Intercultural Communication Tools & Framework Overview

Intercultural Developmental Inventory Model – Stages

Denial---------->	**Polarization---------->**	**Minimization---------->**	**Acceptance---------->**	**Adaptation**
Misses Difference	*Judges Difference*	*De-Emphasizes Difference*	*Deeply comprehends Difference*	*Bridges Across Difference*
"As long as we all speak the same language, there's no problem." "Live and let live, that's what I say."	Defense: (overly critical toward other cultures) "Why don't these people speak my language?" Reversal: (overly critical toward own culture) "These people are so sophisticated, not like the superficial people back home."	*"All lives matter." "If people are really honest, they'll recognize that some values are universal."*	*"I always try to study about a new culture before I go there." "People in other cultures are different in ways I hadn't thought of before"*	*"To solve this dispute, I'm going to have to change my approach." "I know they're really trying hard to adapt to my style, so it's fair that I try to meet them halfway."*

Conflict Styles:

Our preferred style to communicate during conflict if there were no negative consequences.

Discussion Style: Direct/Emotional Restraint	**Engagement Style:** Direct/Emotional Expressiveness
Strengths: Confronts problems; elaborates arguments and maintains calm atmosphere. **Challenges:** Difficulty in reading "between the lines"; appears logical and unfeeling; appears uncomfortable with emotional arguments.	**Strengths:** Provides detailed explanations, instructions & info.; expresses opinions; shows feelings. **Challenges:** Appears unconcerned w/ views & feelings of others; appears dominating & rude; appears uncomfortable with viewpoints that are separated from emotion.
Accommodation Style: Indirect/Emotional Restraint	**Dynamic Style:** Indirect/Emotional Expressiveness
Strengths: Considers alternative meanings to ambiguous messages; able to control emotional outbursts; sensitive to feelings of the other party. **Challenges:** Difficulty in voicing own opinion; appears uncommitted & dishonest; difficulty in providing elaborate explanations.	**Strengths:** Uses 3rd party to gather info. & resolve conflict; skilled at observing changes in nonverbal behavior; comfortable with strong emotional displays. **Challenges:** Rarely gets to the point; appears unreasonable & devious; appears "too emotional".

Material, Relational, Symbolic Conflicts:

Material conflicts are conflicts about things. They may be about distribution, use or cost. Few organizational conflicts are simply about material conflicts, most often they involve relational and symbolic dimensions as well. *How can we distribute or manage this resource?*

Relational Conflicts: are conflicts about the way people work and communicate with each other. When power dynamics are a part of the conflict, the symbolic level is almost always present. *How can we work together?*

Symbolic Conflict: are conflicts involving cultural, worldview and identity differences. *How can we find ways to belong together that acknowledges each of our systems of meaning and our identities?*

Intent vs. Impact:

When communicating IMPACT trumps Intent. We tend to judge ourselves on our intent and others on their impact. Intent vs. impact is the message you intended to get across vs. the one that was understood by the receiver. When in conflict, these are often not the same.

D.I.E. Model (Description, Interpretation and Evaluation):

Description: What I see, hear, etc. Describe the object/situation/content in concrete terms. What is going on?

Interpretation: What helps explain what I see, hear, etc. Think of possible explanations for what you observed or experienced. Why is this happening?

Evaluation: What I feel about what I see, hear, etc. What positive or negative feelings do you have regarding the experience or situation? How do I feel about it? Or how do I think he/she feels?

Note: *In order for culture learning to be effective, these steps should be done in order. Often we tend to evaluate before we interpret, which leads to stereotypes rather than informed generalizations.*

Mattering vs. Marginality

Think of a time you felt like you really **mattered**; when who you were or what you did was valued by others. Think of the cues, feelings and actions that supported this feeling.

Cues: What in the interaction let you know you were valued?
Feelings: How did you feel as a result of this interaction?
Actions: What were YOUR behaviors or actions that occurred as a result of this interaction?

Think of a time when you felt as if you did <u>not</u> really matter; when who you were or what you did was <u>not</u> valued. Sometimes marginalization in an interaction stems from identity characteristics, such as race, gender, perceived sexual orientation, ability status, age, etc. Sometimes marginalization is influenced by our position within a group. Sometimes it is the result of an interpersonal dynamic in the absence of any other factor.

Cues: What in the interaction let you know you were NOT valued?
Feelings: How did you feel as a result of this interaction?
Actions: What were YOUR behaviors or actions that occurred as a result of this interaction?

What are some ways we can show our peers they matter (valued)?

What are some ways we show our peers they are marginalized (not valued)?

Validate, Appreciate, Investigate

Validate – *"I understand your point of view."*

Appreciate – *"Thank you for bringing it to me."*

Investigate – *"Is there anything you need from me?"*