

Cultural Mindedness, Dialogue and Action Planning

Online Learning Activity # 3

Worksheet : Personal Behaviors (Competencies) for Effective Dialogue

The following self-test involves 14 behaviors (called the Personal Competency Behaviors) that promote the personal capacity for cultural awareness and understanding in all relationships. The Personal Competency Behaviors form the basis for effective dialogue useful in issue identification, problem solving, action planning, and conflict recovery and transformation.

Instructions

After you take the self-test (see instructions below), write the answers to the debrief questions and post your debrief responses in the Discussion Forum. See explanation of the Personal Competencies and Dialogue at the end of this information sheet.

Grading Rubric (10 points possible)

1. The case analysis using the Personal Competency Behaviors conceptual tool and debrief sections is written following the instructions fully and accurately (5 points).
2. The case analysis using the Personal Competency Behaviors conceptual tool and debrief sections is written in complete and clearly articulated sentences/paragraphs. (5 Points)

Fourteen Personal Competencies Self-Test

Purpose To foster awareness of the 14 Personal Competencies through self-assessment

Instructions Rate yourself on a scale of 1 (low) to 5 (high) for each of the Personal Competencies.

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

Debrief Questions: Post in the Discussion Forum your answers written in full sentences to each debrief question.

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?

3. Name two ways in which you can use what you have learned at your internship site.

Case Analysis Learning Activity 3

Instructions: Identify three competency behaviors that could prevent or diffuse any of the Six Barriers in the Case Example.

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 Learning Activity 2.

Instructions: Read the case example and then dialogue with others in your group two Barriers that are apparent in the case and then identify two or three competency behaviors that could prevent or diffuse the conflict related to any of the Six Barriers operating in the case. If this is an online class, do the analysis individually.

. Case Example:

My sister is in a PhD program at Stanford. She is a part of the Immunology branch of the programs and was selected to be the diversity leader and coordinator because she's the only brown person in the program. One of her responsibilities as a coordinator is to plan different events. The other day she was asked to plan an event for prospective graduate students. Her supervisor asked her to give an impromptu speech to the visiting students because it would make the program look more diverse if the only brown person in the program gave a speech.

The students and adults that were present didn't really listen to my sister as she was speaking since they were talking continually throughout her presentation. After her speech, she was approached by different professors at the school and they talked down to her, minimizing her successes. For example, my sister described how she had several past experiences working in labs. The professors, though, said that the labs she practiced in were not "good enough" because the University she attended at the time was not up to par with Stanford's educational experience for students. As they walked away, she felt they were insinuating she didn't belong in their Ph.D. program.

Discuss and write one or two of the 6 Barriers (from Learning Activity 2) identified in the case here:

Write one or two of the Competency Behaviors that could have prevented or diffused the misunderstanding or conflict in the case. Tell which person (s) in the case needs to practice the competencies selected

Debriefing Questions

Write the answers to the following questions in the spaces provided.

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.

Addendum: Conceptual Tools

Conceptual Tool: The Fourteen Personal Competency Behaviors

The following competencies have been identified by researchers as most important for effective 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. **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).
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 cranky.
10. **HAVE PATIENCE:** Staying calm, stable and persistent in trying 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:** Feeling the thoughts, attitudes and experience of another. Attempting to walk a few steps in others' shoes. Results from respecting and interacting with diverse others.

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.

One: The parties 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 viewpoint.

Two: The parties in dialogue listen without interruption and with undivided attention to the viewpoints of each party.

Three: Each party 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 party gives voice to their viewpoint. This means that the parties give *full* expression to their thoughts and feelings about the subject of dialogue.

Dialogue can in addition, be used for effective conflict interventions and for problem solving (Hogan, 2013: 69-71)