Cultural Competence

Your Trainer is: Jane Grant

FIRST THOUGHT
T R A I N I N G

Aims

To explore **culture's** influence on perceptions, behaviours & communication styles.

To improve cross-cultural understanding and communication

To improve workplace harmony and effectiveness.

Cultural Competence

= The ability of a person to <u>effectively</u> interact, work, & develop meaningful relationships with people of various cultural backgrounds.

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To have cultural competence, you need:
1. A basic understanding of **your own culture**.
2. A **willingness to learn** about the cultural practices and worldview of others.
3. A **positive attitude toward cultural differences** and a readiness to accept and respect those differences.

What is 'Culture'?

The way of life, especially the general customs and beliefs, of a particular group of people at a particular time

<div align="right">Cambridge Dictionary</div>

Collective programming of the mind, which distinguishes the members of one group of people from another and leads them to live their lives in a way that is shaped by unwritten social codes.

Social codes are revealed in patterns of thinking, feeling and acting.
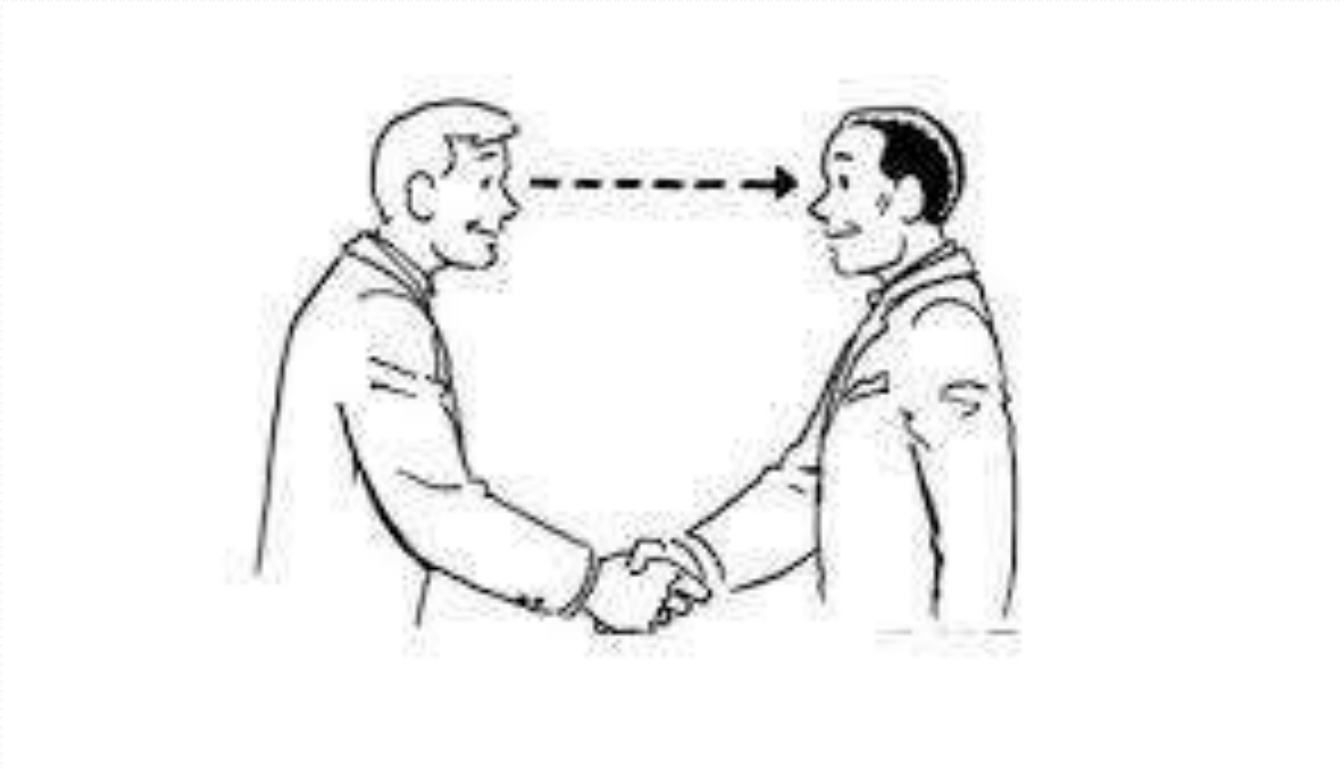
<div align="right">(Hofstede, 1991)</div>

Many different Cultures exist within UK
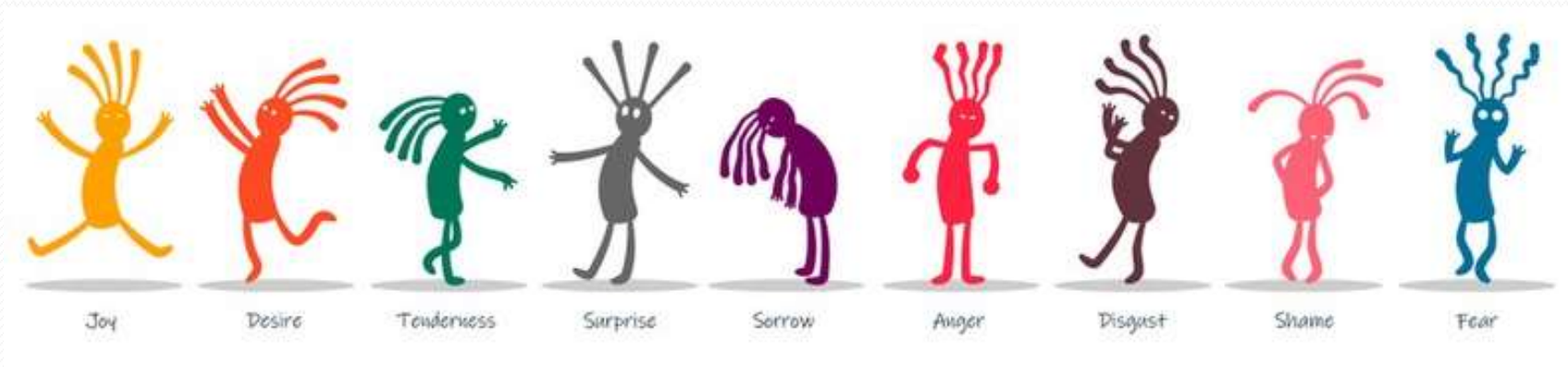
Examples within the UK:
- Geography – eg North / South
- Urbanity - Country / Town
- Age - Generation
- Socioeconomic Group
- Religion
- Organisation – company / team

… and, of course, culture Differences also exist between countries

Eye Contact

Joy   Desire   Tenderness   Surprise   Sorrow   Anger   Disgust   Shame   Fear

Emotional Display

Physical Distance

What cultural differences exist between you and your trainees?

Exercise

- Individually, consider the <u>behavioural differences</u> that cause you the biggest issues.

  How does it make you feel?

- Share in breakout groups

International Variations

July 2022: Mayor marries Alligator

Hofstede's Model of National Culture

Some differences are observable on a National level: Preferences can distinguish countries from each other… although within-country differences will of course exist!

Hofstede's 6 Dimensions:
1. Power Distance
2. Individualism
3. Achievement
4. Uncertainty Avoidance
5. Long-Term / Short-Term
6. Indulgence

1. Power Distance

The extent to which members who are less powerful in a society accept - and also expect - that the distribution of power takes place unequally

Low Power Distance

Societies put emphasis on the importance of equal rights – inequalities should be minimized

High Power Distance

High acceptance of power being distributed unequally within a society : Hierarchy is needed rather than just a convenience

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- **Consultative style of management**: coach not tell. Decentralized decision-making
- Aware of rights
- **Comfortable questioning authority**

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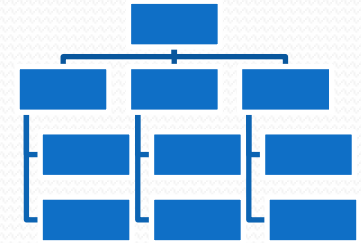- **Comfortable questioning authority**

High Power Distance

- **Autocracy in leadership** : the leader has total power. Hierarchical structure. Expect privileges to come with power.
- Relationship with manager is very important. **Do not challenge or give negative feedback to superiors**
- Less likely to take initiative
- With peers, don't tend to: offer opinions; ask Qs; disagree in public – this is **done in private** after the meeting

2. Individualism

The degree to which action is taken for the benefit of the individual, or the benefit of the group

Collectivist

Strong sense of "we"

= mutual practical and emotional dependency between the person and the group

Individualist

Strong sense of "I"

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Collectivist

- Behave in line with the social norms that are established for maintenance of social harmony
- Consider the implications of their actions on the wider collective. **Share resources, ready to give up personal interest for the collective interest**
- Member of few groups. **Emphasis on harmony within the group** (but not so much with people outside the group)
- **When people make mistakes they 'lose face'**, having damaged the group's standing

Individualist

- Emphasis on personal enjoyment, fun & pleasure over duties
- Concentration on self and closest relationships
- Member of various groups of little real meaning to them
- **Place self-interest ahead of collective interest**
- **Confrontation is accepted**

3. Achievement

Quality of Life Orientation

People are more concerned with quality of life, taking care of those less fortunate, ensuring leisure time, and finding consensus

Achievement Orientation

People tend to focus on personal achievement, material success and the importance of status.

"Strive to be your best"

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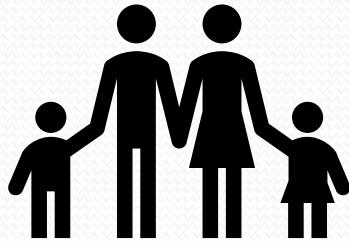
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Quality of life Orientation

- **Focus is on the quality of life**, with an emphasis on the non-materialistic angles of success
- Invest time to understand individuals at work
- **Conflict @ work is harmful**
- Aim is to reach a consensus: look for a **mutual solution**

Achievement Orientation

- Focus is on material achievements
- **Sacrifices may be expected such as: long working hours; few holidays; travel**
- Work meetings are 'to the point'
- **Conflict @ work can be positive**
- **'Winning'** = success

4. Uncertainty Avoidance

The extent to which people prefer rules, regulations and control or are more comfortable with unstructured, ambiguous or unpredictable situations

0%   **100%**

Low   High

Uncertainty is considered normal. People are more comfortable with unstructured, ambiguous or unpredictable situations

There is a need for predictability and structure: rules, regulations & controls

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4. Uncertainty Avoidance

Low

- Undertake risk
- Flexible
- Creative solutions are encouraged at work

Compromise is seen as a strength

More comfortable saying:

"I don't know"

Tolerance toward differing opinions & behaviours

High

- Avoid risk
- Organisations have many standardized procedures & rules, clearly delineated structures
- Employees may find it hard to think of new ways of doing things

Conflicts are not welcomed as they lead to unpredictability

Minimal or no tolerance for people whose behaviour or beliefs differ from the 'norm'

NHS

Gender Equality

= The concept that everyone should be treated equally regardless of their gender.

Taliban bans men and women mixing in public parks in Afghan city of Herat

Men and women are not allowed to dine out together or to visit public parks on the same day in Herat, a Taliban official says, as part of the group's tightening of gender segregation rules in occupied parts of Afghanistan.

The new restrictions follow last week's order for women across Afghanistan to fully cover when in public.

Women to be offered three days of menstrual leave every month in Spain

Spanish women who suffer painful periods will soon be given three days menstrual leave a month.

According to the Spanish Gynaecology and Obstetrics Society, around one-third of women who menstruate suffer from dysmenorrhea, the official name of period pains.

12th May 2022

Global Gender Gap Index

A measure of the extent of gender-based gaps across:

- Economic Participation & Opportunity
- Educational Attainment
- Health & Survival
- Political Empowerment

44%   **89%**

Lowest gender equality: *Highest gender equality:*

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Afghanistan	Iceland
Pakistan	Finland
Congo	Norway
Iran	New Zealand
Chad	Sweden

World Economic Forum, July 2022

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Lowest gender equality:
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Highest gender equality:
Iceland
Finland
Norway
New Zealand
Sweden

There's a problematic Cultural Difference … What do I do?

As a medical educator, you need to apply **judgement** to decide
what needs tackling, and *how*.

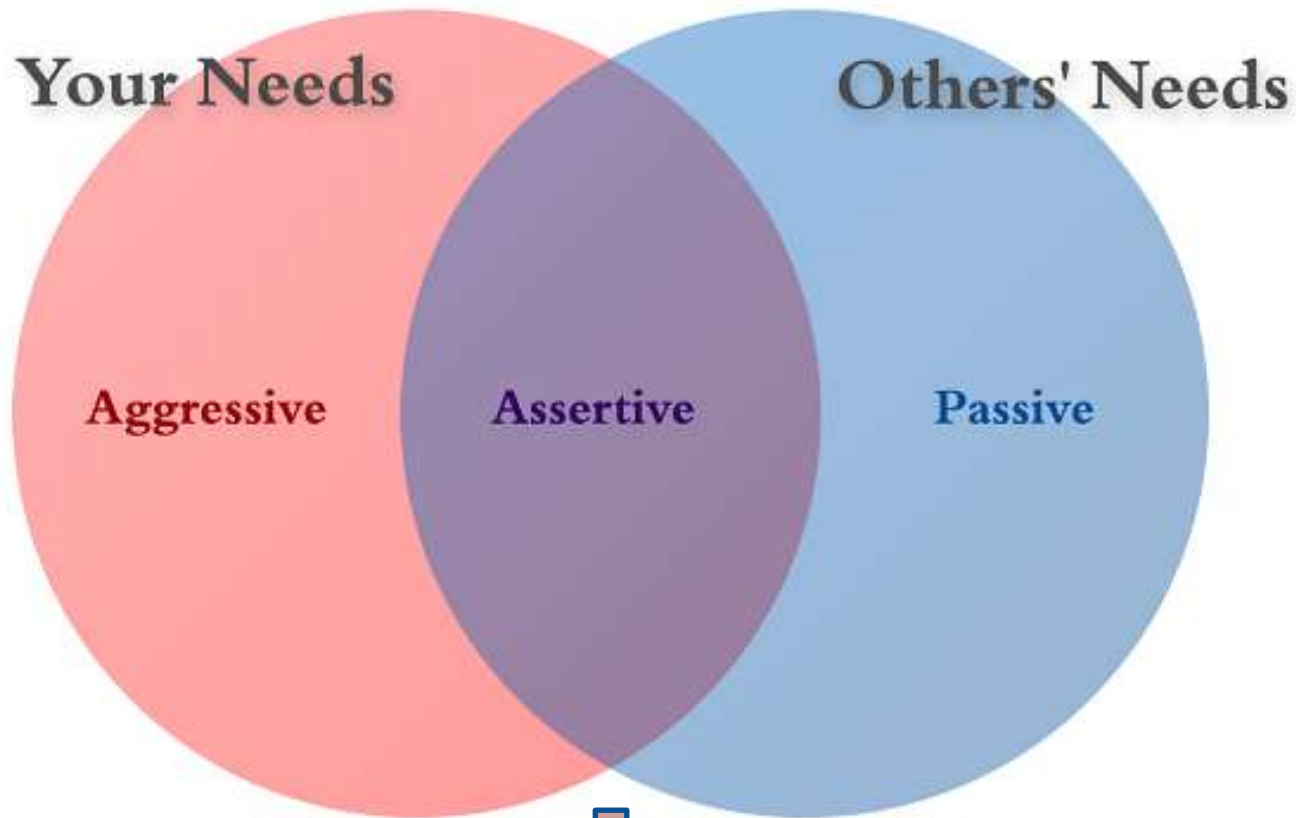This requires you to balance
consideration with **courage.**

Tips to Build Cross-Cultural Relationships

Apply Judgement

Be Assertive

Seek to Understand

Give Feedback

Your Needs   **Others' Needs**

Aggressive   Assertive   Passive

Assertive behaviour is based on balance

You get your point across firmly, fairly and with empathy.

Giving Feedback
in a way that builds Trust & Respect

Find the right time & place

- ➤ Talk face to face, and in private if possible
- ➤ Be aware of your own emotions
- ➤ Control your Body Language

Seek 1st to understand

- ➤ Ask good questions: Challenge your own assumptions
- ➤ Listen respectfully

… then to be understood

- ➤ Be honest
- ➤ Be clear & succinct
- ➤ Say it respectfully
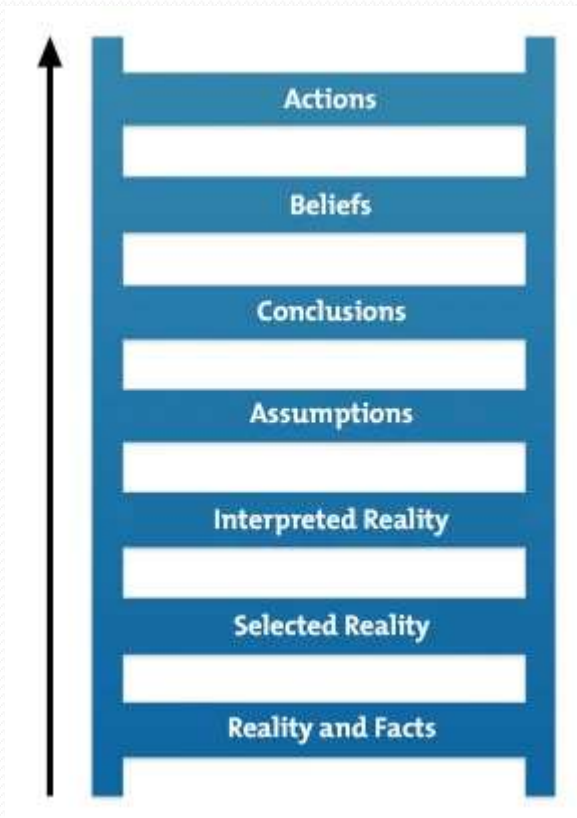
The Ladder of Inference

Avoid 'jumping to conclusions'

Analyse your reasoning
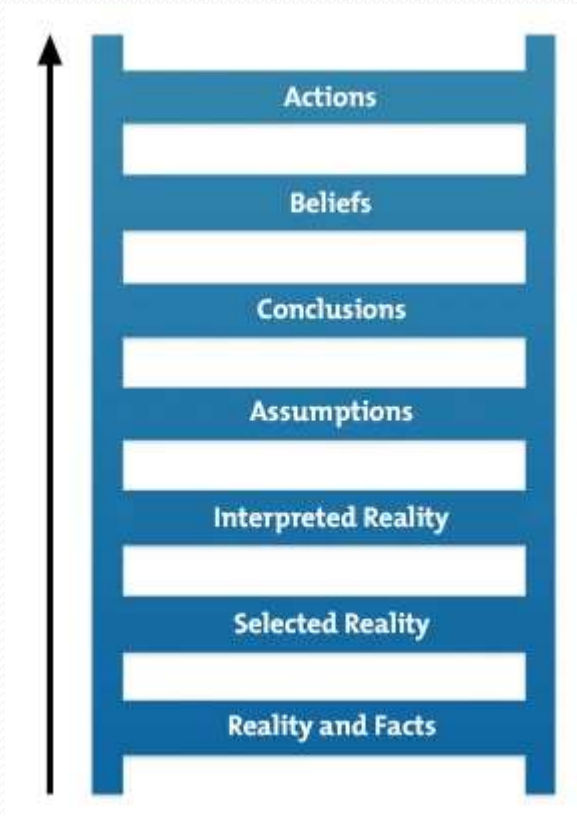
Ask yourself:
What am I thinking & feeling?
Why am I thinking / feeling this way?

Actions

Beliefs

Conclusions

Assumptions

Interpreted Reality

Selected Reality

Reality and Facts

The Ladder of Inference

Always lead with empathy and kindness

Develop a desire to understand — to see things from others' point of view, to see their reasons, and feel what they feel.

Questioning to Understand

Level 1	Level 2	Level 3
Information & Data Collection. **How do things appear?**	Meaning / Implication / Feeling / Interest **How do you feel about that?**	Attitudes/Values/Beliefs **Why do you think this is?**
What? Who? When? Why? How? Where? How often?	What do you think/feel about……? What does….. mean for/to you? What are the implications of ….? What do you get out of ………..? What interests you about ….?	Why do you feel like that? Why is that important to you? Why does that concern you? What would you like to get out of your involvement with….? Which of these issues is most important to you ….?

Giving Feedback: SBI

1) **Intent** – Be clear on why you are raising this:
   What positive outcome do you want?

2) **<u>Situation</u>** - Define the where & when of the situation you're referring to. Put the feedback in context

3) **<u>Behaviour</u>** - Describe what they were doing & saying. Focus on the observable behaviour, not your impression of it

4) **<u>Impact</u>** - Explain what impact it had on the patient / nurse and the wider situation.

5) **Pause!**

6) **Discuss / Explore / Explain** – eg what is the cultural 'norm' for the NHS?

7) **Request / Make Actionable Suggestions** using SMART

Setting SMART Objectives

Specific

Be as specific as possible – **remove ambiguity**.

Measurable

Knowledge of results is essential. Goals need to be quantifiable, and there needs to be feedback.

Achievable

Relevant

Goal **commitment** MUST be obtained.
What is the benefit of the requested change?

Timebound

The sooner the better!
Select a specific occasion if possible.

What if they respond badly?!

Give them space to reflect

"You have a think about it, and let's pick up on Wednesday"

Reinforce why this matters

"This isn't in line with the NHS's values"

"This isn't how things are done here"

Provide relevant documentation to help them see that this is not simply your opinion vs theirs

Seek Advice ...then ... Escalate if required

Freedom to Speak Up Champion / HR / Head of Department

I believe I've given clear instructions to "**Trainee A**" on how to do something... yet next time we meet "A" claimed they didn't realise it was a solid instruction & expectation. They seemed to think it was an optional suggestion! How can I ensure **my instructions are taken seriously**?

"**Trainee B**" is very **hierarchical** - he / she does anything they are asked by their superiors, but won't accept any suggestions or advice from nurses. "B" is dismissive of the nurses, doesn't say "Thank You", and is sometimes downright rude. How can I get "B" to change this behaviour and start having a more positive impact on team morale?

"**Trainee C**" lacks the confidence to be vulnerable in front of their peers - "C" won't speak up and say that they don't understand, but I suspect from their expression (and subsequent lack of competence!) that they have not fully understood what I am teaching. What can I do to encourage "D" to **speak up when they need extra clarity**?

Female "**Trainee D**" comes to you. There is **mysogynistic behaviour** (= contemptuous towards women) from her peer group / immediate superiors. How do you address this?

"**Trainee E**" is a bright, capable senior trainee. They are very focussed on their own individual training and are well ahead of others on gaining competencies. BUT they are not always successful in placements where team working is important - this trainee is seen as only putting in **minimum effort for the team**.

"**Trainee F**" is an **unhappy, withdrawn Trainee who is not progressing**. How do you approach this?

Cultural Competence : How to

- **Seek 1st to Understand**
  - **Show interest** in cultural diversity by asking questions.
  - **Be observant** : Listen & watch.
- **Establish the Facts** : Capture specifics.
- **Apply Judgement**: Is behaviour genuinely problematic, or simply different? Is it persistent or was it a one-off? *Is a change required?*
- **Be Empathetic** –What is driving their behaviour?
- **Provide Motivation** – what is the benefit to <u>them</u> to change?
- **Build Trust** by being honest, clear & <u>respectful</u>

FIRST THOUGHT
T R A I N I N G
PROFESSIONAL · MOTIVATIONAL · DELIVERY

What can <u>you</u> do, that would improve the culture in your workplace?

Thank you & good luck!