

Learning session 4

Intercultural competence 2



Best+ Intercultural competences, Riga 30.5.2017

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Agenda of the session

- The cycle of experimental learning
- Tools for communication analysis
- Working groups continue
- Debriefing of the group work in a plenary session

Cycle of experimental learning

Concrete experience

(“Communication problem with an intercultural element”)

Active experimentation

(“Redesigning the dialogue and rehearsing it”)

Reflective observation

(“Reflecting on the experience by writing a dialogue”)

Abstract conceptualization

(“Learning from the experience with theoretical knowledge”)

Advocacy & inquiry in communication

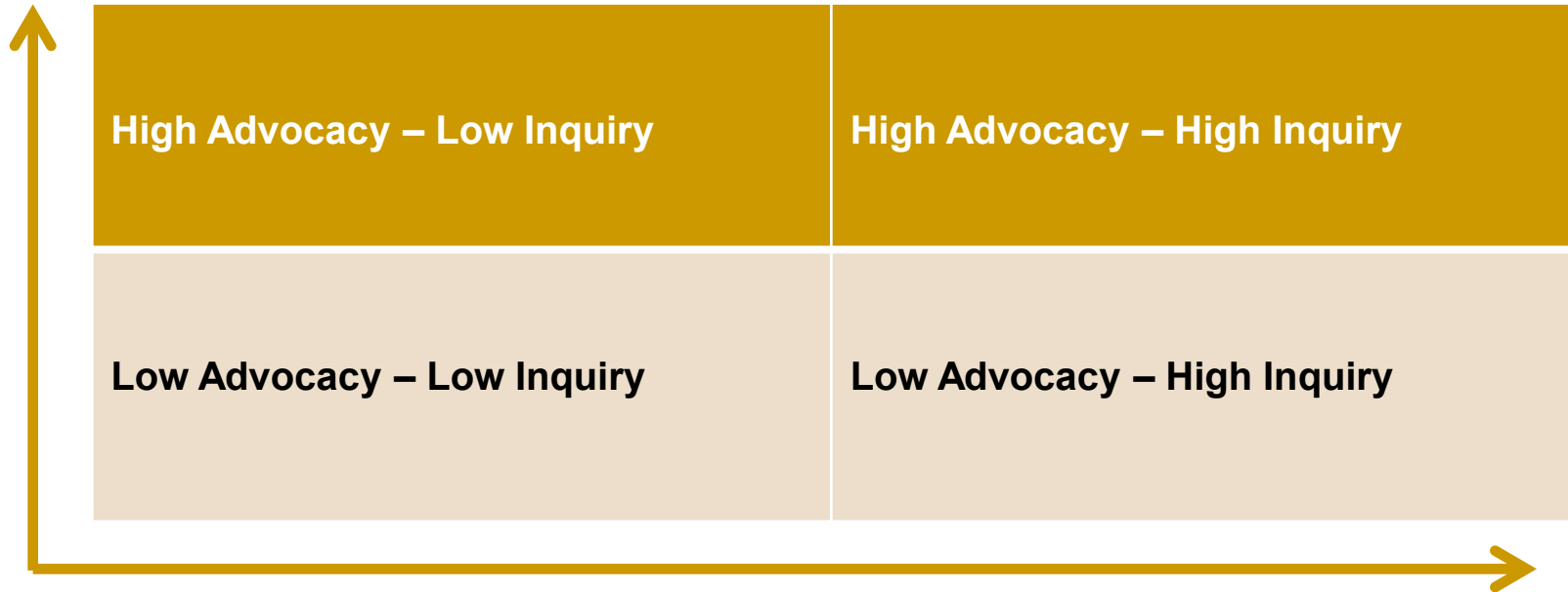
Advocacy

“clearly expressing what one thinks and trying to make the ideas and reasons clear to others”

Inquiry

“posing curiosity-driven questions and suspending judgment so as to explore and take seriously the perspectives and logics of others”

Advocacy-Inquiry Matrix



Low advocacy – low inquiry communication

- Asking leading questions
- Circumventing defensiveness
- Giving hints and double-messages
- Ignoring or hiding information that does not support one's position

High advocacy – low inquiry communication

- Expressing strong opinions unambiguously
- Overpowering defensiveness
- Ignoring information that does not support one's own position
- Listening only to refute

Low advocacy – High inquiry communication

- Asking questions
- Listening and trying to understand
- Attempting to avoid raising defensiveness
- Refraining from judging or expressing opinions

High advocacy – High inquiry communication

- Asking questions
- Expressing and inviting opinions, but treating them like “hypotheses”
- Engaging defensiveness
- Listening in order to understand the reasoning of others
- Inviting questions into one’s own reasoning

High Advocacy – Low Inquiry

- * Expressing strong opinions unambiguously
- * Ignoring information that does not support one's own position
- * Listening only to refute
- * Overpowering defensiveness

High Advocacy – High Inquiry

- * Expressing opinions, but treating them like “hypotheses”
- * Inviting questions into one's own reasoning
- * Asking questions
- * Listening in order to understand the reasoning of others
- * Engaging defensiveness

Low Advocacy – Low Inquiry

- * Asking leading questions
- * Giving hints and double-messages
- * Ignoring or hiding information that does not support one's position
- * Circumventing defensiveness

Low Advocacy – High Inquiry

- * Asking questions
- * Listening and trying to understand
- * Refraining from judging or expressing opinions
- * Attempting to avoid raising defensiveness

TASK:

Continue in the same groups of three as before, and analyze the preliminary case B of **another group member** with the advocacy-inquiry matrix.

What was your **intended communication strategy** in the situation? What strategies did you actually use in the situation? What kind of strategy could have been used to avoid or resolve the conflict and why?

Start again by reading the left-hand column of the assignment aloud (what you thought during the dialogue).

ROLES WITHIN THE GROUP:

Two of the group members **help the owner of the case** to identify the intended and actualized communication strategies

OUTPUT:

Free-form answers to the aforementioned questions presented on a flip chart.

TIME FOR THE TASK:

20 minutes

TIME FOR THE DEBRIEFING:

50 minutes

References

Antal, Ariane & Friedman, Victor (2008). "Learning to negotiate reality: A strategy for teaching intercultural competencies." *Journal of Management Education* 32(3): 363–386.

McLeod, Saul 2010. "Kolb's learning styles and experiential learning cycle." *Simply Psychology* [www.simplypsychology.org/learning-kolb.html]. Accessed 11.5.2017.

Thank you!



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