

Care Skillsbase: Skills Check 24

Interacting with People from Other Cultures

Interviewer's pack

Contents

- Skills Check activity
- Feedback form
- Personal development form

Summary	
Suitable for	Senior Care Worker, Care Worker
Skill checked	Spoken communication
Covers	Language and concepts associated with cultural awareness
Learning for interviewer	Can the member of staff discuss cultural awareness with understanding?
Learning for member of staff	Importance of cultural awareness
Approx time needed	Total: 30 minutes (15 minutes for Skills Check and 15 minutes feedback)
How it works	Offers information and asks questions about cultural awareness. Use it to develop a short discussion to check the person's spoken communication skills.
Notes	Some reading required. If person cannot read, read it to them.
Before you start	Read the general guidance in the Skills Check area of the Skillsbase website.

We welcome suggestions to improve this Skills Check. Please use the contact form on our website at www.scie-careskillsbase.org.uk

Understand the Job: Interacting with People from Other Cultures

Effective communication is vital in social care. Use this activity to learn more about the **communication skills** you will be using in your job.

First, write your name and today's date on the line below.

(First name)

(Last name)

(Date: Day-Month-Year)

1. Did you know?

We all like to do things the right way. For most people, the 'right way' means the way they were taught and the way people around them do things. In the old days, when people stayed in one place more, it was easy for everyone to agree on the 'right way'. Today, when people from many different cultures live and work together, it can be more difficult to agree on the 'right way' to do things. To avoid problems, it is good to check what other people think about things.

2. 'Sorry! I didn't realise.'

Here are four situations in which one person has upset another person by mistake.

For each situation say

- what the problem is
- if and how the people could have avoided the problem
- what the people should do now.

1. This morning Petra has dressed Mrs Marshall in a skirt and jumper, socks and shoes. When Mrs Marshall's daughter comes to visit, she is upset and complains to the manager.
2. Mary wants to give Mr Mumtaz his lunch. Mr Mumtaz says, 'Ramadan! No eat!' Mary knows Mr Mumtaz is weak and needs to eat and so she insists. Eventually he gives in, but there are tears in his eyes. Mary thinks, 'Mr Mumtaz's health is more important than any custom.'
3. Shahnaz brushes Jane's hair every morning and puts it in a bun. Jane complains to the manager that the bun hurts her. Shahnaz is very upset. She has always looked after all her sisters' hair at home – she's good at it.
4. Mr Brown has had a stroke. Katia feeds him his lunch with a spoon. Mrs Brown watches. Katia wipes Mr Brown's mouth with her hand. Mrs Brown is upset by this, but says nothing. Katia feels Mrs Brown is not happy, but thinks she's upset that Mr Brown can't feed himself.

3. Be aware of cultural issues, avoid problems

What does it mean to be aware of 'cultural issues'?

How can you avoid these problems with service users and colleagues?

Feedback form	Date:			
Staff member's name				
Staff member's job title				
Interviewer's name				
Interviewer's job title				
1. Interviewer's view	The member of staff...	No	Partly	Yes
a. Used spoken communication effectively one-to-one.				
b. Understands what key words and ideas mean in relation to his/her work.				
2. Interviewer's reasons	The member of staff...	No	Partly	Yes
a. Expressed him/herself clearly, appropriately and with confidence.				
b. Showed understanding of specialist care words and ideas; was able to relate them to his/her own work (care knowledge).				
c. Spoke in a way that was easy to understand (pronunciation).				
d. Found the words s/he wanted, or explained effectively with other words (general vocabulary).				
e. Used clear, grammatically accurate language (grammar).				
f. Spoke at a normal pace, without long pauses, repetition or self-correction (fluency).				
g. Understood and responded appropriately to instructions and questions (listening).				
3. Next steps to help develop skills and knowledge for the job		Yes	No	
a. Interviewer will arrange monitoring, feedback and support from a supervisor.				
b. Interviewer and member of staff will plan personal development to improve staff member's understanding of key social care words and ideas.				
c. Interviewer and member of staff will plan personal development to improve staff member's spoken communication skills.				
4. Interviewer's signature	Staff member's signature			

Use the other side of this sheet for notes

Personal development form	Date:	
Staff member's name		
Staff member's job title		
Interviewer's name		
Interviewer's job title		
1. Learning aim: to work safely and meet quality standards, the member of staff should develop the following knowledge and skills		Tick (✓) if "yes"
a. Speaking and listening skills: to communicate clearly and with confidence on the job.		
b. Specialist care terms: to understand and relate key words and ideas to his/her job.		
English language skills (for staff from other countries)		
c. Pronunciation: to speak in a way that is easy for others to understand.		
d. General vocabulary: to be able to find the right words when talking.		
e. Grammar: to help express ideas in precise, accurate language.		
f. Fluency: to speak at a normal pace, without long pauses, repetition, self-correction.		
g. Listening comprehension: to understand questions, requests, instructions.		
2. How will the learning happen?		
3. What support and resources will be needed to make the learning successful?		
4. When will the learning happen?		
5. How will we know the learning has been successful?		
6. Progress review date		
7. Interviewer's signature	Staff member's signature	