

Cultural Competence TABLE

Module 2 – Politeness

INCLUSIVITY

– making the other feel included, appreciated and valued

Demonstrable Action/ Interaction	Example from Script	Effect
Non-Verbal Language		
<ul style="list-style-type: none"> Makes eye-contact 	<p><i>-Consultant uses correct amount of eye-contact with trainee, not too much and not too little e.g. he doesn't directly look at trainee when he asks 'your ARCP – it's coming up soon, isn't it?'</i></p> <p><i>-Consultant, thinking, then looks at trainee).</i></p>	<ul style="list-style-type: none"> Reduces social distances between trainer and trainee
<ul style="list-style-type: none"> Stands near trainee 	<p><i>-Consultant scans Daycase list while standing next to trainee (not over trainee)</i></p>	<ul style="list-style-type: none"> Shows inclusivity, reduces social distance, equalises power and status, raises comfort levels of trainee.
<ul style="list-style-type: none"> Smiles 	<p><i>-Consultant smiles at trainee, while looking at him.</i></p> <p><i>-Consultant smiles at trainee and voice is friendly and encouraging as he looks at him.</i></p> <p><i>-she smiles as she addresses trainee)</i></p>	<ul style="list-style-type: none"> Reduces social distance and power differences, and allows trainee to feel more comfortable
<ul style="list-style-type: none"> Suitable facial expression 	<p><i>.....Consultant tries to be helpful, and gives trainee encouraging facial expression of 'assistance' and not 'giving a lecture'.</i></p>	<ul style="list-style-type: none"> Shows willingness to assist Encourages trainee
<ul style="list-style-type: none"> Team-work 	<p>Examples in dialogue:</p> <ul style="list-style-type: none"> The consultant finds another empty room to talk in private with trainee. 	<ul style="list-style-type: none"> Trainee is valuable part of surgical team

	<ul style="list-style-type: none"> • The consultant pulls two chairs together to signify that they are both on same status level, making trainee feel comfortable in this potentially awkward interaction. • The consultant also offers the trainee some coffee and as well, he gets it from the machine and gives it to him. • The consultant only takes out his mobile phone at the end of the interaction when they need to make another time to meet up. He does not speak to trainee while simultaneously looking at/speaking into a phone while only half concentrating on the dialogue between them. <ul style="list-style-type: none"> • Consultant’s voice is non-threatening, warm and enquiring and his speech is clear and slow. • Consultant makes a conscious effort to use simple terminologies and expressions so that the trainee, from another culture, will be more likely to understand • The consultant does not give lectures, or issue orders or demand answers or explanations of trainee. The consultant does not display any bullying behaviour. • Use of smiling by consultant engenders feelings of friendliness and approachability. 	
<p>Verbal Language</p>		
<ul style="list-style-type: none"> • Uses inclusive and friendly language 	<p><i><u>Displays frequent use of the first person pronouns eg we, our, us</u></i></p> <p><u>Examples in Dialogue:</u></p> <ul style="list-style-type: none"> • ‘...once <u>we</u> slowly go through the steps of this procedure’ and ‘<u>Let’s</u> discuss those reasons <u>together</u> when <u>we</u> meet to go through the steps of the procedure, the one from my teaching session. <u>Would you like to do that? We</u> could look at the errors, how they occurred and <u>together</u> work out a way for a more successful appendicectomy’. • ‘I could go through the notes <u>with you</u> if you like?’ • ‘<u>Let’s see....</u> but I’m sure <u>we</u> can find a time’ 	<ul style="list-style-type: none"> • Creates feelings of inclusivity • Reduces feelings of separation • Reduces tension • Now working with consultant rather than for him • Tee more likely to take instruction

	<ul style="list-style-type: none"> • ‘How do you think <u>we</u> can improve on some of the mistakes that happened today in the operation just now?How can <u>we</u> get it right, do you think?’ • ‘OK,good’, • ‘Yep..... The 15th?.....I don’t see why not. (Here the consultant is willing to fit in with trainee’s timetable) 	
<ul style="list-style-type: none"> • Showing understanding and empathy 	<p><u>Language which conveys understandings of other’s situation. Communicates belief in the other, and his innate surgical ability. This is reassuring to Tee.</u></p> <p>Examples in dialogue:</p> <ul style="list-style-type: none"> • ‘Sometimes, when I’m giving demonstrations, it’s easy to forget that some trainees have only just begun their training and it may be hard for them to take in everything in one go’ (Shows empathy and understanding) • ‘I’d like to see you do a good appendicectomy next time, as I know you’re capable of it.’ (Shows belief in trainee’s ability) • ‘It’s a lot to take in, I know.’ (Shows understanding) • ‘Do you want to go over it later on, when you’ve had a chance to recover?’ (Shows giving trainee option to choose time to discuss) • ‘When he realises trainee’s response is not forthcoming, he fills the gap by continuing in a friendly way’ (Shows consultant taking control and steering the conversation when he realises it is necessary and at the right time) • ‘Taking him into a private room so others cannot overhear trainee’s admissions of errors subsequent discussion of his errors’. (Shows consultant giving consideration of trainee and an understanding of his delicate situation) 	<ul style="list-style-type: none"> • Fosters closeness • Lowers anxiety levels • Show genuine attempts to understand Tee • Tee more likely to want to improve surgical skills • Develops professional relationship • Creates feelings of teamwork
<ul style="list-style-type: none"> • Joking 	<p><u>Making light of an interaction important to avoid loss of face and creates a positive relationship between trainer and trainee.</u></p> <p>Examples in dialogue:</p> <ul style="list-style-type: none"> • ‘your head is probably swimming now!’ (shows consultant attempting to lighten the interaction with understanding and empathy) 	<ul style="list-style-type: none"> • Lowers anxiety levels • Increase comfort levels • Tee feels at ease • Learning taking place more easily • Relationship develops

	<ul style="list-style-type: none"> • ‘..... But, that’s my job as a trainer’ (laughs). 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Giving compliments 	<p><u>Demonstrates inclusivity and appreciation of other</u></p> <p>Examples in dialogue:</p> <ul style="list-style-type: none"> • ‘don’t forget you also did a couple of things during the procedure today that were <u>good.</u>’ And I was <u>impressed</u> with that. And, ... as well.... you mobilised the appendix safely.....<u>that was good</u> and ‘your post op notes were <u>honest and comprehensive.</u> <u>Good work!</u>’ and ‘Yes, you <u>did well in certain parts</u>’ (shows consultant pointing out good points of trainee’s work) 	<ul style="list-style-type: none"> • Protects face of trainee • Adds to harmony in discourse • Assists trainee to feel valued and appreciated • Forster good working relationships
<ul style="list-style-type: none"> • Reduces power distance 	<p><u>Learning can more effectively take place when there is a reduction or even an absence of power and status differences between teacher and learner. Sometimes, such differences between trainer and trainee, if not addressed, actually inhibit learning and positive interactions</u></p> <p>Examples in dialogue:</p> <ul style="list-style-type: none"> • The consultant finds another empty room to talk in private with trainee. • The consultant pulls two chairs together to signify that they are both on same status level, making trainee feel comfortable in this potentially awkward interaction. • The consultant also offers the trainee some coffee and as well, he gets it from the machine and gives it to him. • The consultant only takes out his mobile phone at the end of the interaction when they need to make another time to meet up. He does not speak to trainee while simultaneously looking at/speaking into a phone while only half concentrating on the dialogue between them. <ul style="list-style-type: none"> • Consultant’s voice is non-threatening, warm and enquiring and his speech is clear and slow. • Consultant makes a conscious effort to use simple terminologies and expressions so that the 	<ul style="list-style-type: none"> • Shows willingness to help trainee, • Ensures trainee has understood • Ensures teaching can easily add onto prior knowledge. • Encourages trainee to ask for further information or to volunteer innermost thoughts. • Aids inclusivity and flattens hierarchies. • Adds to comfort levels of trainee and consultant

	<p>trainee, from another culture, will be more likely to understand</p> <ul style="list-style-type: none">• The consultant does not give lectures, or issue orders or demand answers or explanations of trainee. The consultant does not display any bullying behaviour.• Use of smiling by consultant engenders feelings of friendliness and approachability.	
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