Contextual Communication; communication differences relevant to our profession
[running as loop and fullscreen while participants enter the room]

• http://www.youtube.com/watch?v=NjTtFvLD_bE
CONTEXTUAL COMMUNICATIONS; communication differences relevant to our profession

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YOU CANNOT NOT COMMUNICATE
How many circles do you see?
Effective communication

(Albert Mehrabian model)
Effective (contextual) communication

• Communicating takes place in context. With or without words.

• Conveying messages or understanding messages is always there.

• Context or words as means of expression is culturally dependent.
Levels of communicating

High level context

• A lot of unspoken information is *implicitly* transferred during communicating.
• Hofstede: collectivistic approaches for regulating professional interactions

Low level context

• A lot of information is exchanged *explicitly* through the message itself and rarely *implicit* or hidden.
• Hofstede: individual approaches for regulating professional interactions
Tallinn versus Chicago & mental map for navigating
Common problems

people, culture, organization

lack of control
Cultural Types: The Lewis Model

Key:
- **Blue** = linear-active - cool, factual, decisive planners
- **Red** = multi-active - warm, emotional, loquacious, impulsive
- **Yellow** = reactive - courteous, amiable, accommodating, compromiser, good listener

Linear-active, multi-active, reactive variations

http://www.crossculture.com/rlcintro.html
When Cultures collide: Richard Lewis (dividing cultures)

<table>
<thead>
<tr>
<th>LINEAR-ACTIVE</th>
<th>MULTI-ACTIVE</th>
<th>REACTIVE</th>
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</thead>
<tbody>
<tr>
<td>Talks half the time</td>
<td>Talks most of the time</td>
<td>Listens most of the time</td>
</tr>
<tr>
<td>Does one thing at a time</td>
<td>Does several things at once</td>
<td>Reacts to partner’s action</td>
</tr>
<tr>
<td>Plans ahead step by step</td>
<td>Plans grand outline only</td>
<td>Looks at general principles</td>
</tr>
<tr>
<td>Polite but direct</td>
<td>Emotional</td>
<td>Polite, indirect</td>
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<tr>
<td>Partly conceals feelings</td>
<td>Displays feelings</td>
<td>Conceals feelings</td>
</tr>
<tr>
<td>Confronts with logic</td>
<td>Confronts emotionally</td>
<td>Never confronts</td>
</tr>
<tr>
<td>Dislikes losing face</td>
<td>Has good excuses</td>
<td>Must not lose face</td>
</tr>
<tr>
<td>Rarely interrupts</td>
<td>Often interrupts</td>
<td>Doesn’t interrupt</td>
</tr>
<tr>
<td>Job-oriented</td>
<td>People-oriented</td>
<td>Very people-oriented</td>
</tr>
<tr>
<td>Uses mainly facts</td>
<td>Feelings before facts</td>
<td>Statements are promises</td>
</tr>
<tr>
<td>Truth before diplomacy</td>
<td>Flexible truth</td>
<td>Diplomacy over truth</td>
</tr>
<tr>
<td>Sometimes impatient</td>
<td>Impatient</td>
<td>Patient</td>
</tr>
<tr>
<td>Limited body language</td>
<td>Unlimited body language</td>
<td>Subtle body language</td>
</tr>
<tr>
<td>Respects officidom</td>
<td>Seeks out key person</td>
<td>Uses connections</td>
</tr>
<tr>
<td>Separates the social and professional</td>
<td>Interweaves the social and professional</td>
<td>Connects the social and professional</td>
</tr>
</tbody>
</table>
BRIDGING THE GAP

ASSESSING (‘ JUDGING’ )
Ingredients of active listening

• 5 key elements to active listening:

1. Pay Attention
2. Show That You're Listening
3. Provide Feedback
4. Defer Judgment
5. Respond Appropriately
Notes for the observers:

– Listen patiently
– Take note on what you see, hear, feel
– Capture direct quotes
– Write down your immediate thoughts without worrying about an interpretation
– Capture themes and questions that you have
– How do people interact?
– What frustrates/motivates the persons?
– What do the people care about most?
– What was most surprising/memorable?
Group work

Group in 2 or 3, use examples to create a dialogues out of a given role.

2-3 actors, 1 observer, 10 min’

Main questions (for observer)
• How do you BUILD cooperation?
• How do you MAINTAIN cooperation?
• How do you SUSTAIN cooperation?

Feedback 2’ per group
Feedback

• Feedback per group + observer notes
• Discussion
• What works? What doesn’t work?
  – the obstacles and how to overcome them
Intercultural (contextual) communication in practice - tools

• ‘Ingredients’ of a professional contextual communication
• Navigating tool(s) (eg. Lewis model, levels of communications)
• Active listening (5 key elements)
• Build, maintain and sustain a collaboration
• Model of the CDWG (‘Frank’)
• EARMA Mapping
Participation in EARMA conference in Lulea
• On behalf of the Working Group: Cultural Diversity in RMA

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