

## Cognizance of bias



Highly inclusive leaders are **mindful of personal and organizational blind spots**, and **self-regulate to help ensure “fair play.”**

## Curiosity



Highly inclusive leaders have an **open mindset**, a **desire to understand how others view and experience the world**, and a **tolerance for ambiguity**.

## Courage



Highly inclusive leaders **speak up and challenge the status quo**, and they are **humble about their strengths and weaknesses**.

## Intercultural Fluency



Highly inclusive leaders are able to **adapt their communication and behaviour** to be more **effective and appropriate** in cross-cultural interactions.

## Commitment



Highly inclusive leaders are committed to diversity and inclusion because these objectives align with their **personal values** and because they **believe in the business case**.

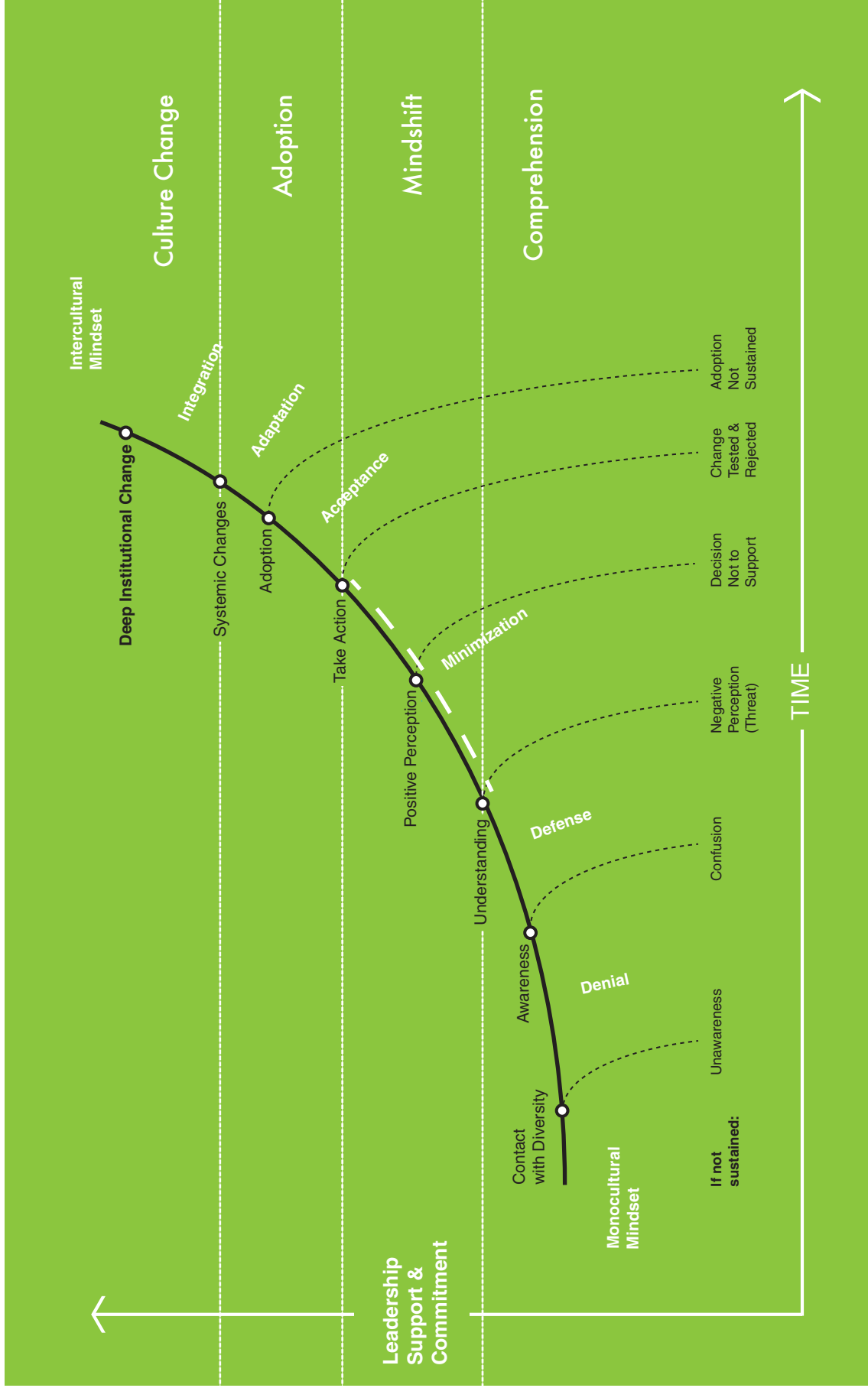
## Collaboration



Highly inclusive leaders **empower individuals** as well as create and **leverage the thinking of diverse groups**.

# Diversity Change Curve

with stages of transformation towards culture change



## Dialogical and Non-Dialogical Work Orientations

<b>Dialogical Work Culture</b>	<b>Non-Dialogical Work Culture</b>
Promotes active conversation through the process of executing instructions	There is no conversation through the process of executing the given tasks
Initial directions provided often tend to be incomplete	Directions are only given once at the beginning
Employee is expected to ask questions for clarification and more direction	Employee is expected to internally interpret instructions and determine final result on their own
Clarity of instructions is the responsibility of both the supervisor and employee	Clarity of instructions is the sole responsibility of the employee
Transparent work environment to an outsider	Opaque work environment to an outsider
Performance is evaluated throughout the whole process	Performance assessed based on the final result only
Less hierarchical work environment	Hierarchical work environment

New employees who come from less dialogical work cultures can struggle with a work environment that expects greater degrees of exchange between supervisor and employees.

### **Suggested ways to manage people who favour a non-dialogical work orientations:**

- Make clear your expectations that the employee not come back with a finished product.
- Establish a series of set check-ins with the manager, in such a way to train the habit of dialogue.
- Establish a “work buddy” for whom they should ask questions around managing the process (this overcomes anxiety of dealing directly with superiors).

*Source: Alden E. Habacon and Julia Paek, “Dialogical and Non-Dialogical Work Orientations,” 2012.*

## Direct and Indirect Communication Styles

Lionel Laroche, PhD, 2007

Direct Communicators	Indirect Communicators
First focuses on task accomplishment	First focuses on relationship
Message is few words	Message is in the context of the word usage, vocal variety, nonverbal clues, relationships, etc.
Explicit (clear, obvious) meaning	Implicit (implied, hidden) meaning
Communication tends to be Impersonal	Communication tends to be personal
"To the point," open	"Read between the lines," subtle language
Deal with conflict directly, head on	Deal with conflict indirectly, "Save face"
Go face to face with person to resolve conflict	Use a trusted third party to assist

### How best to manage people who favor a direct communication style:

- If they are offending people in the department by their bluntness, you can help them see how they are being perceived and suggest a more subtle style for certain situations.
- Encourage them to pick up on the subtleties of communication. Non-verbal communication.

### How best to manage people who favor an indirect communication style:

- Mirror back the more indirect style as much as possible. If meaning is unclear then be more direct
- Try to have them give more context or background to their communication, if this is required in your departmental culture.
- In meetings, allow time to build rapport before getting right to the task.

Source (with adaptations):

Laroche, L (2007). *Recruiting, Retailing and Promoting Culturally Different Employees*. San Francisco, CA: Butterworth Heinemann. 140,144-5,183-5.

UBC Continuing Studies Centre for Intercultural Communication [cic.cstudies.ubc.ca](http://cic.cstudies.ubc.ca)

## Perspectives on Teaching and Learning (Advising)

*Please indicate on a scale from 1-6 where YOU stand on the continuum between the value statement on the left and the value statement on the right (i.e. your beliefs).*

- |  |             |   |
|--|-------------|---|
| 1) If the student doesn't learn or succeed, it is the advisor's fault.           | 1 2 3 4 5 6 | If the student doesn't learn or succeed, it is his/her/their own fault. |
| 2) It is the advisor's responsibility to outline the paths to follow.            | 1 2 3 4 5 6 | It is the student's responsibility to find his/her/their own path.      |
| 3) Knowledge is transmitted from the advisor.                                    | 1 2 3 4 5 6 | Knowledge is discovered by the student.                                 |
| 4) Students should take charge of their own learning and speak up spontaneously. | 1 2 3 4 5 6 | Students should speak up in a meeting only when invited by the advisor. |
| 5) Students should state their ideas quickly and confidently.                    | 1 2 3 4 5 6 | Students should be given some time and space to think before speaking.  |
| 6) Students should not disagree or correct the advisor.                          | 1 2 3 4 5 6 | Students are encouraged to challenge the advisor.                       |
| 7) Giving explicit instructions to students minimizes misunderstandings.         | 1 2 3 4 5 6 | Explicit instructions demean students' intelligence and creativity.     |

**X** Next, notice the hooks and triggers. Put an X next to the statements or behaviours you encounter that you find particularly challenging.

**(October 2015) Adapted from:**  
**Intercultural Supervision of Graduate Students: A Workshop for UBC Faculty**  
**UBC Continuing Studies**  
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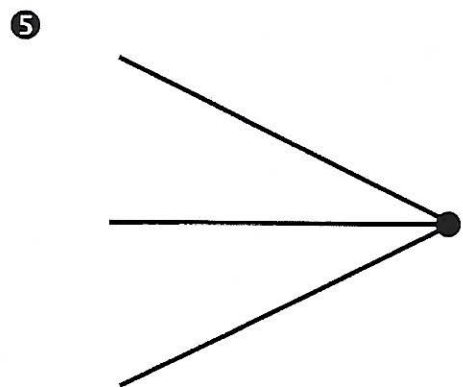
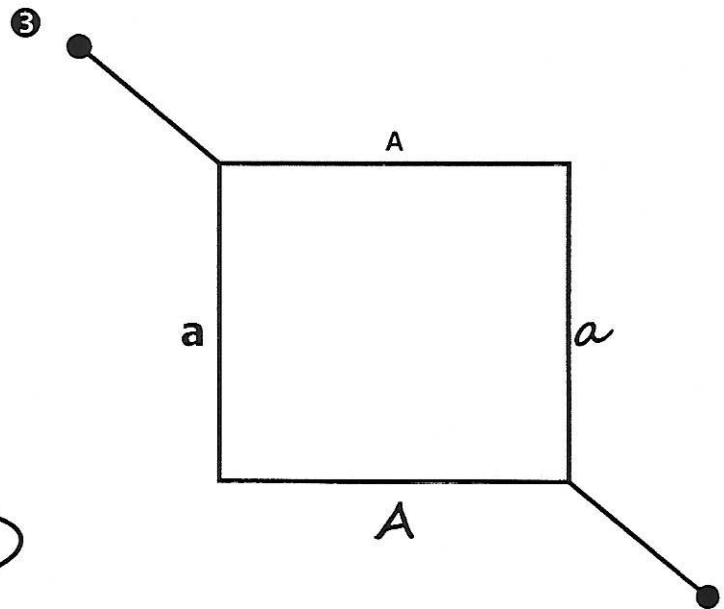
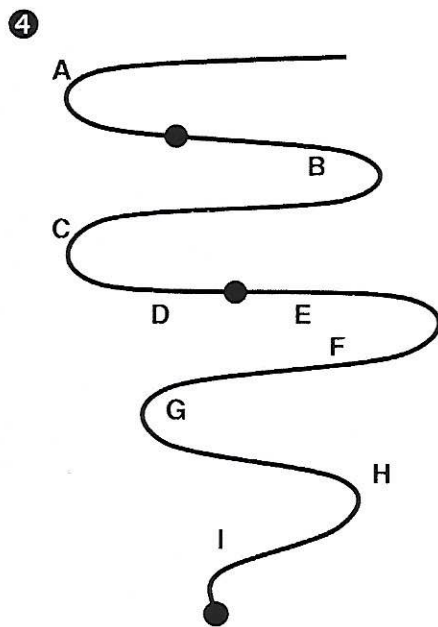
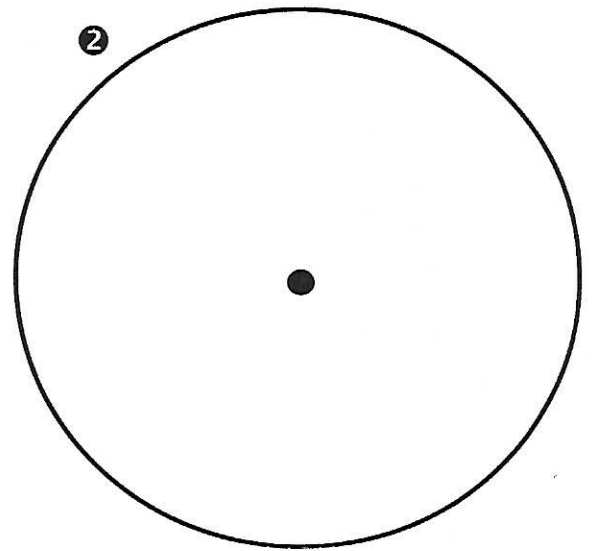
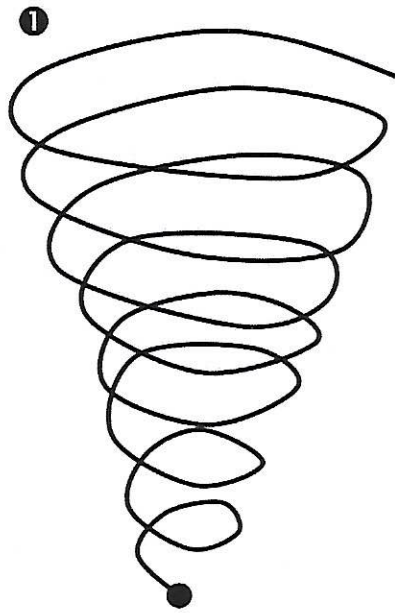
## Perspectives on the Culture at Work

*Please indicate on a scale from 1-6 where YOU stand on the continuum between the value statement on the left and the value statement on the right (i.e. your beliefs).*

- |   |                       |   |
|---|-----------------------|---|
| 1) It is the team leader's responsibility to outline the project paths to follow.   | 1   2   3   4   5   6 | It is the team member's responsibility to determine the project path.   |
| 2) If the team member doesn't understand their role, project deliverables and success criteria, it is the supervisor's fault. | 1   2   3   4   5   6 | If the team member doesn't understand their role, project deliverables and success criteria, it is his/her/their own fault.                         |
| 3) All the details need to be presented, analyzed and agreed upon for a partnership, negotiation or collaboration to occur.   | 1   2   3   4   5   6 | The longer-term relationship between potential partners need to be thoroughly established for a partnership, negotiation or collaboration to occur. |
| 4) Team members should take charge and speak up spontaneously in group meetings.  | 1   2   3   4   5   6 | Team members should speak up in a meeting only when invited by the project's leader.  |
| 5) Attendees to meetings need to arrive early so that meetings can begin and end right on time.                               | 1   2   3   4   5   6 | Meetings begin when they begin, and end when necessary.   |
| 6) Team members should not disagree or correct the team leader or other team members in public.                               | 1   2   3   4   5   6 | Team members are encouraged to challenge the team and team leader and point out mistakes.   |
| 7) Giving explicit instructions to team members minimizes misunderstandings.  | 1   2   3   4   5   6 | Explicit instructions demean team member's intelligence and creativity.   |

**Circle the Range** of how you expect the members of the host culture to respond to each question.

**X** Next, notice the hooks and triggers. Put an X next to the statements or behaviours you encounter that you find particularly challenging.

 HANDOUT S6.4




## HANDOUT S6.4a

**NOTES REGARDING THE VISUAL REPRESENTATIONS OF COMMUNICATION**

1. The first visual is a spiral that starts very broadly and eventually gets to the point. This could represent taking time to get to know someone instead of getting down to business. This model could represent an Asian or Aboriginal value of setting the context or building a relationship before discussing the topic of the conversation. It may also indicate a need to establish one's credibility on the topic prior to getting to the point, as with some European groups and Russians. (Note: This visual came from a Russian student of mine, and a fellow Italian student identified with it as well).
2. The second visual is the circle with the dot in the center. This indicates a high context communication style where the point doesn't have to be identified because the information around the point is enough, and the participants share that unspoken information. It could also be viewed as indirect communication. In both cases, the listener has to work to figure out the point as opposed to being given all the words and details. This can be seen with Japanese and some other Asian communication styles.
3. The third visual begins with a focused message, then presents the same information four different ways prior to getting back to the point. This can be perceived as repetition without apparent reason. The final completion does not have to be a summary or even relate to the previous details. This has been self-selected by some of my Chinese students to represent their common style of communication.
4. The fourth visual is a switchback, a curved or flowing line punctuated with different points (A, B, C, etc.) indicating that the message is not linear and can be interrupted. The curvy line that appears to go off topic has been identified by some Hispanic students who state they spend more time telling the story, which can allow for spontaneously adding other information. This may connect to a polychronic sense of time and message, as opposed to a direct, one idea at a time style.
5. The fifth visual illustrates three separate but related threads of the communication that come together at the end of the message. In this instance, the receiver has to do some work to understand the communication. While not necessarily high context, it is not as direct as a typical linear style of communication (e.g., as is common in Canada and the United States, among other places). One may consider it being similar to poetry, fables, or parables. This communication pattern was one that a Japanese student of mine identified as being most like their communication style.



## Observe (O), Describe (D), Interpret (I), Suspend Judgment (S)

Source: Ting-Toomey, S. (1999). *Communication Across Cultures*. New York, NY: Guildford Press.

Communication skills refers to our ability to interact appropriately, effectively, and satisfactorily in any given situation. Effective communication involves *mindful observation*, which consists of a holistic O-D-I-S analysis.

The first step **observe**, happens once you realize something is “up” or “off” about the situation. There is usually an internal reaction, a slipping to judgment or annoyance, when you are faced with a reaction, response, behavior that is not what you are expecting. At this point, step back and notice. Catch yourself before the judgment clouds your ability to see other possibilities.

Next, **describe** what you see happening. Notice the full context (i.e. physical setting, timing, people, relationships, etc...) of the situation. Stay neutral and objective. Only factual, non-debatable descriptions are permitted at this point. Suspend any opinion or judgment.

In the **interpretation** phase, consider all the possible perspectives that could help to explain what is happening. Challenge yourself to think beyond your own world view. Suspend certainty for what makes sense to you and expand your thinking to include how others might look at the same situation through their own lenses.

Finally, while engaging all of the steps above, **suspend judgment**. How does this situation make sense from another world view?

**Observe**

**Describe**

**Interpret**

**Suspend Judgment**

### EXERCISE: Role-play 1 on 1

In pairs, person A takes on position of supervisor. Person B takes on position of employee. There are three parts to this role-play. Firstly, A tells B a story from supervisor’s perspective. Next, B re-tells A’s story from the perspective of the employee. Lastly, A retells B the story from the perspective of the employee.