

# IBT workshops

## Intercultural Competence Development

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Spring 2015

# IRC

- **Intercultural Sensitivity**
  - Cultural awareness
  - Attention to signals
- **Intercultural communication**
  - Active listening
  - Adjusting communication style
- **Building commitment**
  - Building relationships
  - Reconciling stakeholder needs
- **Managing uncertainty**
  - Openness to cultural complexity
  - Exploring new approaches

# IRC – 4 exposure predictions

1. Young people are more interculturally competent than older people
2. Europeans are more interculturally competent than US Americans
3. People from culturally diverse countries are more interculturally competent than people from less culturally diverse countries
4. People who have lived abroad are interculturally competent

# Global citizenship

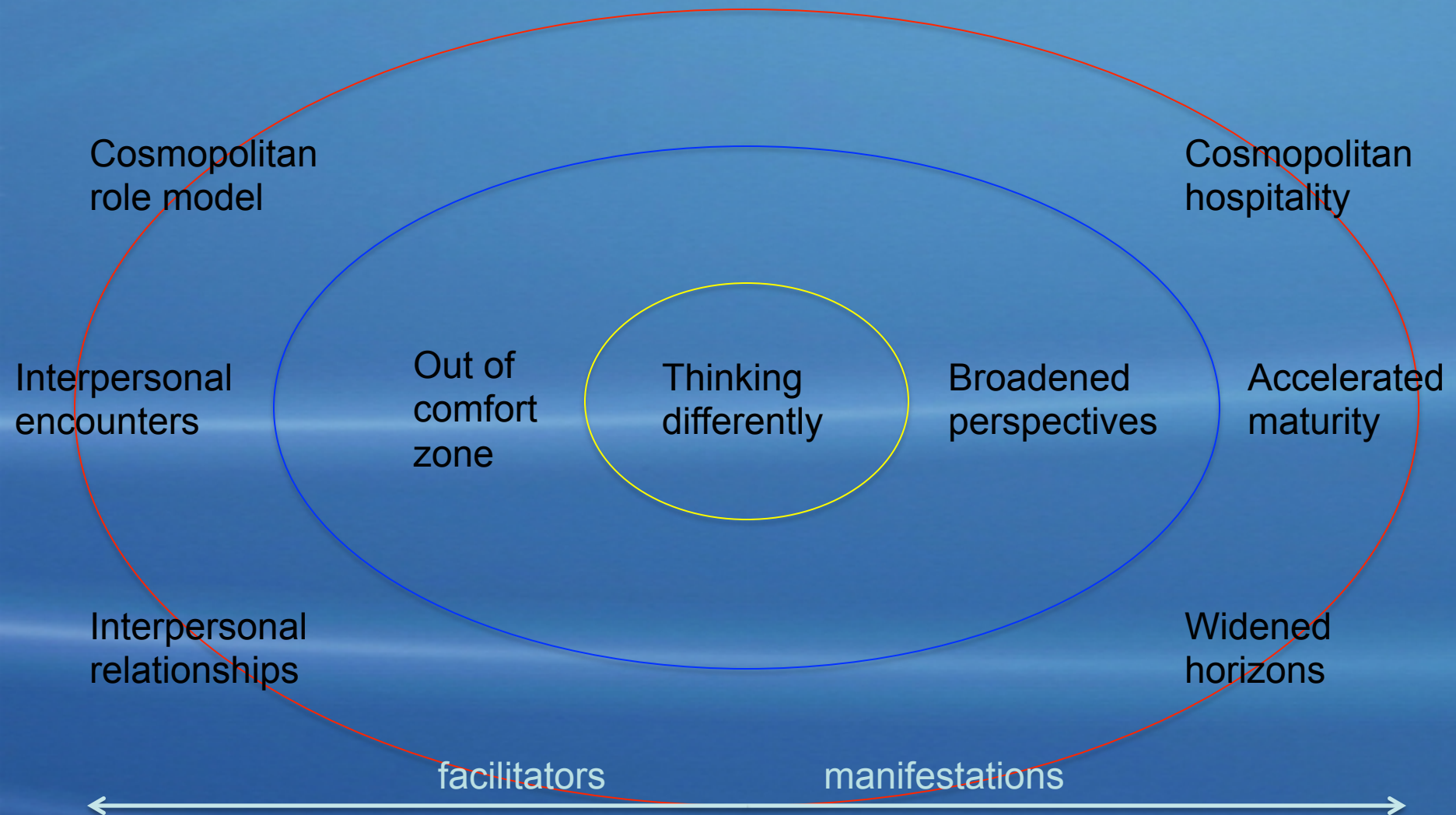


# Global citizenship

- Differences
- Humanity
- Ethics
- Openness
- Respect
- Adapt
- Equality
- Awareness
- Empathy
- . . . .

# Global citizenship

(process model for learning, Lilley, 2014)



“ There is nothing either good or bad, but thinking makes it so”

(Shakespeare, ‘Hamlet’)

# Cultural & Ethical relativism

- Perry scheme:
  - Dualism; right / wrong
  - Multiplicity: multiple truths
  - Relativism: something is not true, there are just different points of view
  - **Commitment in relativism**

(William G. Perry, 1970; J. Kurfiss, 1981)



# Cultural & Ethical relativism

- **Contextual relativism**: chosen position, in a deliberate, conscious way, based on close review of the situation – to adhere to a particular point of view or stand up for a particular value
- Independent, but not *undependent* of cultural influences (Peter S. Adler, 1975)

“ The toughest choices people face are not questions of right versus wrong, but of right versus right”

(Kidder, in Digh, 1997)

For relativists, nothing is sacred, hence nothing is wrong.

For absolutists, things that are different are, because of that, wrong.

Neither is very helpful.

# Intercultural Competence

“Diversity without unity makes about as much sense as dishing up flour, sugar, milk, eggs and baking powder on a plate and calling it a cake”

(Pollard, in Caproni, 2005)