

BIT¹ Input N° 2 / 2013

On the following pages we would like to give some explanation and example for a new wiki of intercultural competence, which shall be tested by the Intercultural Youth Magazine "trait d'union". The intended benefit of this wiki is described in the essay "[Intercultural Competence and its Certification](#)".

Bilbao, the 27th of February 2013

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Intercultipedia

The trait d'union Wiki of Intercultural Competence

Group: Psychosocial Sections of Intercultural Competence (PSICO)

The psychosocial sections of intercultural competence shall be classed here within a three-dimensional coordinate system of knowledge, emotion and behavior - always related to intercultural interaction. The PSICOs are highly correlated, but their definitions should overlap as few as possible.

1. The knowledge section
 - a. Intercultural awareness
 - b. Knowledge about different cultures, the own one included (including among others the different kinds of perceiving, thinking and feeling, as well as the ways and conditions of living, learning and working)
 - c. Intercultural teamwork know-how (concerning communication and cooperation)
2. The section of emotions and dealing with them
 - a. Intercultural motivation
 - b. Dealing with identity and diversity feelings (including among others ambiguity tolerance and readiness to contribute to the corporate identity of an intercultural team)
 - c. Handling of intuitions as to members of different cultures (including presumptions, expectations and positive or negative prejudices)
3. The behavior section
 - a. Intercultural engagement (including among others the readiness to learn from the members of other cultures and to change as a result of these intercultural learning processes)
 - b. Intercultural activity
 - i. Participation in intercultural communication
 - ii. Contribution to intercultural cooperation
 - c. Intercultural experience

¹ BIT means Bilbao Icduriving Team.

Proposed Wiki page structure for MICs

Group: Modules of Intercultural Competence Modules (MIC)

| | | |
|----------|---|--|
| 1 | Module of intercultural competence (MIC) | |
| 2 | Definition | |
| 3 | Psychosocial section/s of intercultural competence (PSICO) to which this ICM belongs | |
| 4 | Experience/s (best practice examples resp. problems + solutions) | |
| 4.1 | in the social field | |
| 4.2 | in the vocational field | |
| 4.3 | in the educational field | |
| 5 | Possible benefits for IC interaction | |
| 5.1 | in the social field | |
| 5.2 | in the vocational field | |
| 5.3 | in the educational field | |
| 6 | Learning and training methods | |
| 7 | Evaluation / quality assurance | |
| 8 | Links | |

Examples

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| 1 | Module of intercultural competence (MIC) | Courage to respectful criticism |
| 2 | Definition | Ability to discuss controversially with members of other cultures, especially with international project partners, about embarrassing topics related to cultural differences – without brushing the disagreement under the carpet, but also without offending the cultural identity of the partners |
| 3 | Psychosocial section/s of intercultural competence (PSICO) to which this ICM belongs | Emotions and dealing with them |
| 4 | Experience/s (best practice examples resp. problems + solutions) | |
| 4.1 | in the social field | |
| 4.2 | in the vocational field | |
| 4.3 | in the educational field | <p>K., a Polish student, member of the international school magazine <i>trait d'union</i> (school year 2005/06), writes an article about Turkey's interest to join the EU, covering politics, culture or people of this country. Some students from a Germany <i>trait d'union</i> member school disagree with the contents of the article, with moderate criticism up to extreme rejection. That is why the team then discusses about the right way to react, developing some principles of respectful criticism.</p> <p>S., a Turkish pupil, born and living in Germany, took over the task to reply to K.'s article applying the stipulated principles. (See 6!)</p> <p>K. thanks S. for her message, admitting that she doesn't know neither Turkey nor its people. She is conscious that there are a lot of prejudices about Turkish people in Poland, similar to those about Polish people in Germany ("car thieves"). Finally she asks S. for positive information about Turkey, happy being now in contact with a kind Turkish girl. (Correspondence between K., S. and others: See 8!)</p> |
| 5 | Possible benefits for IC interaction | |
| 5.1 | in the social field | <p>In multicultural constellations of everyday life with potential of misunderstanding and conflict</p> <ul style="list-style-type: none"> • interest to understand the other person's approach of thinking and acting • ability to understand that this approach is based on a different cultural background • readiness to accept the diversity of the other person's and the own approaches • competence to discuss respectfully in situations of disagreement • contribution to solutions that are satisfactory or at least acceptable for both sides |
| 5.2 | in the vocational field | <ul style="list-style-type: none"> • Understanding the human and the economic importance of respectful criticism for the work climate of a staff consisting of persons belonging to different cultures and for the relations between business partners of different countries • Knowledge of possible 'traps' of intercultural communication • Development of responsibility for the good working of an multicultural/international professional team and its corporate identity |
| 5.3 | in the educational field | <ul style="list-style-type: none"> • Application of specific school subject competences in the framework of an intercultural project, like analyses and interpretation of texts and recipient-oriented essay writing • Reflection about the basics and possible 'traps' of intercultural communication • Improvement of mutual intercultural understanding and empathy • Development of responsibility for the good working of an international school project and of corporate identity |

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| 6 | Learning and training methods | <p>Commenting on the controversial text or writing a message to its author,</p> <ul style="list-style-type: none"> • appreciating and emphasizing all the positive aspects found in the text (interest, intentions, knowledge, arguments, reasonable and legitimate criticism...) • stating not to know certain facts, asking for the sources of the information • expressing not to understand certain arguments, asking for further explanation • declaring not to share a certain point of view, asking on what it is based, for example personal experience • criticizing compatriots' stereotypes about the culture of the author's culture and pointing to some similarities to the stereotypes being contained in the text • expressing some own thoughts about the topic • offering information about the topic and topic-related information sources <p>Continuing the change of opinions, if the other person is interested Extension of the debate group participants by discussing on a public platform, if the author of the text agrees Common planning and implementation of a project that needs the specific diversity of knowledge, views, opinions, represented by the author of the text and its commentator</p> |
| 7 | Evaluation / quality assurance | <p>The following aspects/questions can be considered:</p> <ul style="list-style-type: none"> • How was the comment action prepared? What material was used? Did the commentator prepare his action inside his team and to which degree did he integrate the given suggestions? Why (not)? • In case of successful criticism: Is the reaction/answer of the criticized partner based on the message/comment? To which degree and concerning which aspects? • In case of bad success: Is the reaction/answer of the criticized partner provoked by evident mistakes of the message/comment? To which degree, and concerning which aspects? • Was he ready to accept legitimate and reasonable criticism from his partner's side? • (How) did he try to continue the discussion in case of bad success in the beginning? • Did the commentator try to continue in a fruitful way the established relation with the author (sustainability)? |
| 8 | Links | <p>trait d'union n° 6/2006 "Courage": "Europäer gegen EU-Eintritt der Türkei" (p. 126-131) Courage to respectful criticism (p. 134-135) http://traitdunion-online.eu/mup/issues/2006.pdf</p> |

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| 1 | Module of intercultural competence (MIC) | Intercultural awareness |
| 2 | Definition | Being aware, that every culture offers a historically grown system of norms for the every-day-life of the society members and that insofar every culture is <i>relative</i> . Understanding, that an important extent of the persons' feelings, thinking, ways to understand – including the own intercultural experience –, attitudes and actions is related to their cultures. Understanding, that intercultural relationships are influenced by the diversity of the interacting persons' cultural frameworks. Distinguishing different kinds of reasons why persons act as they do (or why they don't act): cultural ones, institutional limitations, work conditions, individual ones etc. |
| 3 | Psychosocial section/s of intercultural competence (PSICO) to which this ICM belongs | Knowledge |
| 4 | Experience/s (best practice examples resp. problems + solutions) | |
| 4.1 | in the social field | |
| 4.2 | in the vocational field | |
| 4.3 | in the educational field | |
| 5 | Possible benefits for IC interaction | |
| 5.1 | in the social field | |
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| 8 | Links | |

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|----------|---|--|
| 1 | Module of intercultural competence (MIC) | Skills needed to plan an intercultural project in coordination with the future partners |
| 2 | Definition | |
| 3 | Psychosocial section/s of intercultural competence (PSICO) to which this ICM belongs | Behavior |
| 4 | Experience/s (best practice examples resp. problems + solutions) | |
| 4.1 | in the social field | |
| 4.2 | in the vocational field | |
| 4.3 | in the educational field | |
| 5 | Possible benefits for IC interaction | |
| 5.1 | in the social field | |
| 5.2 | in the vocational field | |
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