

Developing Intercultural Awareness among HEI Staff Workbook



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WORKBOOK

Developed by Institute of Technology, Tralee in conjunction with the National Forum for enhancement of Teaching and Learning in Higher Education

Introduction

Hello and welcome to the workbook which is designed to support your journey through the 'Developing Intercultural Awareness among HEI Staff' micro-credential.

This workbook will be completed as part of the micro-credential, which has been designed to be taken in three parts

- i) an online unit,
- ii) a face-to-face workshop,
- iii) applying learning in the workplace (portfolio).



Using The Online resource and Workbook

This unit is intended to be worked through using a combination of the on-line resources and this workbook. Throughout the unit there are a number of activities that are intended to support your learning and you are therefore encouraged to actively engage in these activities.

As part of this process, during the online unit you will be asked to complete Exercises A, B, C, D, E, F, G, H, I & J

(Please note that Exercise H (the autobiography exercise) is hosted on an external web-site and you will be required to print off the sections you complete).

You will complete exercises by writing into this workbook or attaching hardcopies of typed exercises.

Any exercises completed as part of this online unit form an integral part of the face-to-face workshop. You will therefore be required to bring a copy of your completed workbook (as well as exercise H) to the face-to-face workshop at a later date.



This unit will cover five sections on cultural awareness as follows:

Section One: Own culture

Section Two: Other cultures and stereotypes

Section Three: Cultural Dimensions

Section Four: Ethnocentrism

Section Five: Intercultural sensitivity

Exercises

Exercise A: (Section One)

Please complete 300 words on your definition of culture (you can write this into the pages below or type and attach).

Please note: At the workshop you can compare your definition of culture with other participants.





Exercise B: (Section One)

The purpose of Exercise B is to examine your understanding of conscious and unconscious (visible and invisible) aspects within a given culture. These are not always readily observable. The exercise involves deciding which aspects of culture listed go above the water (are visible or conscious to us) and which are below the surface (are invisible or unconscious to us).

The Iceberg Model suggests that just like an iceberg, culture is made of visible and an invisible elements (Edward T. Hall - 1973, 1976). The visible manifestations of culture are just the tip of the iceberg. However, it is the lower, the hidden part of the iceberg, that is the powerful foundation of these visible manifestations and it is at this level where cultural misunderstandings might occur.

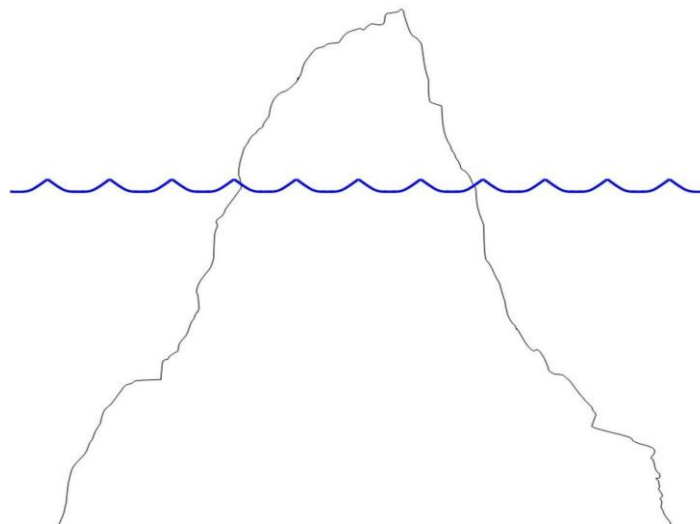
Please complete the iceberg exercise below.



Aspects of culture:

Literature	Folklore	Negotiation styles
Manners	Non-verbal communication	Attitude to authority
Communication style	History	Tempo of work
Role expectations	Order of priorities	Pace of movement
Customs	Language	Perceptions of professionalism
Importance of planning	Work and learning styles	Motivation
Interpersonal relations	Attitude to commitment	Attitude to words
Approach to tasks	Concern for efficiency	Dress/Clothes
How tasks are assigned	Establishing rapport	

Write the elements of culture listed above in the iceberg, dividing them into elements you are conscious of and those you are less conscious of.



Exercise C: (Section Two)

The purpose of this exercise is to examine elements of other cultures and the forming of stereotypes. Stereotypes are generalizations about a group of people whereby we attribute a defined set of characteristics to this group. They are useful as they help us know how to interact with others. However, these classifications can be positive or negative and can be seen as statements about one's own culture. For example, if we stereotype a specific group as "reserved" it could imply that we see ourselves as "unreserved".

Please write

- a. 300 words on your reflection on stereotypes and racism from watching the videos. How does this fit into cultural awareness? How is this relevant to you at work and when working in multicultural teams?
- b. 200 words on our assumptions that are influenced by our stereotypes.





Exercise D: (Section Three)

This exercise involves examining the various dimensions which can be used to describe cultural differences.

Write up a 500 word reflective piece based on your learning from the three readings in Section 3 (you can write this into the pages below or type and attach).





Exercise E: (Section Three)

Write up a 250 word reflective piece based on elements of culture, creating a positive culture, social norms, Geert Hofstede's cultural dimensions and Edward T. Hall's Time Orientations (you can write this into the pages below or type and attach).



Exercise F: (Section Four)

a) Write a short paragraph on how Ethnocentrism can influence your behaviour and why it might be important to understand the behaviour of your students/colleagues? (150 words)

b) Why could it be desirable to move from an ethnocentric (monocultural mindset) to an ethnorelative (intercultural mindset) perspective? (150 words)



Exercise G: (Section Four)

Please match the statements in your workbook with the various stages of the DMIS model. During the workshop possible solutions will be discussed by the facilitator.

MODULE 1: BENNETT MODEL ACTIVITY STATEMENTS AND THE STAGE REPRESENTED BY THAT STATEMENT IN PARENTHESIS

(Facilitator, please see 'Reflection' in Activity 4.2 of the 'Facilitator's Notes' for suggested solution):

Identify which stage of the Bennett Cultural Competence Model (Denial, Defense, Minimization, Acceptance, Adaptation, or Integration) each of the following statements represents:

1. "Why do we need special telephone lines for the hearing impaired? We don't have any hearing impaired in our office

Stage of 'Bennet Model' this statement indicates: _____

2. "Women are not aggressive enough. They will never make it to upper management."

Stage of 'Bennet Model' this statement indicates: _____

3. "When I provide medical care, I try to put myself in my patient's shoes."

Stage of 'Bennet Model' this statement indicates: _____



4. "I understand that some Latin Americans perceive time differently, and that is the reason you are often late. However, I will not tolerate your being late for my appointment."

Stage of 'Bennet Model' this statement indicates: _____

5. "I don't think it is necessary to study other cultures. We just need to learn how to care for their disease. After all, people are people".

Stage of 'Bennet Model' this statement indicates: _____

6. "I am a heterosexual and my son is gay. I feel comfortable with my gay friends and their community. I enjoy the time I spend with them".

Stage of 'Bennet Model' this statement indicates: _____

7. "Ever since I came here from Egypt, I have tried to be totally American because the U.S. is a much better country than where I came from".

Stage of 'Bennet Model' this statement indicates: _____

8. "Senior management values diversity and feels that gays and lesbians have a right to their sexual preference. However we cannot provide medical benefits to gay partners".

Stage of 'Bennet Model' this statement indicates: _____



Exercise H: (Section Five)

Please focus on ONE event or experience which you have had, download the 'Autobiography of Intercultural Encounters' document, complete and print pages 1-20 at the link below and include printed pages here:

http://www.coe.int/t/dg4/autobiography/Source/AIE_en/AIE_autobiography_en.pdf (Autobiography of Intercultural Encounters (AIE). Council of Europe, 2009.)

Exercise I: (Section Five)

What skills are relevant for you at work? What skills would you like to discuss during the workshop? Please write a reflective piece of 100 words.



Exercise J: (Section Five)

Write a brief summary (100 words) what Intercultural Communication means to you and your specific situation at work?

“Well done you have now completed the first unit of this micro-credential. Please retain a copy of this workbook for attendance at the face-to-face workshop to follow”



Activity 6 below forms the third part of this micro-credential and will be completed after the face-to-face Workshop

Activity 6:

The final part of this learning process is for you the participant to apply your learning to your work and maintain a reflective journal (which can be submitted to the workshop facilitator within you workbooks or through the creation of a blogg) as part of this process.

Please to reflect on:

- 'How does this course make a difference in the way you:
 - interact and communicate with people from another cultural background'?
 - how will this impact on your teaching and learning strategies?
- How can you work on your intercultural development? For example, use students and colleagues as a resource; to understand their perspectives and contrast this with your own.

Structure of reflection

You should have the ability to identify:

- a series of situations which need correction/improvement
- an appropriate response to each situation
- the response should be informed by theory
- the participant should demonstrate how they drew on theory to formulate the response



An example maybe the development of a class-based activity to better integrate International students into a HEI as the participant has become aware that various groups within the class tend to complete tasks together and may not interact with particular students. The activity can encourage students to develop intercultural competencies and sensitivity in their communication with others from various nationalities may give them the confidence to interact more freely. Encouraging a shift from ethnocentrism to ethnorelativism and the application of the DMIS model would be relevant here.

