



# Day 3 International Diversity in Educational Settings

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FOCUS

# Programme day 3

- Short introduction
- Role Play 1 “Claiming value vs Creating value” discussion
- Break
- Role play 2 “individual teamwork”
- Competencies to be addressed in your education.
- Evaluation/ Wind up

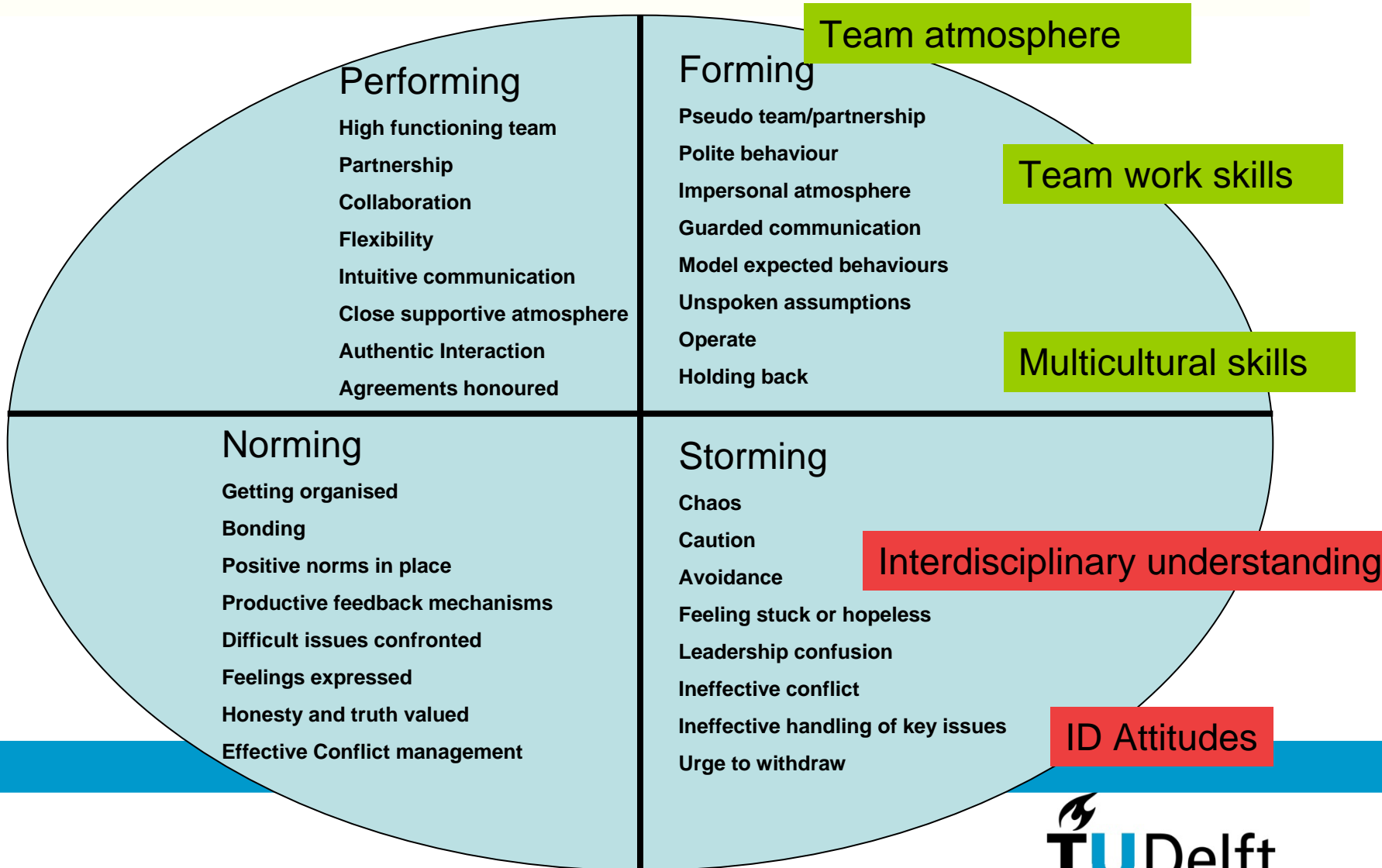
# Learning Objectives

- Is able to coach intercultural projectgroups and demonstrate the added value of heterogeneous groups
- Is able to apply working methods in the classroom, which allows students to acquire International Competencies

# Multicultural Groupwork key to

- Overcoming ethnocentric beliefs
- Preparing students for International and intercultural context
- Enhance students cultural understanding
- Challenge cultural stereotypes
- Creating meaning
  
- Intercultural Learning must be engineered!!

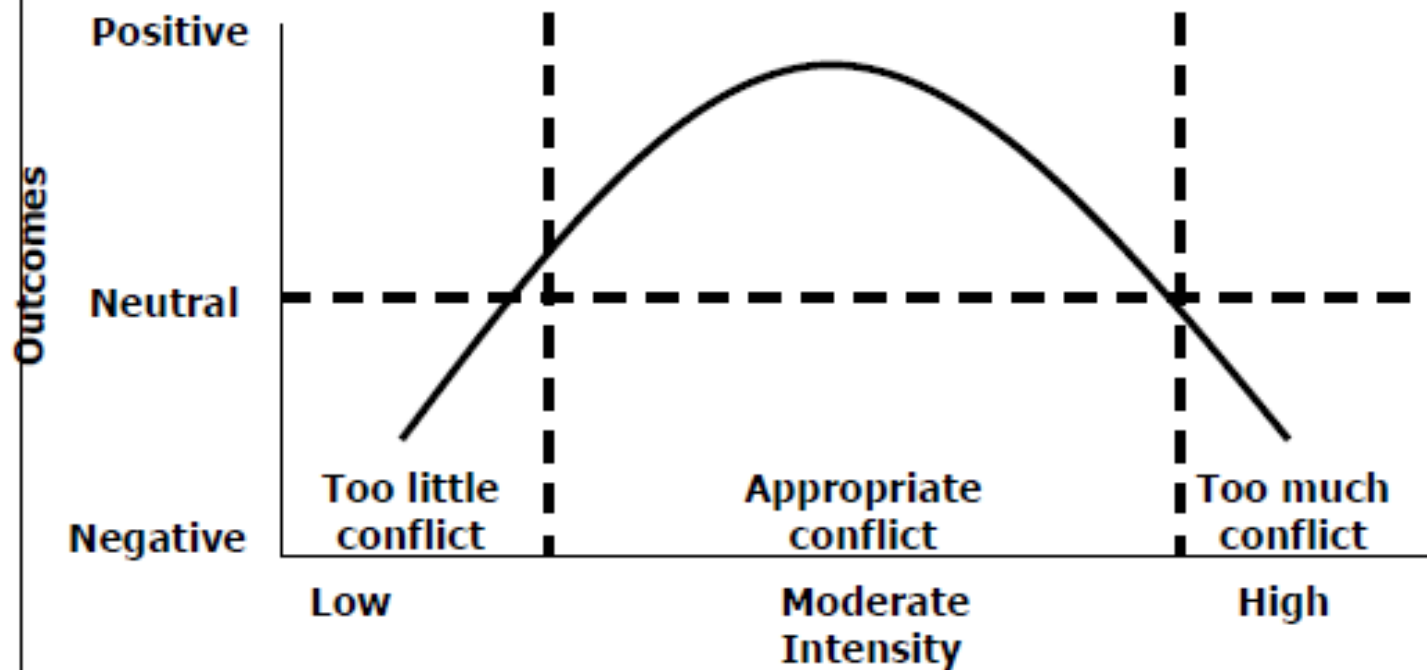
# Tuckman Groupphases



# Advantages of intercultural teams

- more and better ideas
- less pressure to think the same
- more democratic agreements
- having done better information searches
- less selective bias
- individual contributions become more valuable
- overall better results if....

# The Relationship between Conflict Intensity and Outcomes

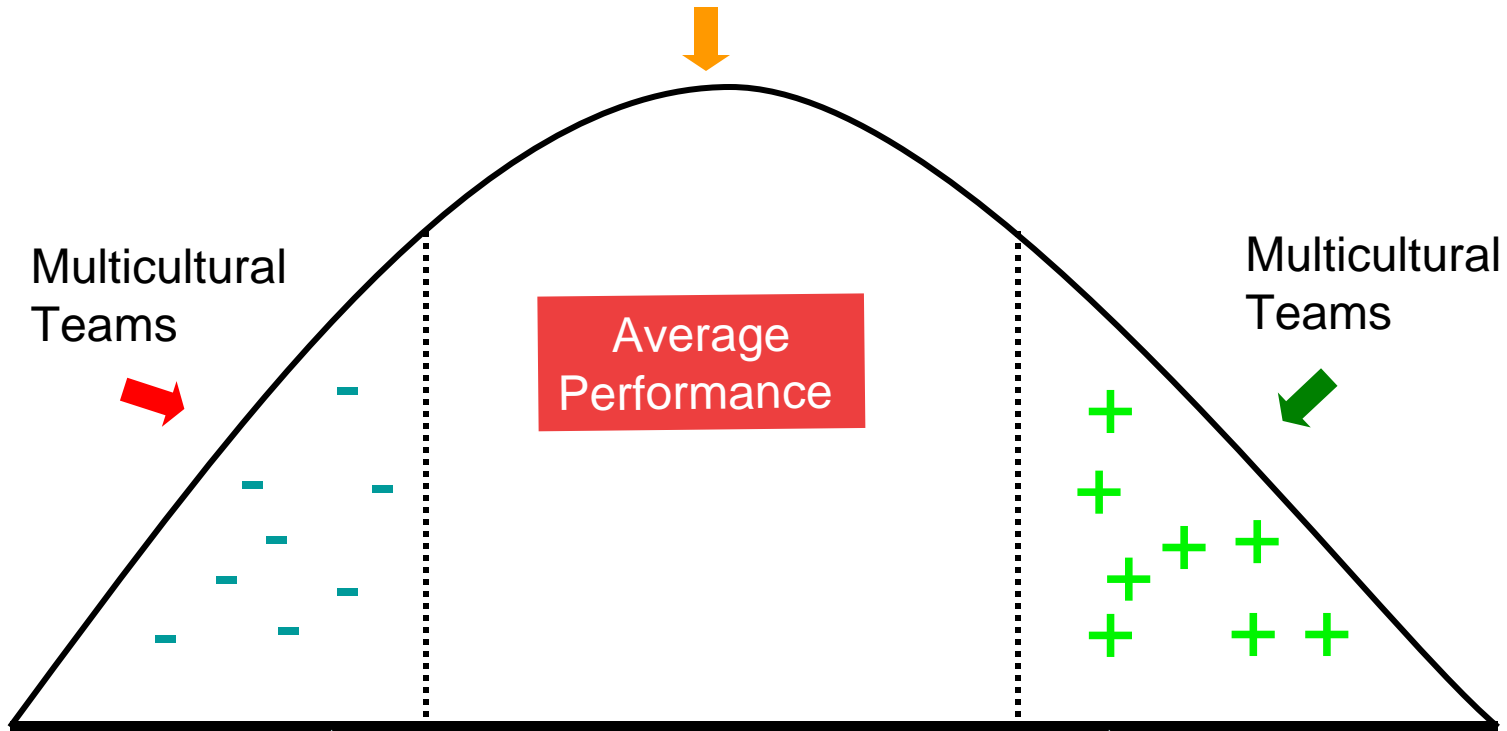


# Recent Findings in OSP

- Moderate conflict yields better group results
- Decisions by agreement predict group functioning
- Going successfully through the storming phase will be clue to the well-being of the team (if they cannot make this/the time is likely to have serious problems)



# Monocultural Teams



← Less

Effectiveness in creative tasks

More →

Leader ignores or suppresses cultural difference

Cultural difference becomes an obstacle to performance

Leader acknowledges and supports cultural difference

Cultural difference becomes an asset to performance

# STARR

- **Situation:**
  - Signals of Communication
  - Description of behaviour
  - What type of communication pattern was displayed
- **Task:**
  - what was your primary task or role in this situation
  - what were your values and expectations of the other people in this situation
  - what did you think the other persons values/expectations were
- **Activity**
  - which action did you take
- **Result**
  - what was the result of your action
- **Reflection**
  - what does it mean for your skills/development, what will you do differently next time

# Lesson 1: Deal with power differences at early stages

## How to deal with the conflict:

STAY CALM

- Make explicit the conflict and assign
- Assign roles to every group member next to each other

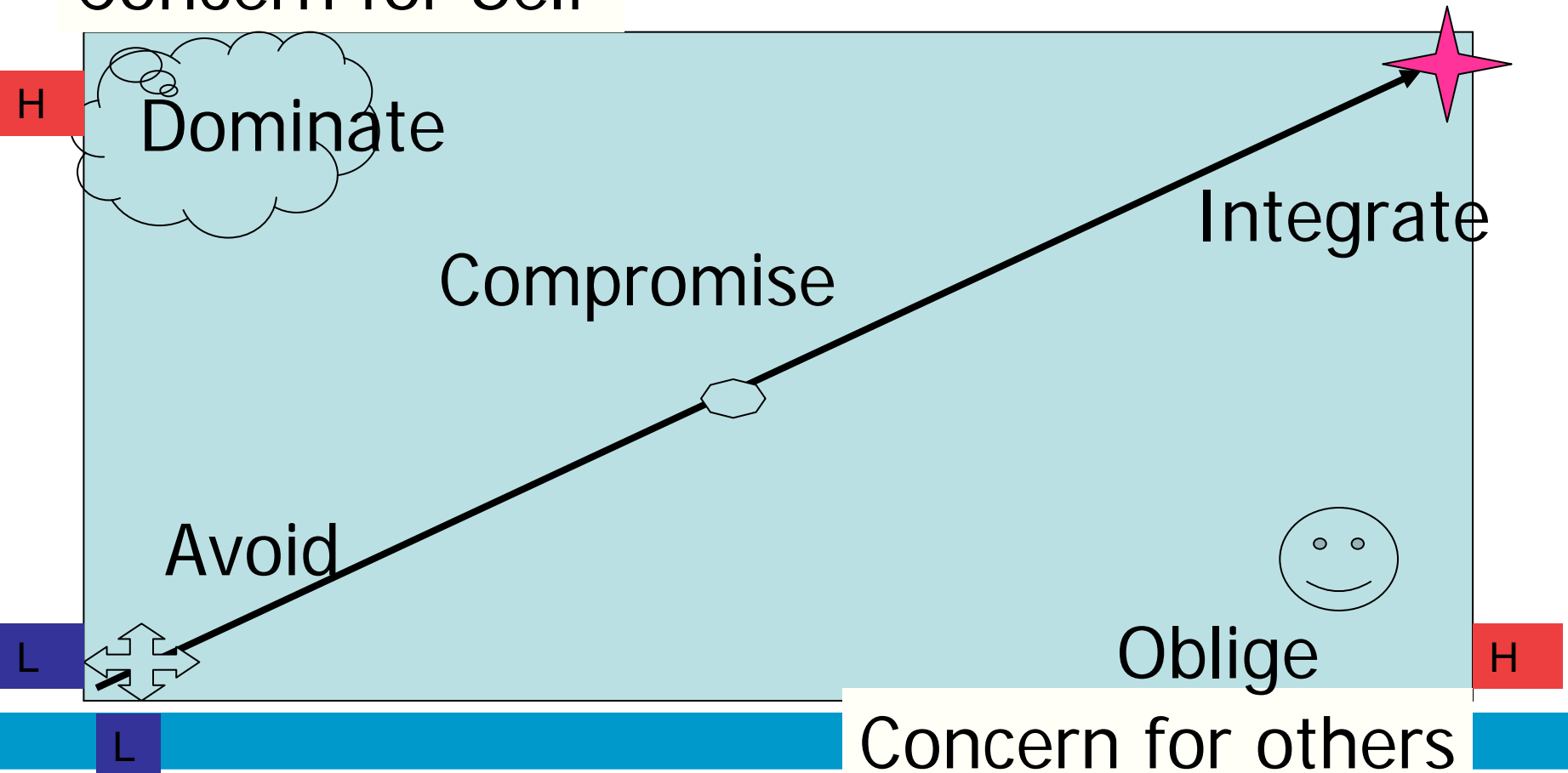


the conflict  
the group

every group  
members to sit  
next to each

# Conflict handling styles

Concern for Self

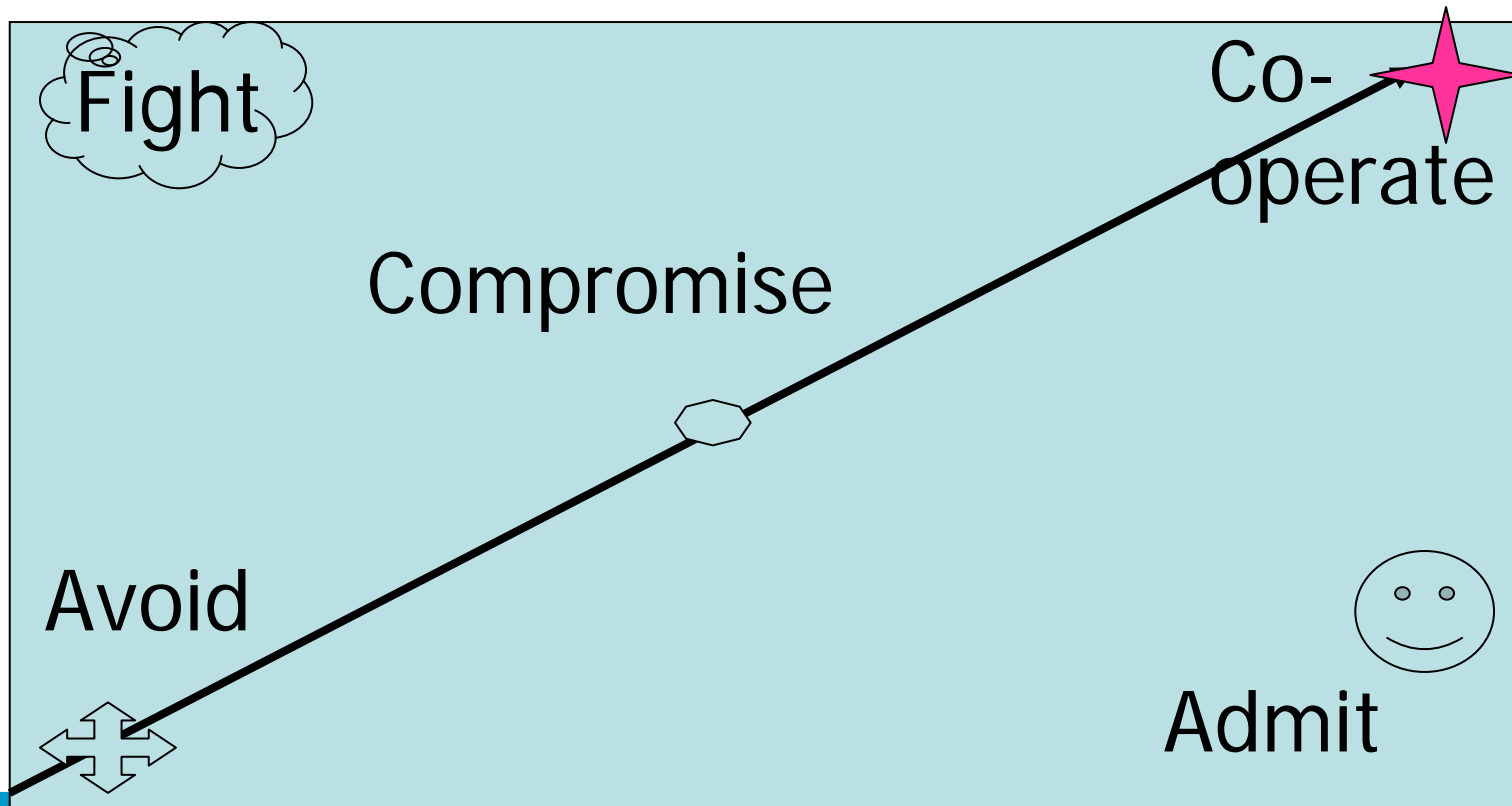


# Creating added value in Negotiations

- <http://knowledge.insead.edu/video/index.cfm?vid=463>
- Use the following strategy to get things on the table
  1. Team members explain what they find unusual about the other's behaviour.
  2. Each person realizes the other's cultural perceptions.
  3. Each person learns how the problem would be handled in the other's culture.
  4. Together, the team develops conflict solutions

# Negotiating styles

Content/task



Relationship

# Negotiations

- 5 strategies
- Concession making: reducing ones goals demands or offers
- Contending: Persuade the other party (threats/positional commitment)
- Problem solving: adopt options that satisfy both goals (skills involved: actual listening/agenda on the table)
- Inaction
- Withdrawal

# Improving team work

- better individual preparation of the team meetings
- stick to your priorities
- summarize conclusions and agreements on paper
- equalize speaking opportunities
- take time to reflect in silence
- create different roles: leader, critic, timekeeper



**COFFEE**



**BREAK**

# International Competencies

- Openness
- Flexibility
- Personal autonomy
- Emotional Strength
- Perceptiveness
- Listening Orientation
- Transparencies
- Cultural Knowledge
- Influencing
- Synergy

**Top 5 ranking Business Professionals:**  
Listening Orientation  
Synergy (Creating Alternatives)  
Acceptance  
Clarity of communication  
Valuing Differences

**Previous Course:**

Synergy

Emotional Strength

Personal Autonomy

Flexibility

Openness

# Working Methods

# Recap (hand-out)

- Personal Values; effect on education
- Knowing your audience: student interviews/  
Communication patterns
- Professional skills in intercultural settings  
translated to the classroom

# UTQ competencies- the lecturer is able to

- To adapt the design of education to intercultural groups
- To adapt his/her classroom communication constructively by making use of the various backgrounds of the students.
- To deal with communication barriers
- To show the added value of cross-cultural co-operation
- To discuss potential sources of conflict
- To adapt the assessment criteria to international dimension in his/her education

# UTQ Competencies- Intercultural Competencies

- **To adapt the design of education to intercultural groups** (Flexibility in behaviour/judgement)
- **To adapt his/her classroom communication constructively by making use of the various backgrounds of the students.** (Clarity of communication, valuing diversity, openness, active listening, influencing)
- **To deal with communication barriers** (Clarity of communication, valuing diversity, openness, active listening, influencing)
- **To show the added value of cross-cultural co-operation** (valuing diversity, synergy, new ways of thinking, exposing intentions)
- **To discuss potential sources of conflict** (reflective awareness/attuned)
- **To adapt the assessment criteria to international dimension in his/her education** (influencing, synergy)