

Intercultural Group Dynamics

Activity 3 Achieving Collaborative Intercultural Dialogue

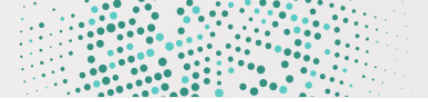




Programme of this module

- Icebreaker activity
- Programme and intended learning outcomes
- Creating student groups
- **Facilitating intercultural group dynamics**
- Creating a learning environment that supports intercultural engagement in a group setting
- Wrapping up activity





Purpose of activity 3

- Explore the impact of culture on group dynamics
- Reflect on the process of collaborative intercultural dialogue as a way
 - to create an inclusive learning environment, and
 - to stimulate meaningful intercultural engagement and intercultural learning.





Intercultural Group Dynamics

Underlying universal social needs

We need

- To belong
- To exert influence
- To give and receive affection

High – Low context continuum

Impact of culture

- Affiliation vs impartial control
- Collaboration vs competition
- Distrust vs trust





Advice to the teacher

In your group

Groups A: Discuss which interventions help improve this group?

Groups B: Discuss which interventions will hinder this group?

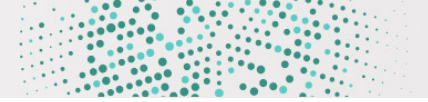
Consider the value differences on the worksheet to develop your interventions in this situation.

You have 10 minutes to prepare your interventions.

Plenary

Explore possible scenarios for moving towards mutually satisfactory solutions and develop a comprehensive piece of advice.



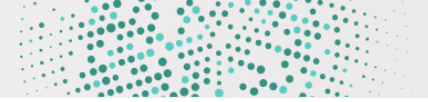


Collaborative intercultural dialogue

A culturally sensitive, respectful inquiry process in which culturally different dimensions of thinking, feeling and seeing are explored with a view to discovering and understanding the background and motivation of all parties involved in the relationship.

- Explore possible scenarios for moving towards a mutually satisfactory solution. How can we work together?
- Assume there is no right way of doing things.
- Always check if your basic assumptions are correct.
- The relationship is equally important as the final outcome.





Elements of the dialogue

- **Clarification:** understanding our respective interests, orientation and situation.
- **Exploration and understanding of underlying needs, motives and 'wants':** what each anticipates from the collaboration.
- **Co-creation:** Reaching a point where understanding has been achieved. Creatively exploring ways to accomplish the goal or vision, moving towards a mutually satisfactory solution, while considering the social needs and personal motives.





Ground rules for the dialogue

- Always start with something positive
- Ask for clarification and / or check if understood correctly
- Suggestions towards differentiated interventions
 - **High Context** – be more assertive and articulate
 - **Low Context** - be more patient and listen first
- Don't assume you are right.





Favourable to Collaboration

- Equal status between members;
- Collaboration is needed to achieve a common goal;
- A social climate that promotes friendships;
- Close and frequent contact, rather than casual;
- The contact is pleasant or rewarding;
- Time is allowed for the group to get to know each other;
- Engagement in collaborative intercultural dialogue;
- There is authority support.

Based on the Contact Hypothesis Model for Intergroup contact





Unfavourable to Collaboration

- Contact that produces competition;
- Contact is unpleasant and involuntary;
- One's group's prestige is lowered as a result of the contact;
- Frustration leads to scapegoating and stereotyping;
- Moral or ethical standards are violated.

Based on the Contact Hypothesis Model for Intergroup contact





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