

**LEO-NET Annual Barcelona Seminar
and
CONSORTIA Meeting
April 14, 2016**

**Workshop Intercultural preparation of our students
/ Cultural aspects of an organisation**



*Bridging students' expectations and motivation and our
and the organisation's expectations and motivation*

Mind-map

In small groups (3-5): “Intercultural preparation”

for our traineeship or employment

What we do well / ideas.....

7 minutes

Expectations

- To understand how I can make others more interculturally aware and understand why they feel so threatened when it comes to people from other cultures.
- To be more aware of my intercultural approach at work, and to improve my intercultural skills.
- Exchange of experiences regarding individual intercultural preparation of students and graduates
- Better ideas for university-student-industry helix for employability and traineeship-ability.
- Understand the dimension of organizational culture and its impact on employees performance;
- Get tools to measure organizational culture (degree of acceptance of leadership style, degree of identification with an organization, etc.); defining meaningful questions to understand the cultural trends in any organization.
- To learn more about the subject

My expectations:

What I hope we will review / increase

Knowledge:

Background knowledge / review of intercultural communication & levels of cross-cultural competence which contribute to employment and trainee placement

Skills:

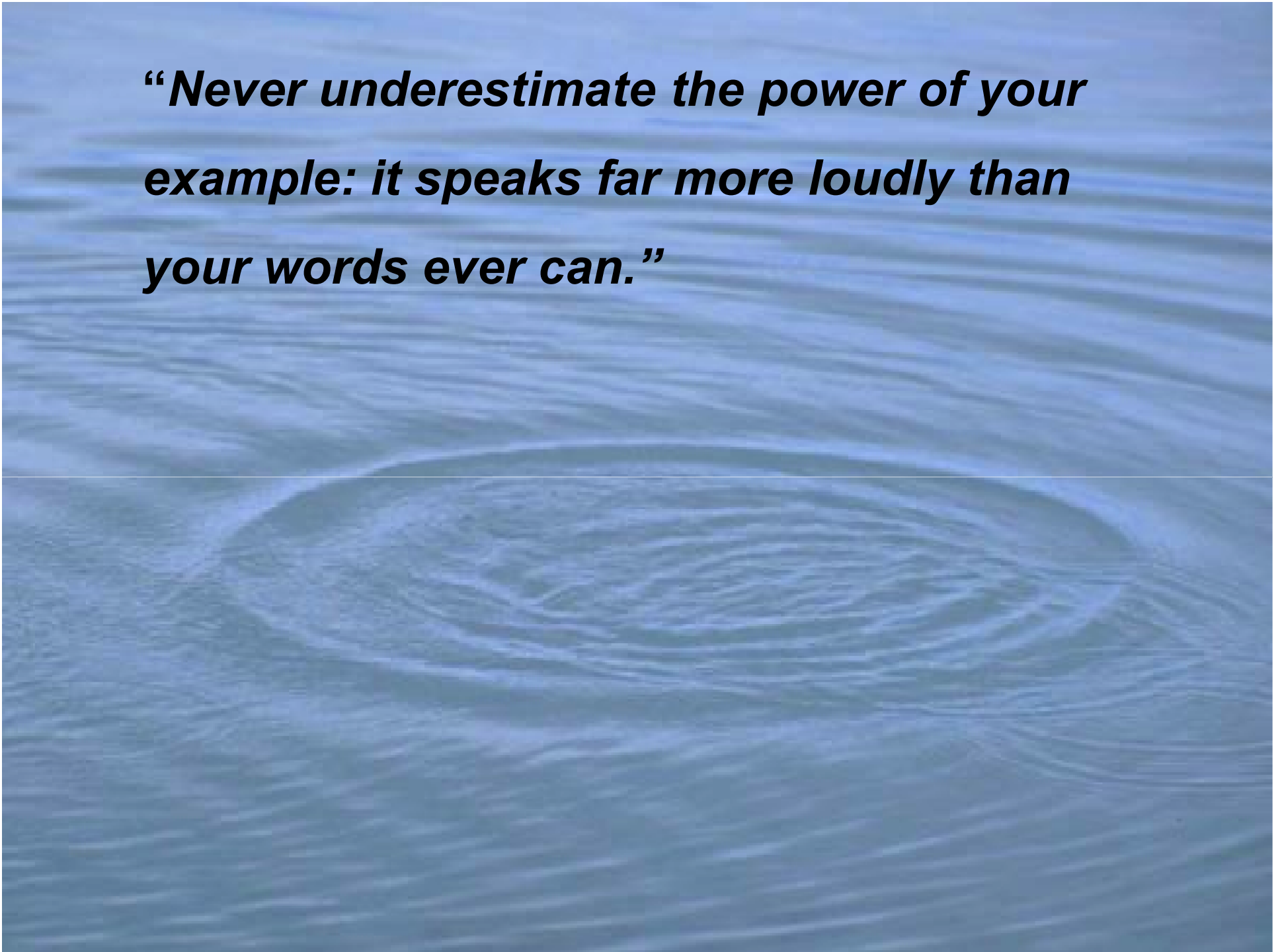
Cultural metacognition

Motivation:

Renewed energy, new insights

**FINISHED FILES ARE THE RESULT
OF YEARS OF SCIENTIFIC STUDY
COMBINED WITH THE EXPERIENCE
OF YEARS**

“Never underestimate the power of your example: it speaks far more loudly than your words ever can.”



Why intercultural preparation?

“Culture ... is often the elephant in the room that no one wants to speak about,” from The World is Flat, by Thomas Friedman

- **Added value – preparing your students for the world with all of its cultural complexities and the importance of continued learning**
- **Misunderstandings: how to avoid, respond and diffuse them**
- **How much and when and how should we “integrate”?**

It is easy to talk past each other if I fail to start with “what are you used to?”

Concerns:

1. General differences in views on ethics, i.e.: “plagiarism”



Deeply held, often unconscious values:

What is right / wrong

What is normal / deviant

What is clean / dirty

What is healthy ...

What is respectful / polite ...

	Ethical	Unethical
Legal		
Illegal		

Donating to charity

Robbing a bank

Paying extra to get medical help

The death penalty

Restricting immigration

Avoiding taxes

GM seeds

Concerns:

- 1. General differences in views on ethics, i.e.: “plagiarism”**
- 2. Assumptions regarding motivation and learning styles:
analytic, prescriptive, ...**

Motivational processes

Individual achievement

- **Reliance on own ability and effort in pursuit of achievement**
- **Standards of excellence and means of goal attainment set by self**
- **Accomplishments evaluated by self**

Social achievement

- **Dependence on others' help in pursuit of achievement**
- **Outcomes evaluated by others**
- **Standard of excellence and means of goal attainment mainly defined and approved by others**

Concerns:

- 1. General differences in views on ethics, i.e.:
“plagiarism”**
- 2. Assumptions regarding motivation and learning styles:
analytic, prescriptive, ...**
- 3. Getting "comfortable" feeling "uncomfortable“**

Where do you go for help?

- Trust – relationships
- Oral / written traditions
- ...

Confidentiality?

- Public / private.

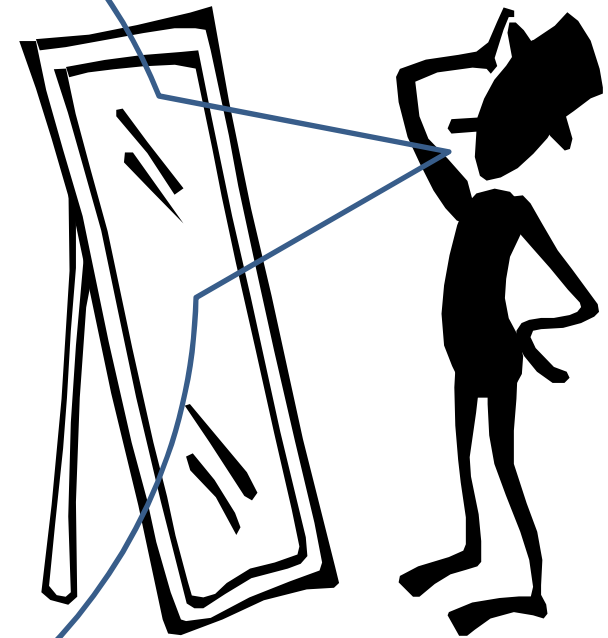
Concerns:

- 1. General differences in views on ethics**
- 2. Assumptions regarding motivation and learning styles: analytic, prescriptive, ...**
- 3. Getting "comfortable" feeling "uncomfortable"**
- 4. Communication and miscommunications**

We cannot *not* communicate, (Watzlawick)

➤ *Discourse as a mirror of our values*

1. *Direct / Indirect*
2. *Formal / Informal*
3. *Conversational pace*
4. *Politeness norms*
5. *Guest / hosts rules*
6. *Non-verbal communication*
7. *Accents and tone*
8. *.....*



***We cannot **not** communicate,* (Watzlawick)**

- ***Discourse as a mirror of our values***
- **Semantics: words and “*world knowledge*” – names!**
- **Writing and presentations**

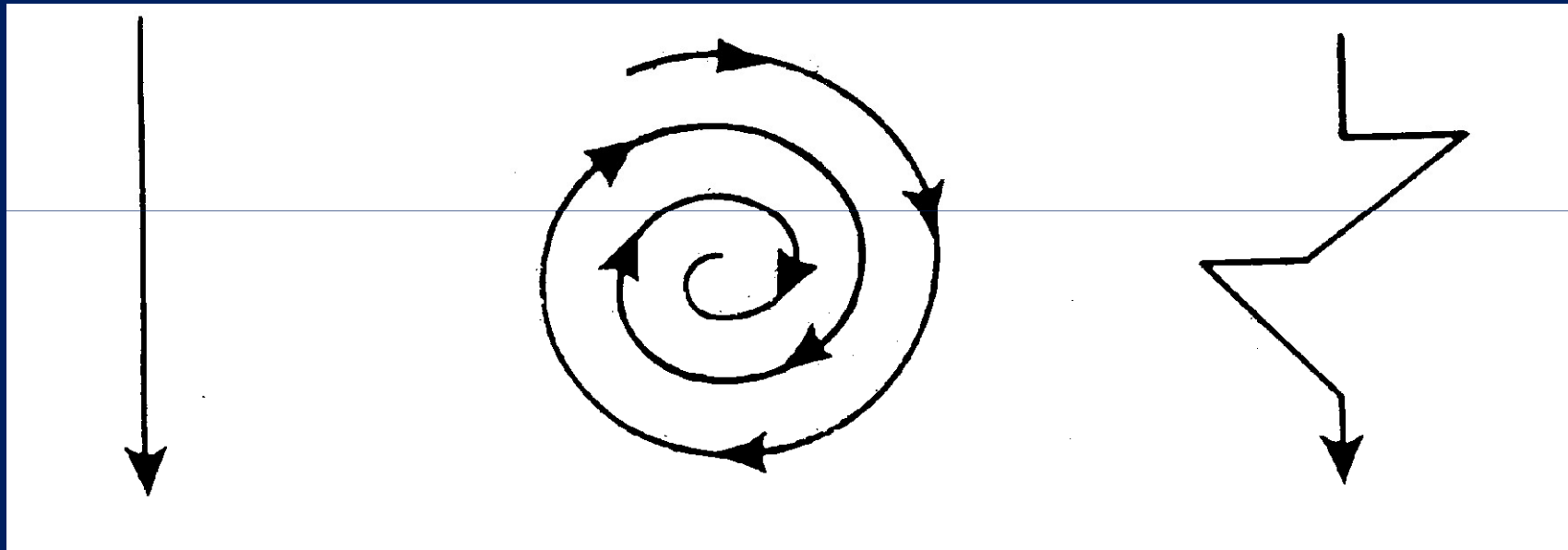
Paragraph:

Oriental, English, Romance

English

Oriental

Romance



R. Bander, American English Rhetoric

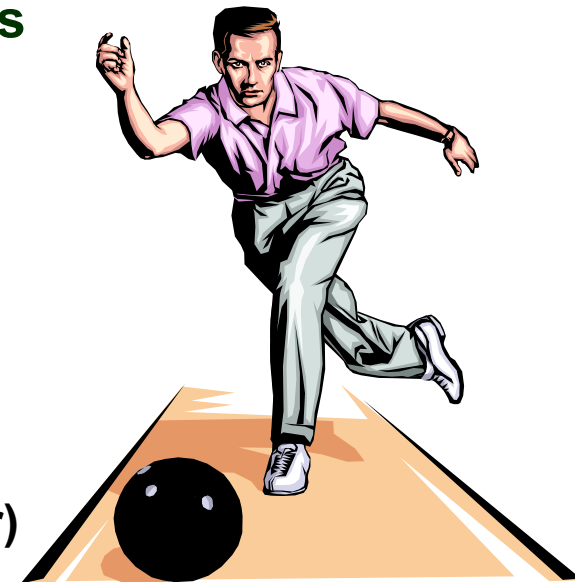
We cannot **not** communicate, (Watzlawick)

- ***Discourse as a mirror of our values***
- **Semantics: words and “*world knowledge*” – names!**
- **Writing and presentations**
- **Level of expressiveness and interruptions**



High involvement

(Deborah Tanner)



High considerate

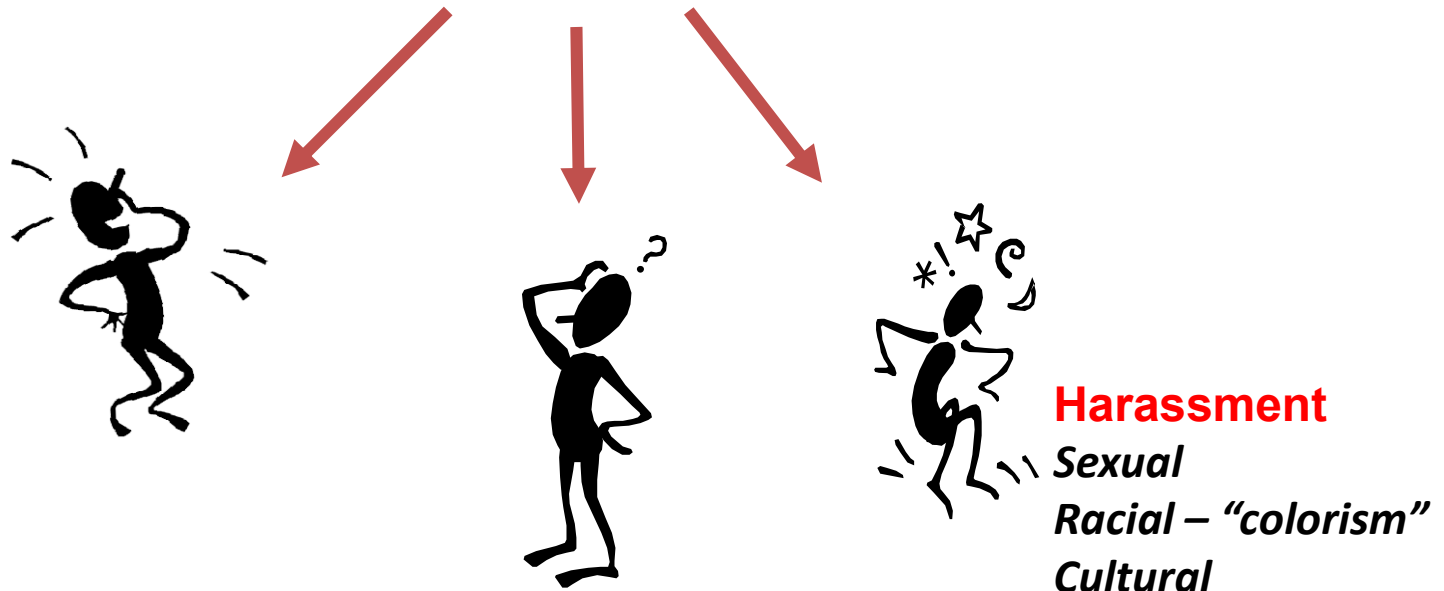
We cannot *not* communicate, (Watzlawick)

- **English as the language of the Institute**
- **Semantics: words and “*world knowledge*”**
- **Accents and tone**
- **Level of expressiveness and interruptions**
- **Politeness norms – also for email**
- **Discrimination, perceived harassment**

Humour

The intent of the teller ► humour

Impact



<https://implicit.harvard.edu/implicit/selectatest.html>

Time

- **Fixed / Fluid: Appointments or spontaneity**
- **Planning / unanticipated events**
- **Monochronic / Polychronic**
- **Past, present, future**

Communication fatigue





I
LOVE

PARIS IN THE
THE SPRINGTIME

Do we really see what we believe we see?

Cross-cultural competence

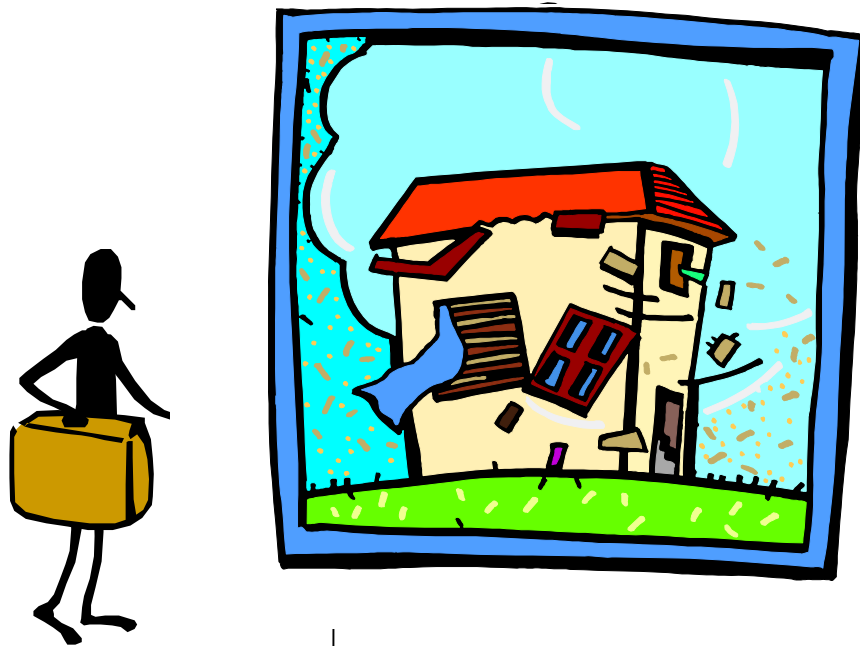
The ability to shift from
foreground to
background, in
understanding and in
behavior: ***lateral thinking***



Stages of cultural awareness

How our brain deals with complexity:

"Generalization, minimization, deletion and distortion"



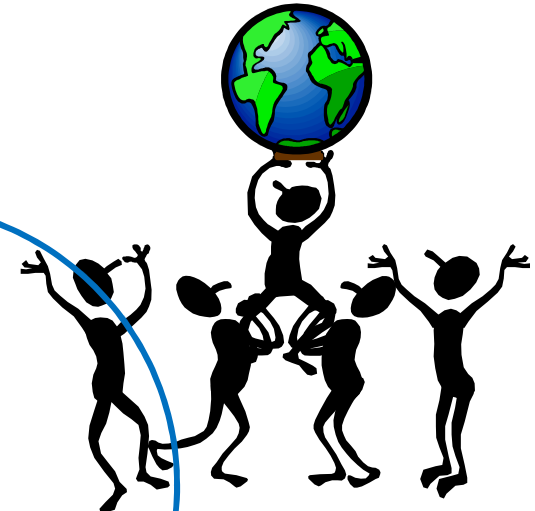
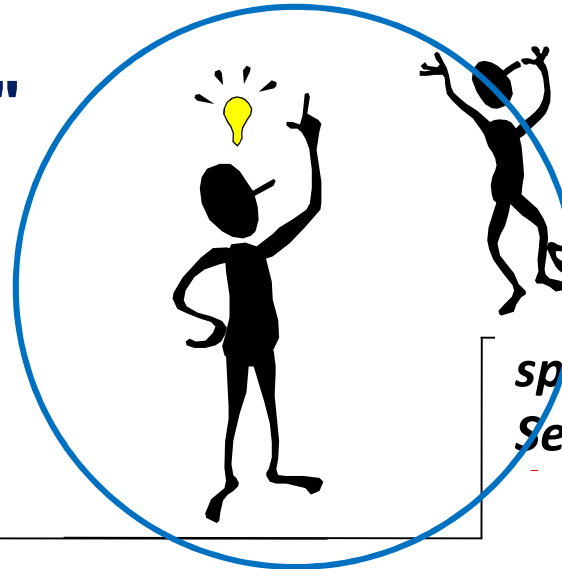
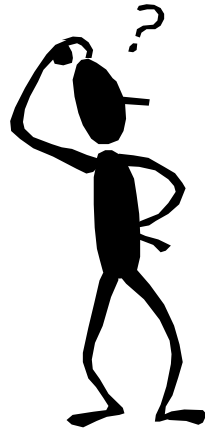
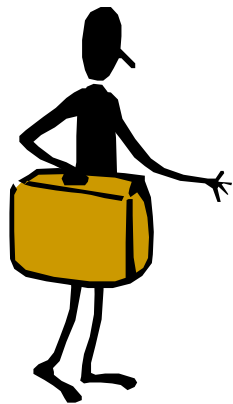
blissful ignorance

Ethnocentric

Stages of cultural awareness

"Humble and able to stumble"
Ericka Hines

"Resilience"



deliberate sensitivity

*spontaneous
Sensitivity*

Unconscious
Incompetence

Conscious
Incompetence

Ethnocentric

Ethnorelative

Extended understanding of international experience

“Hidden competences”

Faktaa – Facts and Figures 1/2014

- Ability to think outside one's sphere of experience
- Broad networks also in different fields
- New abilities and skills during free time
- Works with diverse groups of people regardless of language or location
- Follows global media

Lateral thinking

- **Finds new ways to view things; concerned with change and movement.**
- **Looks for what is different rather than “right” or “wrong.”**
- **Analyzes ideas to generate new ideas.**
- **Uses free association thinking.**
- **Welcomes chance intrusions of information; considers the irrelevant.**
- **Progresses by avoiding the obvious.**

Source: de Bono's. *Lateral Thinking: Creativity Step by Step*
and *Six Thinking Hats*.

Topics for discussion: DAE model

- **“Not so pleasant way of communicating“**
- **When the student’s behaviors doesn’t fit the values and mission of the organization and creates tensions within the team, although the student seemed to have the perfect profile on his/her CV. I had one student scoutmaster in a traineeship who wanted to play the “boss” and questioned/criticized every decision. After 3 weeks I decided to fire her because the tension were too high in my organization.**
- **Working time, dress code, preparation for traineeship, understanding needs**
- **.....**
- **.....**

Look at the chart and say the COLOUR not the word

YELLOW	BLUE	ORANGE
BLACK	RED	GREEN
PURPLE	YELLOW	RED
ORANGE	GREEN	BLACK
BLUE	RED	PURPLE
GREEN	BLUE	ORANGE

Left – Right Conflict

Your right brain tries to say the colour but your left brain insists on reading the word.