



# **CULTURE, COMMUNICATION, AND CONFLICT:**

**A Certificate Program  
for Educational Leaders  
Navigating Today's  
School Environment**



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CONFLICT  
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CENTER.**



# Group Agreements

Show Respect

Listen with Compassion

Share the airtime when in breakout discussions

Honor Confidentiality



# ROAD MAP

Positive Culture with Greater Productivity



# THE ART OF INCLUSIVE COMMUNICATION

## Learning Outcomes

In this workshop, we will reinforce a **mindset of inclusiveness**.

- Reflect on our **personal history**, our **own biases**, and our **communication style**.
- Effectively **embrace, listen to, and process diverse cultural-** and **identity-related** interactions to become more **inclusive**.



**“WE HAVE NO HOPE OF SOLVING OUR  
PROBLEMS WITHOUT HARNESSING  
THE DIVERSITY, THE ENERGY, AND THE  
CREATIVITY OF ALL OUR PEOPLE.”**

**- *ROGER WILKINS***

*Civil Rights Leader, History Professor, and Journalist*



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# HUMBLE INQUIRY

Humble inquiry is the fine art of drawing someone out, of asking questions to which you do not already know the answer, of building a relationship based on curiosity and interest in the other person.

- Edgar Schein



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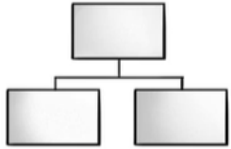
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## BREAKOUT

- **What stood out for you about a leader's sources of power?**
- **How do these sources of power show up in educational settings? Which do you use?**
- **How does humble inquiry relate to being an inclusive leader?**



# Social Power



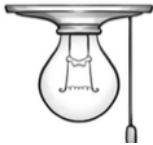
**Legitimate Power**



**Reward Power**



**Coercive Power**



**Referent Power**



**Expert Power**





# TYPES OF COGNITIVE BIASES THAT BLOCK OUR ABILITY TO LEAD INCLUSIVELY

## In-Group Bias

is the tendency to favor one's own group, particularly in reference to other groups. (Dictionary of Psychology)

## Confirmation Bias

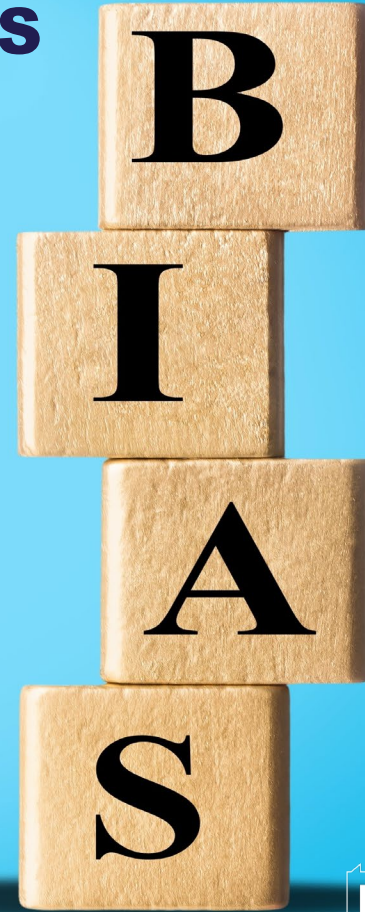
is the tendency to look for information that supports, rather than rejects, one's preconceptions. (American Psychological Association)



# OVERCOMING THE IMPACT OF BIAS

What is the benefit of being aware of your biases as an educational leader?

What are some concrete actions you can take to overcome the impact of bias, including in-group and confirmation, in your school, classroom, and/or district?





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# TYPES OF COGNITIVE BIASES THAT BLOCK OUR ABILITY TO LEAD INCLUSIVELY

## Polarization Bias

The movement toward opposite extremes of a continuum of viewpoints or opinions.

## False Polarization Bias

When one believes that those with opposing view are more extreme than they are and that there are more people who hold these extreme views, reinforcing additional polarization.  
(National Institutes of Health)

# Hammer's Conflict Style Inventory

Direct  
Communication

Discussion  
Style

Engagemen  
t  
Style

Indirect  
Communication

Accommodation  
Style

Dynamic  
Style

Emotionally Restrained

Emotionally Expressive

- What are the strengths of your style?
- How do you want people to show respect to your style?
- How can you show respect to people with other styles?

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## BREAKOUT

- What are the strengths of your style?
- How do you want others to show respect to *your* style?
- How do you show respect to people with *other* styles?



# INTERCULTURAL DEVELOPMENT CONTINUUM

Adapted from Bennett's Model of Intercultural Sensitivity

MONOCULTURAL MINDSET

MULTICULTURAL MINDSET



**Lacking  
Awareness**

**Some  
Awareness**

**Minimized  
Awareness**

**Heightened  
Awareness**

**Recognized  
Awareness**

Denial  
of other cultures

Polarizing view  
of other cultures

Assumes we  
are alike

Curious and open  
to cultures

Actively adapt  
to cultures



## BREAKOUT

- **Where would you place yourself on this continuum?**
- **Share a time when you were at a different place and what led to the change in your position.**



## A CTIVE AWARENESS

- ▶ Remain nonjudgmental of the other person
- ▶ Refrain from projecting your mindset onto the employee
- ▶ Manage your neutrality/Check your reaction

## R ESPOND RESPECTFULLY

- ▶ Utilize questions to engage the individual
- ▶ Acknowledge emotions and experiences
- ▶ Connect what they are saying to their needs

## T ROUBLESHOOT TOGETHER

- ▶ Help them gain better understanding of (not agreement with) of the others' perspectives
- ▶ Focus on needs in order to work comfortably despite the different perspectives

**TIPS FROM THE INTERCULTURAL  
DEVELOPMENT INVENTORY ON  
INTERACTING WITH OTHERS**



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# The ART of Inclusive Communication

- **Humble Inquiry**
- **A Leader's Sources of Power**
- **Bias**
- **Conflict Styles**
- **Intercultural Development Continuum**

**What is one takeaway for you from this session?**

## WHAT'S NEXT?

- **The Bystander Challenge + Belonging**



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