

Effective Intercultural Communication:

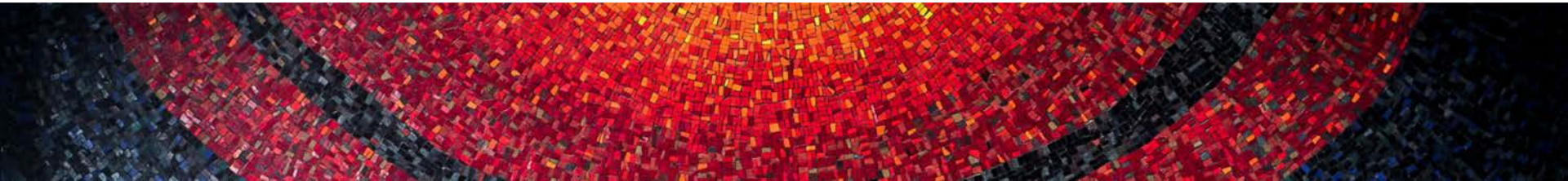
An example of addressing inclusion
and reconciliation



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Session overview

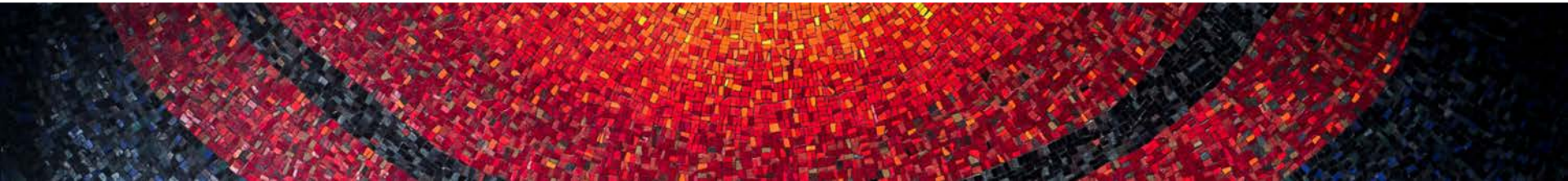
- Why Effective Intercultural Communication
- Curriculum Development and Delivery
- Course Review
- Impact Assessment



kwéleches Hello 안녕하세요 مرحبا Salamat detang السَّلَامُ عَلَيْكُمْ שלום
Sawubona வணக்கம் Dia dhuit ?Abenanas Kamustaka Сайн уу
Здравствуйτε こんにちは Bonjour नमस्ते જય શ્રી કૃષ્ણ Jambo! Ciao
Salve Χαίρετε नमस्ते Hallo Aloha chào bạn 你好 Hola cześć

Your name

- Where does your name come from? Share the story of where your name comes from and what your name means.



Why?

- 92% increase in the number of international students between 2008 – 2015 (CBIE 2016).
- Internationalization at home (Knight, 2008)
- Truth and Reconciliation Commission of Canada's Calls to Action (2015)
- Intentional intercultural program development (Canadian Association of Deans, 2016)



SFU / Burnaby Context

- 73% chance two randomly chosen people will be of a different ethnicity
- SFU is on unceded Coast Salish Territory; the traditional territories of the Musqueam, Squamish and Tsleil-Waututh Nations. Truth and Reconciliation Calls to Action, SFU Aboriginal Reconciliation Council
- 18% of SFU students are International students
- 45 -50% of student population identified as English as Additional Language learners



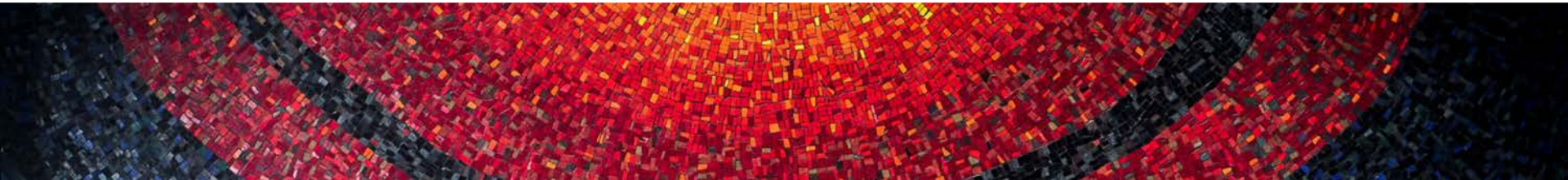
Global Skills for Global Market

Association of American Colleges and Universities reported that:

Nearly all employers (91 percent) agree that for career success, “a candidate’s demonstrated capacity to think critically, communicate clearly, and solve complex problems is *more important than his or her undergraduate major.*”

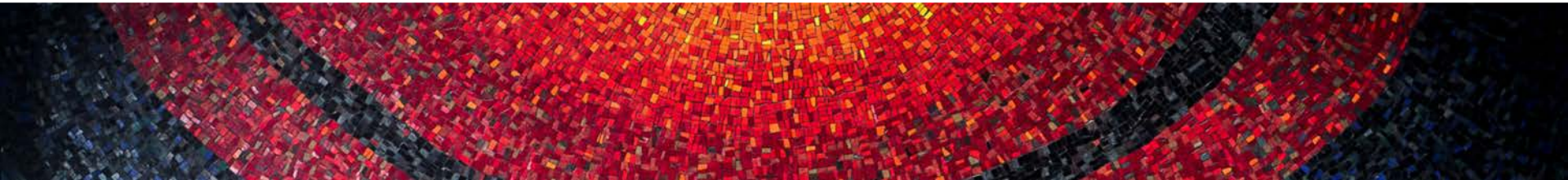
Nearly all employers (96 percent) agree that “all college students should have experiences that teach them how to **solve problems with people whose views are different from their own.**”

More than three-quarters (78 percent) agree that “all college students should **gain intercultural skills and an understanding of societies and countries outside the United States.**”



What: Effective Intercultural Communication

- Online
- Co-curricular Credit
- 6-8 weeks – paced for busy students
- Facilitated
- Rooted in academic frameworks, visually-based, accessible language - plain English



Framework: Culture, more than Nationality or Ethnicity

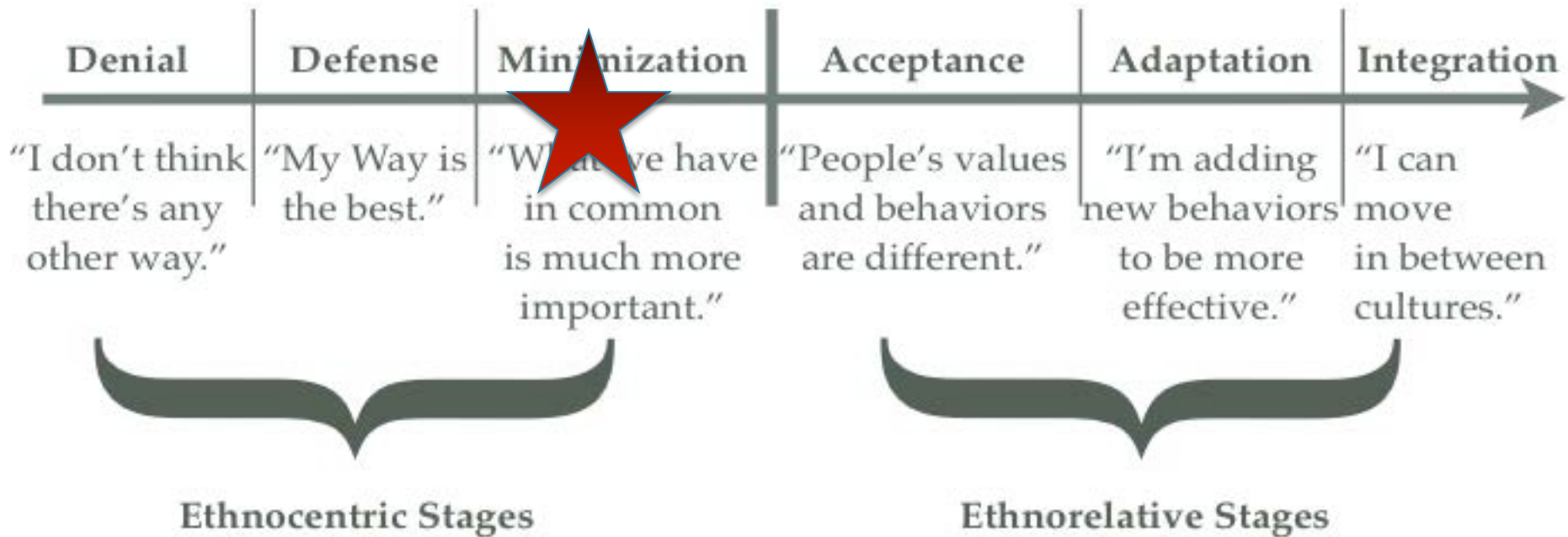
Culture is the shared, often unspoken understanding in a group.... It is a series of lenses that shape what we see and what we don't see, how we perceive and interpret, and where we draw our boundaries.

Often invisible to us culture shapes our ideas of what is important, influences our attitudes and values and animates our behaviours... Each one of us belongs to multiple cultures

Le Baron & Pilay, 2006



Needs Assessment



Milton Bennett (1986) Developmental Model of Intercultural Sensitivity

There are 3 areas to consider when evaluating your intercultural development.



Attitude

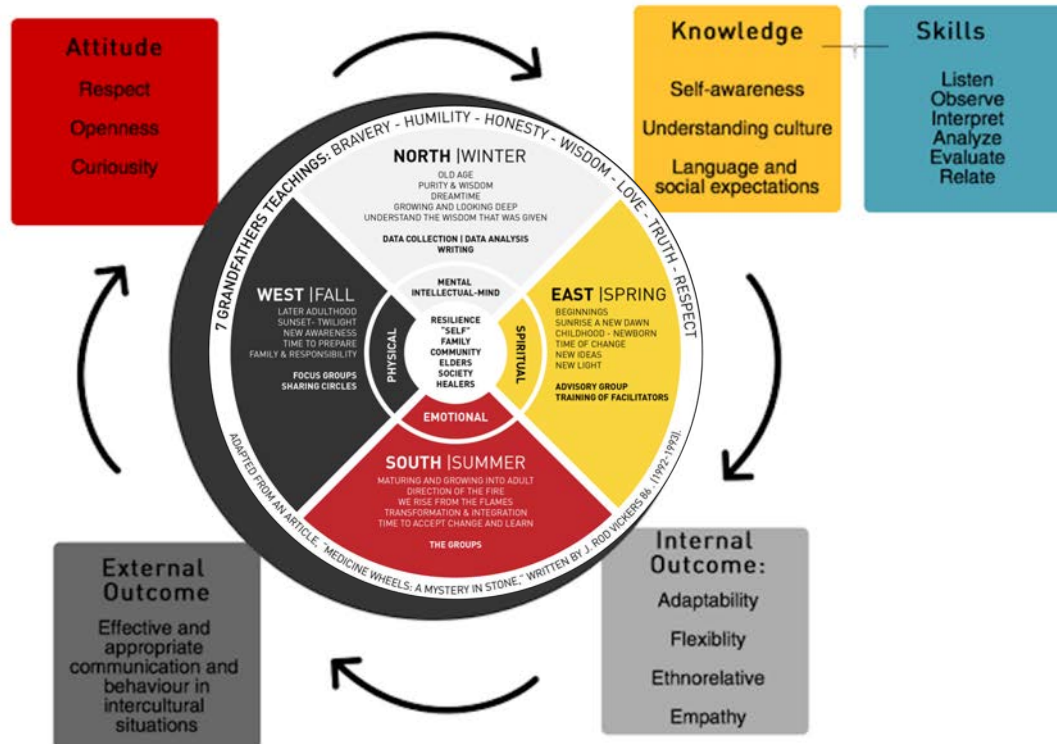


Knowledge



Skill

Intercultural competence is a life-long process: you will revisit this cycle as you go through different life experiences. Your degree of competence depends on how open you are in your attitudes, the breadth of your knowledge and the level of your skills



Design: Better Together

- Collaborative relationships
- Community of Practice
- Continued feedback – the course is alive



EFFECTIVE INTERCULTURAL COMMUNICATION

REGISTRATION DATE:
JANUARY 29TH

Curriculum Overview

<p>⋮ ▾ Getting Started (week 1)</p> <ul style="list-style-type: none">⋮ What Do You Need to Do to Pass?⋮ Why is this important?⋮ Glossary of Intercultural Terms⋮ Assignment: A Story Behind Your Name 0 pts	<p>⋮ ▾ Challenges in Intercultural Communication (week 4) ✓ + ⚙</p> <ul style="list-style-type: none">⋮ The Stories We Don't Want To Tell ✓ ⚙⋮ Power and Privilege ✓ ⚙⋮ Assignment: Reflecting on Power and Privilege 0 pts ✓ ⚙⋮ Truth Telling ✓ ⚙⋮ Being Uncertain ✓ ⚙⋮ Assignment: What do we call each other? 0 pts ✓ ⚙
<p>⋮ ▾ The Foundation (week 2)</p> <ul style="list-style-type: none">⋮ Defining Culture⋮ Exploring the Story of your Cultures⋮ What Does Intercultural Development Mean?⋮ Culture and Communication⋮ Assignment: Respectful Communication 0 pts	<p>⋮ ▾ Strategies for Your Intercultural Development (week 5) ✓ + ⚙</p> <ul style="list-style-type: none">⋮ Stress and Mindfulness ✓ ⚙⋮ Assignment: What's happening? 0 pts ✓ ⚙⋮ Assignment: What's happening part 2 0 pts ✓ ⚙⋮ Emotional Intelligence, Empathy, and Reconciliation ✓ ⚙⋮ Assignment: Scenario: Who Belongs? 0 pts ✓ ⚙⋮ Conclusion? ✓ ⚙⋮ Assignment: Going Forward - Reflection of Learning 0 pts ✓ ⚙
<p>⋮ ▾ Influences on Intercultural Communication (week 3)</p> <ul style="list-style-type: none">⋮ Influences on Intercultural Interactions⋮ Comparing Cultural Influences 0 pts⋮ Communication Styles⋮ Assignment: High Context and Low Context Communication 0 pts	

Curricular Design:

- Visually based
- Videos
- Infographics
- Plain English

Asking What /Who is right?

Many of us are raised to believe that our norms, values, customs and traditions are "normal". As you saw in the [The Stories We Don't Want To Tell](#) your brain is in many ways hardwired to classify and judge. In order to be more interculturally competent you need to learn how to manage your mind and suspend judgement around what is "normal". Being open-minded means that you are able to see and value different perspectives. Consider this famous political cartoon and how it highlights that there is not one right way to be in the world.

Image

source: <http://superkoolsociology.weebly.com/home/cultural-differences>

As you work on developing your intercultural sensitivity you will go through different phases of denial or acceptance of differences. Most of us grow up accepting our culture's standards and norms without questioning that there might be other ways of measuring what is right or wrong. As diversity increases in your community, however, you might question your perceptions and measures of what is "normal" and what is acceptable behaviour.

There are many different communication tools and strategies that can assist you in becoming more competent as a communicator. The following infographic has 4 easy steps to remember.



Suspend Your Judgment

It is normal to have an internal response when encountering difference. The four steps below are ways to manage potentially stressful interpersonal encounters.

1

Observe



Notice when "something's up". Usually an internal reaction, annoyance or judgment.



Step back and notice.

Be aware of any judgments you might be making unknowingly.

Elements of reconciliation woven throughout the course

Reconciliation & Resilience

We all have a role to play in reconciliation in Canada. Watch the video below and consider how you might respond to the [Call to Action from the Truth and Reconciliation Commission](#) .

As we all work on reconciliation it is important to remember to greet each person we meet with dignity, respect, and to see strength and resilience as well as struggle and challenges.

Below is a video of two young women talking about their sacred connection to the land in BC. It is an excellent example of a few things: the resilience of the spirit of First Nations peoples in Canada, the importance of interconnection that many Indigenous people have with the land they live on, and a sense of hopefulness



If you are committed to working on decolonization and reconciliation consider the following ideas. If you are committed to working on confronting the ways colonialism is pervasive in our lives you must accept that this will be an uncomfortable and unsettling process. "In fact, following discomfort, going further into situations and conversations that are unsettling can be a useful strategy cause it helps identify points of contention in our lives where settler colonialism exerts pressure on us through our particular, personal vulnerabilities...." (*Settler*, p. 105)



Reconciliation is not a step by step process. It is a process that asks us all to be committed in not rushing to resolve but continuing to engage with uncertainty and humility.

"It is difficult to unlearn a lifetime of lessons - socializations really - that teach us to believe that discomfort means we are doing something wrong..."

Learning to face fear of uncertainty, learning to dwell in discomfort, from not being in control is an ongoing project that requires the support and help of others, a great deal of critical reflection and time and energy."

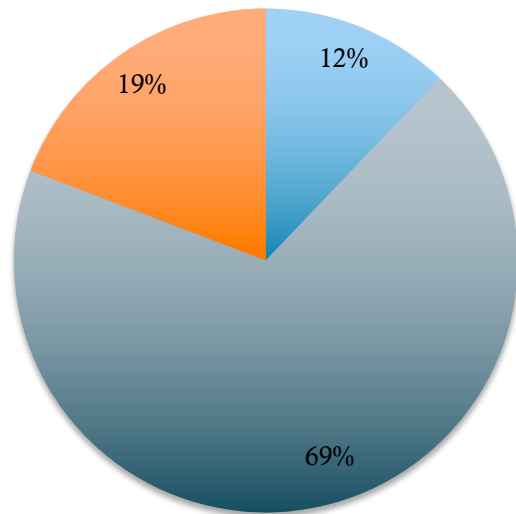
Settler: Identity and Colonialism in 21st Century Canada.
By: Emma Battle Lawman and Adam J. Barker p.106



Impact Summary: Students

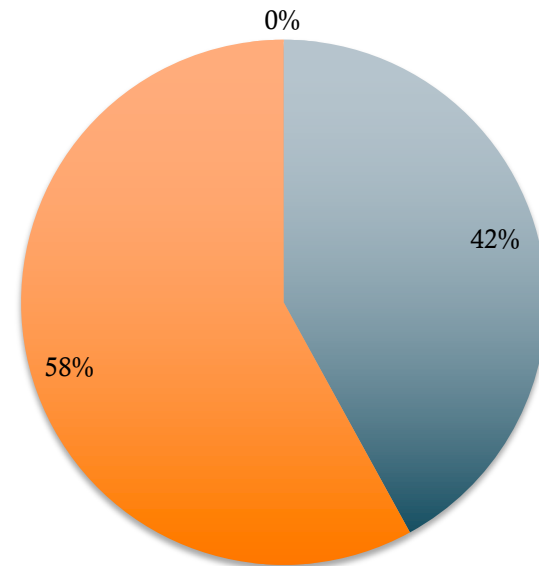
BEFORE

■ Unacceptable ■ Acceptable ■ Exceptional



AFTER

■ Unacceptable ■ Acceptable ■ Exceptional



Student Reflection of Learning

This course has taught me to be more self-aware of my assumptions and unconscious biases that sometimes leads me to miscommunication in my everyday life. By reflecting on my own values and cultural perspective I can be more aware of how my mind filters the world around me. **By being aware of other's different cultural dimensions, stories and communication styles I can reduce my communication barriers and work towards creating more inclusivity in my communities.**

This is important because by working on my intercultural communication **I can be more conscious of the harmful effects of stereotypes, biases and the colonial mindset.** I also learned that it is important to accept and be open about the uncomfortable truths be it my own culture or other cultures. This is **especially important in terms of reconciliation and intergenerational healing for our Indigenous communities and fellow Canadians.**

I have struggled with these uncomfortable stories but it is important to seek truth telling to remove the barriers within our cultures. **I will be sure to practice empathy, mindfulness, active witnessing** and all that I have learned to engage my diverse communities with inclusion, respect and understanding. I am thankful that this course has helped decolonize my mind!



Going Forward

- Staff Professional Development Opportunities
- Beyond Effective Intercultural Communication
- MOU with Camosun College, Thompson Rivers University, University of Guelph

Questions to investigate:

- Longitudinal study
- Employer perceptions



Questions?

