

CRITICAL INCIDENTS FOR INTERCULTURAL COMMUNICATION IN THE WORKPLACE

Scene-by-Scene Breakdowns





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WHAT'S THE BACKSTORY FOR THE VIDEOS? AQUAM INC.



Cross-cultural interactions in the workplace are always governed by a myriad of contextual variables. In other words, situations happen at a certain place and time, with a number of competing supports, stressors, constraints, priorities, and other influencing factors. Each individual involved discerns and weighs these to varying degrees in the process of making choices about his/her actions.

In order to provide more context and authenticity for the situations depicted, the videos in the *Critical Incidents for Intercultural Communication in the Workplace* resource all take place within the same fictional workplace. The organization we created, called Aquam, Inc. is an Alberta-based water resource management firm with offices in both Calgary and Edmonton. The firm has, by necessity, become very culturally diverse and, similar to many Alberta organizations, has devoted time and resources to a number of diversity initiatives in an effort to improve relations among its employees, equalize opportunities, and enhance workplace experiences for its increasingly multicultural labour force.

We have made every effort to have consistency in the characters, while still depicting a range of responses. The videos show employees engaging in a number of different workplace situations, and interacting with a range of different coworkers. More specific details about the context for each scene are provided in the scene descriptions themselves. It's important to note that while time markers for years in the organization are referenced in some scenes, in general they do not happen in any particular chronological order. That is to say, Scene A1 did not necessarily occur in chronological time in the organization before Scene A2 and so forth.

WHAT IS A SCENE-BY-SCENE BREAKDOWN? SEEING MORE OF THE COMPLEXITY

We have broken down each of the videos into different pieces that help explain some of the complexity involved. We have outlined some of the information about the characters who have speaking roles in the scene, including their position, sex, age and developmental stage according to the Developmental Model of Intercultural Sensitivity (DMIS). There is, as well, a scene-specific contexting paragraph that explains why the characters have come together in this place, at this time.

We have also added the following analyses to help you facilitate discussion around the video. These analyses are not complete and we've only offered sample interpretations of the much larger complexity included in each video. Our hope is that you will follow the examples given, and seek out opportunities to learn more.

To help with making sense of situations in the videos, each breakdown includes:

In the **Making Sense** analysis:

- **Perspective points:** Points around which the characters' perspectives pivot and come in from different directions. Essentially these are answers to "What is this really about, in broad terms?"
- **Behaviours:** Descriptions of what we can see the characters doing or saying in the videos. These help point to the character's sense of "normal"
- **Expectation & "Normal":** Essentially, "What's the logic this character seems to be following?"
- **Cultural Orientations:** The cultural values or orientation logic that can help explain this behaviour as it relates to group-level cultural patterns.

In the **Informed Action** analysis:

- **Sample Choice Points:** Identified time signatures where the conversation could potentially be steered in a more constructive direction towards the goals. These are just examples and are not the only choice points in the scene.
- **Disconnect:** Essentially what is problematic with the situation around this choice point.
- **Stretch Goals:** An identified developmental goal for each character, based on their DMIS stages, which engages the character's developmental edge for growth of intercultural competence, and which could be engaged more intentionally at this choice point in the scene.

SCENE-BY-SCENE BREAKDOWNS

SCENE A1 “SPEAKING UP”

Characters	Sex	Age	DMIS
George Bell (Senior VP)	Male	Early 50s	Polarization (Defense)
Bo Chen (Junior Manager)	Male	Early 40s	Minimization

BACKGROUND:

Aquam, as part of their Diversity and Inclusion Strategy, has an internal mentorship program. George, as part of his own professional development, has agreed to be a mentor to Bo. Here George is using a prior performance review of Bo’s to start this discussion around Bo’s participation in meetings for one of their mentoring meetings. He has already given Bo a book of idioms for ESL learners to study.

MAKING SENSE:

Perspective point	Behaviours	Expectation “Normal”	Cultural Value Orientations
Leadership Feedback	<p>George: Asks for ideas of what Bo needs and how he sees his challenges.</p> <p>Bo: Tells stories and waits for George to tell him how to manage the situation.</p>	<p>George: Performance feedback is a conversation – a negotiation between a supervisor and an employee.</p> <p>Bo: Performance feedback is directive and comes from your supervisor.</p>	Power Distance
Communication Style	<p>George: Asks questions and expects a fairly immediate response; is visibly uncomfortable with silence.</p> <p>Bo: Uses long pauses before answering and between statements.</p>	<p>George: Silence is uncomfortable and denotes a lack of knowledge or interest.</p> <p>Bo: Silence is necessary and denotes reflection, interest and respect.</p>	Conversation Pattern
Participation	<p>George: Asks what Bo needs and why he doesn’t just speak up when he has something to say.</p> <p>Bo: Tells stories and waits for George to “connect the dots” finally suggesting George direct others.</p>	<p>George: Initiative and degree of participation are self-directed.</p> <p>Bo: Initiative and participation are leader-directed.</p>	Degree of Directness Role of Context Power Distance

INFORMED ACTION:

Sample Choice Points	Disconnects	Sample Stretch Goals
<p>#1 [0:22] “We are concerned with your participation, especially during meetings...”</p>	<p>After this statement, George construes the issue as a language issue, when there is much more going on here than that. Bo indirectly brings the conversation around to the real issue.</p>	<p>George: Share perspective objectively. Ex. “I assume language is the issue here. Do you agree?”</p> <p>Bo: Check for understanding and accuracy in shared meaning. Ex. “When I don’t say anything in meetings, what does it mean for my colleagues here?”</p>
<p>#2 [2:47] “Perhaps you could ask the people who are running the meeting to ask each person for their thoughts?”</p>	<p>This falls outside of what George considers his responsibility and therefore the idea falls flat. In reality, this is actually a pretty good, interim, adaptive strategy that Bo has proposed.</p>	<p>George: Express feelings about the suggestion. Ex. “I feel that falls outside of my responsibilities and would add to my workload. Can you see that?”</p> <p>Bo: Begin to adapt own communication style in more demanding situations. Ex. “I will try to work something out with the managers then, if you show your support for it.”</p>

SCENE A2 “THE ROAD TO SUCCESS”

Characters	Sex	Age	DMIS
Janet Smith (HR Manager)	Female	Mid 30s	Late Minimization
Arun Gupta (Employee)	Male	Mid 40s	Denial

BACKGROUND:

Janet has met with Arun to begin his orientation and onboarding process after being hired successfully for an entry-level position. Janet has a checklist of items to get through and is taken off task by Arun’s concerns. Arun has a number of questions, confused as to why his resume does not give him access to higher-level positions.

MAKING SENSE:

Perspective point	Behaviours	Expectation “Normal”	Cultural Value Orientations
Leadership	<p>Janet: Outlines the company’s policies and processes for onboarding and promotion.</p> <p>Arun: Details technical background and experience.</p>	<p>Janet: All employees must demonstrate a balance of technical and soft skills to be considered for leadership.</p> <p>Arun: Technical skills and extensive experience equal competence and leadership capability.</p>	Skills for Leadership Adherence to Rules
Handling Disagreements	<p>Janet: Asks direct questions about Arun’s perspective and feelings, and empathizes with his situation.</p> <p>Arun: Uses polite deference and humor.</p>	<p>Janet: Direct questions in disagreement should lead to direct, polite, but honest exchange. This competes with face management.</p> <p>Arun: One should never state disagreement directly and instead use indirect cues. Face management always trumps honesty.</p>	Degree of Directness Importance of Face
Education	<p>Janet: Comments on the impressiveness of Arun’s education.</p> <p>Arun: Explains how he graduated from one of his country’s top universities. Pokes humorously at his PhD.</p>	<p>Janet: Education helps get an employee get an interview, but competence is proven over time.</p> <p>Arun: Graduating from a top university automatically confers competence and a leadership position.</p>	Source of Status

INFORMED ACTION:

Sample Choice Points	Disconnects	Sample Stretch Goals
<p>#1 [0:45] “Yes, I see you have an excellent technical background and also impressive educational qualifications.”</p>	<p>Janet actually just reframes what is already obvious to Arun here and he still doesn’t understand why this doesn’t automatically qualify him for leadership.</p>	<p>Janet: Check for understanding and accuracy in shared meaning. Ex. “Here those things will only help you get an interview and a job. Is that the same back home?” Arun: Notice culture in everyday situations. Ex. “The whole process of hiring in Canada is strange to me.”</p>
<p>#2 [1:24] “Qualifications help determine who is hired, and performance helps determine who is promoted.”</p>	<p>This is a pretty good start on Janet’s part to identify the norm, but it still doesn’t help Arun make sense of how it works or how to navigate the indicators for promotion.</p>	<p>Janet: Check for understanding and accuracy in shared meaning. Ex. “People get promoted here by... (list of criteria). In my experience that’s pretty similar everywhere. I mean, how did you get your last job back home? How were people promoted there?” Arun: Notice culture in everyday situations. Ex. “That is not the way we did things back home. Is that a Canadian way of doing things?”</p>

SCENE A3 “SMALL GESTURES”

Characters	Sex	Age	DMIS
Roger Morin (Junior Manager)	Male	Early 40s	Acceptance (Minimization trailing)
Mariana Santos (Employee)	Female	Mid 30s	Minimization (Reversal Trailing)

BACKGROUND:

Aquam prides itself on its diversity and encourages its managers to think outside the box for inclusion initiatives. Roger takes it upon himself to make sure his employees feel included, and as a small gesture of appreciation, has thrown Mariana a small after-work surprise party to celebrate her 1yr anniversary of working for the company. Mariana is of course surprised, and touched that her colleagues would throw a party in her honor.

MAKING SENSE:

Perspective point	Behaviours	Expectation “Normal”	Cultural Value Orientations
Expressing Emotion	<p>Roger: Communicates the reason for the meeting with a warm, pleasant, reserved manner.</p> <p>Mariana: Communicates her surprise and joy by using superlatives and emotional expression.</p>	<p>Roger: Happiness should be visible and warm, but going too far would surely make everyone uncomfortable.</p> <p>Mariana: It’s important to show your colleagues how you’re really feeling so you can build trust and credibility.</p>	Emotional Attachment
Social Gatherings	<p>Roger: Uses short, concise statements about the purpose and a brief introduction to set the stage for the party.</p> <p>Mariana: Uses a long, experience-infused speech in expressing her gratitude for this gesture.</p>	<p>Roger: Keep it brief and informal. No one wants to listen to stuffy speeches. The point of the party is to relax and mingle with the time they’ve got.</p> <p>Mariana: I must show how much the party means to me by referencing my personal experience. I should spend this time sharing personal details so they feel closer to me.</p>	Communication Path Time Orientation

Perspective point	Behaviours	Expectation “Normal”	Cultural Value Orientations
Personal & Professional Relationships	<p>Roger: Reciprocates brief physical contact, but blushes and creates distance when Mariana moves in to hug him.</p> <p>Mariana: Reaches out to physically connect with her colleagues and finally hugs Roger.</p>	<p>Roger: Physical touch is rarely used with coworkers. Female subordinates even more so.</p> <p>Mariana: Physical touch is natural and expected in a situation like a party. It shows how much you trust and appreciate your colleagues.</p>	Non-verbals: Personal Space

INFORMED ACTION:

Sample Choice Points	Disconnects	Sample Stretch Goals
<p>#1 [0:28]</p> <p>“Today we’re celebrating the one year anniversary of when you started to work with us.”</p>	<p>At this point Mariana reaches out to the two people closest to her, and while Janet (to Mariana’s left) reciprocates, Roger does not. The context here is likely safe enough that reciprocating the touch in some manner would be understandable.</p>	<p>Roger: Adapt own communication style and learn to respond to different norms of expression in more complex situations.</p> <p>Ex. Allowing, and trying to feel more relaxed with, touch; putting his hand on Mariana’s arm; holding her elbow.</p> <p>Mariana: Recognize that other cultures have different views and ways of communicating.</p> <p>Ex. Noticing and trying to describe reactions to different gestures she uses; asking her colleagues about their meanings.</p>
<p>#2 [1:37]</p> <p>“Thank you so much Roger, from all of my heart.”</p>	<p>The hug is a very heartfelt, genuine gesture on Mariana’s part and she is likely unaware of the larger company framework that it trespasses. A conversation around this is necessary for Mariana’s continued success in the organization, but it would likely have to happen in private after the party.</p>	<p>Roger: Proactively initiate and flexibly respond in deeper conversations with a wide range of differences in service of broader goals</p> <p>Ex. “I want you to continue to be successful and have good relationships in your work. Tell me a bit about relationships between men and women at work, back home...”</p> <p>Mariana: Learn to open up to other cultural forms of expression and emotional experience.</p> <p>Ex. Becoming increasingly comfortable with more physical distance between her and her colleagues. Discerning those more comfortable with physical contact.</p>

SCENE A4 “IT FEELS UNPROFESSIONAL”

Characters	Sex	Age	DMIS
Anna Boyko (Junior Manager)	Female	Late 20s	Early Minimization (Defense trailing)
Yasmin Raja (Employee)	Female	Mid 40s	Adaptation

BACKGROUND:

Aquam has put together a task force to examine the promotion pathways in the organization as part of an effort to make sure that the diversity profile of the company is following policy. As is sometimes the case with these kinds of initiatives, the need has come from higher up in the company and not a lot of time has been allocated for the tasks involved. Yasmin has been appointed the lead for the initiative, and indeed this meeting, but with her other duties in the organization, she has not had a lot of time to prepare. The group is normally comprised of junior and senior managers, but today, two junior managers have asked a couple of their more senior team-members to take their place, so they may attend to other duties. Everyone has been very busy.

MAKING SENSE:

Perspective point	Behaviours	Expectation “Normal”	Cultural Value Orientations
Communication Style	<p>Anna: When she speaks, it is short and to the point, asking for direct connections between ideas.</p> <p>Yasmin: Uses long, complex sentences and delves into the background context. She uses a non-linear pattern of ideas and opens space for discussion.</p>	<p>Anna: Presentations should be clear, concise and linear. Relevant information is that which helps the team decide what to do. The clock is ticking.</p> <p>Yasmin: Sophistication with your language demonstrates intellect and competence. Relevant information is that which helps the team understand the complexity of the whole picture, and it’s important to make the time to dialogue through it.</p>	Communication Path Time Orientation

Perspective point	Behaviours	Expectation “Normal”	Cultural Value Orientations
Handling Disagreements	<p>Anna: Shakes her head, sighs, rolls her eyes and looks to a colleague. Interrupts Yasmin sharply and calls for a return to the action plan.</p> <p>Yasmin: Opens space for discussion by inquiring how others think. Is hesitant in responding to Anna’s interruption and in the end just concedes.</p>	<p>Anna: I am free to openly challenge the ideas and content of a presentation. Face is not a concern because we’re just arguing.</p> <p>Yasmin: If you are going to challenge a colleague, it’s important to consider their feelings, your relationship with them, and how best to save face for them.</p>	Importance of Face Confrontation Style

INFORMED ACTION:

Sample Choice Points	Disconnects	Sample Stretch Goals
<p>#1 [0:11] “It will be interesting to hear what everyone else thinks about it.”</p>	<p>At this point Yasmin pauses for a second, interprets non-verbal information going on in the meeting, and then continues going on with her presentation. The others do not take the cue to contribute.</p>	<p>Anna: Inquire about the gap between your non-verbal and the other’s non-verbal. Ex. Interrupting and asking, “Yasmin, did you want us to contribute at this point? I was thinking you were going to lead us through the action plan first.”</p> <p>Yasmin: Shift behavior and perspective with comfort and ease. Ex. “It appears as though I may not be connecting with where everyone is at on this. I’ve felt under a lot of pressure with this one. Let’s have some quick discussion here and afterwards I’ll try to connect that to the action plan.”</p>
<p>#2 [0:51] “Excuse me Yasmin, but I think we’re all familiar with the background...”</p>	<p>Anna is triggered very strongly here by her own sense of normal. The way she phrases it stops Yasmin and disrupts her thoughts and process. She is likely to find it difficult to continue at all as she looks for ways to save face. Anna pulls back her intensity a bit and softens her next statements after recognizing the tension in the room.</p>	<p>Anna: Learn to open up to other cultural patterns, to other forms of expression and emotional experience. Ex. Waiting for a natural opening in Yasmin’s discourse pattern and then interjecting: “You’ve done a great job here Yasmin of giving us the context. I’d like to ask you a few clarifying questions about points you’ve made just now and connect those to the action plan.”</p> <p>Yasmin: Shift behavior and perspective with comfort and ease. Ex. “Ah yes? Everyone else feel that way as well? Good. I’ll skip it then and if questions arise for the two new members on the team here, we will stop to address them as we go along.”</p>

SCENE A5 “LUNCH, ALONE?”

Characters	Sex	Age	DMIS
Janet Smith (HR Manager)	Female	Mid 30s	Late Minimization
Mariana Santos (Employee)	Female	Mid 30s	Minimization (Reversal Trailing)

BACKGROUND:

A cross-departmental meeting has just ended coinciding with the beginning of the lunch hour. Several colleagues get up and leave the room. This perplexes Mariana, and so she stops Janet and asks her for an explanation.

MAKING SENSE:

Perspective point	Behaviours	Expectation “Normal”	Cultural Value Orientations
Personal & Professional Relationships	<p>Janet: States people are likely going back to their offices, eat at their desks, and “catch up” on emails. She declines Mariana’s invite, citing work as the reason.</p> <p>Mariana: Expresses confusion at the idea of people eating lunch alone in the office. She wants to go out and get some fresh air with her colleagues.</p>	<p>Janet: Lunchtime is valued time often spent by yourself, away from your team. It’s time used to catch up on work or immerse yourself in your own thoughts.</p> <p>Mariana: Lunchtime is valued time usually spent getting to know your colleagues better and in ways different from those you know in the office. Eating lunch alone feels lonely.</p>	Concept of Self Prioritizing
Workplace Culture	<p>Janet: Moves to leave, but sits down again to answer Mariana’s question. Her answer gives examples of tasks people are likely going to be engaged in by themselves.</p> <p>Mariana: Is acutely aware of the time the meeting ends, and is concerned about the group’s plans to have lunch together.</p>	<p>Janet: My tasks form the focus of my day, and there is rarely, if ever, enough time to do everything, so I use lunchtime to focus on individual tasks.</p> <p>Mariana: You’ll be more productive at work if have a close relationship to your colleagues, spend time eating a proper lunch, and getting outside the office to stretch your body and get some fresh air.</p>	Prioritizing Time Orientation

INFORMED ACTION:

Sample Choice Points	Disconnects	Sample Stretch Goals
<p>#1 [0:19] “You mean they stay here inside? In the office?”</p>	<p>Mariana clearly has some ideas about what should happen at lunchtime. Janet misses this and instead gives examples of what people are going to do, without giving Mariana an understanding that this is normal.</p>	<p>Janet: Check for understanding and accuracy in shared meaning with the other person. Ex. “Likely Mariana. It’s pretty normal here for people to go back to their desks. Isn’t that what you used to do in your country?”</p> <p>Mariana: Check for understanding and accuracy in shared meaning with the other person. Ex. “Back home we used to go out for lunch everyday. Don’t people do that here too?”</p>
<p>#2 [0:41] “You know, normally I’d love to, but I’m afraid I can’t. I’ve really got some work I need to catch up on.”</p>	<p>For Janet, this is likely a small lie to protect Mariana’s feelings. Mariana takes it at face value and looks for another opportunity to get her need met.</p>	<p>Janet: Begin to adapt own communication style in more demanding situations. Ex. “That’s not usually how I take my lunch Mariana. I’m afraid that with all the meetings I have during the day, I usually need the lunch hour to catch up on my work. I need that time to focus.”</p> <p>Mariana: Begin to adapt own communication style in more demanding situations. Ex. “Well if you feel like it, or have less work one day, let me know. I really find I work better after getting out of the office for a bit. It might work for you too.”</p>

SCENE A6 “THE RULES OF THE GAME”

Characters	Sex	Age	DMIS
Tariq Chaudry (Employee)	Male	Early 40s	Polarization (Defense)
Roger Morin (Junior Manager)	Male	Early 40s	Acceptance (Minimization trailing)

BACKGROUND:

Aquam, as part of their Diversity and Inclusion Strategy, has an internal mentorship program. It’s a very popular program and lots of employees apply – especially to be mentees. Roger oversees and manages applicants to the program, and is responsible for dealing with concerns that arise. Tariq has gone through the mentorship program from orientation to completion, but he hasn’t had a satisfactory experience. Here he is meeting with Roger so he can raise his concerns and try to do the program over again.

MAKING SENSE:

Perspective point	Behaviours	Expectation “Normal”	Cultural Value Orientations
Fairness	<p>Roger: States he’s sorry a number of times. States the policy or procedure governing each employee’s experience.</p> <p>Tariq: States he did everything he was supposed to do and offers reasons for other things he didn’t do. Asks for another chance.</p>	<p>Roger: Each employee gets an equal and fair opportunity at doing the mentorship program. Policies are clear and lay out fair expectations for all.</p> <p>Tariq: If I explain how I tried my best, but that things didn’t meet my expectations, the rules can be bent and I will surely be given another chance.</p>	Adherence to Rules
Initiative	<p>Roger: States repeatedly the steps Tariq should have initiated to have more success in the program.</p> <p>Tariq: States repeatedly that he didn’t know certain information or felt certain responsibilities were not his.</p>	<p>Roger: If an employee is not happy with something in the program, it is their responsibility to take steps to improve it or bring it to my attention a.s.a.p.</p> <p>Tariq: It’s better that my mentor takes responsibility to direct me in every aspect of the program and tell me what I need to do to succeed.</p>	Power Distance Risk Tolerance

Perspective point	Behaviours	Expectation “Normal”	Cultural Value Orientations
Windows of Opportunity	<p>Roger: Says the program has a waiting list, and that Tariq has had his chance at the program.</p> <p>Tariq: Outlines instances where he felt he had no opportunity. Asks repeatedly for a second chance.</p>	<p>Roger: Employees must seize the opportunity of the mentorship program while they are in it. It operates in a deficit of time and resources.</p> <p>Tariq: I wasn’t given an equal opportunity under proper leadership, and so I deserve another opportunity.</p>	Concept of Time

INFORMED ACTION:

Sample Choice Points	Disconnects	Sample Stretch Goals
<p>#1 [0:27]</p> <p>“If you recall, we went over the guidelines at the beginning of the program...”</p>	<p>Roger feels that the expectations were clearly laid out at the beginning of the program, and that Tariq had the same understanding of what the expectations were. This speaks to a gap that needs to be addressed for the success of the program.</p>	<p>Roger: Proactively initiate and flexibly respond in deeper conversations with a wide range of differences in service of broader goals.</p> <p>Ex. “What did you need in order to make this program more of a success for you? In what ways do you think the program could be improved?”</p> <p>Tariq: Repeat accurately what another person said.</p> <p>Ex. At the start of the program: “So you’re saying I must... in order to be successful, correct? I feel that is difficult because...”</p>
<p>#2 [1:51]</p> <p>“If you had a problem, you needed to come see me at the beginning...”</p>	<p>This is a clear rejection of Tariq’s request. Tariq seems resigned to this answer at this point, but likely now harbors resentment. Roger’s next statement about opportunity is unlikely to lead to a productive end.</p>	<p>Roger: Seek to engage difference to improve quality of outcomes.</p> <p>Ex. “I am unable to give you a second chance in the mentorship program, but is there some other way I can help you? Would you be willing to help me make the expectations clearer for other employees?”</p> <p>Tariq: Seek connection or work with culturally different others.</p> <p>Ex. “I would like to assist you in some other way with the program.”</p>

SCENE A7 “WHOSE JOB IS IT?”

Characters	Sex	Age	DMIS
Lin Yang (Employee)	Female	Late 20s	Polarization (Defense)
Roger Morin (Junior Manager)	Male	Early 40s	Acceptance (Min. trailing)

BACKGROUND:

Lin has had a serious disagreement with another male colleague, Bo. She has arranged this meeting to talk to Roger and express her frustrations with the situation. Roger has already had a prior conversation to hear Bo’s side of the story. Both Lin and Roger feel something must be done, but they have trouble agreeing on a course of action.

MAKING SENSE:

Perspective point	Behaviours	Expectation “Normal”	Cultural Value Orientations
Handling Disagreements	<p>Roger: Approaches the conversation with an informal attitude and speaks in a very calm, detached manner.</p> <p>Lin: Speaks with an elevated volume with emotions visible. Uses direct, negative constructions, and imperative statements to make her points.</p>	<p>Roger: A simple misunderstanding has occurred and we can discuss it calmly and objectively to reach an agreeable solution.</p> <p>Lin: I need to show how strongly I feel about this or I won’t be taken seriously. I must argue my points so Roger is on my side in this.</p>	Emotional Attachment Confrontation Style
Conflict Style	<p>Roger: States repeatedly that Lin and Bo should work this out together, without his involvement.</p> <p>Lin: States repeatedly that someone (Roger) should resolve this conflict between her and Bo.</p>	<p>Roger: Employees receive conflict resolution training to be able to work out simple disagreements on their own. We only bring in a mediator if things get out of hand.</p> <p>Lin: I have been insulted and lost face. And it’s now Roger’s job to restore harmony to the team. He’s the logical 3rd party to help restore harmony to the team.</p>	Concept of Self Importance of Face

Perspective point	Behaviours	Expectation “Normal”	Cultural Value Orientations
Roles & Responsibilities	<p>Roger: States repeatedly that it is Lin and Bo’s responsibility to work this out together.</p> <p>Lin: Repeatedly suggests it is Roger’s responsibility to resolve the situation.</p>	<p>Roger: Employees are expected to talk to one another to directly deal with misunderstandings.</p> <p>Lin: Leaders should intervene when there are difficulties to make sure the team works well together.</p>	Power Distance

INFORMED ACTION:

Sample Choice Points	Disconnects	Sample Stretch Goals
<p>#1 [0:51]</p> <p>“Remember when you joined the team and you took that conflict resolution training?”</p>	<p>Roger feels that the expectations around conflict were clearly laid out at the beginning when Lin joined the team, and that Lin understands and agrees with those. This speaks to a gap that needs to be addressed for the success of future employees.</p>	<p>Roger: Proactively initiate and flexibly respond in deeper conversations with a wide range of differences in service of broader goals.</p> <p>Ex. “What did you think of that conflict resolution training Lin? What did you take away from it? I’ll tell you what I think of it...”</p> <p>Lin: Willingness to listen to other people’s description of what’s normal, and repeat accurately what another person said.</p> <p>Ex. “So you’re saying the training is... and I must try to... in order to be successful, correct? I feel that is difficult because...”</p>
<p>#2 [1:01]</p> <p>“A good leader makes sure the team is working well together.”</p>	<p>This is a clear statement of part of what’s going on here. Roger has clearly had enough by this point and stands up to leave, not recognizing the seriousness of the situation in Lin’s view.</p>	<p>Roger: Seek to engage difference to improve quality of outcomes.</p> <p>Ex. “It sounds like we have different ideas about of the responsibilities of a leader. Let’s talk about that a bit.”</p> <p>Lin: Share stories about her background.</p> <p>Ex. “Back home, when this kind of situation happened, I would... and my boss would...”</p>

SCENE A8 “AN UNCOMFORTABLE CONVERSATION”

Characters	Sex	Age	DMIS
Anna Boyko (Junior Manager)	Female	Late 20s	Early Minimization (Defense trailing)
Yasmin Raja (Diversity Officer)	Female	Mid 40s	Adaptation

BACKGROUND:

Anna is having what she feels are some cross-cultural challenges with an intern who’s working closely with her team. She has set up a meeting with Yasmin, one of the Aquam Diversity officers, in the hopes that Yasmin be able to resolve the situation. Yasmin counsels Anna on ways she might resolve the situation herself.

MAKING SENSE:

Perspective point	Behaviours	Expectation “Normal”	Cultural Value Orientations
Personal Space	Anna: Gives an example of how the intern reaches across her lap to use her keyboard.	Anna: My office and things in it are an extension of my own personal space. One should ask permission before using items in that space.	Non-verbals: Personal Space Concept of Self

Note: Making sense of this scene is largely a function of understanding Yasmin’s and Anna’s DMIS stages, particularly how they differ in terms of how much they can see, and what they’re comfortable doing with that information.

INFORMED ACTION:

Sample Choice Points	Disconnects	Sample Stretch Goals
#1 [0:44] “Have you said anything to him about it?”	For Yasmin, this would be a fairly simple conversation given her DMIS stage. She assumes that a) Anna can see what she can, and b) it’s as easy for Anna as it is for her. For Anna however, it’s much more difficult given that talking about cultural differences is scary and challenging for her. This really dictates the interaction between them through the entire scene.	Yasmin: Able to shift comfort and perspective with ease. Ex. “Well it seems like you want to work with this fellow. Tell me a bit about why his touching your keyboard bothers you so much. Perhaps together we can make sense of his behaviour.” Anna: Begin to suspend judgments, refrain from stereotypical responses, and ask probing questions to establish deeper level of connection. Ex. “I don’t really know how to start a conversation with him about that. Why do you think he does it? How would you suggest I start that conversation?”

SCENE A9 “WHAT DOES IT TAKE?”

Characters	Sex	Age	DMIS
Arun Gupta (Employee)	Male	Mid 40s	Denial
Roger Morin (Junior Manager)	Male	Early 40s	Acceptance (Minimization trailing)

BACKGROUND:

Arun has transferred from Calgary, where he’s been working for over a year, to a similar position in Edmonton. He is meeting with his new manager, Roger, to get his workflow started. Calgary gave Arun a good recommendation, so Roger has selected a few projects he feels might be a good fit for Arun and his new position with the team in Edmonton. Arun feels he can handle larger projects and more responsibility than what’s been offered, and takes this up with Roger. Arun also objects to working with Sarah, an experienced Administrative Assistant.

MAKING SENSE:

Perspective point	Behaviours	Expectation “Normal”	Cultural Value Orientations
Leadership Trust	<p>Roger: Speaks to his experiences around employees “fitting in.” Says it’s not good to rush things. Mentions Sarah’s knowledge.</p> <p>Arun: Details and experience, commitment, and resume of leadership courses in Canada. References previous supervisor’s confidence in him.</p>	<p>Roger: All employees must demonstrate their competence & skills to be considered for leadership. This takes time.</p> <p>Arun: Technical skills and extensive experience equal competence and leadership capability. This is immediately evident.</p>	Source of Status Skills for Leadership
Roles & Responsibilities	<p>Roger: Suggests Arun work with Sarah, the Admin. Assistant on one of the projects. Corrects Arun’s language use.</p> <p>Arun: Frowns and clarifies that the Sarah is indeed the secretary.</p>	<p>Roger: Roles in the company are often loosely defined and flexible. A lower position does not necessarily mean a lack of competence.</p> <p>Arun: A secretary does not have the required technical expertise to manage this kind of work. Suggesting we’re equal devalues my expertise and is insulting.</p>	Power Distance Source of Status

Perspective point	Behaviours	Expectation “Normal”	Cultural Value Orientations
In-group & Out-group	<p>Roger: Outlines how the Edmonton branch has its own standards and practices.</p> <p>Arun: Explains how he’s completed company-wide leadership seminars, and asks Roger to call one of his Calgary supervisors.</p>	<p>Roger: Recommendations are great, but trust is built over time. Each branch it’s own, individual identity.</p> <p>Arun: The organization sets the standards and procedures that everyone must follow. Trust earned is company-wide.</p>	<p>Concept of Self</p> <p>Source of Status</p>

INFORMED ACTION:

Sample Choice Points	Disconnects	Sample Stretch Goals
<p>#1 [0:32]</p> <p>“Perhaps you could spend a week or two with Sarah here, on this one...”</p>	<p>Roger doesn’t yet trust Arun with higher stakes projects. He trusts Sarah as she has, over time, demonstrated the competence she brings to her work. For Arun however, who draws a direct connection between expertise and position, this is an insult.</p>	<p>Roger: Proactively initiate and flexibly respond in deeper conversations with a wide range of differences in service of broader goals.</p> <p>Ex. “We really need some solid technical expertise on these two projects. I would be very grateful and relieved if I could count on you to see these through.”</p> <p>Arun: Notice culture in everyday situations.</p> <p>Ex. “You put a lot of responsibility on your secretaries here in Canada.”</p>
<p>#2 [1:34]</p> <p>“I’m sure that if you called one of the supervisors from Calgary...”</p>	<p>Arun feels like he has built a good amount of relationship and prior performance with his former colleagues in Calgary. For Roger, this still does not warrant more responsibility at this stage in Arun’s new position.</p>	<p>Roger: Seek to engage difference to improve quality of outcomes.</p> <p>Ex. “I will call your supervisors from Calgary and find out more information about the kinds of project you tackle there. In the meantime, we really need some solid expertise...”</p> <p>Arun: Notice culture in everyday situations.</p> <p>Ex. “My expertise seems to not matter much here in Canada.”</p>

¹⁶ Lewis, R.D., (2005). When cultures collide: Leading across cultures. p.53

SCENE A10 “FINDING A WAY TO CONNECT”

Characters	Sex	Age	DMIS
Mariana Santos (Employee)	Female	Mid 30s	Minimization (Reversal Trailing)
Nuna Alexis (Consultant)	Female	Late 20s	Acceptance

BACKGROUND:

Mariana has arrived early for a meeting. In the room she finds Nuna, who is just finishing up some work from a meeting that just ended. They’ve worked with each other before, and so Mariana engages Nuna in casual conversation and pays her some compliments about her appearance. Nuna is receptive to these, but only up to a certain point and explains to Mariana why. The women then attempt to resolve the tension.

MAKING SENSE:

Perspective point	Behaviours	Expectation “Normal”	Cultural Value Orientations
Personal Space Gender Roles	<p>Mariana: Touches Nuna and her hair, repeatedly – even when asked to stop.</p> <p>Nuna: Moves away from Mariana’s touch and asks her to stop.</p>	<p>Mariana: Physical touch is normal and natural between colleagues – especially women. It shows how much you trust and appreciate your colleagues.</p> <p>Lin: Physical touch has boundaries. Men and women have different roles and this is reflected in the rules around touch.</p>	Non-verbals: Personal Space
Personal & Professional Relationships	<p>Mariana: Strikes up conversation with Nuna and moves into her personal space with ease.</p> <p>Nuna: Receives Mariana’s casual conversation about work, but reacts strongly to the statement about being proud and the physical touches.</p>	<p>Mariana: A good relationship looks the same whether at or outside of work, and that means physical touch is expected.</p> <p>Nuna: Workmates are different from friends and family. Physical touch is usually reserved for the latter and is not generally a function of professional relationships.</p>	Non-verbals: Personal Space Prioritizing

INFORMED ACTION:

Sample Choice Points	Disconnects	Sample Stretch Goals
<p>#1 [0:30] “Don’t be shy, you should be proud...”</p>	<p>Mariana interprets Nuna’s behaviour here using her own lenses of what’s normal. As becomes evident, the reasons for Nuna’s strong reaction are outside of Mariana’s normal. Nuna actually engages her developmental edge fairly well here.</p>	<p>Mariana: Check for understanding and accuracy in shared meaning with other person. Ex. “Nuna, have I offended you? If so, that wasn’t my intent. Physical touch is just how I show friendship.”</p> <p>Nuna: Able to adapt own communication style and learn to respond to different norms of expression in more complex situations. Ex. Engaging Mariana with less apparent discomfort and emotional affect; softening the delivery of the message.</p>
<p>#2 [1:19] “I’m sorry... really I am. I didn’t know”</p>	<p>Mariana reaches out to touch Nuna again (on the arm this time) despite the fact it’s been made clear the rules she’s using for touch have already caused offense. Nuna engages her developmental edge really well here.</p>	<p>Mariana: Begin to suspend own judgments, refrain from stereotypical responses, ask probing questions to establish deeper level of connection. Ex. Refraining from touching Nuna and asking: “In what other ways do those cultural rules apply? Is it just your hair, for example?”</p> <p>Nuna: Able to adapt own communication style and learn to respond to different norms of expression in more complex situations. Ex. Recognizing and receiving Mariana’s “touch normal” and patting her hand to reassure her the relationship is repaired.</p>

SCENE A11 “SO WE’RE ALL IN AGREEMENT THEN”

Characters	Sex	Age	DMIS
Janet Smith (HR Manager)	Female	Mid 30s	Late Minimization
Solomon Abiola (Junior Manager)	Male	Early 40s	Acceptance

BACKGROUND:

Aquam is engaged in various community development projects, both locally and overseas. Janet is currently spearheading one such initiative, which has sought to engage African members of the local communities for a joint project. Aquam has standard procedures for engaging community members for these kinds of projects and Janet has followed these. It was suggested to her – although at a somewhat later stage in the planning process – to invite Solomon to the meetings thinking that he might be able to help build relationships with the target community groups. The first meeting, in which they invited informal leaders to contribute their input on the project, went quite well in Janet’s estimation. This scene opens up on what is to be their second meeting where they solidify details and responsibilities with the various community groups. Janet has done this kind of work before and feels she generally knows to expect. She hasn’t debriefed the last meeting with Solomon in the interim.

MAKING SENSE:

Perspective point	Behaviours	Expectation “Normal”	Cultural Value Orientations
Communication Style	<p>Janet: Makes repeated references of behaviours she saw that told her everything was going well.</p> <p>Solomon: Gives Janet historical context and tells her she cannot expect true opinions at the first meeting.</p>	<p>Janet: Lots of dialogue and input means people are engaged. People are only engaged when they are happy. If they aren’t, they voice their concerns.</p> <p>Solomon: There is more to what’s going on than what is voiced. Expressing the truth on the surface is dependent on context variables.</p>	<p>Degree of Directness</p> <p>Risk Tolerance</p> <p>Importance of Face</p>

Perspective point	Behaviours	Expectation “Normal”	Cultural Value Orientations
Initiative	<p>Janet: Repeats she is genuinely confused and surprised as Solomon gives her more details she didn't know.</p> <p>Solomon: Has shown up to the meeting. Doesn't look surprised no one else is there. Can account for why not.</p>	<p>Janet: Colleagues surface information they feel could influence the outcome of a situation; that's the purpose of teams. Staying silent can mean loss of face for all.</p> <p>Solomon: A supervisor has her position because she's able to see a bigger picture. It's her responsibility to ensure successes and take responsibility for failures. Speaking up would mean loss of face for her – if she needs me she'll involve me.</p>	<p>Power Distance</p> <p>Importance of Face</p> <p>Task Relationship</p>
Meetings	<p>Janet: Held a first meeting and then scheduled a second without verifying the success of first.</p> <p>Solomon: Speaks to the historical relationships of the groups. Identifies how they broke into small group discussions.</p>	<p>Janet: Meetings are scheduled in advance, for a certain period of time, and that's the window to make decisions and act. For projects, meetings are like stepping stones.</p> <p>Solomon: Meetings have different purposes and outcomes. Expecting to move forward on tasks from one to the next is unreasonable and doesn't account for the relationship dynamics of those involved.</p>	<p>Task Relationship</p> <p>Degree of Directness</p> <p>Time Orientation</p>

INFORMED ACTION:

Sample Choice Points	Disconnects	Sample Stretch Goals
<p>#1 [0:07] “I must admit I’m confused. The first session seemed to go so well...”</p>	<p>This is part of a conversation that should have happened between Janet and Solomon before the second meeting was set up.</p>	<p>Janet: Check for understanding and accuracy in shared meaning with other person. Ex. “So I thought the meeting went well. I saw lots of dialogue. To me, that means interest and consensus. Is that what you saw?”</p> <p>Solomon: Proactively initiate and flexibly respond in deeper conversations with a wide range of differences in service of broader goals. Ex. “Janet, what was your goal in the first meeting? In my view, it didn’t seem to go very well...”</p>
<p>#2 [2:00] “You should have involved me from the beginning and I would have told you.”</p>	<p>This is clear from Solomon’s perspective, but not so for Janet. He feels it was her responsibility to ask him. She following this meeting will likely be confused as to why he didn’t surface these concerns earlier.</p>	<p>Janet: Recognize that other cultures have different views and ways of communicating. Ex. Bringing Solomon in before the project starts, “So Solomon, we are thinking of engaging the local African communities in a project. I’m worried about what I might be missing...”</p> <p>Solomon: Proactively initiate and flexibly respond in deeper conversations with a wide range of differences in service of broader goals. Ex. Once on the project, asking to be included in set-up meetings to provide perspective and direction.</p>

SCENE B12 “BEING ON TIME”

Characters	Sex	Age	DMIS
Lin Yang (Employee)	Female	Late 20s	Polarization (Defense)
Homa Abbasi (Employee)	Female	Early 30s	Minimization

BACKGROUND:

Lin and Homa are teammates under Roger Morin, who unexpectedly called a short morning meeting with his team at 8:00am. Homa, who is just arriving now at 8:15, missed the meeting and is unaware even that one was called. Lin manages to catch Homa as she is arriving and the two speak while Lin brings her up to speed on what happened.

MAKING SENSE:

Perspective point	Behaviours	Expectation “Normal”	Cultural Value Orientations
Time Management	<p>Lin: Approaches Homa and tells her that everyone should be on time.</p> <p>Homa: Arrives at least 15mins later than everyone else, unaware that it’s a problem.</p>	<p>Lin: On time means at least 5 minutes before the scheduled time. Being late is damaging to one’s credibility.</p> <p>Homa: On time means generally around the scheduled time. Lateness to a certain degree is normal or ignored.</p>	<p>Time Orientation</p> <p>Degree of Directness</p>
Teamwork	<p>Lin: States directly “everyone on the team is supposed to be on time” and doesn’t use any softeners.</p> <p>Homa: Asks if something is wrong and offers to go get a coffee to talk about it.</p>	<p>Lin: There is no need to soften my words, the fact that I’m mentioning this shows we have a good relationship and I care about my teammate.</p> <p>Homa: If there is an issue, we should go speak somewhere privately and at length so we can understand how each other feels about it.</p>	<p>Confrontation Style</p> <p>Importance of Face</p>

INFORMED ACTION:

Sample Choice Points	Disconnects	Sample Stretch Goals
<p>#1 [0:08] “Can we speak together for a moment?”</p>	<p>Following this question, Lin then gets right to the issue, although is somewhat vague about where there is one. Homa is unsure whether this is a problem with her or something else.</p>	<p>Lin: Ask simple questions of culturally different others. Ex. “How was your morning? Did you have some trouble getting in today?”</p> <p>Homa: Recognize that other cultures have different views and ways of communicating. Ex. “So it sounds like ‘maybe’ really means ‘yes.’ It’s something I’ve done, isn’t it?”</p>
<p>#2 [0:56] “But he really should have let us know before.”</p>	<p>Homa has thought out loud here about her dilemma and spoken about how she feels. Lin feels this is beyond the topic at hand and isn’t really any of her business. She likely feels uncomfortable.</p>	<p>Lin: Show sympathetic concern for another from our own perspective. Ex. “That sounds like a difficult morning already. I think if you go and apologize and tell him what happened, it would be best.”</p> <p>Homa: Willing to provide feedback on how communication was received. Ex. “Thank you for bringing it to my attention Lin. I hope the team doesn’t feel I let them down. That wasn’t my intent.”</p>

SCENE D13 “COMING UP AGAINST HARD EDGES”

Characters	Sex	Age	DMIS
Tariq Chaudry (Employee)	Male	Early 40s	Polarization (Defense)
Yasmin Raja (Employee)	Female	Mid 40s	Adaptation

BACKGROUND:

Yasmin has asked Tariq into her office to speak about an issue related to how he interacts with his female colleagues. The issue has a religious component to it, and, as Yasmin and Tariq practice the same religion and have spoken about religious matters before, she’s taken it upon herself to raise it with him. She offers him advice from her own background and experience on how to navigate the situation, but finds that Tariq is perhaps not as receptive as she had thought.

MAKING SENSE:

Perspective point	Behaviours	Expectation “Normal”	Cultural Value Orientations
Handling Disagreements	<p>Yasmin: Approaches the conversation with an informal attitude and speaks in a very calm, detached manner.</p> <p>Tariq: Speaks with an elevated volume with emotions visible. Uses direct, negative, imperative statements to make her point.</p>	<p>Yasmin: A misunderstanding has occurred that calls your professionalism into question. It’s important you address the issue in a calm, objective manner to show your professionalism.</p> <p>Tariq: I need to show how strongly I feel about this or I won’t be taken seriously. I must argue my points so Yasmin is on my side in this.</p>	Emotional Attachment Confrontation Style

Perspective point	Behaviours	Expectation “Normal”	Cultural Value Orientations
Gender Roles	<p>Yasmin: States that she used to feel like Tariq does about gender, but she now is comfortable shaking with everyone.</p> <p>Tariq: States that Islam prohibits physical contact with the opposite gender.</p>	<p>Yasmin: We live in a place where having a clear distinct line between our dealings with the same and opposite gender is very challenging. I’ve adapted, so can you.</p> <p>Tariq: Having a clear distinct line between our dealings with the same and opposite gender is necessary to demonstrate proper respect for each. It’s part of my value set and my identity.</p>	<p>Adherence to Rules</p> <p>Non-verbals: Personal Space</p>

INFORMED ACTION:

Sample Choice Points	Disconnects	Sample Stretch Goals
<p>#1 [0:15]</p> <p>“Yasmin, why are you saying this to me? You know I do this out of respect for women.”</p>	<p>Rather than agreeing with Tariq, Yasmin fronts the other perspective here, which puts him on the defensive. The conversation then goes off on a tangent into a debate, and ultimately personal attack.</p>	<p>Yasmin: Able to shift behaviour and perspective with comfort and ease.</p> <p>Ex. “Yes Tariq I know that as a fellow Muslim, but do they know that? Have you explained your perspective to them?”</p> <p>Tariq: Be able to express how he feels about physical contact with the opposite gender.</p> <p>Ex. “I will talk to her, but I’d like you there. I will try to explain how I feel about handshaking.”</p>
<p>#2 [1:03]</p> <p>“When I first came here I felt the same as you.”</p>	<p>Yasmin is working at her own developmental edge quite well here. She tries to connect across similarity here and then show her adaptation across this difference. This likely seems quite simple to her. Tariq, in part because of his DMIS stage, does not have this ability yet. To help him, she must meet him where he’s at and work with what he has available to him.</p>	<p>Yasmin: Able to shift behaviour and perspective with comfort and ease.</p> <p>Ex. “This is a very important value for you Tariq. Just like the value of being greeted is important for Anna and your other female colleagues. Do you think you could talk with her and help her understand what it would feel like for you to shake her hand?”</p> <p>Tariq: Willingly seek connection or work with culturally different others.</p> <p>Ex. “I can probably think of a way to help her see my side of it better. Maybe we can find a greeting that will work for both of us.”</p>

SCENE C14 “NEGOTIATING THE PERSONAL AND THE PROFESSIONAL”

Characters	Sex	Age	DMIS
Janet Smith (HR Manager)	Female	Mid 30s	Late Minimization
Homa Abbasi (Employee)	Female	Early 30s	Minimization

BACKGROUND:

Homa and Janet are sitting in the lunchroom at a table across from one another, when Homa decides to take advantage of the moment and ask Janet about something she’s noticed with how her teammates relate to one another. It leads to a conversation about the real need and confusion Homa has, and ends up going where neither of them had really expected their lunchtime small talk to go.

MAKING SENSE:

Perspective point	Behaviours	Expectation “Normal”	Cultural Value Orientations
Personal & Professional Relationships	<p>Janet: Is in her own head when the scene opens. Doesn’t answer Homa’s question about getting to know her colleagues. Has not previously mentioned that she’s in a same-sex marriage.</p> <p>Homa: Says it’s difficult to get to know her colleagues. Uses observational cues, like wedding rings to fill in information gaps.</p>	<p>Janet: We don’t really talk about our personal lives at work to everyone. We keep the personal and the professional quite separate.</p> <p>Homa: We can’t work together effectively on a team unless we know one another well. The private enters into the professional, and there really is no distinct boundary.</p>	<p>Concept of Self</p> <p>Role of Context</p> <p>Non-verbals:</p> <p>Personal Space</p>
In-group & Out-group	<p>Janet: Mentions that Homa has only been here a month and that her suggestion might not work well with current practice.</p> <p>Homa: Suggests eating lunch all together so that the team can talk to one another in a big group.</p>	<p>Janet: Being part of the in-group takes time. You have to build trust, slowly, and get a feel for the work environment before asserting yourself.</p> <p>Homa: It’s best to welcome team members openly and the best way to include them in the in-group is to share information about yourself. It’s the team’s job to help people feel welcome.</p>	<p>Adherence to Rules</p> <p>Concept of Self</p> <p>Importance of Face</p>

INFORMED ACTION:

Sample Choice Points	Disconnects	Sample Stretch Goals
<p>#1 [0:38] “I don’t know Homa, I mean...”</p>	<p>Janet lets Homa down gently here, not recognizing the need she’s expressing. Homa is unlikely to let this drop and is speaking to something important to her and her feeling like part of the company.</p>	<p>Janet: Begin to suspend judgment, refrain from stereotypical responses, and ask probing questions to establish a deeper level of connection. Ex. “I love Persian food! And you’re right, I guess we do often take lunch at the same time. Is that really important for you? Why?”</p> <p>Homa: Learn to open up to other cultural patterns, to other forms of expression and emotional experience. Ex. “I guess it doesn’t have to be everyday. I’d just really like to get to know my teammates a bit better. How do you normally do that here in Canada?”</p>
<p>#2 [1:22] “Like they say, in Canada you can marry anyone you like, as long as you both watch hockey.”</p>	<p>Janet moves to humor here to soften the impact of her previous statements and lighten the conversation. Homa may or may not have gotten the joke and its connection to the information Janet just shared.</p>	<p>Janet: Check for understanding and accuracy in shared meaning with other person. Ex. “Have you ever met any gay people before? Here in Canada... But back to your question about getting to know our colleagues, can you see why I don’t share my personal life story with everyone?”</p> <p>Homa: Check for understanding and accuracy in shared meaning with other person. Ex. “So hockey is more important here than who you marry? Ok, I understand the joke. So is that why we don’t introduce our spouses?”</p>

SCENE C15 “GETTING TO KNOW OUR COLLEAGUES”

Characters	Sex	Age	DMIS
Homa Abbasi (Employee)	Female	Early 30s	Minimization
Anna Boyko (Junior Manager)	Female	Late 20s	Early Minimization (Defense trailing)

BACKGROUND:

Homa has been working less than a month. She and Anna have stuck around to clean up from their team lunch. Homa comes around the corner to where Anna is placing leftovers into containers, and Anna takes the opportunity to mention how she noticed Homa hadn't really eaten very much. Homa explains why, and finds her answer falls somewhat flat with Anna.

MAKING SENSE:

Perspective point	Behaviours	Expectation “Normal”	Cultural Value Orientations
Personal & Professional Relationships	<p>Anna: Says she noticed Homa ate little, but said nothing during lunch. Focuses on task of getting lunch cleared away.</p> <p>Homa: Says the most important thing for her was having a social conversation with her colleagues.</p>	<p>Anna: Some small talk is normal, but we don't really talk about our really personal things.</p> <p>At work we need to focus on work.</p> <p>Homa: We can't work together effectively on a team unless we know one another well. The private enters into the professional, and there really is no distinct boundary.</p>	<p>Prioritizing</p> <p>Non-verbals: Personal Space</p>
In-group & Out-group	<p>Anna: Says she noticed Homa ate little, but said nothing during lunch, and didn't inquire until after as a point of small talk.</p> <p>Homa: Does not say anything about not being able to eat the food.</p>	<p>Anna: Becoming part of the team is largely the new person's responsibility. Individuals should speak up if there is a problem.</p> <p>Homa: It would sound demanding if I imposed my individual dietary needs on the group. I should just focus on becoming part of it and say nothing.</p>	<p>Degree of Directness</p> <p>Concept of Self</p> <p>Importance of Face</p>

INFORMED ACTION:

Sample Choice Points	Disconnects	Sample Stretch Goals
<p>#1 [0:07] “By the way, I noticed you hardly ate anything...”</p>	<p>Anna asks this question now when she and Homa are alone, likely because this is a more comfortable place for her to ask it. Homa surfaces the difference, now because she is asked.</p>	<p>Anna: Able to inquire about the gap between her non-verbal and the other person’s non-verbal. Ex. Earlier in the lunch, even privately, “Homa, are you not feeling well? I notice you aren’t eating very much.”</p> <p>Homa: Begin to adapt own communication style in more demanding situations. Ex. “I completely forgot to mention it because I was excited to have a team lunch, but for future reference, I don’t eat pork or seafood.”</p>
<p>#2 [0:41] “You poor thing, how silly. You must be starving!”</p>	<p>Anna is not sure how to categorize Homa’s eating preferences, nor her focus on getting to know her colleagues such that she didn’t eat. Homa assumes understanding and doesn’t explain.</p>	<p>Anna: Begin to suspend own judgments, refrain from stereotypical responses, and ask probing questions to establish deeper level of connection. Ex. “You must be starving! We’ll have to remember that for future lunches. Is there a particular reason why you don’t eat those things?”</p> <p>Homa: Learn to open up to other cultural patterns, to other forms of expression and emotional experience. Ex. “I’ll be fine. Thank you for asking Anna. Should I have said something earlier? ”</p>

SCENE C17 “IT’S A PRETTY SIMPLE AFFAIR”

Characters	Sex	Age	DMIS
Mariana Santos (Employee)	Female	Mid 30s	Minimization (Reversal trailing)
Anna Boyko (Junior Manager)	Female	Late 20s	Early Minimization (Defense trailing)

BACKGROUND:

Mariana and Anna are sitting in the lunchroom across the table from one another. Anna decides to share her impressions of an article she’s been reading. The two engage in conversation about the topic and it flows very colloquially. Mariana ends up asking her some questions that Anna doesn’t quite seem to know how to answer.

MAKING SENSE:

Perspective point	Behaviours	Expectation “Normal”	Cultural Value Orientations
Conversation	<p>Anna: Approaches the conversation with an informal attitude and speaks in a calm, detached manner. Uses softeners.</p> <p>Mariana: Speaks with an elevated volume with emotions visible. Uses direct, negative constructions, and imperative statements to make her points.</p>	<p>Anna: When talking about issues where people might have differing opinions, it’s important to emphasize the positive and weigh your responses.</p> <p>Mariana: I need to show how strongly I feel about this topic or I won’t be taken seriously. I should reveal my true thoughts to build credibility.</p>	<p>Importance of Face</p> <p>Confrontation Style</p> <p>Emotional Attachment</p>
Personal & Professional Relationships	<p>Anna: States that she’s felt uncomfortable in situations outside of work.</p> <p>Mariana: Anticipates Anna’s story about the hall, and suggests she ask Arun for more details.</p>	<p>Anna: For life events, if we invite our coworkers, we only invite the ones we’re close to. We also make sure people know what to expect.</p> <p>Mariana: For life events, we invite almost everyone we know – and even people we don’t. Everyone does it, so we all know what to expect.</p>	<p>Concept of Self</p> <p>Role of Context</p> <p>Non-verbals: Personal Space</p>

INFORMED ACTION:

Sample Choice Points	Disconnects	Sample Stretch Goals
<p>#1 [0:41] "...Don't come if you're not ready to accept how the things are done here."</p>	<p>This comes out of Mariana's unbalanced judgments of other cultures. It's part of her trailing orientation and is her leading developmental edge. Similarly Anna speaks of non-engagement, which is also her leading developmental edge.</p>	<p>Anna: Begin to suspend own judgments, refrain from stereotypical responses, and ask probing questions to establish deeper level of connection. Ex. "I hear what you're saying and I have similar thoughts sometimes. What is it that bothers you about it so much? I personally feel like I need more information." Mariana: Share perspective objectively. Ex. "I don't practice any religion, so I can't say I understand that perspective very well. What about you?"</p>
<p>#2 [1:55] "I suppose you should ask him about it; get more details this time."</p>	<p>This is a statement showing how Mariana's normal is similar to Arun's. It's also pragmatic in that it directly addresses Anna's concerns about the last time she was invited. Anna is unsure how to speak to differences, and so would rather avoid such a conversation with Arun for fear of being perceived negatively.</p>	<p>Anna: Begin to suspend own judgments, refrain from stereotypical responses, and ask probing questions to establish deeper level of connection. Ex. "That's a good idea. What should I say to Arun? How do you think I should ask? " Mariana: Check for understanding and accuracy in shared meaning with other person. Ex. "What exactly are you worried about? Do you want to go to the wedding?"</p>

SCENE C18 “IT’S TIME TO FOCUS ON WHAT MATTERS”

Characters	Sex	Age	DMIS
Nuna Alexis (Consultant)	Female	Late 20s	Acceptance
Roger Morin (Junior Manager)	Male	Early 40s	Acceptance (Min. trailing)

BACKGROUND:

Aquam is engaged in various community development projects, both locally and overseas. Roger is currently the lead on a project that requires consultation with local First Nations bands. He has been working with Nuna, a consultant and the project liaison to the local First Nations communities, and has arranged a meeting in the lunchroom. He wishes to discuss the project they are working on and, in his view, the apparent lack of progress in what are quite time-sensitive deliverables.

MAKING SENSE:

Perspective point	Behaviours	Expectation “Normal”	Cultural Value Orientations
Meetings Personal & Professional Relationships	<p>Roger: Answers Nuna’s personal questions with short non-descript answers. Asks if they can get down to business</p> <p>Nuna: Remembers personal details about Roger and his family; asks him questions with this in mind.</p>	<p>Roger: A bit of small talk is normal before a meeting, but we’re here to get down to business. We’re coworkers on a project, not friends.</p> <p>Nuna: It’s important to show interest and build relationships that reflect your coworkers as whole people. It’s how you build trust and credibility.</p>	Prioritizing Time Orientation
Time Management Teamwork	<p>Roger: Has scheduled meetings back to back. States that certain project deliverables are past due, and there are time constraints.</p> <p>Nuna: States that things don’t work that way in her community; that when the opportunity presents itself, she’ll ask about setting up some meetings.</p>	<p>Roger: Projects run according to a schedule, on the clock. Deliverables need to be met in a timely fashion.</p> <p>Nuna: Projects in our communities require many people to contribute. They often have different priorities that can change easily. Things happen when they happen.</p>	Adherence to rules Confrontation Style Concept of Self

Perspective point	Behaviours	Expectation “Normal”	Cultural Value Orientations
Communication Style	<p>Roger: States they were very explicit from the beginning. States he needs concrete details.</p> <p>Nuna: Says she understands his frustration. Tells him not to worry, that it will happen. Says she’s not sure about having something before the end of the month.</p>	<p>Roger: What you say and what you mean should be the same things. Your credibility is built on it.</p> <p>Nuna: It’s important to understand talk in the larger context of what’s going on. Meaning lies often in what’s not said. Credibility is built by saving face for everyone.</p>	<p>Degree of Directness</p> <p>Importance of Face</p> <p>Role of Context</p>

INFORMED ACTION:

Sample Choice Points	Disconnects	Sample Stretch Goals
<p>#1 [0:31]</p> <p>“If it’s okay with you, I’d like to get down to talking about the project.”</p>	<p>Roger softens his delivery of this a bit for its delivery, but doesn’t recognize that this is part of how Nuna does business. Nuna shrugs off her feelings about it, and follows his lead.</p>	<p>Roger: Seek to engage difference to improve quality of outcomes.</p> <p>Ex. “How do you remember all those details? Where does that skill come from?”</p> <p>Nuna: Proactively initiate and flexibly respond in deeper conversations with a wide range of differences in service of broader goals.</p> <p>Ex. Requesting, up front, more of Roger’s time for a longer meeting and explaining why, referencing the goal.</p>
<p>#2 [1:01]</p> <p>“I don’t understand. We were very explicit from the beginning: time is of the essence.”</p>	<p>This is a clear statement of part of what’s going on here. The frames of reference they’re using for time are so different that Roger really doesn’t get it at all. This combined with Nuna’s more indirect, high context communication, leaves him very frustrated as he cannot find any anchor points.</p>	<p>Roger: Proactively initiate and flexibly respond in deeper conversations with a wide range of differences in service of broader goals.</p> <p>Ex. At the beginning of the project, “Our goals with the project would be... how does that fit with your goals? What do you see as being potential issues?”</p> <p>Nuna: Adapt own communication style and learn to respond to different norms of expression in more complex situations.</p> <p>Ex. “Things don’t work that way in our communities. Peoples’ priorities can change moment to moment. I’m looking for an opportunity when those priorities coincident. How can we manage the risk?”</p>

SCENE D19 “IT’S CLEARLY A LANGUAGE THING”

Characters	Sex	Age	DMIS
George Bell (Senior VP)	Male	Early 50s	Polarization (Defense)
Arun Gupta (Employee)	Male	Mid 40s	Denial

BACKGROUND:

Arun has been working for the company for 3 years now. He has arranged a meeting with George to talk about his future in the company and the utilization of his skills. George feels this is a bit unusual, but is aware of both the changing face of the company and the ongoing diversity initiatives, and so is more than happy to meet with an employee and talk about his/her future trajectory with the organization.

MAKING SENSE:

Perspective point	Behaviours	Expectation “Normal”	Cultural Value Orientations
Promotability Leadership	<p>George: Asks about Arun’s immediate supervisor and goes on to explain Roger’s motives.</p> <p>Arun: Has escalated his concerns to the Senior VP level.</p>	<p>George: One’s immediate supervisor is the go-to person for career planning and opportunities.</p> <p>Arun: No one has been taking my concerns seriously. I clearly have not been talking to the right person, so I must seek someone higher in the organization.</p>	Power Distance Adherence to Rules Skills for Leadership
Communication Style	<p>George: Uses short, positive statements to connect his ideas linearly and lead Arun down his thought process.</p> <p>Arun: Speaks about a few topics all of which are related to his perspective.</p>	<p>Roger: I expect clear communication that gets to the point. I can’t read peoples’ minds.</p> <p>Arun: I am with the Senior VP so I must pay some attention to deference and word my request sensitively.</p>	Power Distance Communication Path Degree of Directness

INFORMED ACTION:

Sample Choice Points	Disconnects	Sample Stretch Goals
<p>#1 [0:57] “You do know about our professional development fund, don’t you?”</p>	<p>Arun is very aware of George’s position and follows his patterns for communicating across that power distance. This falls outside of George’s normal and frames of reference. He does hear an accent however, and so construes Arun’s issues as a language problem.</p>	<p>George: Repeat accurately what another person said. Ex. “So if I understand correctly, you feel Roger is not giving you enough opportunities to show you skills. Is that right?”</p> <p>Arun: Notice culture in everyday situations. Ex. Notice how people communicate across different levels of the organization.</p>
<p>#2 [1:15] “...I have been with your company for 3 years now.”</p>	<p>Arun is getting more direct here, but still hasn’t directly named what he needs from George or how all of this is relevant. This leaves George in a difficult place as now he’s being challenged, but with exactly what he’s not sure.</p>	<p>George: Willing to show sympathetic concern for another from our own perspective. Ex. “I seems unfair, doesn’t it? You know... I had to work close to 7 years before I was offered a promotion. I can appreciate how frustrating it can be.”</p> <p>Arun: Notice culture in everyday situations. Ex. Notice how people make requests and ask others how long it took them to get promoted.</p>

SCENE D20 “THE POWER OF SUGGESTION”

Characters	Sex	Age	DMIS
Roger Morin (Junior Manager)	Male	Early 40s	Acceptance (Minimization trailing)
Mariana Santos (Employee)	Female	Mid 30s	Minimization (Reversal Trailing)

BACKGROUND:

Mariana has been working with the company for about a year now. She’s just completed her first project and is in charge of writing the final report. She’s already sent a draft to her manager, Roger, and has been waiting for his approval before sending it off to the head office in Calgary. He stops by her office to let her know what is still required for the report, and she agrees to take a look at his feedback and then ‘cc’ him when she sends the final report off. When the report is later returned to Roger because Calgary couldn’t make sense of it, he goes to Mariana’s office to find out what happened.

MAKING SENSE:

Perspective point	Behaviours	Expectation “Normal”	Cultural Value Orientations
Conflict Style	<p>Roger: Approaches the conversation with an informal attitude and speaks in a very calm, detached manner.</p> <p>Mariana: Speaks with an elevated volume with emotions visible. Uses direct, imperative statements to make her point.</p>	<p>Roger: Professionalism dictates that we discuss issues and in a calm, objective way. That shows it’s important.</p> <p>Mariana: I need to show how strongly I feel about this or I won’t be taken seriously. I must show Roger how deeply concerned I am with my voice and emotions.</p>	Emotional Attachment Confrontation Style
Communication Style	<p>Roger: States that he gave Mariana lots of feedback on her report, with comments and suggestions in the margins.</p> <p>Mariana: States that she did read all his comments and considered each of his suggestions – which she didn’t realize weren’t “suggestions.”</p>	<p>Roger: It’s important to be sensitive to employees’ feeling when giving feedback. A clear, concise, but soft delivery protects the relationship.</p> <p>Mariana: I expect my boss to tell me how to do certain things in my job. His feedback should be clear and help me do the job better in the future.</p>	Confrontation Style Degree of Directness Communication Path

INFORMED ACTION:

Sample Choice Points	Disconnects	Sample Stretch Goals
<p>#1 [0:39] “Ok, that’s great. I’ll take a look and ‘cc’ you when I send it off.”</p>	<p>Roger feels Mariana has enough to go on with the comments he’s made in the margins. It becomes clear he’s used a suggestive style of asking for changes. Mariana clearly misses this, understanding this style as implying she has a choice.</p>	<p>Roger: Proactively initiate and flexibly respond in deeper conversations with a wide range of differences in service of broader goals. Ex. “This is your first one, and we want to make it spotless, so review it as soon as you can, and send it back to me for one more look. I’m not always the clearest, and I want to support you however I can.” Mariana: Check for understanding and accuracy in shared meaning with other person. Ex. “Are there a lot of changes and corrections you want me to make? It’s my first one, so do you want to look at it once more?”</p>
<p>#2 [1:22] “I read through everything you wrote... all your comments, and I considered each one of your suggestions.”</p>	<p>Mariana is making a clear statement of what’s at the core of this issue. Roger largely misses this reference because of his understanding of both the words “considered” and “suggestion.”</p>	<p>Roger: Proactively initiate and flexibly respond in deeper conversations with a wide range of differences in service of broader goals. Ex. “Wait... tell me what it means when you say you considered each one of my suggestions. I do believe that you were trying to do your best.” Mariana: Willing to inquire about communication expressed in different styles, emotional registers and tones. Ex. “So tell me what you mean when you say ‘I’d suggest moving this paragraph up.’”</p>

CULTURAL ORIENTATIONS

This activity guide highlights different cultural orientations¹ that can be used to help makes sense of the stories outlined in the critical incident videos:

ADHERENCE TO RULES

Universalism

What's right is always right
 There are absolutes
 Rules are rules and cannot be broken
 There should be no exceptions
 Consistency is important
 Fair means treating everyone the same

Particularism

What's right depends on circumstances
 There are no absolutes
 Rules can be bent or broken
 There are always exceptions
 Consistency is not always best
 Fair means treating everyone uniquely

CONCEPT OF SELF

Individualism

Individual is the smallest unit
 Personal fulfillment is the greatest good
 Children are taught to stand on own
 Individual recognition
 Identity personal & individual
 "If I'm ok, my group is ok"

Collectivism

Group (usu. Family) is smallest unit
 Group harmony is the greatest good
 Children are taught to depend on others
 Prefer team/ group recognition
 Identity function of group membership
 "If my group is ok, I'm ok"

CONFRONTATION STYLE

Ideas confrontation

Disagreement with ideas stated directly
 Assumption: only idea being challenged
 Ideas are open for attack
 "It's just arguing, don't take it personally"

Relational confrontation

Disagreement with ideas more subtle
 Assumption: relationship must come first
 Ideas are attached to feelings
 "Be respectful of others ideas and feelings"

DEGREE OF DIRECTNESS

Direct

People say what they mean
 People mean what they say
 No need to read between the lines
 Tell it like it is
 People say what they think
 Yes means yes

Indirect

People don't always say what they mean
 People don't always mean what they say
 Have to read between the lines
 Can't always tell it like it is
 People suggest and imply
 Yes can mean maybe or even no

¹ Adapted from Storti, C. (1999); Bennet, J. & Pusch, M.D. (1993); Schmitz, J. (2003).

EMOTIONAL ATTACHMENT

Emotionally attached

Discuss issues with feeling & emotions
Personal stake in outcome is emphasized
Emotion conveys you care
Intensity shows it's important
Often tolerance for higher speech volume
Gestures often pronounced & emphatic

Emotionally detached

Discuss issues with calmness & objectivity
Ability to weigh all factors emphasized
Detachment conveys non-bias
Impersonality shows it's important
Often intolerance for higher speech volume
Gestures often reserved & discreet

POWER DISTANCE

Low power distance

Democratic management style
Power usually shared
Delegation to subordinates
Subordinates dislike micro-managing
Initiative highly valued
Consultative decision making
Ok to disagree with boss
Boss-Subordinate relations informal
Rank has few privileges

High power distance

Authoritarian management style
Power is centralized
Not much delegation
Subordinates wait for instructions
Initiative not necessary
Top-down decision making
No open disagreement with boss
Boss-Subordinate relations formal
Rank has many privileges

PRIORITIZING

Task oriented

Top priority: getting down to business
Emphasis on work to be done
Important info is related to the task
Success measured by tasks completed
Small-talk cursory and limited

Relationship oriented

Top priority: building relationships
Emphasis on people to get work done
Important info is what supports people
Success measured by peoples' reactions
Small-talk more personal and essential

RISK TOLERANCE

Risk tolerant

Taking risks/ failing inherent to processes
Trail & error to learn and improve
Different can be interesting
Change is positive
New ideas pursued to make better
A better way can come with change

Risk averse

Negative consequences to risks/ failing
Don't try until success guaranteed
Different can be dangerous
Change is threatening
Traditions are a good guide to future
Traditions have developed the better way

SOURCE OF STATUS

Achieved

Meritocracy
Respect & status must be earned
Promotion based on performance
Achievements highly valued
Position doesn't dictate relationships
Relatively easy to change status

Ascribed

Autocracy
Age/ title confer respect & status
Promotion based on age/ seniority
Achievements weighed with age/ title
Position dictates relationships
Difficult to change status

TIME ORIENTATION

Monochronic

Time is limited commodity
Deadlines & schedules are sacred
Plans are not easily changed
People may be too busy to see you
People live by external clock

Polychronic

Time is bent to meet peoples' needs
Deadlines & schedules are easily changed
Plans are fluid
People always have time to see you
People live by internal clock

NON-VERBALS: PERSONAL SPACE

Private

Often seek seclusion
Avoid close proximity & physical contact
Clear physical work boundaries
Avoid disturbing others unexpectedly
Distance = respect

Public

Often seek connection
Seek close proximity & physical contact
Physical work boundaries similar to public
Connection not seen as disturbance
Distance = lack of connection

IMPORTANCE OF FACE

Less Important

Honesty is essential
Truth should be sought
The truth is more important than feelings
"Face" is individuals' responsibility
Goal: Getting/ giving info

More Important

Harmony is essential
Truth should be adjusted as necessary
Feelings are more important than the truth
"Face" is everyone's responsibility
Goal: preserving/ strengthening bonds

ROLE OF CONTEXT

Low

In-groups are less developed
Fewer shared experiences
Less shared understanding
Explicit necessary & valued
Meaning predominantly in words

High

In-groups are well developed
More shared experiences
More shared understanding
Explicit unnecessary & less valued
Meaning not always in words

COMMUNICATION PATH

Linear

Sequential path of ideas
Audience needs ideas connected
Meaning is speaker's responsibility
Relevant info = need-to-know
Funneling of information to thesis

Circular

Spiral path of ideas
Audience needs context explained
Meaning is audience's responsibility
Relevant info = larger context
Mapping of information for connections

SKILLS FOR LEADERSHIP

Technical Skills

Professional-field expertise valued
Competence is education & expertise
Priority: manage substantive concerns
Communication serves tech. outcomes Success: team demonstrated tech. expertise

Soft Skills

Relational skills valued
Competence is dealing with people well
Priority: manage relational concerns
Communication serves working together Success: team worked well together

CONVERSATION PATTERN

Silence Emphasized

Pauses between speakers are lengthy
Silence shows engagement & respect
Silences are comfortable
Wording is often precise
Speakers manage & attend to silence

Overlapped

Pauses between speakers are absent
Interruptions show engagement & respect
Silences are uncomfortable
Wording is often imprecise
Speakers take floor by being emphatic

STRETCH GOALS FOR INTERCULTURAL SENSITIVITY AND COMPETENCE DEVELOPMENT STAGES

This document provides a draft of a model for action including selected intercultural competencies (attitudes, knowledge, skills) written with behavioural descriptions for selected stages of the Developmental Model of Intercultural Sensitivity (Defense to Adaptation). The Integral meta-framework has been applied to identify Stretch Goals – i.e. focus for competency development to move from one stage to the next and the focus to align training tasks to meet stage-specific stretch goals. This model has been developed by Kerry Louw and Cheryl Whitelaw (April, 2011) as part of the NorQuest College *Inclusive Student Engagement* Project currently ongoing. The model is grounded in the work of several authors.²

Ways to use this resource:

1. Stretch Goals for determining outcome challenges
 - a. Look at the stretch goals for each of the stages of development.
 - b. Choose behavioural descriptions to use as desired outcomes when you are selecting outcome challenges
 - c. Use the descriptions in this chart to sense and categorize observed behaviours.

2. Personal Intercultural Development Goals
 - a. Review your individual IDI results.
 - b. Identify your stage of development for each of the 3 competencies listed below and read the behavioural descriptions.
 - c. Reflect on how these descriptions align with your experience.
 - d. Select a stretch goal

² Bennett, J.M. & Bennett, M.J. (2001); Bennett, M.J. (1993); Deardorff, D.K. (2009); Esbjörn-Hargens, S. (2009); Wilber, K. (2000)

CORE COMPETENCY 1: DEMONSTRATE ATTITUDE OF RESPECT, CURIOSITY AND OPENNESS

	Behaviour in Defense	Behaviour in Minimization	Behaviour in Acceptance	Behaviour in Adaptation
1. Respect: we demonstrate respect by how we value others; with our interest and ability to adapt behaviour to meet different others.	<p>Views own behaviour as the correct way to behave and so sees no need to adapt behaviour.</p> <p>Views others behaviour by surface characteristics often explained by stereotypical patterns.</p>	<p>Sees that people from different cultures do behave differently and yet assumes that own patterns in behaviour are universal and desirable.</p> <p>Will tend to seek similarities and minimize differences to create a felt sense of connection with others.</p>	<p>Avoids stereotypes and allows for different patterns of behaviour.</p> <p>Can recognize differences and accepts some of them.</p> <p>Will adapt behaviours to those situations where they can understand and accept the difference.</p>	<p>Actively seeks to recognize different patterns of behaviour and flexibly adapts own repertoire of behaviours accordingly.</p>
2. Openness: we demonstrate openness by how we work with judgments.	<p>Receptive to interacting with culturally different others, yet views the world through the lens of own cultural perspective.</p> <p>Own judgments are perceived as the truth (not as a judgment).</p>	<p>Open to interactions with culturally different others, yet has difficulty suspending own judgment.</p> <p>Can see own perspective as a perspective and views much of it as superior or correct.</p> <p>May be willing to review and change some of those judgments.</p> <p>Willing to examine cultural patterns as basis for own behaviour</p>	<p>Begins to initiate and develop interactions with culturally different others.</p> <p>Recognizes other cultures as legitimately different.</p> <p>Begins to actively suspend own judgments in more routine situations.</p>	<p>Actively initiates and develops interactions with culturally different others.</p> <p>Recognizes much behaviour as culturally shaped.</p> <p>Can suspend own judgments in complex, novel situations and inquire about how others view the world</p>

	Behaviour in Defense	Behaviour in Minimization	Behaviour in Acceptance	Behaviour in Adaptation
3. Curiosity: we demonstrate curiosity by how we tolerate ambiguity.	Minimal interest in learning about others.	Asks simple or surface questions about other cultures. Can tolerate some ambiguity and may find it uncomfortable.	Asks deeper questions about other cultures and seeks answers. Comfortable with a greater range of ambiguity and so can actively seek out differences, accept them as important and react flexibly.	Asks complex questions about other cultures, seeks out and articulates answers that reflect multiple cultural perspectives. Comfortable with a wide range of ambiguity and so proactively adapts own perspective.
Stretch Goals Attitude	<ul style="list-style-type: none"> • Willingly seek connection or work with culturally different others • Willingly accept cultural patterns as a basis for behaviour. • Willingly to describe what's normal for me • Willingness to ask simple questions of culturally different others? • Willingness to listen to other people's description of what's normal. • We can show sympathetic concern for another from our own perspective. • Willing to seek connection with culturally different others through similarities. 	<ul style="list-style-type: none"> • Begin to suspend own judgments, refrain from stereotypical responses, ask probing questions to establish deeper level of connection • Recognize that other cultures have different views & ways of communicating • Begin to adapt own communication style in one or two higher stress or more demanding situations.(e.g. performance evaluation, giving feedback) 	<ul style="list-style-type: none"> • Able to reflect on multiple perspectives, impact on self, others and larger organization/ community • Proactively initiate and flexibly respond in deeper conversations with a wide range of differences in service of broader goals • Able to adapt own communication style and learn to respond to different norms of expression in more complex situations. • Seeking to engage difference to improve quality of outcomes. • Seek out 1 situation where you need to seek diverse points of view and create a positive solution. (Critical Incidents). 	

CORE COMPETENCY 2: KNOWLEDGE OF OWN AND OTHER CULTURES

	Behaviour in Defense	Behaviour in Minimization	Behaviour in Acceptance	Behaviour in Adaptation
Cultural Self-Awareness (“cultural rules & biases present in an interaction”)	Acts with minimal awareness of own cultural rules and biases. Retreats from or rejects possible cultural difference with others.	Identifies own cultural rules and biases. Seeks sameness in others. Prefers own cultural rules.	Can predict implications of own cultural rules and biases. Looks for similarities and differences in others. Can sit with complexity that new perspectives offer.	Recognizes and responds to cultural rules and biases present in an interaction. Seeks complexity.
Knowledge of cultural worldview frameworks (e.g. values, communication style, beliefs & practices)	Describes surface cultural patterns (objective culture for self and others)	Describes own cultural patterns (subjective and objective culture). Can compare and contrast cultural patterns.	Describes own and other cultural patterns. Has early strategies to learn about diverse others.	Can understand and work with other’s behaviours. Can make sense of diverse patterns using other cultural worldview frameworks. Has strategies for learning about culturally diverse others.
Knowledge of others (Application to culture specific context of interest/ relevance)	Surface examples – clothing, food	Surface examples- including behaviours	Below the surface examples – matching behaviours to values	Below the surface examples – matching behaviours to values
Stretch Goals - Knowledge	<ul style="list-style-type: none"> • Able to share stories about their background. (include details - describe, listen, telling, how do we do...) • Able to express how we feel about....? Start with objective and move to subjective. (Ask for contextual detail – making the subjective detail objective). 	<ul style="list-style-type: none"> • Learn to apply intercultural processes and cultural general framework tools to help you understand another person’s pattern. (tools and techniques). • Learn to open up to other cultural patterns, to other forms of expression and emotional experience. 	<ul style="list-style-type: none"> • Able to try telling the other person’s story. Describe the story from someone else’s point of view and how they might be feeling. (Cognitive line leading competence development– Look AT). • Able to simulate perspective taking. 	

CORE COMPETENCY 3: COMMUNICATION

	Behaviour in Defense	Behaviour in Minimization	Behaviour in Acceptance	Behaviour in Adaptation
<p>Verbal and nonverbal communication Meaning making behaviours</p> <p>(Message is delivered in a manner, place and time appropriate for all parties. Shared meaning-making)</p>	<p>Communicates from own perspective assuming listener shares my perspective.</p> <p>Uses known non-verbal behaviour assuming meaning is shared.</p> <p>Assumes understanding without checking with other.</p>	<p>Communicates from own perspective, dismissing or disregarding when others have different views.</p> <p>Uses known non-verbal behaviour to seek connection assuming meaning is shared.</p> <p>Communicates to help others fit in to own culture. Assumes understanding of shared meaning without checking with other.</p>	<p>Communicates from own perspective with some ability to adapt to other styles.</p> <p>Uses known non-verbal behaviour with some ability to adapt to other styles in order to create shared meaning with different others.</p> <p>Will request or accept feedback if relevant to a desired outcome.</p>	<p>Can shape communication strategies (verbal and non-verbal) to appear credible (effective) to suit a particular situation and interaction with different others (appropriate).</p> <p>Able to articulate and question underlying assumptions to create shared meaning with different others.</p> <p>Actively seeks out and applies feedback to created shared meaning.</p>
<p>Stretch Goals - Communication</p>	<ul style="list-style-type: none"> • Sharing perspective objectively. • Listen with an open posture. • Repeat accurately what another person said. • Describe the other person's body posture or tone. 	<ul style="list-style-type: none"> • Check for understanding and accuracy in shared meaning with other person. (verbal/non-verbal – tone of voice). • Willing to provide feedback on how communication was received. • Able to do structured role play to occupy the posture and tone of voice for other perspectives. • Able to inquire about the gap between your non-verbal and other persons' non-verbal. • Willing to inquire about communication expressed in different styles, emotional registers and tones. 	<ul style="list-style-type: none"> • Able to frame questions from different cultural perspectives and patterns. • Able to request show me how you do it. • Able to do semi-structured, higher-risk role plays. 	<ul style="list-style-type: none"> • Able to reconcile identity tensions

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