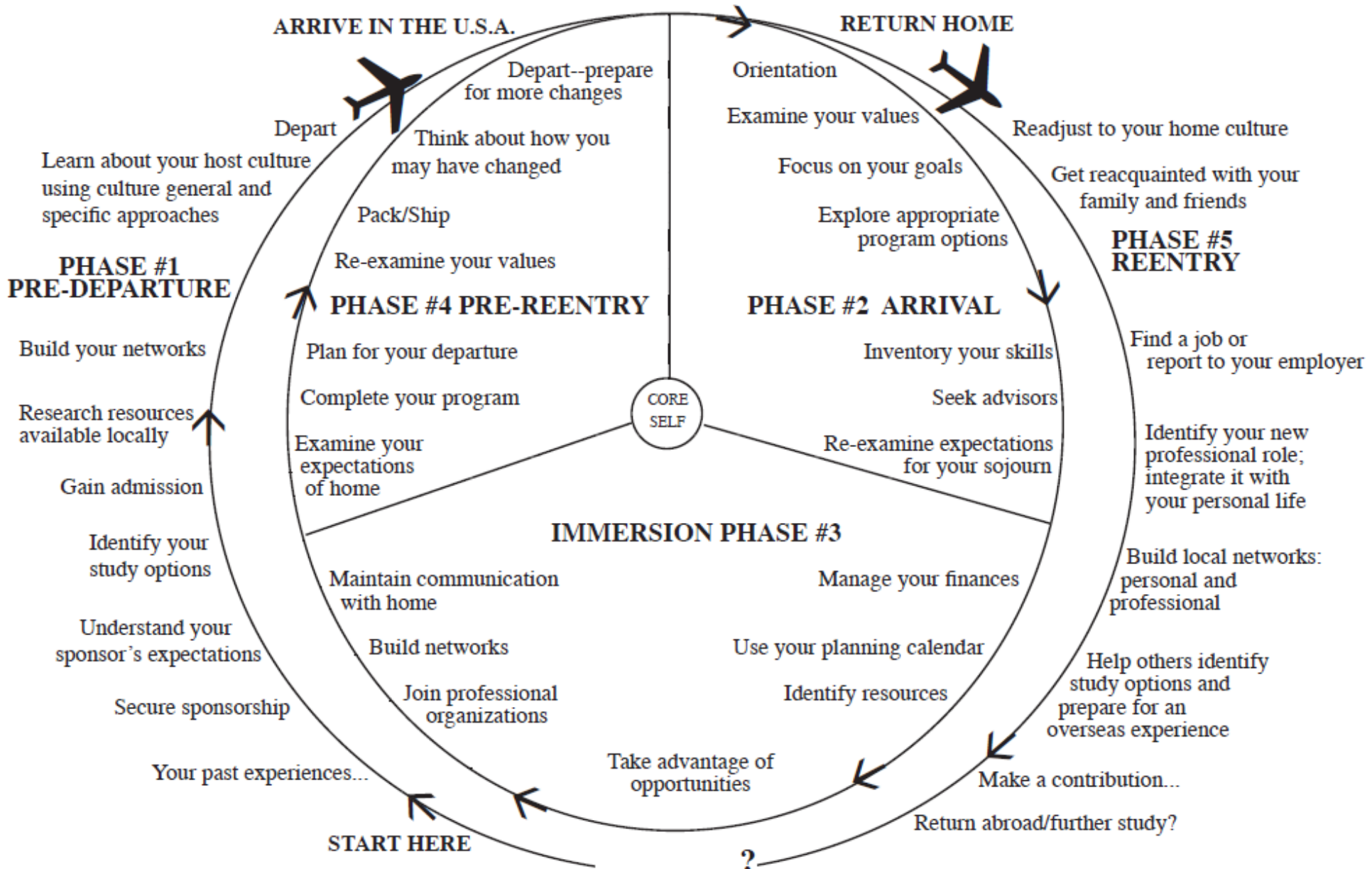


Intercultural Competences for Outgoing Students - ICOS



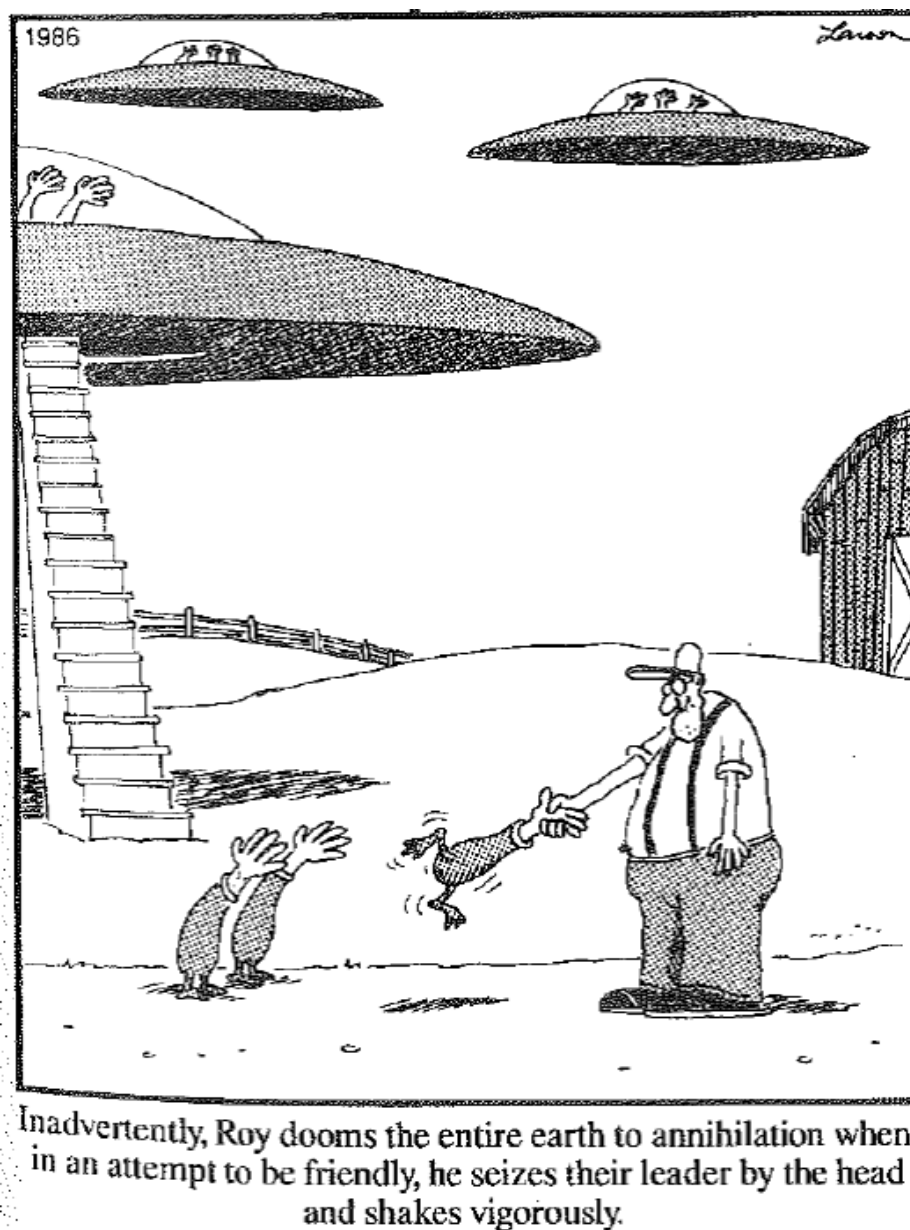
Susan Schärli-Lim, Dilyara Müller-Suleymanova & Christine Benson

THE STUDY-ABROAD PROCESS: A Model



Source: Denny, Martha. *Going Home: A Workbook for Reentry and Professional Integration*. Washington, DC: NAFSA: Association of International Educators, 1987. adapted by Bruce La Brack for SIIC 2005

Cultural encounters



Larson, 2003

Core Georgetown Study findings: To what extent do traditional “immersion” practices foster intercultural learning?

- | • Immersion practices | • Impact |
|---|----------------------|
| • Send students abroad for longer periods | • Limited |
| • Take steps to improve SL proficiency | • None |
| • Enroll in host school classes | • None |
| • Doing Internships, service learning | • None |
| • Maximizing contact with host nationals | • None |
| • Being housed in home stays | • None |
| • Home stays | • Yes when engaged |
| • Pre departure cultural orientation | • Yes, some |
| • Cultural mentoring | • Yes HIGHEST IMPACT |

More than one story



Please go to the
following website

<https://www.morethanonestory.org/en>

Why is intercultural competence important?



Why is intercultural competence important

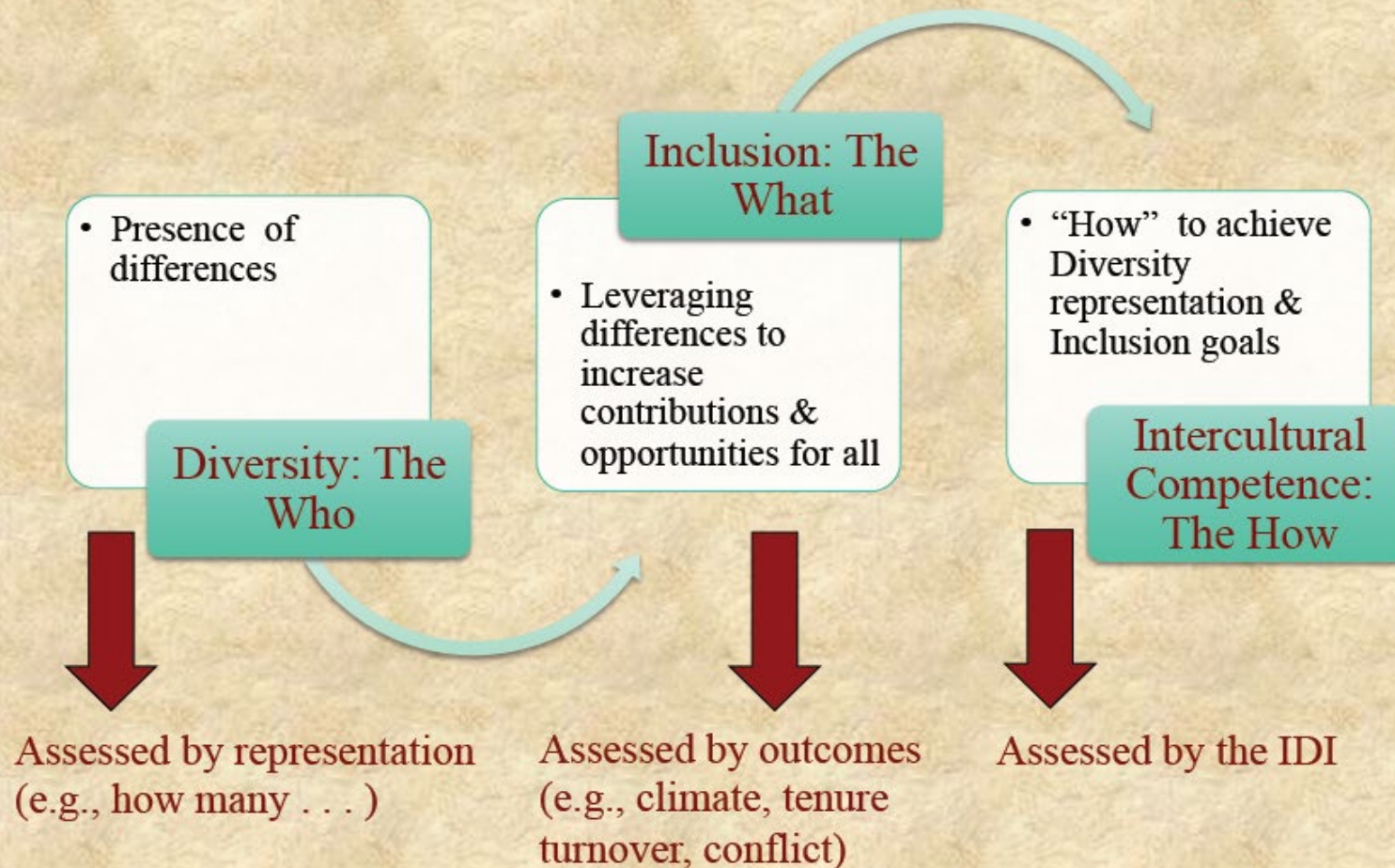
- Three-quarters of the world's major conflicts have a cultural dimension. Bridging the gap between cultures is urgent and necessary for peace, stability and development (United Nations, 2020)
- UNESCO Futures of Education (2050) indicates the importance of global & intercultural competence for our future generation (Arvantis et. Al.,2021)
- La Veist, Gaskein and Richard (2009): «researchers have determined that between 2003 and 2006 the combined direct and indirect costs of health disparities in the US was \$1.24 trillion» - it is cost effective!
- Sustainable Development Goals 4 – Quality education; Goal 16 – promote peaceful and inclusive societies (United Nations, 2021)
- Hammer (2017) Encourages effectiveness and innovation within teams
- Will work towards world peace (many interculturalists)
- Megatrends: Diversity, Generation global, global migration, Womanomics (Zürcher Fachhochschule, 2018)

Intercultural Competence



- The capability to shift cultural perspective and adapt—or bridge--behavior to cultural commonality & difference
- Deep cultural self-awareness
- Deep understanding of the experiences of people from different cultural communities—in perceptions, values, beliefs, behavior and practices
- Behavioral shifting across these various cultural differences

How We View Intercultural Competence



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Core intercultural competences

- **increase cultural and personal self awareness** through reflecting on own experiences;
- **increase awareness of others** within own cultural and personal contexts;
- learn to **manage emotions** in the face of ambiguity, change, and challenging circumstances & people
- learn to bridge cultural gaps—which is to say, **learn to shift frames and adapt behavior to other cultural contexts.**

Cultural Generalisations **vers.** Cultural Stereotypes



- The tendency of a majority of people in a cultural group to hold certain values and beliefs and to engage in certain patterns of behaviour.

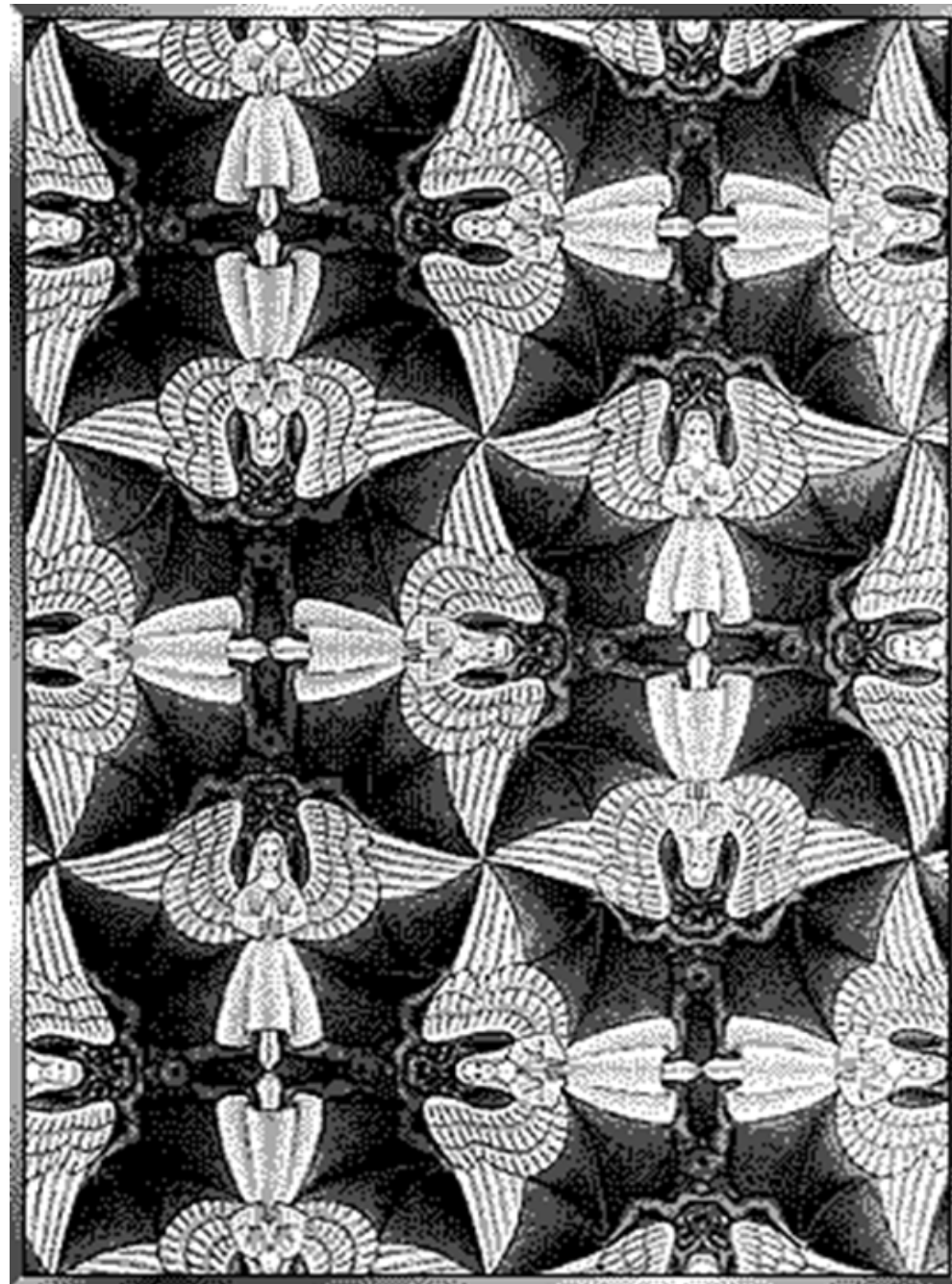
The application of a generalisation to every person in a cultural group.

Bennett, 2013

The same picture?



Bucher, 2010



M.C. Escher

Perception



Nach Derregowsky

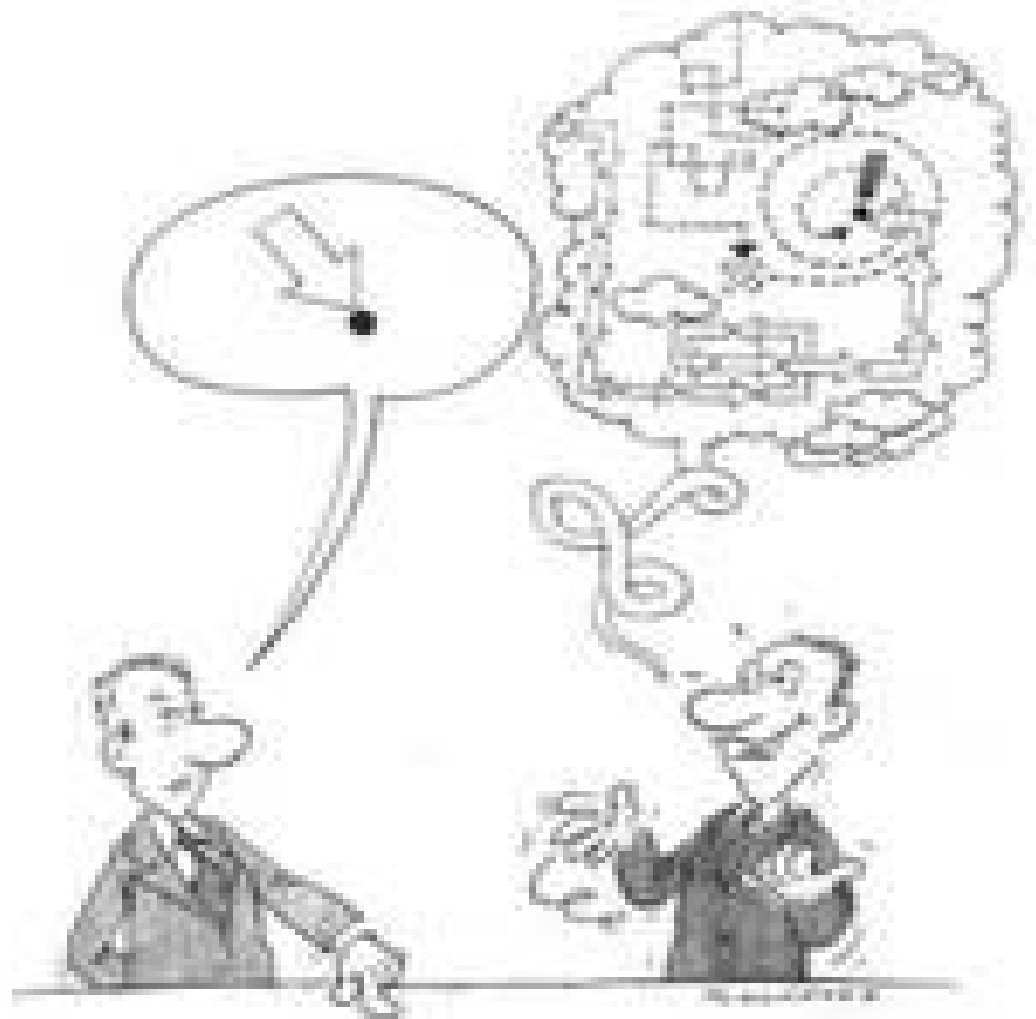
Bucher, 2010

Communication Styles

- Chatter



Indirect and direct

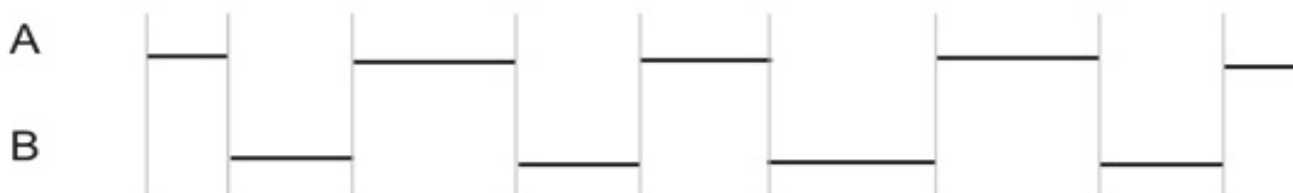


The use of silence

Latin



Anglo Saxon



Oriental



High Context Countries; Asia, South Europe

Low Context; The Netherlands: North West Europe, parts of US.





What the British say	What the British mean	What others understand
I hear what you say	I disagree and do not want to discuss it further	He accepts my point of view
With the greatest respect...	I think you are an idiot	He is listening to me
That's not bad	That's good	That's poor
That is a very brave proposal	You are insane	He thinks I have courage
Quite good	A bit disappointing	Quite good
I would suggest...	Do it or be prepared to justify yourself	Think about the idea, but do what you like
Oh, incidentally/ by the way	The primary purpose of our discussion is...	That is not very important
I was a bit disappointed that	I am annoyed that	It doesn't really matter
Very interesting	That is clearly nonsense	They are impressed
I'll bear it in mind	I've forgotten it already	They will probably do it
I'm sure it's my fault	It's your fault	Why do they think it was their fault?
You must come for dinner	It's not an invitation, I'm just being polite	I will get an invitation soon
I almost agree	I don't agree at all	He's not far from agreement
I only have a few minor comments	Please re-write completely	He has found a few typos
Could we consider some other options	I don't like your idea	They have not yet decided

Wie kann man indirekt «Nein» sagen

- Stellen Sie eine Frage
„Wie ist der Zusammenhang zu unserem Projekt?“
- „ Ja, aber... “ oder „*Ja, sofern nicht ...* “
„ Ja, wir können Ihren Auftrag zeitgerecht ausführen, sofern nicht noch etwas dazwischen kommt“
- Entschuldigung
„ Es tut mir Leid “
- Ja (Nein)
Im Prinzip bin ich mit Ihnen einverstanden
- Antwort hinauszögern
 - „Wir tun unser Bestes, um den Termin einzuhalten“
 - „Ich denke darüber nach.“
- Thema wechseln
„Diese Frage müssen wir jetzt nicht beantworten.“

Janet Bennett, 2013



Space



Space in Japan



The car accident dilemma

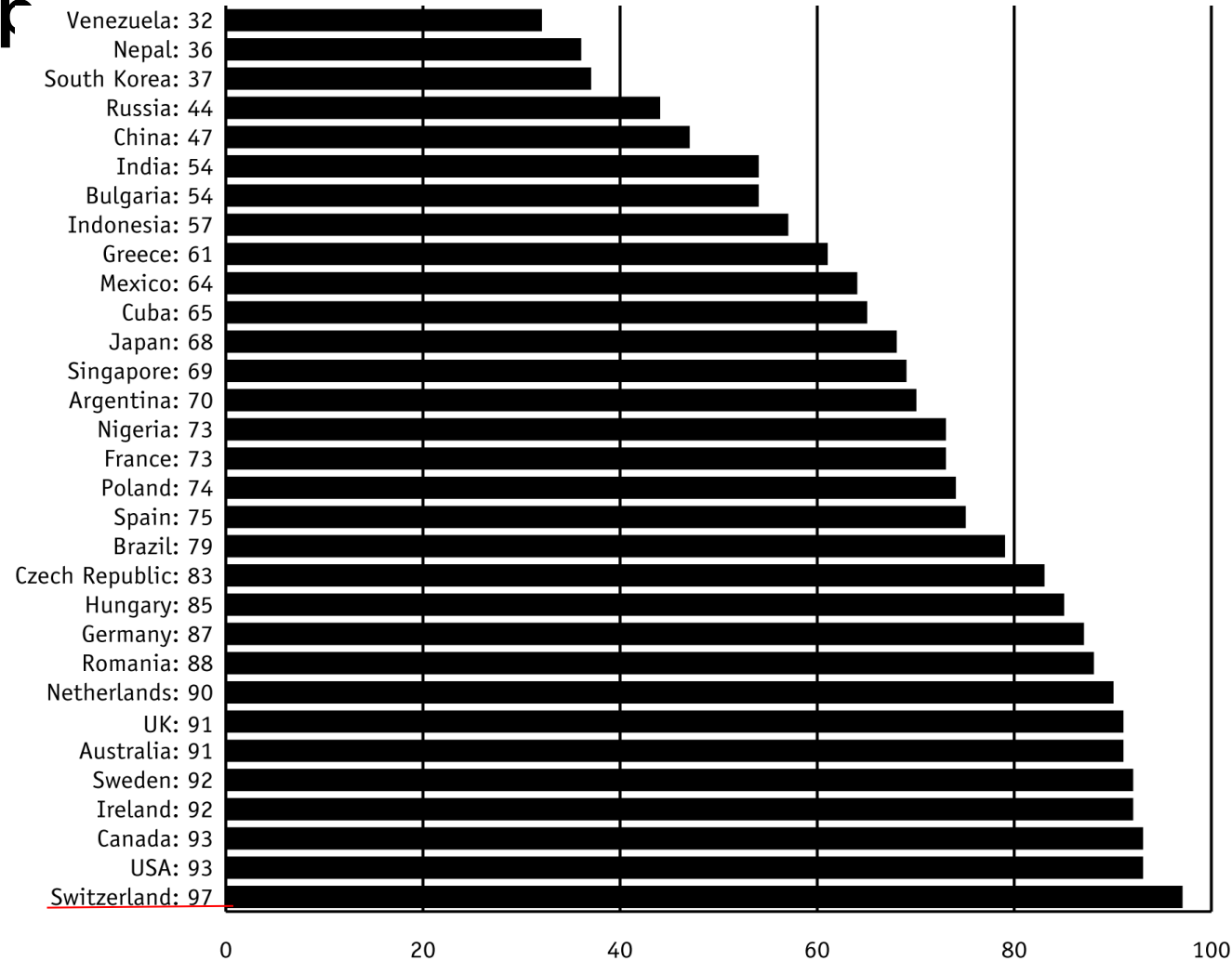
You are riding in a car, a close friend is driving. He hits a pedestrian, the pedestrian is injured. You know he was going at least 50 km/h where the maximum allowed speed is 30 km/h. There are no witnesses. His lawyer says that if you testify under oath that he was only driving 30 km/h it will save him from serious consequences.

**Would you commit
perjury in court?**

Trompenaars & Hampden-Turner, 2021

Two values in apparent conflict

Relationship



Trompenaars & Hampden-Turner, 2021

Seven dimensions of culture

Trompenaars & Hampden-Turner (2021)

Universalism - particularism

Individualism - collectivism

Neutral - affective cultures

Specific - diffuse cultures

Status achieved - status ascribed

Sequential - synchronic relation to time

Internal - external control

Universalism vs. Particularism

(Trompenaars & Hampden-Turner, 2021)

Universalistic Values

Rules, laws

Schedules, agendas

Planning is important

Task oriented

Particularistic Values

Relationships

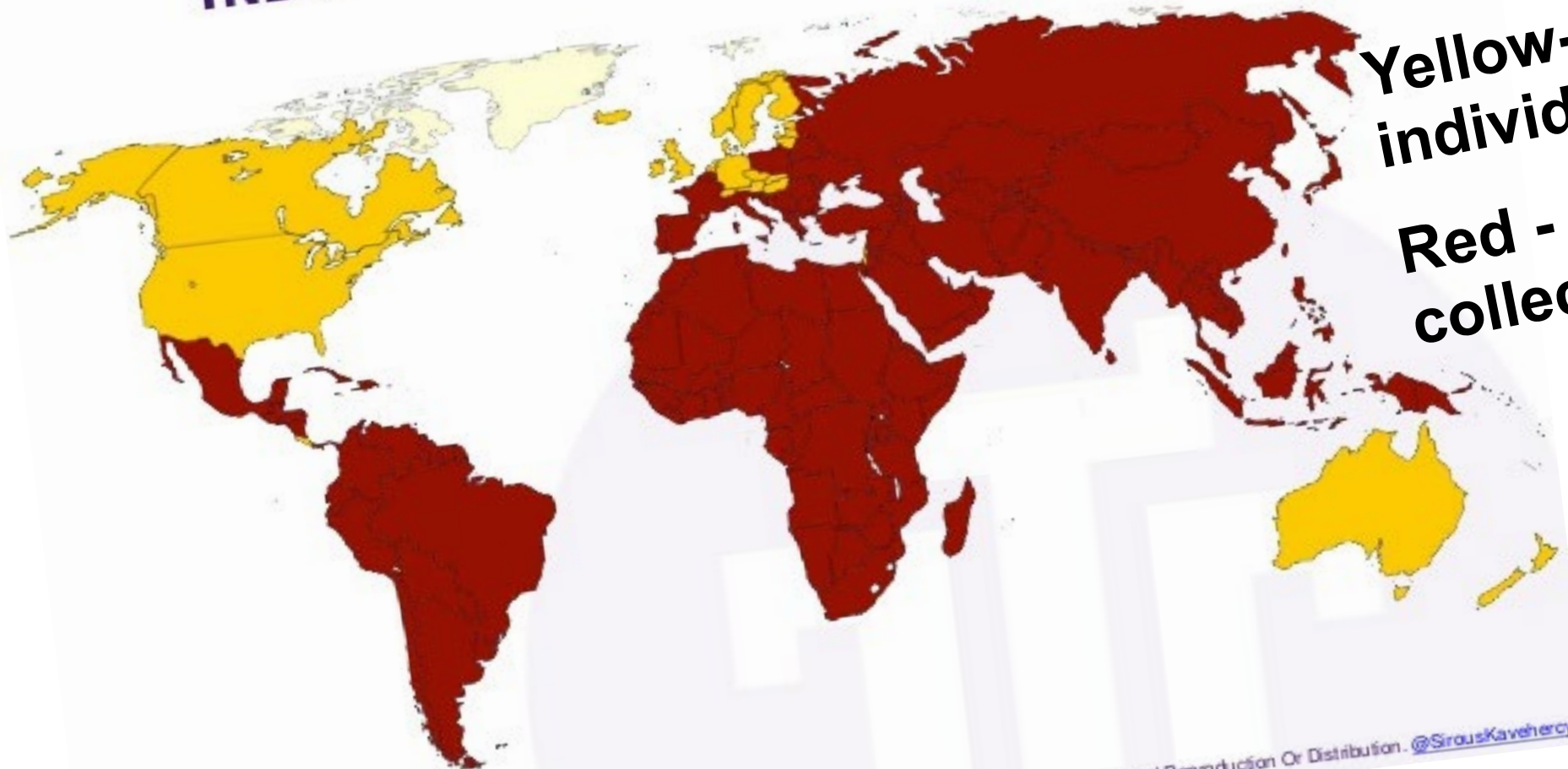
Atmosphere important

Flexible time-
management

Relationship oriented

CULTURAL DIVERSITY

INDIVIDUALISTIC VS. COLLECTIVISTIC



**Yellow -
individualistic**

**Red -
collectivistic**

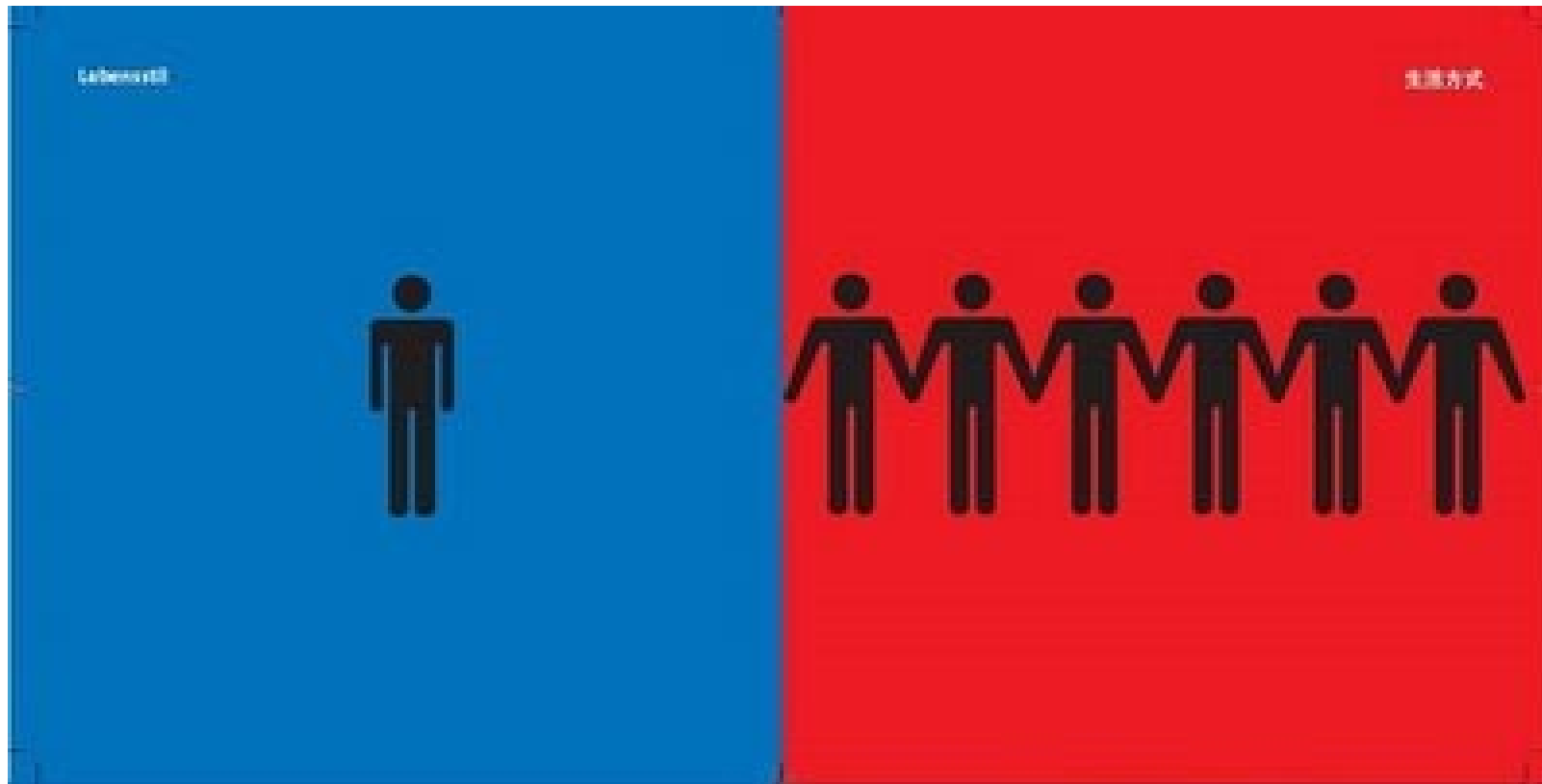
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Affective versus neutral



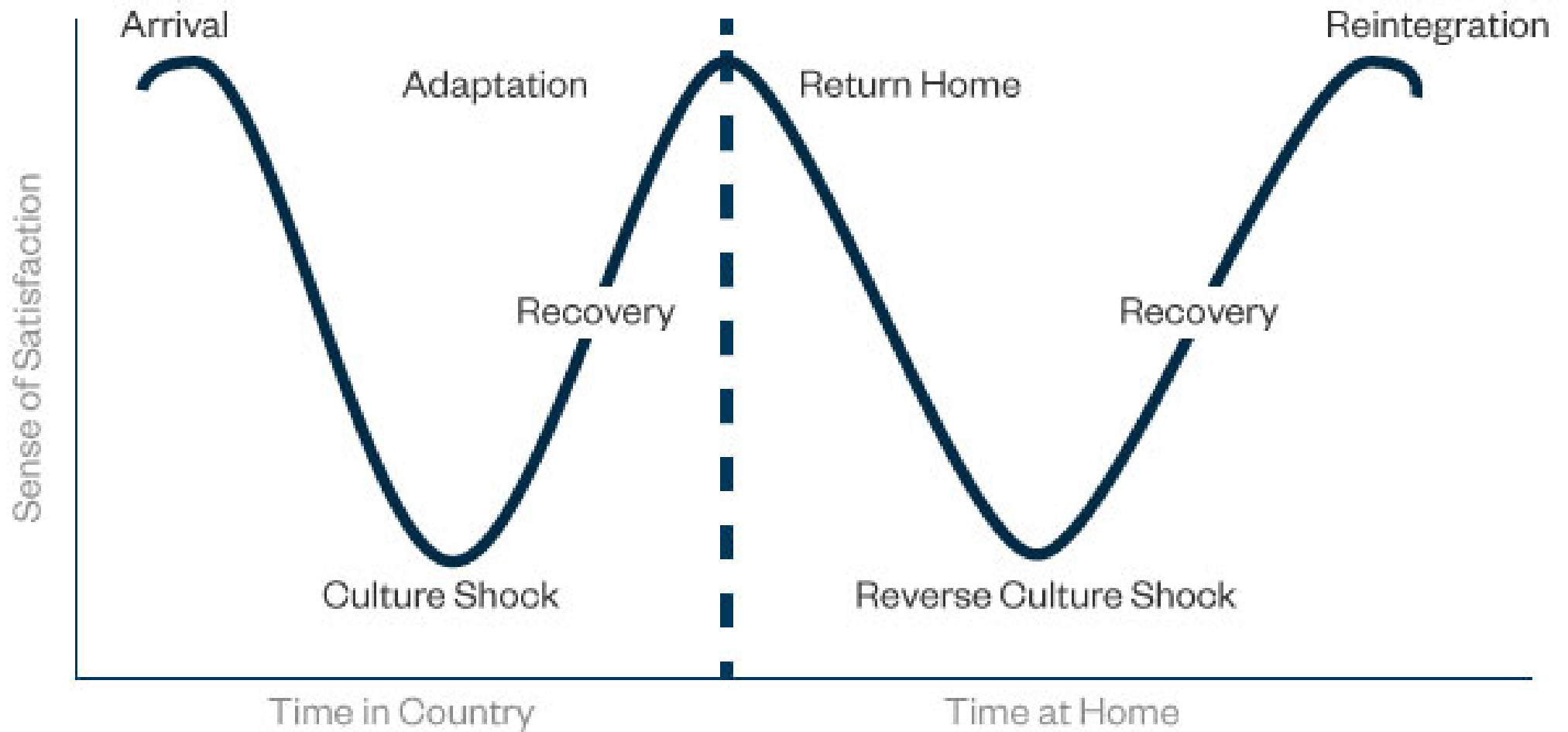
Japanese Prime Minister Shinzo Abe; U.S. President Barack Obama

Lifestyle



Yang Liu, 2008

Culture shock – W Curve



Causes of culture shock

- Being cut off from the cultural cues and known patterns with which you are familiar,
- All the nuance and shades of meaning that you understand instinctively and use to make your life comprehensible are suddenly taken from you.
- Living and/or working over an extended period of time in a situation that is ambiguous.
- Having your own values brought into question
- Being in a position in which you are expected to function without knowing the cultural “rules”

Kohls, 1984

Common symptoms of culture shock

- Extreme homesickness
- Feelings of helplessness/dependency
- Disorientation and isolation
- Depression and sadness
- Hyper-irritability, may include inappropriate anger and hostility
- Sleep and eating disturbances (too little or too much)
- Hypochondria
- Excessive critical reactions to host culture/stereotyping
- Excessive drinking
- Recreational drug dependency
- Extreme concerns over sanitation, safety (even paranoia), and being taken advantage of
- Loss of focus and ability to complete tasks

University of the Pacific, 2021

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