

Understanding impact of culture on performance of IMGs.

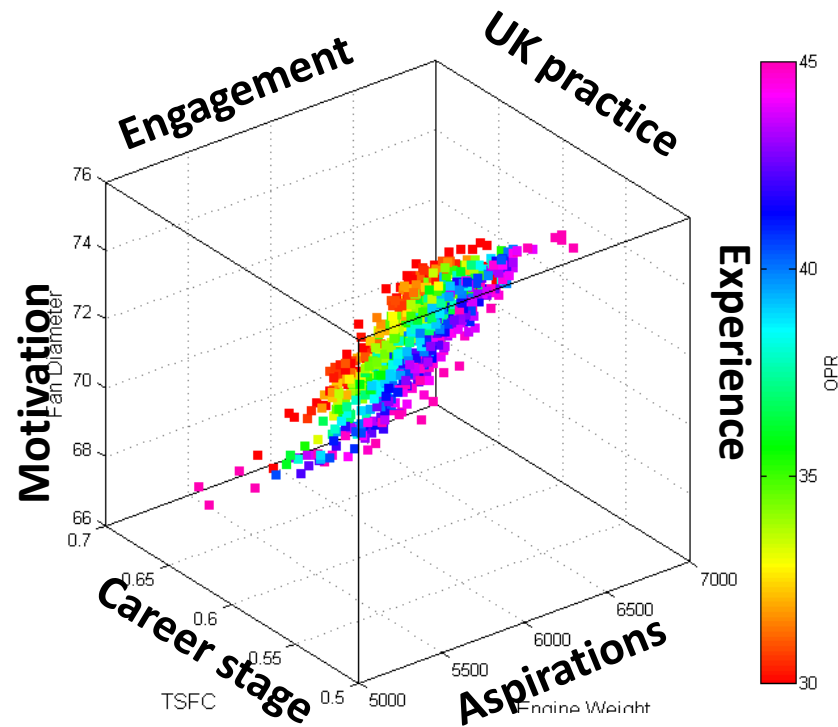
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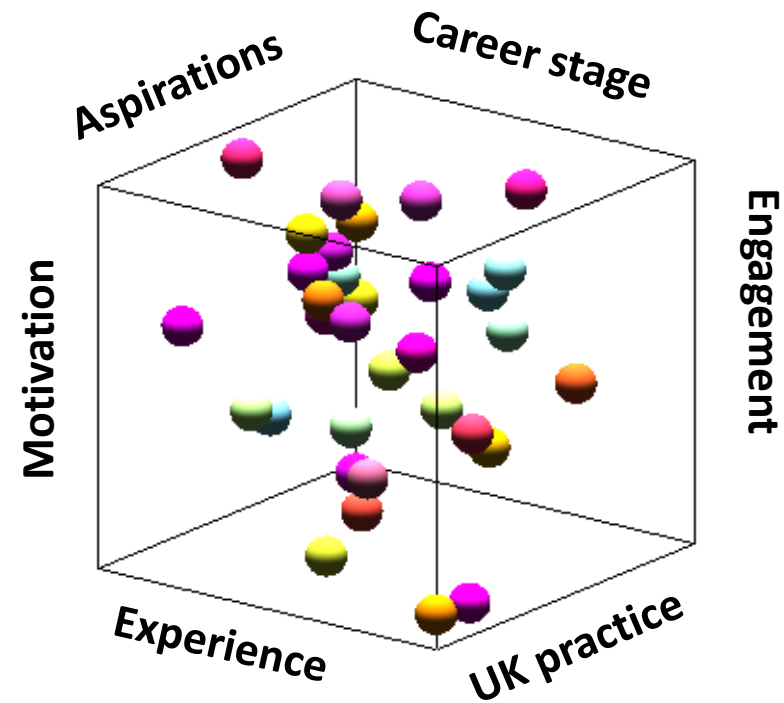
SujeshBansal

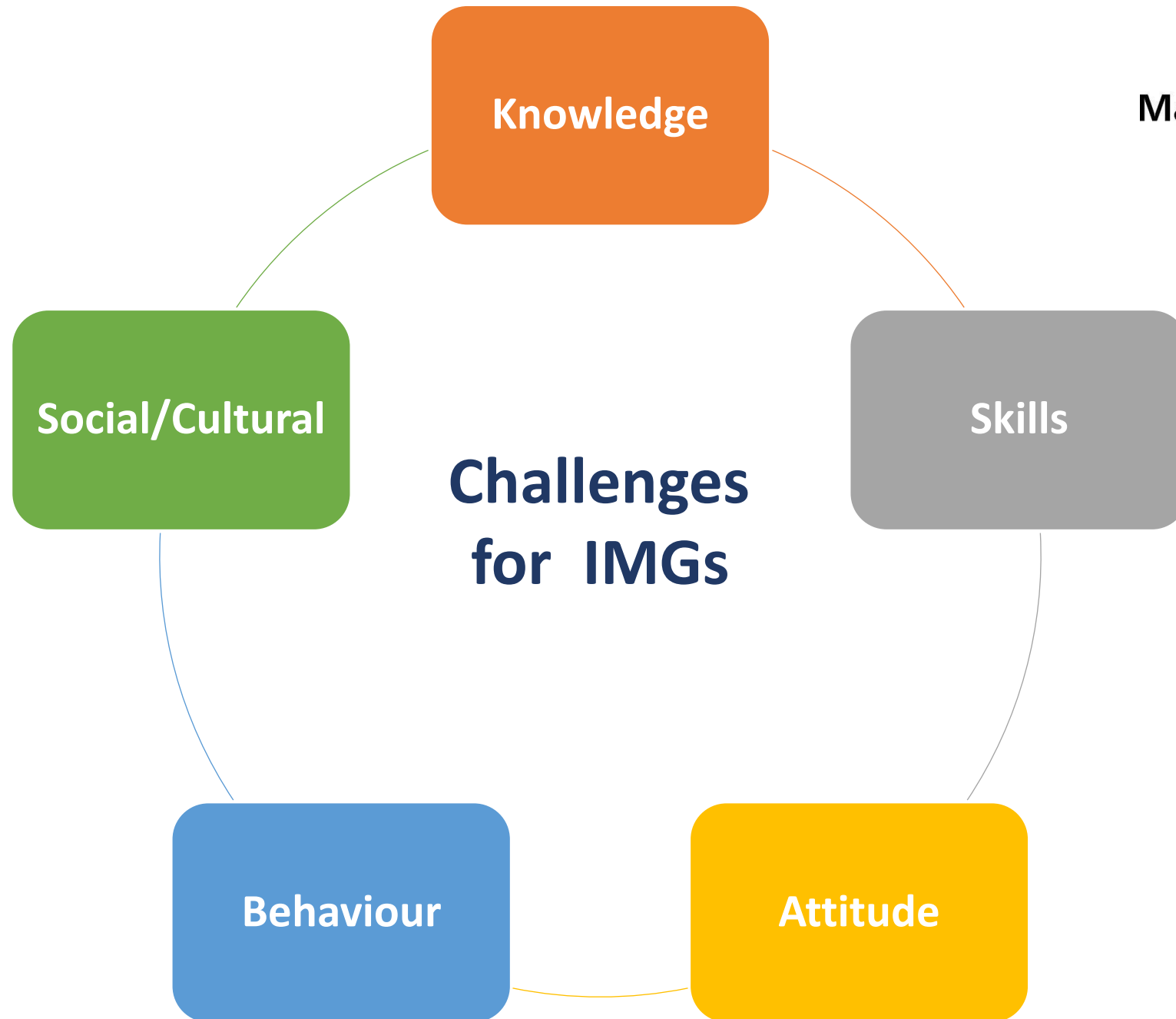
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UK PMQ trainee



International Doctors





A cross-cultural team



**International Doctors (and their supervisors!!)
should be aware of cultural/social issues
which can affect communication, team-
working and performance like cultural
intelligence and emotional intelligence**

Cultural Intelligence

- **Culture:** “The way of life, especially the general customs, values, thinking pattern, behavioural norms and beliefs of a particular group of people at a particular time”
- **Cultural Intelligence:** The understanding of diverse attitudes, beliefs, behaviours, practices and communication patterns
 - attributable to a variety of factors such as race, ethnicity, religion, historical/social context, physical or mental ability, age, gender, sexual orientation or generational and acculturation status



Acquiring Cultural Competence

- Healthcare workers should understand how their own personal biases and values influence communication with patients, families and co-workers. E.g....
- Ask yourself these questions
 - Who are my patients, families and co-workers
 - How can I learn about them
 - What are my beliefs about this group

Ways to facilitate communication across cultural boundaries

- Self-awareness
- Recognise differences
- Identify and interpret; but don't assume your interpretation is correct
- Verbalise your own non-verbal signs
- Suspend judgements
- Share your experience honestly
- Accept ambiguity
- Acknowledge any discomfort, hesitation or concern
- Give your time and attention when communicating

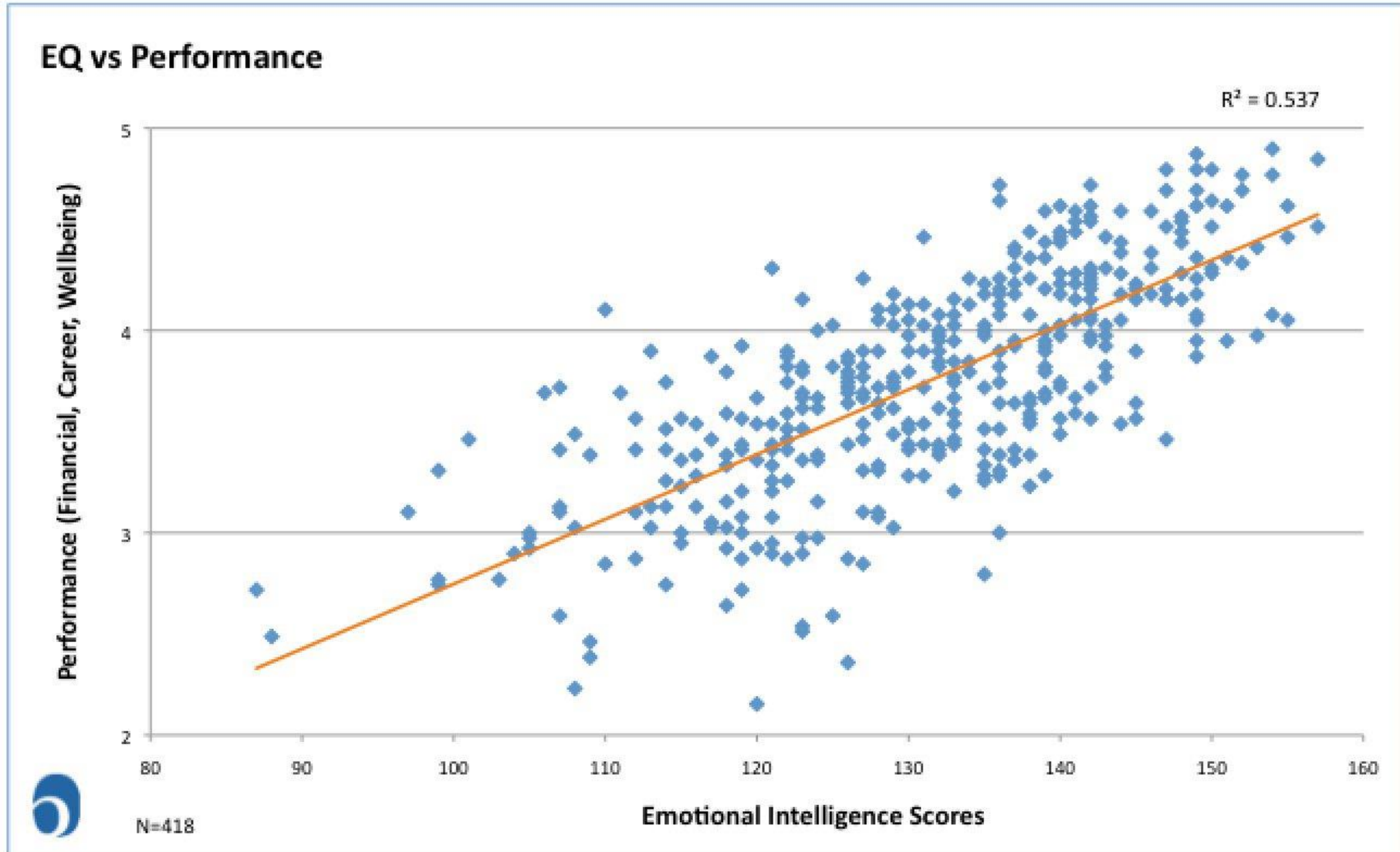
Emotional intelligence

Emotional intelligence is ability to understand and manage your own emotions, and those of the people around you

- Use this information to guide your thinking and actions



Emotional Intelligence at Work



Emotional Intelligence Domains and Competencies

SELF-AWARENESS	SELF-MANAGEMENT	SOCIAL AWARENESS	RELATIONSHIP MANAGEMENT
Emotional self-awareness	Emotional self-control	Empathy	Influence
	Adaptability		Coach and mentor
	Achievement orientation	Organizational awareness	Conflict management
	Positive outlook		Teamwork

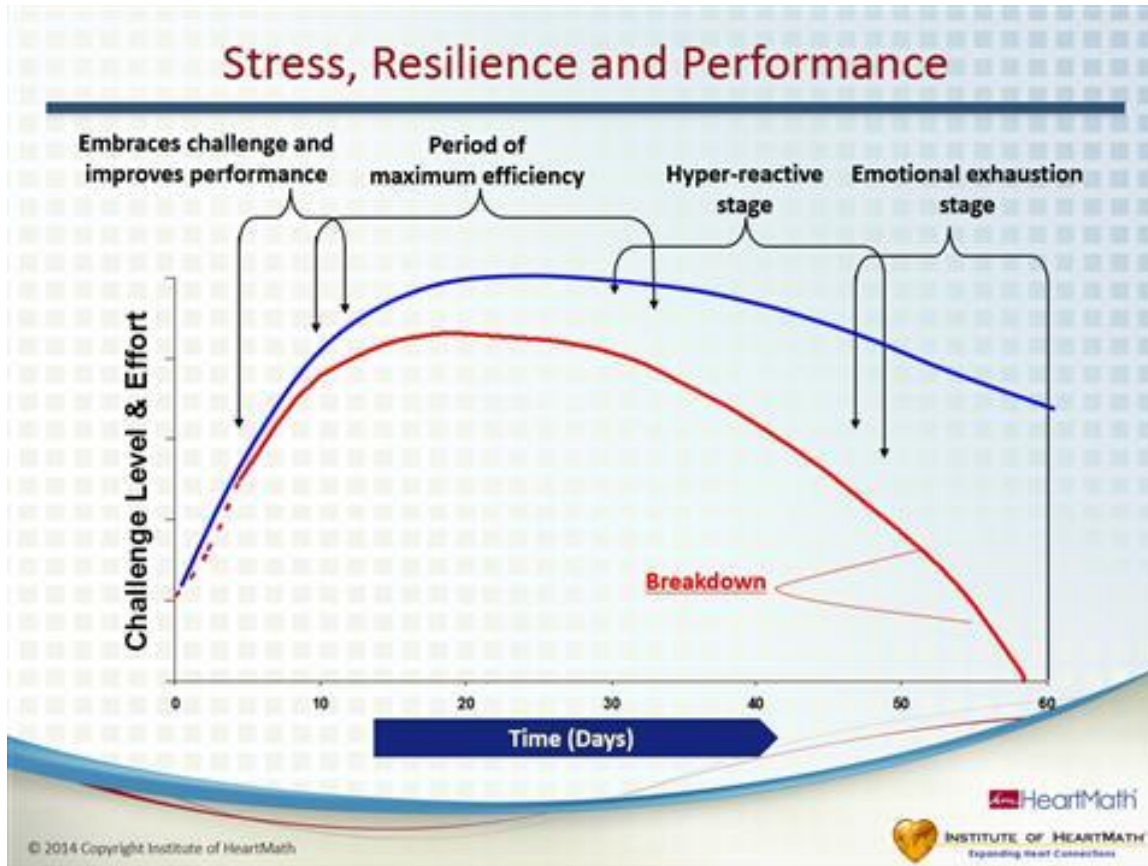
Enhance your Emotional Intelligence by increasing:



Manchester University
NHS Foundation Trust

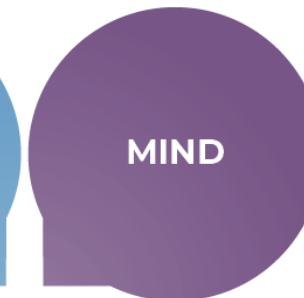
- **Self-awareness**
 - Keeping a journal/reflective diary
- **Self-regulation**
 - Know your personal and ethical values
 - Hold yourself Accountable
- **Motivation**
 - Reduce Negative Emotions
 - Stay Cool and Manage Stress
- **Empathy**
 - Put yourself in someone else's position
 - Pay attention to body language
 - Respond to feelings
- **Social Skills**
 - Learn conflict resolution
 - Improve your communication skills
 - Learn how to praise others
 - Be Assertive and Express Difficult Emotions When Necessary

Resilience & Performance



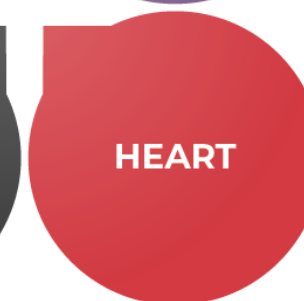
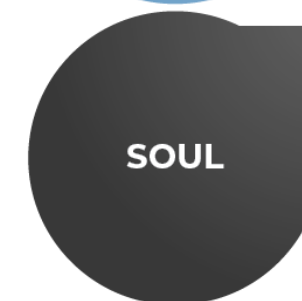
DOMAINS OF RESILIENCE

-Exercise (flexibility, strength and movement)
-healthy nutrition
-Rest and recovery

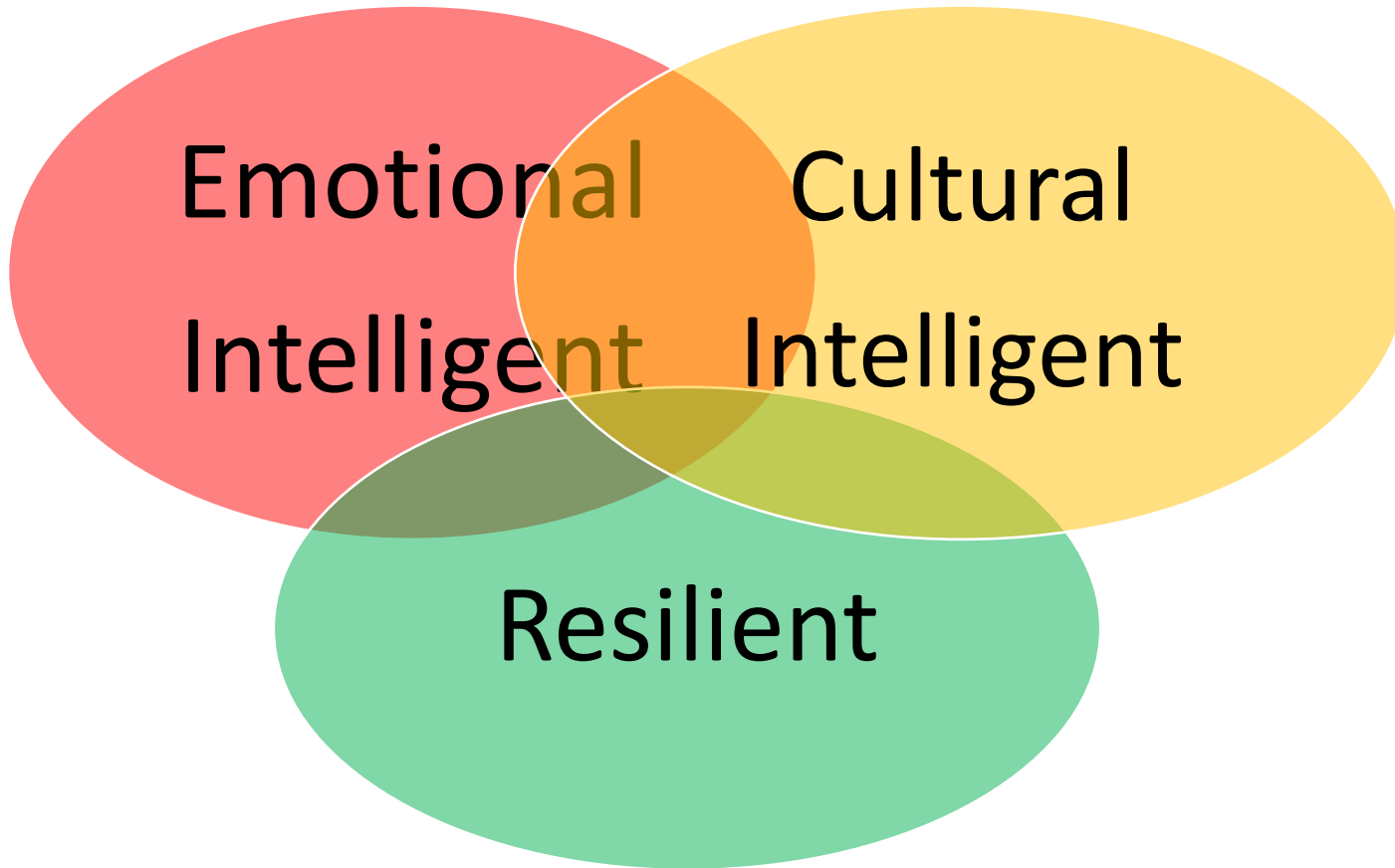


-Ability to face reality (with a sense of possibility)
-Ability to focus
-Cognitive flexibility (improvisation)

-Meaning and purpose
-Strong personal values
-Quiet time, nature

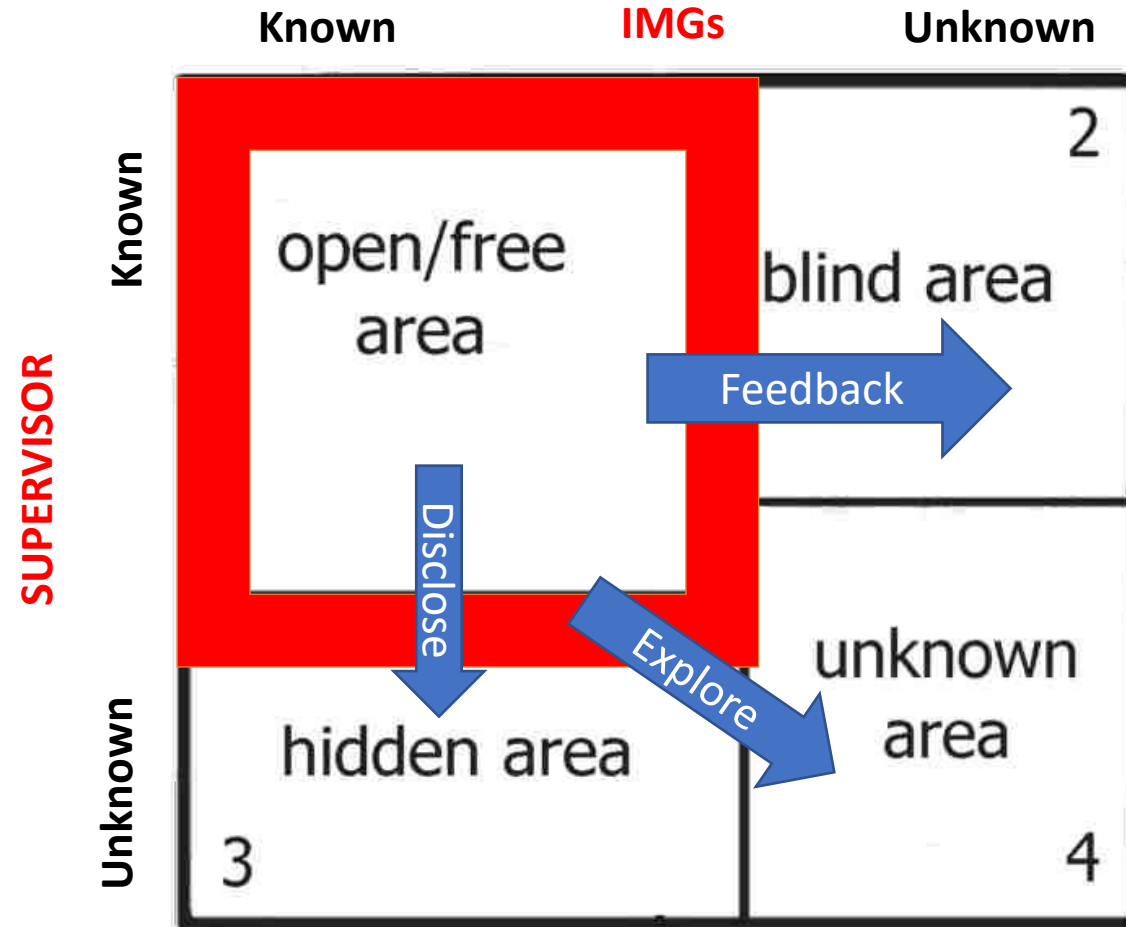


-Sense of belonging & deep connection
-Acknowledging and regulating emotions
-Humor, play and joy



- Curious about other cultures
- Sensitive to cultural differences
- Willing to modify behaviour

IMGs: Inducted, Supported & Supervised



Leadership styles in different cultures and its impact on team-working

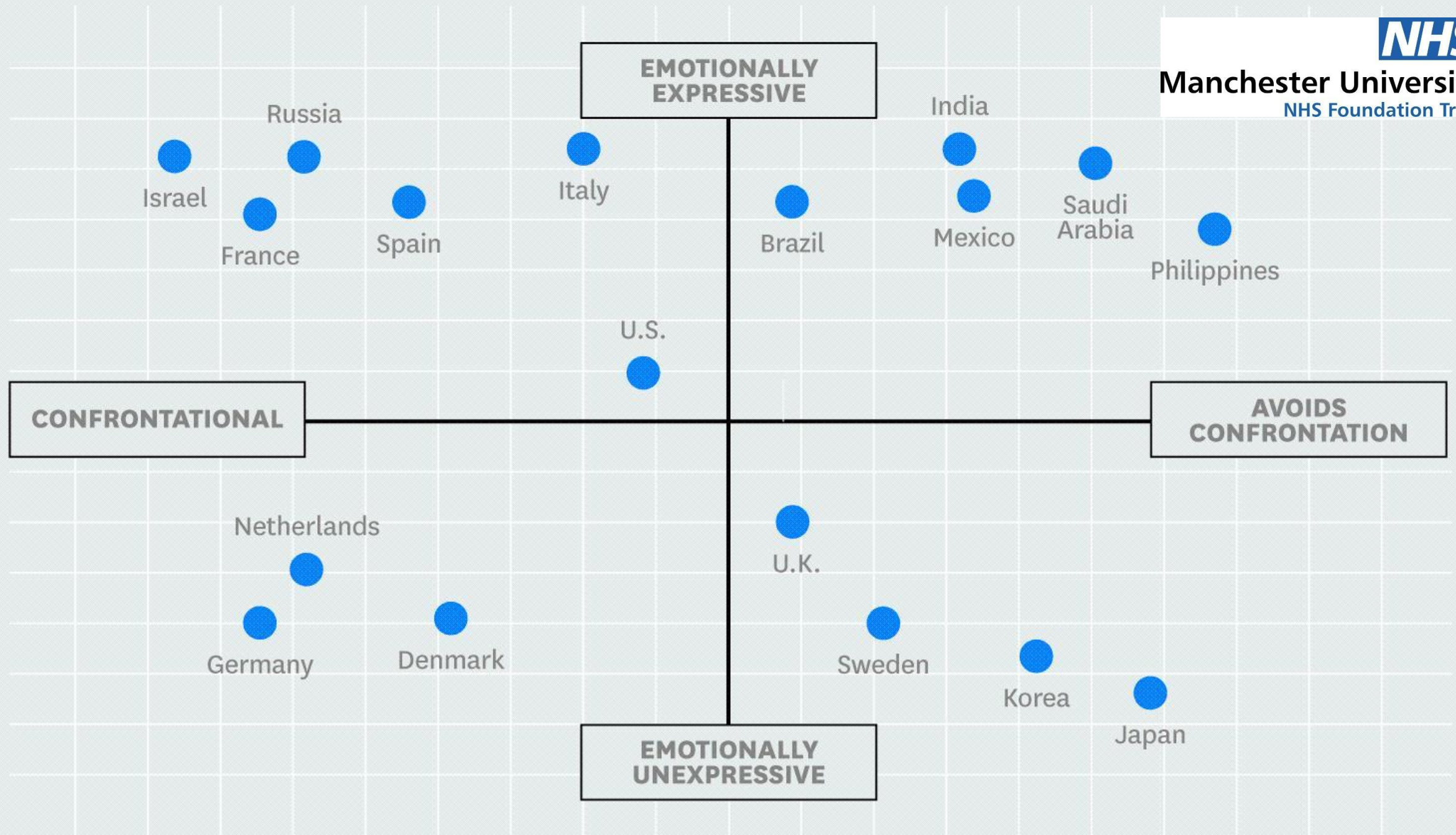
**International Fellow not
'pulling their weight in the
on-call team'!**

MAPPING LEADERSHIP CULTURES



Communication and behaviour (emotions and assertiveness) in various cultures and its impact on team-working

Mismatch in the feedback



Team Leader in multicultural team should (like leading an on-call team)

- Define the goals as clearly and transparent as possible at the very beginning
- Begin with face-to-face team-building session
- Establish personal relationships
- Improve cultural intelligence
- Increase openness to cultural diversity
- Build trust
- Foster creativity & initiative
- Improve the necessary team management skills such as checking the progress, questioning, fostering participation, managing conflict and anxiety *etc.*

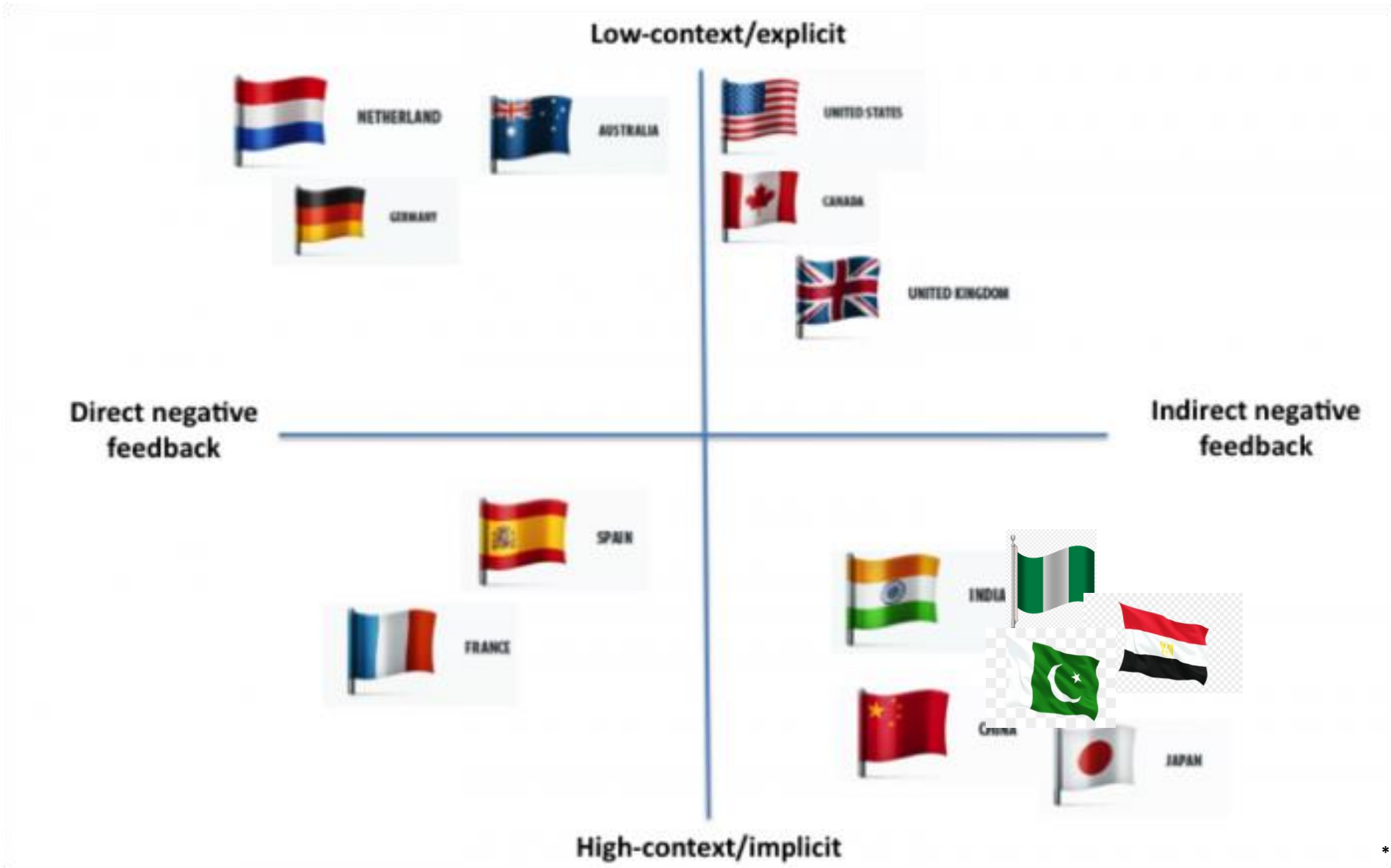
Receiving & Giving Feedback in Multicultural Team

Feedback is information given to the learner or teacher about the learner's performance relative to learning objectives or outcomes



WHAT THE BRITISH SAY	WHAT THE BRITISH MEAN	WHAT OTHERS UNDERSTAND
■ I hear what you say	■ I disagree and do not want to discuss it further	■ He accepts my point of view
■ With the greatest respect	■ You are an idiot	■ He is listening to me
■ That's not bad	■ That's good	■ That's poor
■ That is a very brave proposal	■ You are insane	■ He thinks I have courage
■ Quite good	■ A bit disappointing	■ Quite good
■ I would suggest	■ Do it or be prepared to justify yourself	■ Think about the idea, but do what you like
■ Oh, incidentally/by the way	■ The primary purpose of our discussion is	■ That is not very important
■ I was a bit disappointed that	■ I am annoyed that	■ It doesn't really matter
■ Very interesting	■ That is clearly nonsense	■ They are impressed
■ I'll bear it in mind	■ I've forgotten it already	■ They will probably do it
■ I'm sure it's my fault	■ It's your fault	■ Why do they think it was their fault?
■ You must come for dinner	■ It's not an invitation, I'm just being polite	■ I will get an invitation soon
■ I almost agree	■ I don't agree at all	■ He's not far from agreement
■ I only have a few minor comments	■ Please rewrite completely	■ He has found a few typos
■ Could we consider some other options	■ I don't like your idea	■ They have not yet decided

Cultures have preferences in how they give feedback



* Image from Google

Low-context countries

- UK, USA, Aus
- **Communication**
 - Explicit – clear, linear and verbal
 - Context is not important
 - Focused & results orientated
- They might feel about high-context colleagues as *"lacking transparency, or unable to communicate effectively."*
- **How to deal with LC colleagues**
 - Answer emails, letters quickly
 - Be concise
 - Expect confrontations
 - Deal with facts
 - Structure your messages

High-context Countries

- India, Egypt, SE Asia, Some Middle-East
- **Communication**
 - Implicit – non-verbal
 - Context is everything
 - Feeling & relationship orientated
- They might feel about low-context colleagues as *"state the obvious or sound patronizing."*
- **How to deal with HC colleagues**
 - Avoid direct yes or no questions
 - Be patient
 - Remain open to alternative solutions
 - User qualifiers such as 'maybe', possibly, etc

In multicultural teams, the default communication mode must be low-context: state everything explicitly and in writing to reduce confusion.

Feedback Sandwich

UK

The Feedback "Sh*t Sandwich"

Read more at: GetLighthouse.com/Blog



Trainee might not realize the importance of 'meat' of the feedback; and misinterpret it as a positive feedback

Germany



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Trainee from direct negative feedback countries will expect direct negative feedback; so might not understand the feedback sandwich method and misinterpret the feedback

India/Pak/Egypt



Trainee from indirect negative feedback countries are used to indirect feedback and will not expect direct negative feedback; so might take any direct negative feedback as catastrophic

Feedback in Multicultural Teams:

- “globally standardised feedback model” is not `one size fits all` and leads to complications if not designed and localised with cultural differences in mind.
- Do your homework
- Understand the context
- Make the implicit >>>> explicit

Discussion

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Peer 'Buddy' Support System



Success to effective working/training

BARRIER

- New ethical, legal and professional environment
- New social and support environment
- Transcultural working environment
- Previous Learning & ReLearning
- Not aware of opportunities

BYPASS

- Induction, ES/CS, self-awareness
- CS/ES, Peer Buddy, Previous network, resilience
- EI, CC, Leadership styles
- Curriculum, Reflection, ePortfolio, Supervision, engagement
- Engagement with peers, ES/CS

Peer Buddy

- Peer Buddy support system involves 'pairing' of experienced IMG/LED doctor with a new IMG/LED doctor in the organisation.
- “Buddies” help new colleague to learn the basics, understand workplace culture, facilitate social rooting and answer any questions that staff might otherwise be too embarrassed to ask!

Benefits

- Easy transition into new country / culture / role
- Making new friends that new doctors would otherwise be unlikely to make / socialising
- Feel part of the team / friendly workplace
- Develop skills in -
 - Teaching / supporting / explaining / sharing insights.
- Good for both psychological and physiological well-being

Views of new International doctors

- 95% new International doctors wanted a Trusted Friend
- >65% not supported by another doctor in the Trusts
 - Another 10% supported by friends/family
- 85% wanted the peer support to be '1 to 1'
 - (not in group setting)
- 66% wanted to be in touch with 'Buddy' with face to face or emails

Developing Peer Buddy Scheme

- Interested staff members (NCCG/ST)
- Database
- Formal training
- Follow-up
- Trouble shooting

Mentoring Workshop conducted to develop skills to support international doctors

- Survey: 86% not trained in supporting/coaching/mentoring others
- Workshop
 - types of support models
 - building rapport
 - contracting and confidentiality
 - effective listening

Manchester Peer Buddies Training Event

23rd April 2021

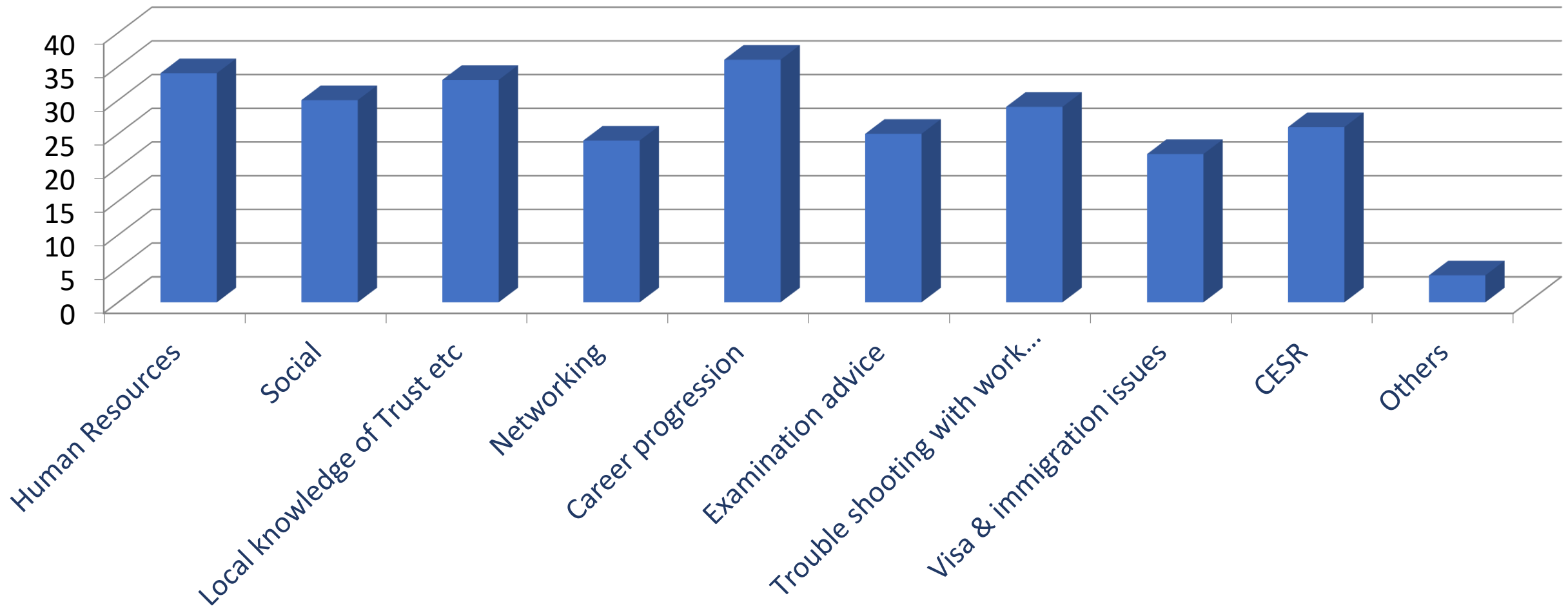
09.00 – 12.00

MS Teams

Peer Buddy support system involves 'pairing' of experienced IMG/LED doctor with a new IMG/LED doctor in the organisation. "Buddies" help new colleague to understand workplace culture, facilitate social rooting and answer questions which a new doctor might have. This training event is aimed at experienced doctors who are keen to be Peer Buddy and help.

Timings	Programme	Presenter
09.00 – 09.15	Introduction to Peer Buddy Support Network	Dr Sujesh Bansal
09.15 – 10.00	Need of Support and Pastoral care of new IMGs	Dr Shevonne Matheiken
10.00 – 10.20	Personal story of a new IMG	Dr Amarjeet Patil
10.20 – 10.30	Comfort Break	
10.30 – 11.30	How to support a new IMG and a Peer Buddy – Developing mentoring Skills	Dr Tina Pasha
11.30 – 11.50	How do you want the Peer Buddy system to work – group brainstorming session	Amy Oliver & Dr Sujesh Bansal
11.50 – 12.00	Q&A and Close	Dr Sujesh Bansal

What issues do you think new international doctor would appreciate advice and support about?



After workshop

- 100% of participants felt that they now knew the issue faced by new International doctors.
- Skills in supporting and mentoring international doctors improved after the workshop, with 75% feeling more comfortable in taking up the role

Peer Buddy SOP

- Introduction
- Roles & Responsibilities
- Process
- Peer Buddy Prompt Sheet
- Buddy Mentoring Agreement
- Buddy Scheme Allocation Process Flowchart

Buddy Scheme Allocation Process

Workforce share IMG details with the LED hub before the IMG starts with the trust.



LED hub process the information and match IMGs to Buddy Mentors.



Once the LED hub has matched an IMG doctor to a Buddy Mentor they will email the Buddy Mentor to let them know their Buddy Mentees details.

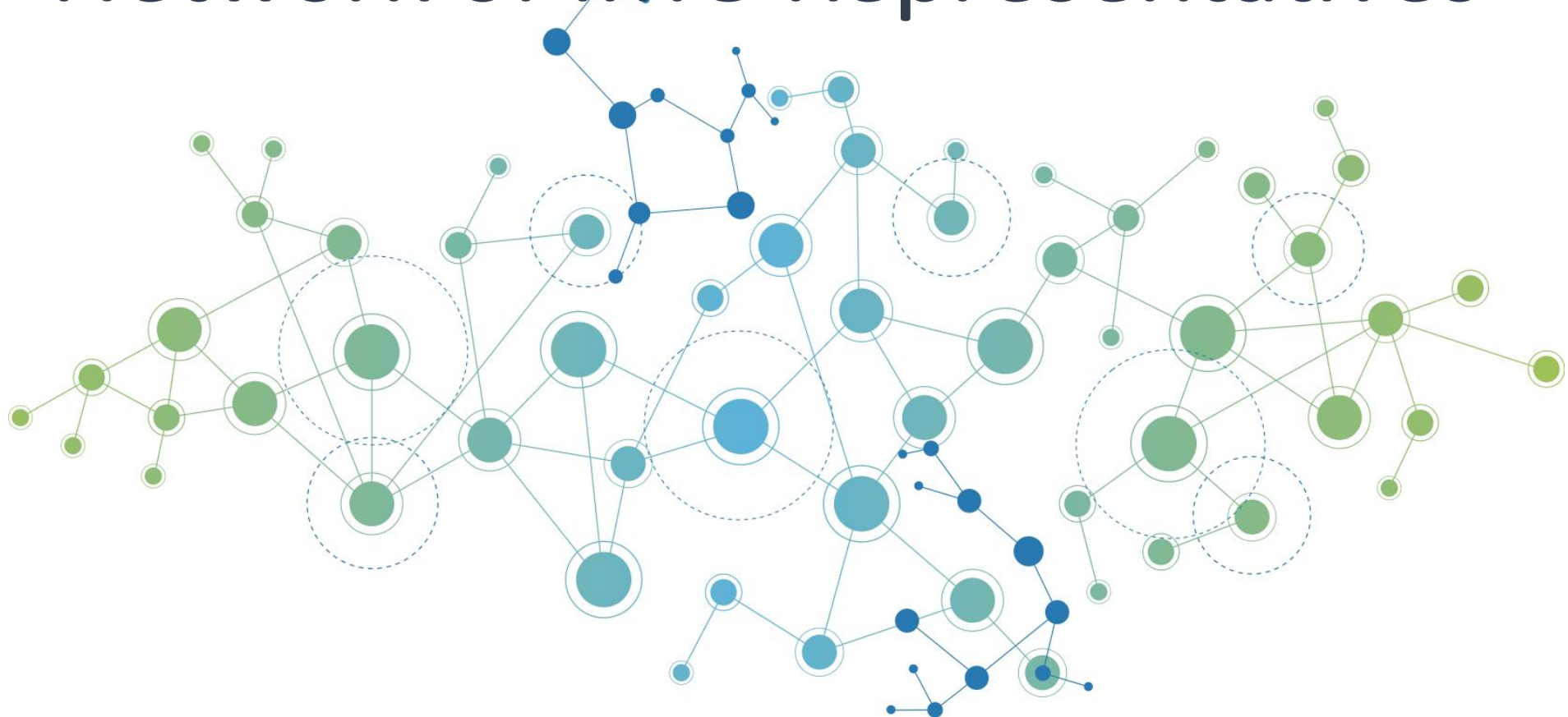


LED hub will then link the Buddy Mentor and Buddy Mentee via email.



Buddy Mentor/Buddy Mentee to make contact. Buddy Mentor to offer support/advice before IMG starts and arrange a meeting for when they start.

Network of IMG Representatives



Our recent experience at MFT

- 67 IMGs have been provided with Peer Buddy since Aug 2021
- Majority contacted in their home country
- Topics discussed
 - local knowledge of the Trust
 - social issues including accommodation,
 - HR aspects
 - career progression and specialty training
- 90% of interactions took 15-30 mins
- 80% of mentors felt confident with supporting mentees and 90% reported that they would mentor again.
- >75% of IMGs found it useful having a Peer Buddy

**Please contact me if you
Want to discuss**

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Manchester University NHS Foundation Trust