

# Cultural Mindedness, Dialogue, and Action Planning Model

## Module Four: The Dialogue Process



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## Introduction to Module Four:

Practicing the dialogue process presented in this module fosters the personal and interpersonal foundation skills for understanding and practicing inclusion of all forms of diversity in our daily interactions. Dialogues provide meaningful conversations in which people with different viewpoints, opinions, and life experiences can speak openly and be heard with respect. There are two parts to the dialogue process: The first part is the fourteen personal competency behaviors and the second part is the dialogue process.

The fourteen competencies are important individually, and they are interrelated as well. Daily practice of these competencies, the daily work of making them your personal culture by applying them first to yourself, builds a personal capacity for engaging in the dialogue process necessary for gaining emic (insider) information and for understanding diverse viewpoints, beliefs, values, and behaviors. For example, without the reflective practice of the personal competencies as the foundation for dialogue, some of the six barriers (subject of Module 3) will inevitably arise, the dialogue process will be derailed and misunderstanding of issues and problem-solving will be diminished and ineffective.

As with the format of the three previous modules, Module Four presents the conceptual tools, then an experiential learning activity in which the conceptual tools are applied to a case example of a micro-aggression. The case analysis is followed by an example of a student's response to the learning activity and how it influenced their awareness and understanding of diversity and inclusion issues.



# 1. Conceptual Tool: The Fourteen Personal Competency Behaviors

The following competencies presented in the following slides have been identified by researchers as most important for respectful relationships in culturally diverse settings. Each of the competencies is, to some degree, interrelated with the others, but each is important on its own as well.



# 1. Conceptual Tool: The Fourteen Personal Competency Behaviors

1. **BE NON-JUDGMENTAL:** Stopping one's tendency to negatively judge others who are different.
2. **BE FLEXIBLE:** Readjusting quickly and effectively to changing situations
3. **BE RESOURCEFUL:** Responding skillfully and promptly in new, uncertain situations. Seeking information about the cultures of those with whom you interact
4. **PERSONALIZE OBSERVATIONS:** Recognizing and accepting that one's personal perceptions may not be shared by others; knowing and accepting that "my way is not the only way"; using "I" not "you" messages.
5. **PAY ATTENTION TO YOUR FEELINGS:** Self-reflecting on one's thoughts, feelings, and stress level in order to stay grounded in situations. Self-reflecting also facilitates critical thinking in the sense of an actual, purposeful, and organized effort to increase our understanding of ourselves, other people and the world for problem solving, and working toward goals.
6. **LISTEN CAREFULLY:** Paying close attention to what is being said both verbally and nonverbally.
7. **OBSERVE ATTENTIVELY:** Watching and making mental notes of behavioral patterns of others in order to understand meaning of behavior (e.g., nonverbal messages).

# 1. Conceptual Tool: The Fourteen Personal Competency Behaviors



**8. ASSUME COMPLEXITY:** Assuming and perceiving a range of alternatives in situations; recognizing multiple perspectives and outcomes exist.

**9. TOLERATE THE STRESS OF AMBIGUITY/UNCERTAINTY:** Responding to unpredictable situations without getting stressed and irritable.

**10. HAVE PATIENCE:** Staying calm, stable and persistent in challenging situations.

**11. MANAGE PERSONAL BIASES/STEREOTYPES:** Treating people as individuals recognizing that everyone belongs to many groups and that no one represents a group.

**12. KEEP A SENSE OF HUMOR:** Laughing at oneself and with (not at) others; finding humor in irony of life.

**13. SHOW RESPECT:** Behaving in a respectful manner towards others who are different

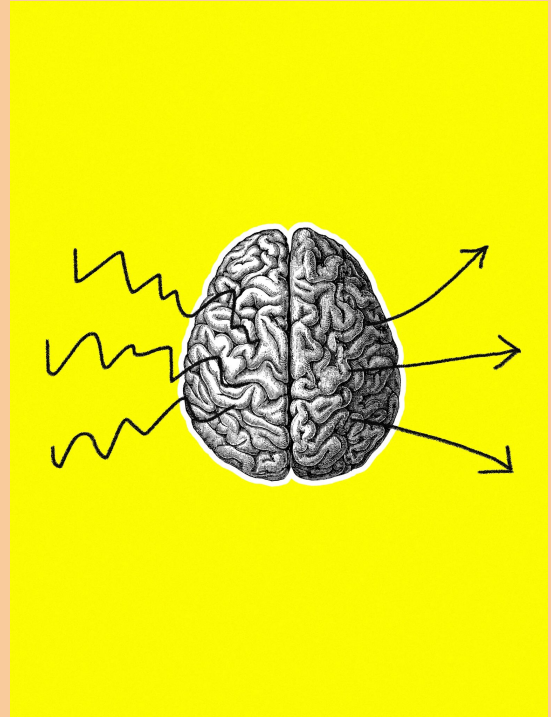
**14. DISPLAY EMPATHY:** Identifying with the feelings, thoughts, attitudes and experience of others. Attempting to walk a few steps in others' shoes.

## 2. Learning Activity for Module Four--- Competency Behaviors Self-Test

### 2.1 Fourteen Personal Competencies Self-Test (approx. 10 -30 mins)

**Purpose:** To foster awareness of the 14 personal competencies through reflective self-assessment.

**Instructions:** Rate yourself on a scale of 1 (low) to 5 (high) in each of the competencies as each is defined by the instructor or read from the previous slides.



## The Fourteen Personal Competency Behaviors

1. \_\_\_\_\_ Be nonjudgmental.
2. \_\_\_\_\_ Be flexible.
3. \_\_\_\_\_ Be resourceful.
4. \_\_\_\_\_ Personalize observations.
5. \_\_\_\_\_ Pay attention to your thoughts & feelings.
6. \_\_\_\_\_ Listen carefully.
7. \_\_\_\_\_ Observe attentively.
8. \_\_\_\_\_ Assume complexity.
9. \_\_\_\_\_ Tolerate the stress of uncertainty.
10. \_\_\_\_\_ Have patience.
11. \_\_\_\_\_ Manage personal biases and stereotypes.
12. \_\_\_\_\_ Keep a sense of humor.
13. \_\_\_\_\_ Show respect.
14. \_\_\_\_\_ Display empathy.

### Evaluating the Score

**Add up the points:**

**61–70 = Highly Competent**

**51–60 = Moderately Competent**

**0–50 = Need More Practice**

## 2.2 Debriefing Questions

Write your answers to the debriefing questions. Post your responses in the Discussion Board/Forum if an online course.

1. Describe your personal reaction (feelings, thoughts) to this self-assessment exercise.
2. What did you learn about yourself in the course of this exercise?
3. What did you learn about others in the course of this exercise?
4. Name two ways in which you can use what you have learned in daily life.

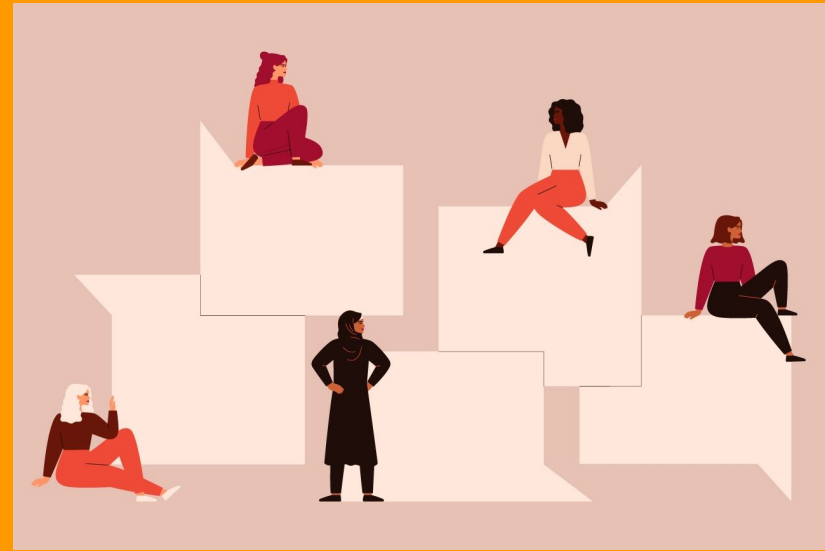




### 3. Conceptual Tool: The Dialogue Process

Dialogue is the exchange of information between people intent on listening to one another's perspective to comprehend the meaning. It is based on the premise of mutual respect and open inquiry and does not involve proving the rightness of one's viewpoint. The personal competency behaviors are the foundation for dialogue because they embody cultural sensitivity and respect for human differences, also called "cultural humility" (M. Tervalon & J. Murray-Garcia, 1998).

The dialogue process proceeds in four steps (next slide).





### 3. Conceptual Tool: The Dialogue Process

**One:** The participants initiate the dialogue by establishing the ground rules of procedure. They mutually determine what is and what is not allowed such as, they mutually agree to listen and learn about each other's viewpoints.

**Two:** The participants in dialogue listen without interruption and with undivided attention to the viewpoints of each person.

**Three:** Each participant restates what they think was heard. This step permits the parties to demonstrate that they were listening and to verify what they actually heard. Points of misunderstanding or forgotten points come to awareness at this step, which avoids further conflict and allows the parties to rephrase and refine their comments, observations, and viewpoints.

**Four:** Each participant gives voice to their viewpoint. This means that the participants express their thoughts and feelings about the subject of dialogue.

Dialogue can in addition, be used for effective conflict interventions, for problem solving, and for action planning for institutional inclusion of all forms of human diversity. (Hogan, 2013: 65-107). Action planning is the subject of Module Five.



## 3.1 Learning Activity for Module Four: Case Analysis of a Micro-aggression

**Activity:** Identify three competency behaviors that could prevent or diffuse any of the Six Barriers in the case example. The case example demonstrates micro-aggressions because of the barriers that surface on the personal and interpersonal level.

**Purpose:** To practice the competency behaviors and dialogue while analyzing the following case example that exemplifies some of the Six Barriers to effective communication and respectful relationships in culturally diverse situations , worked with in Module Three.

**Instructions:** Form into small discussion groups of 3-5 participants. Read the case example and then dialogue with others in your group two or three competency behaviors that could prevent or diffuse the conflict (micro-aggression) related to the Six Barriers operating in the case.

## 3.2 Case Example:

- ★ 3.3 Read the case example on pages 5 & 6. After reading the case example, write one or two of the 6 Barriers (from Module 3) identified in the case below the example.
- ★ 3.4 Write one or two of the Competency Behaviors that could have prevented or diffused the micro-aggression or conflict in the case. Tell which person (s) in the case needs to practice the competencies selected.



- ★ 4.1 & 4.2: You may refer to the sample of student responses on page 7.



## 3.5 Debriefing Questions for Learning Activity

Write the answers to the following questions in the spaces provided. (approx. 10 mins)

1. Describe your feelings and thoughts when discussing the Six Barriers and Competency Behaviors identified by you individually or by your discussion group.
2. What did you learn about yourself in the course of this exercise?
3. What did you learn about others in the course of this exercise?
4. Name two ways you can use what you've learned in your daily life.

★ 4.3 You may refer to the sample of student responses on page 8.



## 5. Glossary of Terms

**Micro-aggression** is a term defined by Derald Wing Sue (1981, 2020), when referring to the many ways that bias and discrimination are directed daily at members of socially marginalized groups in the United States, such as BIPOC communities, (Black, Indigenous, people of color).

**Emic** refers to information obtained from the people involved in the situation at hand, “insiders” or “locals.” It is an attempt to enter their mental world, to experience the categories and logic by which they see their world, and, to see the content and behavioral patterns of their daily life.

**Etic** refers to “outsider” information, the authoritative or normative (expert) information about a subject. For example, in relation to defining “vulnerable populations,” etic information is based on authoritative external evaluations of risk; whereas, emic refers to the experiential state of the members of the population being served. In practice, etic is the evaluation of experts who plan the services, and emic is the experiences of those who receive services.

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