



# Global**People** CPD Tools

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Intercultural Learning through Journaling

## The 3R Reflect Tool

### Developing **Evaluation Sensitivity** in Intercultural Encounters

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This template can be used freely with acknowledgement. Please reference:

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## Intercultural Learning through Journaling

### Introduction to the 3R Reflect Tool

It is very widely accepted in the intercultural field that people benefit from reflecting on intercultural encounters. A number of different reflective steps, with associated acronyms, have been proposed to aid this process, including the following:

D.I.E. [Describe, Interpret, Evaluate]: Developed by Janet Bennett and Milton Bennett in 1975 and currently available from <http://www.intercultural.org/die.php>

O.D.I.S. [Observe, Describe, Interpret, Suspend evaluation]: Proposed by Stella Ting-Toomey in her 1999 book *Communicating across Cultures* (Guilford Press)

O.S.E.E. [Observe and listen to what is happening; State objectively what is happening; Explore different explanations for what is happening; Evaluate which explanations are the most likely ones]: Proposed by Darla Deardorff and available in K. Berardo and D. Deardoff (eds.) (2012) *Building Cultural Competence. Innovative Activities and Models*, Activity 3 (Stylus Publishing)

However, in our experience at the University of Warwick, people typically need fuller guidance and explanations for the various steps, at least until they have become familiar with the process. Our **3R Tool** offers this more detailed guidance through a template with prompts. It can be used repeatedly to help people develop *evaluative sensitivity* in their reactions to unexpected intercultural encounters.

# Intercultural Learning through Journaling

## The 3R Tool

### Developing Evaluation Sensitivity in intercultural encounters

To help you develop **evaluation sensitivity**, i.e. to learn to manage your reactions to unexpected intercultural encounters, we recommend you to do the following:

- ✓ Keep a record each week of an experience that *surprised* you or that you found *unusual, puzzling, irritating, upsetting, very pleasing* or *significant* in some way;
- ✓ Explain as best you can *why* you felt as you did;
- ✓ *Discuss your experience* with a 'Culture Learning Colleague' (a chosen partner who is, if possible, from a different cultural background to you);

Your portfolio is confidential to you and your 'Culture Learning Colleague', but we will ask you to select entries to submit for assessment. When writing your journal, you will be engaging with a development tool (the 3R tool) which guides you with prompts to *Report, Reflect* and *Re-evaluate* your experiences. This 3-step tool should help structure your thinking on your experience(s) and help you deepen your intercultural sensitivity and competence.

To help you develop behavioural flexibility in your intercultural encounters, we recommend that you use our complementary tool, the **4S Stretch** tool.

On the following pages, you will find a template which you can use when recording your 3R accounts.

### Remember the 3R prompts!

- ✓ **R**eport the facts of what happened.
- ✓ **R**eflect on why it happened.
- ✓ **R**e-evaluate after discussing with others.

# The 3R Tool<sup>1</sup>

## 1. **Report** the facts of what happened & how you reacted



### ***Factual Report***

Remember to give as much detail as possible:

- Describe the setting<sup>2</sup>
- Identify who was involved<sup>3</sup>
- Explain step by step what happened.<sup>4</sup>
- Describe your reaction<sup>5</sup>

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<sup>1</sup> Use this template for writing about your intercultural experiences.

<sup>2</sup> e.g., date, time, place.

<sup>3</sup> For each person, note as much detail as possible such as gender, age (older, similar, younger), nationality, relationship to you.

<sup>4</sup> Record the facts of what happened.

<sup>5</sup> Record the emotions you felt and how strongly you felt (e.g. *extremely* offended, *very* happy, excited, *a little* irritated, pleased, etc.).



## 2. *Reflect* on what happened

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### *Personal Reflections*

Note down:

- Reasons for your reaction<sup>6</sup>
- Possible underlying influences<sup>7</sup>
- Alternative influences/explanations<sup>8</sup>

### *Colleague's Comments/Interpretations*

Now note down:

- Your colleague's comments/interpretations of what happened<sup>9</sup>

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<sup>6</sup> Explain why you reacted as you did.

<sup>7</sup> What typical patterns of behaviour (i.e. behavioural conventions) and/or underlying assumptions, values or beliefs might be influencing your reactions?

<sup>8</sup> What alternative (different) behavioural conventions and/or underlying assumptions, values or beliefs might be influencing the other person's behaviour? Remember – behaviour is influenced by (idiosyncratic) personal and situational factors, not just cultural factors.

<sup>9</sup> Discuss your experience with your colleague and ask them to give their thoughts about what happened, including possible differences in the behavioural conventions and/or underlying assumptions, values or beliefs of the participant(s) involved in your intercultural experience.

### 3. *Re-evaluate* what happened

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#### *Personal Learning*<sup>10</sup>

- Revised understanding(s) of what happened

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<sup>10</sup> Explain how **you** now interpret and evaluate the experience. Please note that your interpretation may develop and change over time. As your knowledge of interculturality develops and deepens, you may want to revisit earlier experiences and add to your reflections.