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## *Equality, Diversity and Inclusion 'Cultural Intelligence' Training Report*

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*14<sup>th</sup> March 2024 & 2<sup>nd</sup> May 2024*

The King's Clinical Research Facility (CRF) hosted two in-person all-day equality, diversity, and inclusion (EDI) training sessions on the topic of 'cultural intelligence' in March and May 2024. Half of the CRF staff attended each session, whilst the other half covered clinical duties for the day. The session allowed CRF staff to learn about the diversity of King's and our local community, as well as gain an in-depth understanding of cultural intelligence and their own cultural values. In March, 11 CRF staff members and 1 student nurse attended and 2 EDI staff members from the Trust led the training session. In May, 11 CRF staff members attended and 2 EDI staff members from the Trust led the training session.

The rest of this report details the content of the EDI training session and conclusions about the event.

***Please note the presentation slides for the session were reviewed and improved by 3 public members. Their ideas, suggestions, and the changes we made to the slides can be seen in a 'you said, we did' document in Section 3 of this report. If you would like to see a copy of the final presentation slides, please email: [catherine.harvey15@nhs.net](mailto:catherine.harvey15@nhs.net)***

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## 1. EDI training session details

Hosted by: Arfan Bhatti (EDI staff, March session), Shivonne Simpson (EDI staff, March and May sessions), Steffan Gough (EDI staff, May session)

Participants in attendance: 22 CRF staff members (across both sessions), 1 student nurse on placement at the time (March session), and 3 EDI staff members (across both sessions). Costs included payment for 3 PPI members in recognition of their time reviewing and improving the presentation slides (total = £175)

All CRF staff members joined in person.

### Our community

The training session started with some statistics about the King's local community, as gathered from the 2021 census. This includes:

**11.4% of the Lambeth population identify as LGB**  
**60% of the population are non-White British ethnicity**  
**1 in 10 households do not have English as their main spoken language**

During the training, attendees discussed whether these facts were surprising (or not), and whether they reflect the research participants who walk through the doors of the CRF.

### Cultural intelligence

The session moved on to understanding cultural intelligence, and a definition was provided. Cultural intelligence is the 'capability to function and relate effectively in culturally diverse situations/contexts.' It was explained that an individual's level of cultural intelligence predicts their:



Cultural intelligence is made up of 4 capabilities, which are:

- 1) **Drive:** level of interest, persistence, and confidence during multicultural interactions.
- 2) **Knowledge:** understanding of how cultures are similar and different.
- 3) **Action:** ability to adapt when relating and working in multicultural contexts.
- 4) **Strategy:** awareness and ability to plan for multicultural interactions.

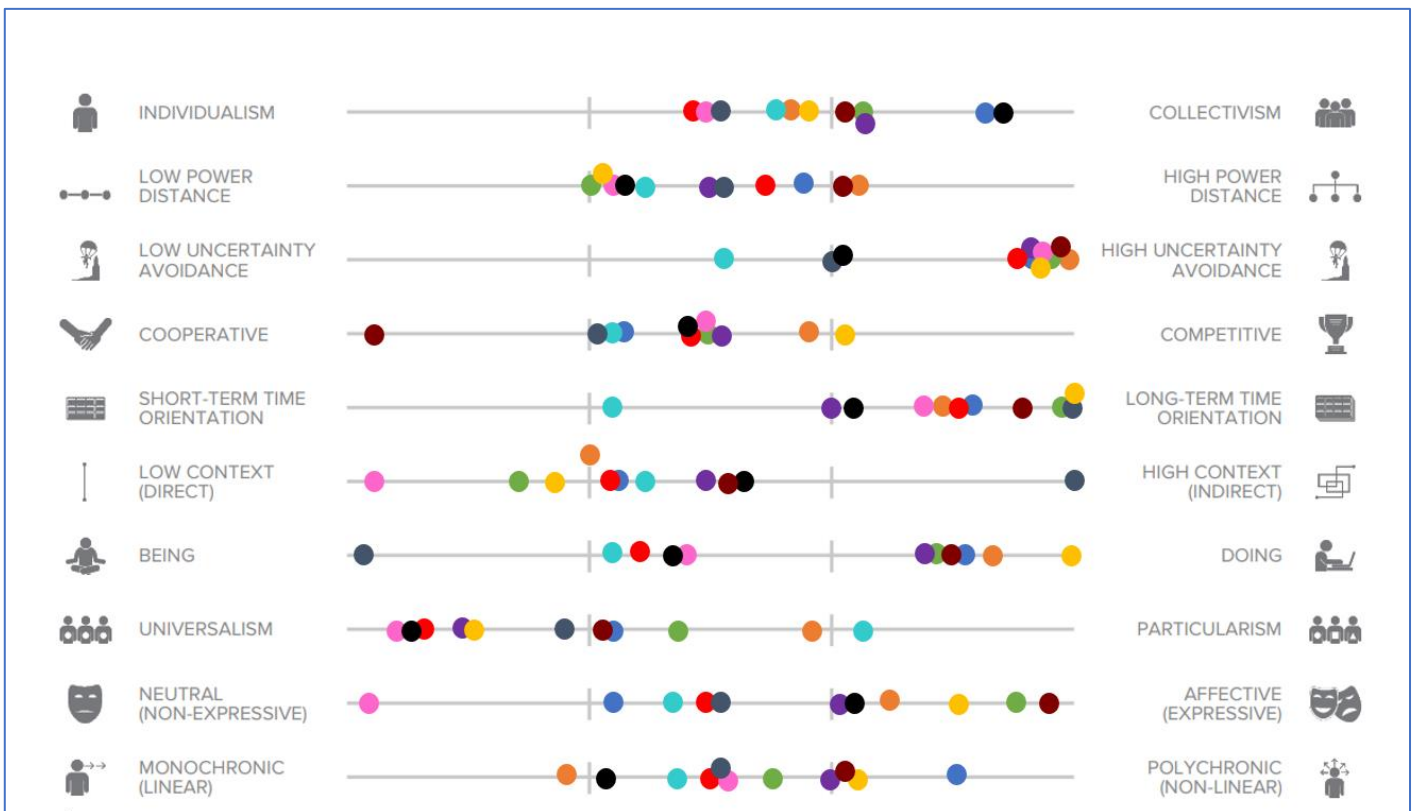
Those leading the training session talked through strategies to improve each capability.

### Cultural values

The training session also looked at cultural values, which show individuals' general orientation to life, work, and relationships. All CRF staff had been asked to complete a psychometric test before

attending, which revealed their cultural values, and strengths and weaknesses related to each cultural intelligence capability.

There are a total of 10 cultural values. During the session, staff mapped their cultural values onto a large A3 sheet, which helped to visualise common values amongst the team. An example of this map, from the March session, can be seen below. Each coloured dot represents a member of staff. A description of the cultural values is found under the diagram.



Cultural values:

**Individualism:** emphasis on individual goals and individual rights.

**Collectivism:** emphasis on group goals and personal relationships.

**Low power distance:** emphasis on equality; shared decision-making.

**High power distance:** emphasis on differences in status; superiors make decisions.

**Low uncertainty avoidance:** emphasis on flexibility and adaptability.

**High uncertainty avoidance:** emphasis on planning and predictability.

**Cooperative:** emphasis on collaboration, nurturing, and family.

**Competitive:** emphasis on competition, assertiveness, and achievement.

**Short Term:** emphasis on immediate outcomes (success now).

**Long Term:** emphasis on long-term planning (success later).

**Low Context/Direct:** emphasis on explicit communication (words).

**High Context/Indirect:** emphasis on indirect communication (tone, context).

**Being:** emphasis on quality of life.

**Doing:** emphasis on being busy and meeting goals.

**Universalism:** emphasis on rules; standards apply to everyone.

**Particularism:** emphasis on specifics; unique standards based on relationships.

**Neutral/Non-expressive:** emphasis on non-emotional communication; hiding feelings.

**Affective/Expressive:** emphasis on expressive communication; sharing feelings.

**Monochronic/Linear:** emphasis on one thing at a time; punctuality; work and personal life separate.

**Polychronic/Non-Linear:** emphasis on multi-tasking; interruptions ok; work and personal combined.

## 2. Conclusions

The EDI training session was a good chance for CRF staff members to gain an understanding of their level of cultural intelligence and the values that are important to them. It also allowed us to think about what values we hold in common as a team, and how that might influence our day-to-day work and interactions with research participants. The in-person session was well attended, and staff members contributed anecdotes from their own cultures throughout the day.

The PPI members' involvement in improving the training slides for this session was vital, particularly as they are a diverse group and their lived experience includes receiving care that was not culturally competent.

### 3. You said, we did

The following table outlines the feedback we received from PPI members about the EDI training materials and the changes we made as a result.

King's CRF EDI Training Materials 'Cultural Intelligence (CQ)'	
You said...	We did...
<b>Combined feedback on training slides, in chronological order</b>	
1. Consider asking attendees their objective(s) for joining the session, and to ask them what objective(s) listed they are already knowledgeable on.	Cat Harvey (CH) sent an email to all attendees beforehand to ask them to think about their objective(s) for joining the session. Attendees shared their answers during the session.
2. <b>Slide 4:</b> alert attendees that they will be asked to share what they are hoping to get from the session and to describe their personal culture in 3 words.	See the comment above & CH sent an email to all attendees beforehand to ask them how they would describe their personal culture. Attendees shared their answers during the session.  <i>Please note that the question about personal culture is on slide 87 in the final version of the presentation and was used as a 'wrapping the session up' question, rather than one to open the session with.</i>
3. <b>Slides 7-12:</b> make it clear how the definitions on these slides fit in with the BOLD strategy. Suggest that the BOLD strategy be introduced earlier in the presentation.	The definitions were discussed independently of the BOLD strategy.  The BOLD strategy was referenced on slides 89 and 90 in the final version of the presentation. This is because attendees were familiar with the strategy.
4. <b>Slide 11:</b> consider adding 'and to complement each other' to the definition of inclusion.	We were unable to edit the definitions; these needed to be standardized across all versions of the CQ training delivered.
5. <b>Slide 12:</b> consider adding 'listened to fairly in a non-judgemental way' to the definition of belonging.	We were unable to edit the definitions; these needed to be standardized across all versions of the CQ training delivered.
6. <b>Slide 15:</b> update the census data from 2011 to data collected in 2021.	The updated census is now referenced on this slide.

	<i>Please note this is now slide 18 in the final version of the presentation.</i>
7. <b>Slide 20:</b> consider adding 'happy to listen to concerns' under our values, under 'respectful'.	This slide was not included in the final version of the presentation; attendees were familiar with the Trust values.
8. <b>Slide 24:</b> possibly include the Michelle Cox case in 'the cost of getting it wrong' slide. However, this case is not specifically linked to KCH. <a href="https://www.rcn.org.uk/news-and-events/news/220223-nw-michelle-cox-tribunal">https://www.rcn.org.uk/news-and-events/news/220223-nw-michelle-cox-tribunal</a>	This was not included, as all the examples used were specific to KCH.  <i>Please note this is now slide 22 in the final version of the presentation.</i>
9. <b>Slide 36:</b> should be 'diversity on <b>its</b> own', not <b>it's</b> to make it grammatically correct.	This has been corrected.  <i>Please note this is now slide 20 in the final version of the presentation.</i>
10. <b>Slide 37:</b> the brackets under 'international travel' need to be closed.	This has been corrected.  <i>Please note this is now slide 30 in the final version of the presentation.</i>
11. <b>Slide 55:</b> think about removing this quote, as it is a very hierarchical view of leadership (i.e. they are untouchable and unapproachable). It may promote a culture of 'them' and 'us'. Suggested using the word 'manager/management' instead of 'leadership' or clearly defining leadership.	This quote has been removed.
12. <b>Slide 57:</b> how does your level of CQ predict profitability and cost savings?	Referenced verbally within the slide of diverse teams outperforming homogenous ones and in the summary verbally in relation to Trust strategy.  <i>Please note this is now slide 36 in the final version of the presentation.</i>
13. <b>Slide 63:</b> queried the picture and what it means? Also asked how we expect individuals to pick others to complete the assessment about them. Are there instructions? How do we ensure people don't just select their friends, or over-burden people from marginalized communities with requests.	This slide has been removed as for this training session we only used a self-assessment. I.e. colleagues did not have to complete it about other colleagues. Therefore, there was no risk of over-burdening individuals or bias.

<p>14. <b>Slide 66:</b> suggested including 'social power', as being part of the 'in-crowd' represents power and advantage.</p>	<p>Social power was discussed verbally during the training session.</p>
<p>15. <b>Slide 69:</b> individuals may appear aggressive based on the way they communicate i.e. with hand gestures. This may lead to patients, for example, being asked to leave clinics as they are being misread and misunderstood.</p>	<p>Shivonne Simpson (SS) discussed hand gestures during the training session.</p>
<p>16. <b>Slide 72:</b> suggest having 1 facilitator in each breakout room to take notes so that all participants can concentrate on contributing rather than taking notes.</p>	<p>This slide was removed from the final version of the presentation. Instead, group work involved mapping our cultural values as a team.</p>
<p>17. <b>Slide 72:</b> refers to Barts, does this need to be changed to King's?</p>	<p>See the comment above.</p>
<p>18. <b>Slide 78:</b> why does CQ drive boost resilience? Is resilience the correct term, as it is often associated with burnout and managing workload and it's unclear how this links to cultural intelligence; strengthening connections with communities different from your own should not be seen as a burden.</p>	<p>It's not positioned as a burden, but the verbal narrative acknowledges thriving in diverse environments is not always plain sailing due to different cultural values, and CQ is a key way to ensure you can do so.</p> <p><i>Please note this is now slide 61 in the final version of the presentation.</i></p>
<p>19. <b>Slide 82:</b> what networks and groups exist, and can a handout be created for attendees with the names and contact details for these groups? How do individuals access reverse mentoring? Will this be sign-posted in the training?</p>	<p>The following staff networks exist:</p> <ul style="list-style-type: none"> <li>Inter Faith and Belief Network</li> <li>King's Able – staff disability network</li> <li>King's and Queers – LGBTQ+ network</li> <li>Race Ethnicity and Cultural Heritage (REACH) Network</li> <li>Women's Network</li> </ul> <p>Staff can find out information and contact details by accessing this webpage:  <a href="https://www.kch.nhs.uk/about/equality-diversity-and-inclusion/">https://www.kch.nhs.uk/about/equality-diversity-and-inclusion/</a></p> <p>Reciprocal Mentoring is available for all staff. Staff can find out more by accessing the EDI Intranet page here</p>

<p>20. <b>Slide 84:</b> how can you have up to 5 generations in the workplace?</p>	<p>This refers to the fact that for the first time in history, 5 generations may be in the same workplace:</p> <p>Generation Z (born 2001-2020), Millennials (born 1981-2000), Generation X (born 1965-1980), Baby Boomers (born 1946-1964), and the Traditionalists or Silent Generation (born 1925-1945).</p> <p>This was explained verbally by Arfan Bhatti (AB) and SS during the training session.</p>
<p>21. <b>Slides 89 and 90:</b> look like duplicate slides with the same content.</p>	<p>The duplicate slide has been removed.</p> <p><i>Please note this is now slide 68 in the final version of the presentation.</i></p>
<p>22. <b>Slide 92:</b> will staff will have an opportunity to suggest strategies to improve CQ knowledge or discuss those on the slide in more detail. For sociolinguistics, perhaps colloquialisms could be discussed, as well as hidden meanings i.e. what is being said vs. what is meant.</p>	<p>Idioms were discussed during the training session. One staff member shared her experience of being told by a participant that they needed to 'spend a penny'. The staff member did not know this meant they needed to go to the bathroom.</p> <p>A table has been included in the final version of the presentation on slide 45 about hidden meanings.</p>
<p>23. <b>Slide 96:</b> make sure this is explained verbally, as felt the slide was not clear.</p>	<p>A different image has been used for the slide to make it clearer.</p> <p><i>Please note this is now slide 74 in the final version of the presentation.</i></p>
<p>24. <b>Slide 97:</b> suggested changing the word 'encounter' to 'interaction' as encounter sounds a little cold.</p>	<p>This wording was not updated.</p>
<p>25. <b>Slide 99:</b> why do we need to send the message that a low score is not a problem and that individuals should not feel bad about this (i.e. 'it's not about a guilt'). It is ok for people to feel uncomfortable, as this will motivate them to make a change and strengthen their weaknesses. There needs to be some collective responsibility.</p>	<p>AB spoke about discomfort during the training session and emphasised the need to think about our weaker areas and strategies to improve on them.</p> <p><i>Please note this is now slide 77 in the final version of the presentation.</i></p>



<p>26. <b>Slide 100:</b> change 'when working with other cultures' to 'when working with people from other cultures.'</p>	<p>This wording was not updated.</p>
<p>27. <b>Slide 105:</b> found the table confusing. Perhaps this can be reformatted and used as a sort of 'pledge' for the people taking the training?</p>	<p>This table was removed in the final version to avoid any confusion.</p>
<p>28. <b>Slide 109:</b> change it to 'write down 2 goals that can be implemented...'</p> <p>Or change it to 'write down 2 goals that YOU will do to make it a reality.' This can then be reviewed in staff appraisals in the future – i.e. did you manage to achieve your goals? Why/why not?</p>	<p>This slide was updated to ask individuals about their personal cultures.</p> <p>Individuals were asked to write down 2 specific action points in their CQ reports, which can be reviewed at appraisals.</p> <p><i>Please note that this is now slide 87 in the final version of the presentation.</i></p>
<p><b>General comments:</b></p>	
<p>1. There are lots of references to leaders and leadership – perhaps at the start of the training it should be explained the content is relevant to all (whether you are a manager or not)/define leadership.</p>	<p>It was explained that the content was relevant to all at the start of the training session.</p>
<p>2. In general, should emphasize that cultural intelligence is an ongoing process.</p>	<p>This was verbally emphasized and slide 9 in the final version of the presentation states '...we are all on a (CQ) journey'.</p>
<p>3. The language used in the training slides is quite academic. This may put certain members of staff off, particularly if EDI and these sorts of training sessions are unfamiliar.</p>	<p>AB acknowledged verbally that some of the terms were very academic and/or specific to EDI work. For example, he explained the word 'homogenous' during the training session. He encouraged questions and clarifications as needed.</p>