DEVELOPING A MULTICULTURAL PERSONALITY THROUGH A CLUSTER APPROACH TO GAINING INTERCULTURAL COMPETENCE

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Presentation Outline

1) Prerequisites to designing a course in intercultural communication:
   a) cultural barriers and intercultural communication challenges;
   b) intercultural competence and a multicultural personality.

2) Developing intercultural competence – main challenges.

3) Approach to developing an interculturally competent multicultural personality.
   Assessing intercultural competence – main challenges.

4) Practical Outcome
Bicultural or polycultural knowledge is based on the concept of static culture and can be acquired by processing information.

Intercultural knowledge is seen as another level of understanding culture consisting of cognitive, affective, and behavioural elements allowing for cultural transfer and considering culture as dynamic.

Cammilieri A.G.

**Cultural worldviews** –

a combination of **knowledge** and perceptions of values, beliefs, attitudes, meanings, concepts of one’s own culture and other cultures that encourage certain ways of thinking and behaving

*Palmer Gary B., 1996*

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**Cultural identity** –

part of a person's **self**-conception and **self**-perception related to many aspects of one’s own distinct culture influencing perception of and **attitudes to** –self and others

*Moha Ennaji, 2005*
Cultural barriers and intercultural communication challenges

- Intercultural communicator 1
  - values 1
  - beliefs 1
  - attitudes 1
  - meanings 1
  - concepts 1
  - behaviour 1

- Intercultural communicator 2
  - values 2
  - beliefs 2
  - attitudes 2
  - meanings 2
  - concepts 2
  - behaviour 2
Everything **covered** but her eyes.

What a cruel male-dominated culture!

Nothing **covered** but her eyes.

What a cruel male-dominated culture!

cultural identity – misconception - misinterpretation – attribution bias – stereotyping
## Cultural barriers and intercultural communication challenges

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Challenges</th>
</tr>
</thead>
</table>
| - Lack of:  
  - cognitive cultural identity,  
  - emotional intelligence and cognitive reflection | 1. professional competences vs soft skills  
   (undervalued importance of intercultural training), |
| - Low level of:  
  - cultural awareness,  
  - cultural empathy,  
  - cultural sensitivity,  
  - (inter) cultural knowledge | 2. professional knowledge vs intercultural knowledge  
   (frightened by vast intercultural knowledge base), |
|         | 3. lack of experience in intercultural communication  
   (doubtful whether it is worth the effort) |
|         | 4. academic vs non-academic approaches  
   to culture and intercultural training  
   (when it comes to intercultural communication I will somehow prepare for that myself) |
### Levels of cultural awareness

(William Howell)

- **unconscious** competence
- conscious competence
- conscious **in**competence
- **un**conscious **in**competence

### Developmental Model of Intercultural Sensitivity (DMIS)

(Milton Bennett)

- integration
- adaptation
- acceptance of differences
- minimization of differences
- defense against differences
- denial of differences
Intercultural competence – building blocks

Prigozhina K., 2012 (in Russian)
Howell W., 1982, p.29-33

Bennett M., 2004
CLUSTER APPROACH to GAINING INTERCULTURAL COMPETENCE

- **Intrapersonal level**
  - Cultural awareness, perception, (re)consideration
  - Cultural cognition and orienteering
  - Cultural simulation

- **Interpersonal level**
  - Affective cluster
  - Cognitive cluster
  - Behavioural cluster
  - Cultural attribution and modeling
Affective cluster – module 1 (awareness, perception, attribution, (re)consideration)

1) Completing tests and questionnaires on:
   - cultural identity,
   - perception,
   - sensitivity, empathy,
   - awareness,
   - culture spectrum,
   - MPQ (multicultural personality questionnaires)

2) Attribution training

HANDOUTS https://drive.google.com/file/d/1Wrv4YFhsYAXUFb_uFHNEDTp3JLkcAcca/view?usp=sharing, pages 3-4 tasks 1-3
Affective cluster – module 1
Skills set

I am ready and willing for:
- cultural self-conception and self-perception,
- cognitive cultural identity referring to my own and other cultures,
- raising cognitive cultural awareness,
- cognitive cultural sensitivity regarding cultural differences.

I am capable of:
- identifying, perceiving, and accepting cultural diversity,
- identifying, perceiving, and accepting values, norms, beliefs, meanings, attitudes of my own and other cultures,
- recognising signs of cultural biases, biased attribution, stereotyped attitude to other cultures,
- minimizing, modifying, avoiding, overcoming cultural biases, biased attribution, stereotyped attitude to other cultures,
- accepting cultural diversity, raising cultural awareness, widening cultural scope and worldviews,
- being flexible about understanding a culture, learning more about it from interactions with it, and gradually reshaping my thinking and cultural alignment,
- reconsidering and re-evaluating perceptions, attitudes, and attributions regarding my own culture and other cultures.
Cognitive cluster – modules 2-3 (cognition, orienteering, attribution, modeling)

- Intercultural knowledge on:
  - business across national cultures,
  - business across organisational cultures,
  - individual styles in (intercultural) communication.

HANDOUTS
https://drive.google.com/file/d/1Wrv4YFhsYAXUFb_uFHNEDTp3JLkcAcca/view?usp=sharing, page 4
Cognitive cluster – intercultural knowledge
Cultural dimensions – national and organisational

Impact of culture on business communication
(Salacuse Jeswald)

- negotiating goals (contract / relationship),
- attitudes (win-lose / win-win),
- communication (direct / indirect),
- personal styles (informal / formal),
- time sensitivity (high / low),
- emotionalism (high / low),
- agreement form (specific / general),
- agreement building (bottom-up / top-down),
- team organisation (consensus / one leader),
- risk taking (low / high).

<table>
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<tr>
<th>Hall Edward model</th>
</tr>
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<tbody>
<tr>
<td>1. context (high / low),</td>
</tr>
<tr>
<td>2. attitude to time (monochronic / polychronic)</td>
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</table>

<table>
<thead>
<tr>
<th>Lewis Richard model</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. attitude to time (monoactive / polyactive / reactive)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hofstede Geert model</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. individualism / collectivism,</td>
</tr>
<tr>
<td>2. power distance (high и low),</td>
</tr>
<tr>
<td>3. uncertainty avoidance (high / low),</td>
</tr>
<tr>
<td>4. masculine / feminine,</td>
</tr>
<tr>
<td>5. long / short term orientation,</td>
</tr>
<tr>
<td>6. indulgence.</td>
</tr>
</tbody>
</table>
Organisational Cultural Dimensions

1. Means oriented vs. Goal oriented
In a means oriented culture the key feature is the way in which work has to be carried out; people identify with the “how”. In a goal-oriented culture employees are primarily out to achieve specific internal goals or results, even if these involve substantial risks; people identify with the “what”.

2. Internally driven vs. Externally driven
In a very internally driven culture employees perceive their task towards the outside world as totally given, based on the idea that business ethics and honesty matters most and that they know best what is good for the customer and the world at large. In a very externally driven culture the only emphasis is on meeting the customer’s requirements.

3. Easygoing work discipline vs. Strict work discipline
A very easygoing culture reveals loose internal structure, a lack of predictability, and little control and discipline; there is a lot of improvisation. A very strict work discipline people are very cost-conscious, punctual and serious.

4. Local vs. Professional
In a local company, employees identify with the boss and/or the unit in which one works. In a professional organisation the identity of an employee is determined by his profession and/or the satisfaction with the job.

5. Open system vs. Close system
In a very open culture newcomers are made immediately welcome, one is open both to insiders and outsiders, and it is believed that almost anyone would fit in the organization.

6. Employee oriented vs. work oriented
In very employee-oriented organisations, members of staff feel that personal problems are taken into account and that the organisation takes responsibility for the welfare of its employees, even if this is at the expense of the work. In very work-oriented, there is heavy pressure to perform the task even if this is at the expense of employees.

7. Degree of acceptance of leadership style
This dimension tells us to which degree the leadership style of respondents’ direct boss is being in line with respondents’ preferences

8. Degree of identification with your organization
This dimension shows to which degree respondents identify with the organisation in its totality. People are able to identify with different aspects of a company. Thus, it is possible that employees identify at the same time strongly with the internal goals of the company, with the client, with one’s own group and/or with one’s direct boss and with the whole organisation. It is also possible that employees don’t feel strongly connected with any of these aspects.
Cognitive cluster – modules 2-3 (cognition, orienteering, attribution, modeling)

1) Completing tests and questionnaires on:
   - cultural awareness,
   - meaningful perception,
   - cultural orienteering

2) Attribution training

3) Culture spectrum

4) Modelling culture profiles

5) Modelling behavioural strategies

HANDOUTS
https://drive.google.com/file/d/1Wrv4YFhsYAXUFb_uFHNEDTp3JLkcAcca/view?usp=sharing,
page 5
Cognitive cluster – modules 2-3
Skills set

I am ready and willing for:
✓ cultural self-conception and self-perception,
✓ cognitive cultural identity referring to my own and other cultures,
✓ raising cognitive cultural awareness,
✓ cognitive cultural sensitivity regarding cultural differences.

I am capable of:
➢ identifying, perceiving, and accepting cultural dimensions reflected in behavioural patterns of intercultural communicators,
➢ relating them to cultural dimensions of my own culture,
➢ making culture profiles of intercultural communicators based on national and organisational cultural dimensions,
➢ recognising signs of and possible reasons for cultural biases, biased attribution, stereotyped attitude to other cultures,
➢ predicting possible cultural misconceptions and misunderstanding,
➢ minimizing, modifying, avoiding, overcoming cultural biases, biased attribution, stereotyped attitude to other cultures,
➢ being flexible about understanding a culture, learning more about it from interactions with it, and gradually reshaping my thinking and cultural alignment,
➢ reconsidering and re-evaluating perceptions, attitudes, and attributions regarding my own culture and other cultures.
Intercultural Cases

a) completing tests and questionnaires on:
   - cultural awareness,
   - meaningful perception,
   - cultural orienteering;

b) Attribution training / Culture spectrum;

c) Modelling culture profiles;

d) Modelling behavioural strategies.
1. give the case summary (7-8 sentences),
2. state the problem (10 words),
3. state the problem for each of the characters involved (9 words each),
4. find out the issues (something that stopped the characters from succeeding in intercultural communication),
5. work out the options
   - for each of the characters (what they should have done before the situation / what they should do now)
   - for the companies
6. work out an action plan
Stage 1
- students outline their cultural identity profiles (as in module 1),
- students work on the case (or another example of the situation of intercultural interaction) and share the attributions (as in module 1) they made having observed the behaviour of the participants representing the cultures involved.

Stage 2
- students check out the information on the relevant cultural dimensions and features, design culture profiles of the case characters and do culture spectrum tasks (as in module 2),
- students move on to reconsidering their attributions (stage 1), and comment on the possible reasons for their (and those of the case characters) cultural misconceptions and misinterpretations.

Stage 3
- students analyze the reasons for cultural misconceptions and misinterpretations outlined in the case situation,
- students attempt to act out the case situation replacing one of the character’s culture profiles with their own.

Stage 4 - MPQ and other similar questionnaires and tests (as in module 1) as a round-up activity
Assessment

Summative assessment

1) modules 1 – 3
- questionnaires and tests on identity, awareness and sensitivity,
2) modules 2 and 3
- interactive online tests
  https://www.quia.com/pages/kirapr/page1 (sign up and log in required)

Formative assessment

- intercultural case analysis
- course project

HANDOUTS

https://drive.google.com/file/d/1Wrv4YFhsYAXUFb_uFHNEDTp3JLkcAcca/view?usp=sharing,
Assessment

The stated criterions assessing the qualities and skills that are to be developed within each of the clusters are overlapping, i.e., the students are supposed to demonstrate a combination of these qualities and skills in each of the modules within the course.
### Intercultural Communication Course MA 2018

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### Intercultural Communication Course MA 2018-2

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## Quiz Results

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<th>Mean (57%)</th>
<th>Median (36%)</th>
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### Cumulative Totals

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<th>Points (out of 110)</th>
<th>Score</th>
<th>Final Total</th>
<th>Intercultural 1</th>
<th>Intercultural 2</th>
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<td>76 %</td>
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<td>40 %</td>
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<tr>
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<tr>
<td>Evgenievna, Polina</td>
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<td>27 %</td>
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<td>55 %</td>
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</tbody>
</table>
Intercultural Business Communication

Section 1. Business across National Cultures.

Section 1-1. Cultural Dimensions - instruments to compare cultures.

Course Aim and Objectives

1) Raise awareness of intercultural (cross-cultural) differences across:
Intercultural and business communication in English
MA, Finance faculty

Plekhanov Russian University of Economics
www.rea.ru

Department of Foreign Languages 1
http://www.rea.ru/ru/org/cathedries/Pages/inyaz1kaf.aspx
Before the course

- Empathy to other cultures may destroy values of your own culture and ruin your own cultural identity.
- Biased and stereotypical attitudes to other cultures can be changed and reconsidered with acquired knowledge about cultural differences and communicating with people of other cultures in real life.
- Carefully built system of cultural knowledge is enough and is always prior to further enhancing and mastering of your cultural awareness.
On the course completion

- **Agree**
  - Empathy to other cultures may destroy values of your own culture and ruin your own cultural identity.
  - Biased and stereotypical attitudes to other cultures can be changed and reconsidered with acquired knowledge about cultural differences and communicating with people of other cultures in real life.
  - Carefully built system of cultural knowledge is enough and is always prior to further enhancing and mastering of your cultural awareness.

- **Disagree**
“Cultural differences should not separate us from each other, but rather cultural diversity brings a collective strength that can benefit all of humanity.”

“Intercultural dialogue is the best guarantee of a more peaceful, just and sustainable world.”

Robert Alan
American writer
1922-1978
THANK YOU

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Plekhanov Russian University of Economics