



Gloucestershire Health and Care
NHS Foundation Trust



**Setting the tone -
Cultural competence,
bullying & harassment
workshop**

working together | always improving | respectful and kind | making a difference

Context

- We have experienced an increase in reported staff on staff racist incidents.
- This workshop forms a series of measures the organisation are taking.
- Focuses on managers/leaders and their role in workplace culture and dealing with harassment/incidents.

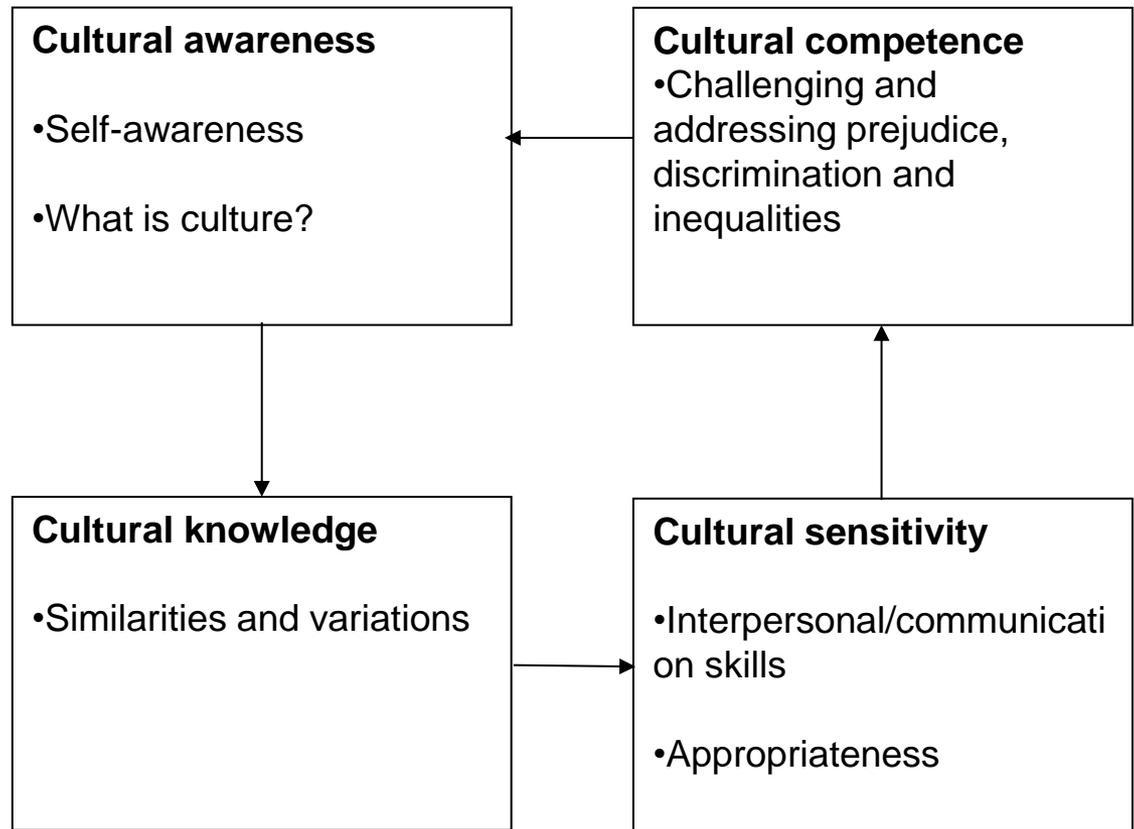
Aims

To support delegates in:

- Understanding our individual and collective rights and responsibilities in creating an inclusive culture.
- Recognising what may constitute bullying and harassment.
- Embedding Cultural Competence in everything that we do.

2.5hrs with a short break

Session flow





CASE STUDY – In Pairs – 10 mins

Whilst waiting for a team meeting to start Dave was sat with five other colleagues and waiting for others to join them. A colleague, Melissa, begins to tell another colleague about her difficulties and stress of buying a new home in the area.

Melissa described the neighbourhood which she had just moved into, frustrated that the council had recently housed some refugees close by.

Melissa shared a social media post and expressed she was now concerned at what it said; that the neighbourhood would “go down” and houses would be “devalued”. She also commented that some of her friends had recently moved away from the area because of it.

Melissa went on to say that she and her friends felt that the refugees should have been housed somewhere else. They felt that even though the refugees could be a drain on public resources other culturally appropriate support was more readily available and focused elsewhere – which made no sense to placing refugees in this locality, if at all.

Melissa stated that others at her local pub also had similar concerns and that they had recently started meeting at her house. She laughed and said that a few of the attendees were advocating direct action such as pressuring local councillors who had voted for the refugees being housed and/or the refugees themselves.

Melissa went on to blame the refugees for relationship problems she had been having with her partner, who didn't seem to worry about the refugees, which caused large arguments.

Dave having heard this frowned and asked Melissa about her comments. Melissa felt that this was an invasion of her privacy by Dave and having taken exception to him questioning her thinking left the room.



CARD SORT

15 mins

Have a look at the
case studies and
sort them under
relevant piles



Cross Cultural Communication

A working knowledge of the basic traits of other cultures (as well as one's own) can help minimise unpleasant surprises of 'cultural shock' – i.e. Where ones values / cultural practice meets that of another different to ones own.

Others are not aware of our values simply by looking at us. They may draw certain conclusions from the manner in which we dress or simply our skin colour. It is only when we SAY or DO something specific that they can gain a deeper insight into what and who we are. In short what makes us tick.

Geert Hofstedes reference to collective programming describes the process to which each one of us has been subjected to immediately after birth. In lay terms our behaviour, language and attitude are a manifestation of our values and beliefs that we have developed since birth.

Hofstedes definition of Culture is:

“THE COLLECTIVE PROGRAMMING OF THE MIND WHICH DISTINGUISHES THE MEMBERS OF ONE CATEGORY OF PEOPLE FROM ANOTHER”

Geert Hofstede

A model for developing cultural competence in the NHS

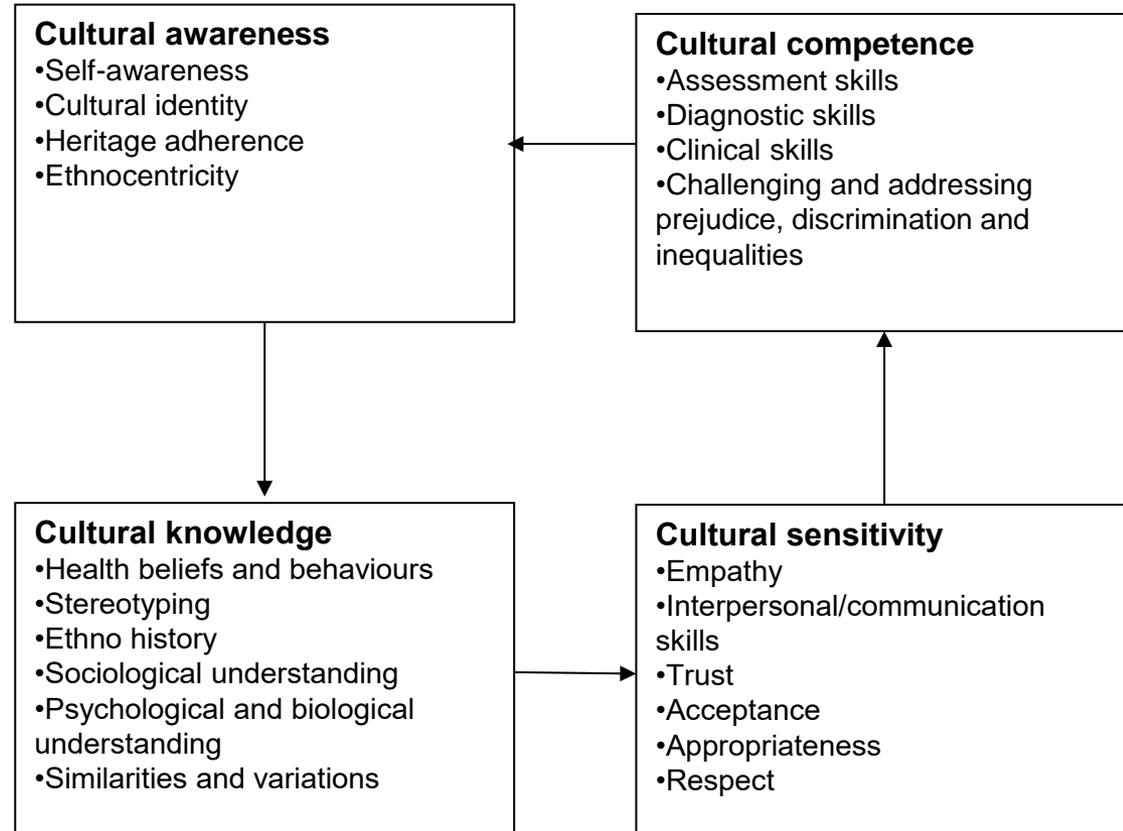
According to O'Hagan, Cultural Competence is:

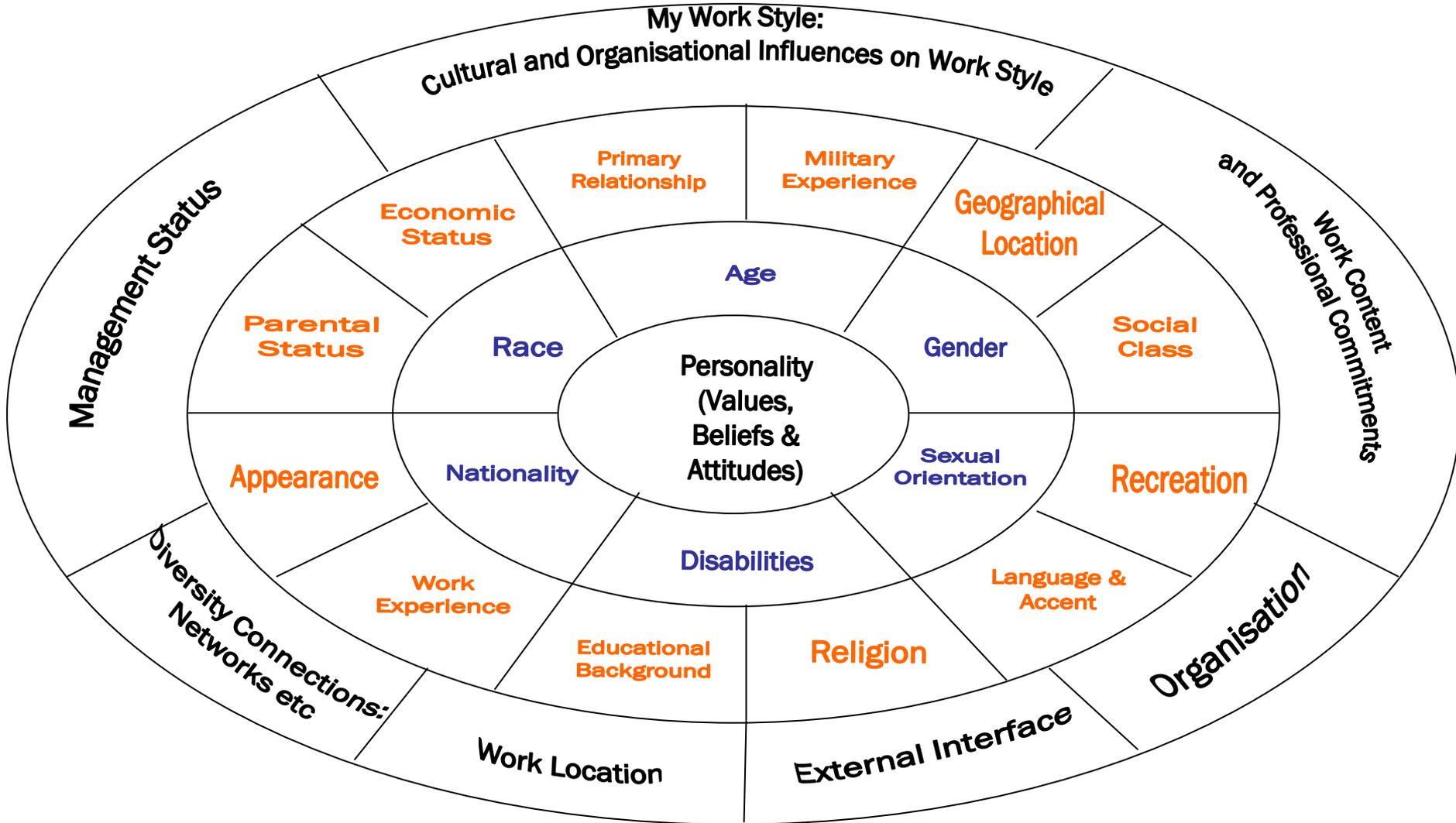
"... the ability to maximise sensitivity and minimise in-sensitivity in the service of culturally diverse communities. This requires knowledge, values and skills but most of these are the basic knowledge and skills which underpin any competency training in numerous care professions.

Their successful application in work with diverse people and communities will depend a great deal upon cultural awareness, attitudes and approach.

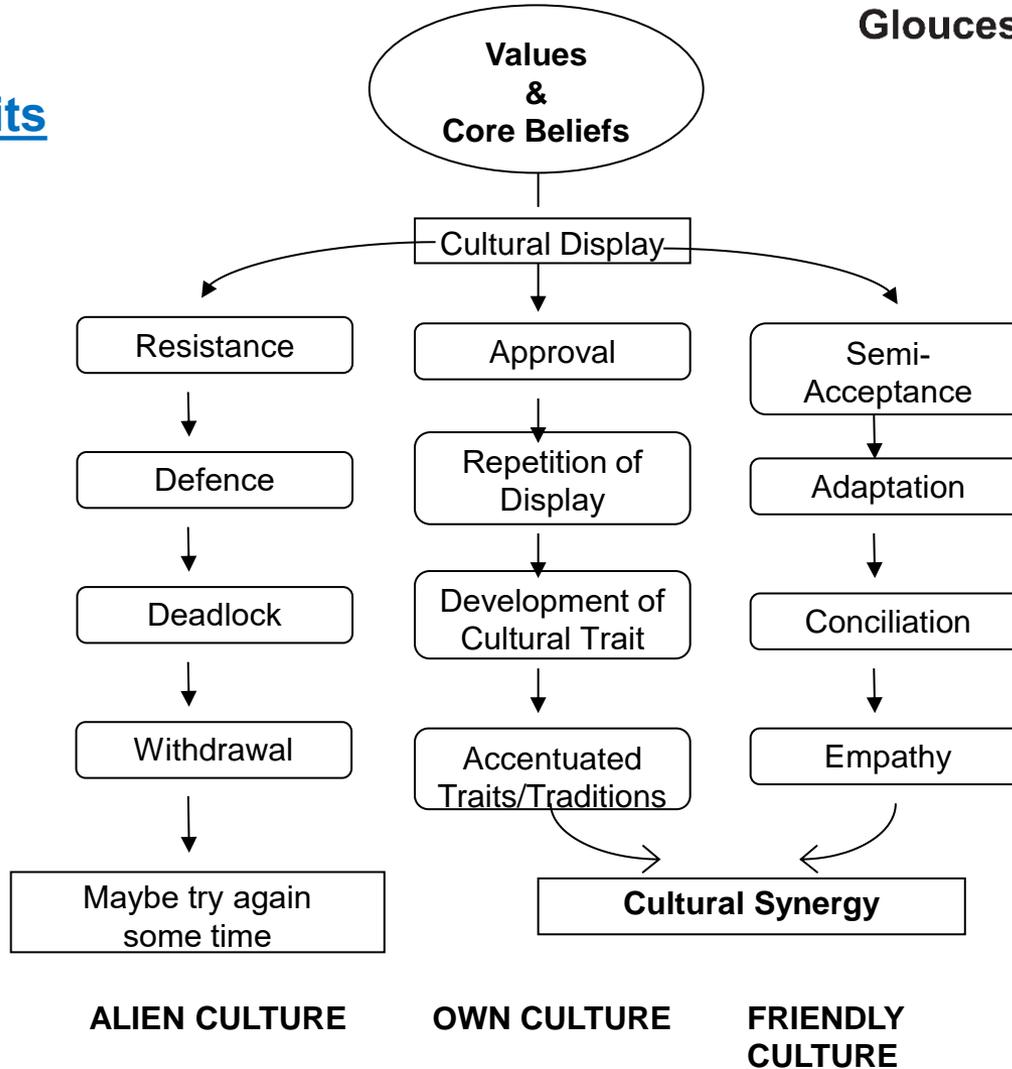
The workers need not be, as is often assumed, highly knowledgeable about the cultures of the people they work with, but must approach culturally different people with openness and respect - a willingness to learn.

Self awareness is the most important component in the knowledge base of culturally competent practice".





Cultural Traits & Traditions





Incident Roadmap

GHC Equality, Diversity and Inclusion (EDI) for colleagues



Abuse

Any type of abuse at work is unacceptable and will be proactively managed.

Record

Your line manager should signpost options, support and help record details to help manage the incident response

Support

Your line manager will offer you support which might include supervision, Working Well, Wellbeing Line

Action

Your manager or service director may (A) warn the abuser, (B) consider the Patient / HR policy, (C) consider withdrawal of non-urgent care or serious disciplinary action

Learning

Build into Corporate and Local Inductions, GHC Handbook, EDI / Leadership Development Training

Tackling inequalities and abuse is everyone's business

Report

If you experience abuse on the grounds of a *protected characteristic* (*see below), you should raise it immediately with your line manager(s) in the first instance

Options

If you feel unable to raise with your line manager(s), raise with HR, Staff Side, FTSU, or via 'Direct To Douglas'. We can do more to tackle abuse and support you when we know who you are

Approach

Your line manager or service director will speak to the perpetrator within one working day with support

Escalate

Line managers should escalate to the Dir. of HR & OD who will ensure (B) and/or (C) above is implemented with the appropriate Trust team(s)

Collaborate

Reflection with Networks, FTSU, HR, ASMS, stakeholders, Board and Senior Leaders

To find out more. Scan the QR code or follow the link below.

intranet.ghc.nhs.uk/i/EDI-Roadmap



* 9 Protected characteristics: Age, Gender, Disability, Race/Ethnicity, Religion/Belief, Sexual Orientation, Gender Reassignment, Pregnancy/Maternity, Marriage/Civil Partnership

Please tell us how this workshop was for you:



EVALUATION - SETTING THE
TONE: CULTURAL COMPETENCE &
HARASSMENT WORKSHOP

