you might find difficult to understand or accept?</th>
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<table>
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<tr>
<th>What could you do to make sure that this cultural difference does not influence the way you support someone?</th>
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</table>
Cultural customs

Customs involve aspects of culture such as traditional celebrations and ceremonies. Some examples of cultural customs follow.

New Zealand European
Celebrations include Christmas, Easter and people’s birthdays. Memorial ceremonies on ANZAC Day are also important.

A funeral service is held at a church or at a funeral director’s venue and usually takes no more than an hour.

Māori
A traditional welcome (powhiri) is used when people go on to a marae.

After death, there is a three-day tangihanga (funeral) period. The body is not left alone during this time, to give people company in their final days on earth.

Pacific Island (example from Fiji)
Many cultural values and practices and traditional family customs are maintained through religious support networks and family interaction. Communal feasts may be cooked in an outdoor oven pit called a lovo.

Some people return to Fiji to celebrate or participate in ceremonies which are not held in New Zealand. Songs and dances are important parts of a celebration.

Asian (example from Japan)
In Japan the death of a family member is marked by a wake. Mourners take a special envelope with money to give to the family.

The body will be set up in a room or in front of the family alter and incense may be burned. The family will stay with the body until it is placed in the casket. Items will be placed with the body, such as a cigarettes and sweets, white kimono, leggings, sandals and paper money for the deceased to pay the toll across the River of Three Hells.

The funeral is usually held the day after the wake.

Muslim
The month of Ramadan is an important celebration during which Muslim people must fast between dawn and dusk. The end of Ramadan is marked by one of the main religious festivals, Eid al-Fitr.

A body is buried within 24 hours of death to allow the soul to progress to heaven.
Cultural behaviour patterns

Behaviour patterns are the way people usually act. Some examples of cultural behaviour patterns follow.

New Zealand European
People are friendly and hospitable and will offer assistance without being asked.

Greetings are casual, often simply a handshake and smile.

Eye contact is expected and first names are used on short acquaintance.

Māori
A traditional greeting is a hongi which is done by touching or pressing noses together.

Hospitality is valued and offered freely.

On formal occasions, speeches are given in Māori and followed by a traditional song.

Pacific Island (example from Samoa)
The concept of Samoan culture fa’asamoa respects church, family obligations, heritage and speaking the language. Links with Samoa remain strong, and money, prayers, food and material goods are shared between and within families.

Samoans greet people by saying their first name and “Talofa?” (How are you?)

Asian (example from India)
Age is respected and the oldest person is greeted first. When greeting or leaving the expression ‘namaste’ or ‘vanakkam’ is said with a smile. It is accompanied with traditional gesture of placing both palms together at chest level and giving a slight bow of the head. Men may shake hands with other men.

When leaving goodbye is not used – rather it is “I’Il go and comeback.”

Muslim
Physical contact between a woman and a man who is not her husband is forbidden. Therefore, assistance from a male nurse or support worker will not be acceptable for Muslim women.

Muslim women may cover their entire bodies apart from the hands and face. Some may choose to wear a veil or burqa (full body-covering garment).

Muslim people do not greet each other with a hug.
Cultural practices

Practices may be seen as specific things that people do or don’t do on a regular basis. Some examples of cultural practices follow.

**New Zealand European**

People prefer to eat with a knife and fork.

Traditional food includes fish and chips, roast lamb and pavlova.

People typically dress in a tidy but casual style. It is quite acceptable, even in public places, to wear clothing that exposes a lot of the body.

**Māori**

Items connected with the body should be kept separate from those used for food.

Putting combs or brushes on a surface where food is prepared or eaten, and sitting on a table or kitchen bench, are considered offensive.

Tea towels should be washed separately from other soiled linen.

Decision making may happen by consensus, involving the agreement of all the people concerned, often including family and community.

**Pacific Island**

The kitchen sink may be used only for the preparation of food and the washing of dishes.

Shoes should be removed before entering a house.

Church is attended regularly.

**Muslim**

Pork, or anything containing pork, must not be eaten. Meat that is permissible to eat must come from an animal that has been killed in accordance with Islamic law.

Toilet paper is seen as insufficient for hygienic purposes so it is necessary to wash after using the toilet. The left hand should be used for bodily hygiene. The right hand is mainly used for eating or receiving food.

Women must keep their bodies modestly covered at all times when in public places. Respecting this practice and preserving this modesty has implications for the healthcare sector.
Asian (example from Thailand)

Feet are considered to be a dirty part of the body and are not raised or pointed directly at people.

“Coining” is a traditional practice in Asian medicine, believed to “draw off the bad wind” and allow a person’s body to find a balance between “yin” and “yang”. Coining involves repeatedly rubbing a coin against an area of skin, commonly the back or ribs, which leaves a mark that resembles a bruise. People not familiar with coining may misinterpret these marks as a sign of abuse, which has implications for support workers and the healthcare sector.

Food is eaten with a fork and spoon. Chopsticks are used for noodle dishes.
**LEARNING ACTIVITY**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is one of your own cultural customs, behaviour patterns or practices?</td>
<td></td>
</tr>
<tr>
<td>In what way does or could this custom, behaviour or practice influence the way you are able to support people?</td>
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<tr>
<td>What could you do to make sure that this cultural difference does not influence the way you support someone?</td>
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</table>
Cultural groups

So far, we have looked at cultural differences based mainly on ethnicity and nationality. There are many other groups that form a culture with distinct beliefs, values, customs, behaviour patterns and practices.

Other cultures may be based on:
- Age – for example, “youth” culture, or “elderly” culture.
- Disability – the Deaf community, for example, has a distinct culture with a recognised language (sign language), collective values and behaviour patterns and practices that make up a social etiquette.
- Sexual orientation – whether a person is straight, gay, bisexual or transgender.
- Occupation – some areas of work encompass their own cultures, for example, the army.
- Organisational background – whether a person expects to work for financial gain or the good of the community.

People may identify with more than one culture at the same time. For example, a person could be elderly, Deaf and of Pacific Island descent.

Every person is an individual, and cultural identity is an important part of that individuality. When there is a mix of cultures within a workplace, a group or an organisation, a mutual understanding of any differences in ways of communicating and behaving, and of different beliefs and attitudes, will have a significant impact on the quality of the interaction between people. It will also have a significant effect on the quality of support that can be provided to people in an aged care, health or disability sector.
LEARNING ACTIVITY

Choose two people from cultures different to your own. You may know these people because you work with them or support them.

**Person 1**

What is this person’s cultural identity? ____________________________________________

Write one example for each cultural aspect listed below.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Example</th>
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</thead>
<tbody>
<tr>
<td><strong>Belief</strong></td>
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<tr>
<td><strong>Value</strong></td>
<td></td>
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<tr>
<td><strong>Custom</strong></td>
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<tr>
<td><strong>Behaviour pattern</strong></td>
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</tr>
<tr>
<td><strong>Practice</strong></td>
<td></td>
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</tbody>
</table>
**Person 2**

What is this person’s cultural identity? 

Write one example for each cultural aspect listed below.

<table>
<thead>
<tr>
<th>Belief</th>
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</thead>
<tbody>
<tr>
<td>Value</td>
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<td>Behaviour pattern</td>
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<tr>
<td>Practice</td>
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</tbody>
</table>
**LEARNING ACTIVITY**

*Choose* a culture that is different from your own and think of supporting a person from that culture.

<table>
<thead>
<tr>
<th>What are <strong>two</strong> aspects of that culture that could influence how you work with that person?</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
<td>2</td>
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<table>
<thead>
<tr>
<th>What would you do to ensure that these cultural differences do not have a negative impact on the support you could give a person from this culture?</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
<td>2</td>
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</tbody>
</table>
Cultural viewpoints

Disability
The challenges associated with disability are common to people from all cultures. What may differ is the response of people within a culture to disabled people.

Some examples follow.

European
Europeans believe that the reason a person has a disability is due to scientific causes such as genetics, environmental agents or prenatal trauma, and that it is important to provide support for the person to live as normal a life as possible.

Māori
Māori views on disability have changed over time. In the past, disability was believed to be caused by an act that was disrespectful of anything tapu (sacred). The person with the disability was often isolated or banished from the settlement. Today, disability is becoming more readily accepted, and more Māori with disabilities are accessing services and resources that enable them to be more independent.

Pacific
From a religious perspective, Pacific peoples believe that disability is a divine punishment for sinful acts by the person with the disability and/or the person’s family. Cultural beliefs may be that a disability is a curse on the individual and his or her family, due to wrongdoing.

These viewpoints can isolate Pacific Island people who have a disability from both support and the community.

Asian
Many Asian people believe that disability is caused by divine punishment for sins committed by the disabled person’s ancestors. Disability traditionally creates family embarrassment and shame. Asian people with disabilities are often hidden away from the public and cared for within the family.

Muslim
Disability may be seen as an acute health issue needed specialised care. While Muslim people will consult doctors, many will still seek help from traditional healers and treatments such as wearing amulets.
Ageing

As with disability, there are challenges associated with ageing that are common to all cultures, and people’s responses may differ between cultures.

European

Among Europeans, the elderly have an important place. They are recognised as having:
- Experience and wisdom.
- An important part in the lives of grandchildren and their adult children.
- An important role in making financial provision for their children after their death.

For Europeans, it is believed that ageing people should remain in the workforce until at least 65 years of age and make some provision for their retirement income.

Many Europeans value independence and believe that elderly people should be supported to remain in their own homes for as long as possible. They believe that appropriate support services should be provided such as meals, household support (cleaning, shopping) and personal care to enable the elderly person to live as active and independent a life as possible.

Europeans also believe that it is appropriate for the elderly to live in separate facilities such as rest homes or retirement villages. This view is often a result of the structure of European lives and society. For example:
- Adult sons and daughters may be scattered in different locations and living in diverse areas and not be available to provide care for the ageing person.
- Women, as well as men, are often in full or part-time work and may not be available to provide the care needed for an elderly family member.
Māori
For Māori, their elderly people are highly valued, contributing to whānau, communities and future generations. Older Māori are the carriers of the culture, and the standing and mana of a tribe relates to the presence and authority of its elders. There are particular roles that are enhanced if older people fill them, including speaking on behalf of the tribe or family, and resolving disputes and conflicts between families and between tribes.

Elderly Māori people are usually supported by their extended family, and it is rare for someone to go into residential care.

Pacific
Many Pacific communities view their older people as valued members of the ethnic group. They are valued for maintaining the old traditions, customs and kinship that are essential for the survival of the ethnic group. They are honoured for their knowledge of the land.

Older people often take on a leadership role where they govern their families, and provide advice and guidance to the young in the ethnic group. Elders are responsible for passing down oral traditions and teaching and instructing younger members, often through telling stories.

For Pacific people, it is viewed as appropriate:
- For younger family members to look after their elders.
- For younger people who have left the Islands and are working in other countries to send money home to provide for their elders.

Asian
Respect for elders is the basis for the way Asian society is organised. Older people are respected for their wisdom, and most important decisions have traditionally been made in consultation with them.

Traditionally parents have put all their money, attention and hope on their children, and parents expect children to support them when they get old. Children, even as adults, are expected to obey their parents and support them financially. Rest homes for the elderly are still an alien idea in much of Asia.

Muslim
Rest homes for the elderly are virtually unknown in the Muslim world. Caring for parents at this time of their lives is considered an honour and a blessing.

It is considered unacceptable to express any irritation when, through no fault of their own, elderly people become difficult to handle.
**LEARNING ACTIVITY**

Find out and compare the viewpoints of people from two different cultures on disability and ageing.
Completes the tables by describing and then comparing the two different viewpoints.

<table>
<thead>
<tr>
<th>Viewpoints on disability</th>
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<tbody>
<tr>
<td>Culture 1:</td>
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**What is the same?**

**What is different?**

| Culture 2:               |  |

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</table>
Viewpoints on ageing

Culture 1:

Culture 2:

<table>
<thead>
<tr>
<th>What is the same?</th>
<th>What is different?</th>
</tr>
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<tbody>
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<td></td>
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</tbody>
</table>
Culture-related issues

Your cultural beliefs, values, customs and practices will have an impact on how you interact with people around you, and people you come into contact with in your role as a support worker. Misunderstandings or unwillingness to accept differences in cultures can lead to problems that are culture-related issues.

Communication difficulties may create difficulties because both verbal and non-verbal language differs between cultures. An interpreter can translate the spoken language but gestures or practices may be more subtle.

An example of a communication issue is when a person of a different culture does not make eye contact when talking to you. You may think it is a sign that the person is not telling the truth, or is unreliable or not trustworthy. To the other person, it may be a sign of respect.

Knowing what a different culture requires with respect to eye contact means that you can understand the behaviour in terms of the other culture, not yours.

A limp handshake may make you think that a person is being disrespectful or is not very enthusiastic about meeting you. However, the person may be showing you respect by not gripping your hand firmly.

Modesty is very important in some cultures. For Muslim people, any support being given that involves touching the body is only acceptable if it is given by a person of the same gender.

Religious observances may affect normal routines. A diabetic Muslim patient will need careful support in order to observe the month of fasting during Ramadan.

Hospitality and caring for others is very important in some cultures, especially Polynesian. Information about a person’s own needs may be withheld if it is perceived that it may be a burden.

Food and drink may be offered. Care will need to be taken if the hospitality is to be refused, so as not to cause offence.
The Code of Rights

Being elderly or disabled, and/or living in a country where the language and culture is different from their own, can put people in a vulnerable position.

There are ten rights in “The Code”. Three of these rights are of particular importance with respect to cultural identity.

1 The right to be treated with respect

The Code states that people should be treated with respect, which includes respect for their culture, values, beliefs and privacy. You can help meet this right by:

- Acknowledging and using a person’s preferred name.
- Knowing people’s values and acting on this knowledge so that you do not offend them.

2 The right to freedom from discrimination, coercion, harassment and exploitation

Discrimination is when one person is treated differently from another in a way that is unreasonable. For example, if a person tells you that he is homosexual, it should not affect the way in which you provide care or support.

10 The right to make a complaint about services in a way that is easy and will not have an adverse effect on how the person is treated.

Culture-related issues may result in a person wishing to make a complaint. Specialist advocacy services are available to help and are free.

It is worth noting that, while it is accepted practice in New Zealand to make a complaint in order to improve a service, people in some cultures are very reluctant to make a complaint. An advocate may be able to find a more acceptable resolution to ensure that a person’s rights are being respected.

An advocate will:

- Listen to a complaint.
- Provide information.
- Help to identify and clarify issues.
- Explore options available to resolve issues.
- Provide support in actions taken to resolve issues.

Find out more information at:
Finding information

Your organisation’s policies and procedures are a resource to help you respond to any culture-related issues.

If your organisation works with people from another culture, general information about cultural values and guidelines should be available. Specific guidelines may also be given. Many organisations have handbooks that contain valuable information about the cultures you will be working with. Some organisations may be able to provide DVDs or other learning resources.

An example of guidelines an organisation may provide:

Guide to visiting a Pacific Island family home:
- Be neatly dressed in your uniform.
- Use an everyday greeting, such as “Bula” (Fijian) or “Talofa” (Samoan).
- Pronounce names as accurately as possible.
- Remove your shoes before entering the house.
- Accept food or drink if it is offered and appropriate.
- Speak slowly and clearly, and be patient.
- Respond to any queries or issues that may be raised.
- Avoid criticising people.
- Take the initiative to end the visit.
- Allow time to build a relationship of trust.

Talking to people from other cultures is valuable and easy to do. The person may be a work colleague or a person you support. These people may represent cultures you want to learn more about, and their experiences and knowledge are another excellent resource. A polite and well-intentioned enquiry about how to pronounce a name or about a particular religious belief or a language requirement will not be offensive when prompted by a genuine desire to get it right.

Your local library and/or community centre are good places to look for information.

The internet can be another valuable resource both for general information about a culture and searching for understanding of a specific issue.

For example:
www.asianz.org.nz/
www.iman.gen.nz/ (Muslim)
www.minpac.govt.nz/ (Pacific)
www.refugeeservices.org.nz/home
www.ethnicaffairs.govt.nz/oeawebsite.nsf/wpg_url/Community-Directory-Index
(contact details for many ethnic community groups)
**LEARNING ACTIVITY**

Find and **read** the appropriate section of your organisation's policies and procedures.

<table>
<thead>
<tr>
<th>What cultures have information available about them?</th>
</tr>
</thead>
</table>

| What culture-related issues can you find guidance about responding to? |
Think of one culture-related issue you might encounter in your workplace. Find a resource that will give you guidance in addressing this issue.

<table>
<thead>
<tr>
<th>What culture-related issue did you choose?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What resource did you find?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What did you learn that could be helpful in dealing with this issue?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Key things to remember

Be aware that:
- There are many different cultures in New Zealand.
- People may have more than one culture that they identify with.
- Your own culture will influence how you interact with other people.
- There are many things about other cultures that you will not know or understand.
- Stereotypes are generalisations that may not apply to individuals.
- Positive relationships between people of different cultures happen when there is mutual respect and understanding.

Be prepared to:
- Think about your own culture and its implications for your work practices.
- Be interested in and learn about other cultures.
- Respect the people you work with and the people you support.
- Accept, even if you do not understand, other people’s cultural beliefs, values and practices.
Rewind to page 6...

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What other cultures can you now identify among the people you support?</td>
<td></td>
</tr>
<tr>
<td>Why is it important to recognise a person’s cultural identity?</td>
<td></td>
</tr>
</tbody>
</table>
Completion and assessment

Congratulations!
You have come to the end of the workbook. Please check over all the activities in this workbook to make sure you have completed them.

Your assessment is next.
You need to complete the assessment successfully to be credited with this unit standard.

Acknowledgements
Careerforce thanks the people who have contributed to this workbook by:

- researching and validating content.
- providing advice and expertise.
- testing the activities.
- sharing personal experiences.
- appearing in photographs.

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