



## **INTERCULTURAL CONFLICT STYLES & FOUNDATIONS OF INTERCULTURAL COMPETENCE: 16 HOURS TRAINING**

**Content:** As we live, work and manage in an increasingly multicultural society, our success depends more and more upon our ability to recognize and respond appropriately to "cultural" differences. This workshop will give you practical tools to heighten awareness needed to effectively engage with your colleagues and constituents.

**Objectives:**

1. Participant will leave with greater awareness of how culture impacts our cognitive and behavioral response to differences.
2. Participants will learn to be more self and other aware in conflict.
3. Participants will better understand differences that may make a difference when interacting across cultural differences and commonalities in conflict.
4. Begin to practice skills to bridge across differences

### **WHAT IS INTERCULTURAL CONFLICT STYLES MODEL**

The ability to recognize and appropriately respond to "cultural" differences in conflict style is critically important in effectively managing and resolving conflicts. The practical "four-quadrant intercultural conflict style model" developed by dr. Mitchell Hammer provides a rich framework for increasing competence in cross-cultural conflict resolution. This model identifies two core, culturally-learned approaches: (1) direct or indirect strategies for resolving disagreements and (2) emotionally expressive or restrained approaches for dealing with conflict. Combining these approaches results in four cross-cultural conflict styles: discussion, engagement, accommodation and dynamic.

***The intercultural conflict style (ICS) inventory, developed by Dr. Hammer, is the premier assessment tool for identifying fundamental approaches for resolving conflict across cultural and ethnic differences.*** The ICS inventory, based on the four-quadrant intercultural conflict style model, is a self-scoring, easy to use, statistically valid and reliable instrument that will be used during the workshop

**Faculty: Mitchell R. Hammer, Ph.D.**

Dr. Mitch Hammer is President of Hammer Consulting, an intercultural consulting firm and professor emeritus in International Peace and Conflict Resolution from the American University in Washington, D.C. He consults with federal agencies such as the NASA Johnson Space Center, the Federal Bureau of Investigation, and the National Institutes of Health, as well as numerous corporations. Mitch Hammer has published widely, with over fifty articles in various academic and professional books and journals. His book, *Dynamic Processes of Crisis Negotiation: Theory, Research and Practice* (1997), co-edited with Randall Rogan and Clinton R. Van Zandt, was honored with the “Outstanding Book Award” in 1998 by the International Association of Conflict Management. In addition, Mitch Hammer has developed the S.A.F.E. approach for resolving hostage/crisis incidents as well as the *Intercultural Development Inventory* with Milton Bennett.

**1. Setting the stage**

This section will build rapport and bridge to curriculum.

A. PreWork

- i. Group Norms
- ii. Ice Breaker
- iii. Session Expectations
- iv. Current session agenda

**2. UNDERSTANDING THE INTERCULTURAL CONFLICT STYLES(ICS) MODEL**

This section will introduce participants to the INTERCULTURAL CONFLICT STYLES (ICS) MODEL.

A. Defining conflict (from Dr. Mitch Hammer’s framework)

- i. What it is, what it is not
- ii. Variables in conflict

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## B. Understanding the Four Conflict Styles

- i. Accommodation
- ii. Dynamic
- iii. Discussion
- iv. Engagement

### 3. DIMENSIONS OF CONFLICT

This section will introduce participants to the three dimensions of conflict

- A. Material
- B. Symbolic
- C. Relational

### 4. CLOSING & PERSONAL COMMITMENT

This section will give participants an opportunity to reflect on all that was introduced and allow reflection time for what more is needed to increase their competence.

#### A. Personal Commitment

- i. What have you learned in this session you will reflect more on, try immediately, seek more understanding and awareness?

#### B. Closing

- i. As a result of the session, participants will name one of each:
  1. *I will keep doing*
  2. *I will stop doing*
  3. *I will start doing*

## **Foundations of Intercultural Competence Workshop Objectives:**

1. This workshop will introduce participants to the Intercultural Development Continuum that the Intercultural Development Inventory (IDI) is based. Participants will gain a deeper understanding of how people generally experience cultural differences, their strengths and developmental needs to be more effective when interacting across cultural commonalities and differences.
2. This workshop will also introduce participants to the different approaches to diversity & inclusion work and common words, language, definitions and their current meanings. Participants will gain a deeper understanding of how diversity & inclusion work has changed and evaluated over the years and the current impact on their ability to be more effective across cultural commonalities and differences.
3. In addition, this workshop will introduce participants to multiple perspectives of their identity. Participants will gain a deeper understanding of how we are all multicultural beings and that any one of our identities could change or be more under stress in different context. Participants will also gain a deeper understanding of how not to project that stress on other people's experience.
4. Last, this workshop will introduce participants to key intercultural skills vital to effectiveness across differences.

## **1. SETTING THE STAGE –**

This section will do a brief review of the last session and bridge to current curriculum.

- Group Norms
- Ice Breaker
- Conflict Styles Review & Takeaways

## **2. SHARED MEANING**

This section will introduce participants to current language used in the field of DEI

- Diversity
- Inclusion
- Culture
- Equality
- Equity
- Intercultural Competence

## **2. CULTURAL VALUES: DEEP DIVE ON MICRO, MEZZO & MACRO LEVELS**

This section will re-introduce participants to the CULTURAL VALUES CONTINUUM & THE IMPACT ON SELF & SYSTEMS CHANGE

- Review definition of cultural
- Cultural Values Continuum Activity
- Activity – stand on the line (micro, mezzo, macro)
- Individual & Group Reflection worksheet Commonalities & Differences
- So what, now what

## **3. INTERCULTURAL TOOL: INTENT & IMPACT**

This section will introduce participants to the tool of intent & impact to use in times of misunderstand, misperception and conflict

- Review Intent & Impact Framework
- Give example for partner work
- Activity – with partner to practice the tool
- Individual & Group Reflection
- So what, now what

## **4. INTERCULTURAL TOOL: TRI**

This section will introduce participants to the tool of TRI: Transparency, Reciprocity & Inquiry to use in times of curiosity when there is little to no relationship

- Review TRI Framework
- Give example for partner work
- Activity – with partner to practice the tool
- Individual & Group Reflection
- So what, now what

## **5. INTERCULTURAL TOOL: VAI**

This section will introduce participants to the tool of VAI: Validate, Appreciate, Investigate to use in times of rebounding or misunderstandings.

- Review VAI Framework
- Give example for partner work
- Activity – with partner to practice the tool
- Individual & Group Reflection
- So what, now what

## 6. CLOSING & PERSONAL COMMITMENT

This section will give participants an opportunity to reflect on all that was introduced and allow reflection time for what they will use moving forward.

### A. Personal Commitment

i. What have you learned in this session you will reflect more on, try immediately, seek more understanding and awareness?

### B. Closing

i. As a result of the session, participants will name one of each:

1. *I will keep doing*
2. *I will stop doing*
3. *I will start doing*



**Phyllis Braxton-Frierson** is the CEO and Founder of PINK Consulting, LLC and The PINK Brand. She has been in the D&I field for nearly 20 years. Phyllis is a native of Moss Point, Mississippi and has resided in Minneapolis, Minnesota for the last 24 years. She is a daughter of Viola & Sammie Braxton, mother to Ivy Zaire and wife to Marcus Frierson III.

Prior to starting PINK Consulting, LLC 13 years ago she worked for several organizations and educational institutions. Phyllis was an adjunct professor teaching graduate level courses in diversity, received her master's degree all at the University of Minnesota and earned her bachelor's degree from Morris Brown College in Atlanta, Ga. Phyllis served as Co-Director and team leader for Minnesota S.E.E.D. (Seeking Educational Equity and Diversity).

She also served as an adjunct faculty member of St. Mary's University Culturally Responsive Teaching Certification Program. She is a training team member of the Blandin Foundation's Leading in Ethnically Diverse Communities, a certified administrator and member of the Intercultural Development Inventory (IDI) Training Faculty, Intercultural Conflict Styles (ICS), Cultural Detective, Myers-Briggs Type Inventory (MBTI) and The Leadership Circle Profile (a 360-degree feedback leadership tool).

Phyllis is also the proud founder of Girl Scout River Valleys Beta Gamma Sigma Girl Scout Program started in 1998, and 25 year Silver Star member of Alpha Kappa Alpha Sorority, Inc. Finally, she recently graduated from St. Catherine's University/University of St. Thomas Masters of Clinical Social Work Program and is now a Licensed Graduate Social Worker (LGSW). Her mission is to serve and support women and girls with an emphasis on females of color effected by personal, cultural and environmental trauma with trauma-informed, evidence-based treatment.

PINK Consulting provides counseling, intercultural assessment, training and development, personal and professional coaching, keynote and motivational speaking to individuals and organizations nationwide.