

## Developing Intercultural Competence for the Global Workplace

April 24-25, 2024 | 09:00 - 18:00 | IAMO | conference room 1

Being able to move successfully and with ease in a multicultural environment is becoming increasingly important - and not just if you are doing a doctorate at an international research institute like IAMO. The ability to communicate interculturally is also becoming a key competence for many career paths within and outside academia in today's networked and globalized working world.

This two-day workshop offers valuable insights for self-regulated cultural learning and enhances intercultural competence in diverse settings. Participants get equipped with essential skills and tools in cross-cultural negotiation and conflict management.

### Methods

An interactive introductory lecture presents referential frameworks, or logic “baselines”, which describe stable problem patterns that routinely characterize cross-cultural miscommunication or conflict. Various case studies related to the academic working context provide ample space for the application of the concepts. Collaborative work in small groups, group presentations and trainer consolidation provide a basis for in-plenary discussions and feedback loops.

### Terms & application

Date & Time	April 24-25, 2024   09:00 a.m. – 18:00 p.m.
Place	IAMO, conference room 1
Group size	12 persons
Target group	Doctoral researchers
Workshop language	English
Registration	Per email to Franziska Schaft ( <a href="mailto:schaft@iamo.de">schaft@iamo.de</a> )
DCPAE credits	2 CP (Soft Skills) for full course participation

Program details - next page

## Program

### Day 1

9:00 – 18.00 (incl. lunch & coffee break)

09:00

#### **I. Introduction**

- Aims and approach
- The psychology of intercultural communication: why is it easier to understand than to do?
- The underlying mechanisms of intra- vs inter-cultural communication

#### **II. Groundwork: Introducing the 3-Component Culture Learning Method**

- Cultural Values Logic: Fact vs. Face Logic Baselines
  - Different perceptions of “problem”, “risk”, and “solution”?
  - Different basic assumptions of role obligations: Who does what, when, where, and how?
  - What role does “Face” play in problem-solving?
  - Generalisable principles and problem structures
    - The misalignment of Talk vs. Silence action strategies in cross-cultural interactions
- The Cross-Logic Interaction Mapping Grid
  - Organising knowledge and proceduralising problem analysis
- Experiential Training Practice: Cognitive Structure Analysis of Critical Incidents
  - Situational assessment → Identifying actionable strategies
  - Group task and presentation

#### **III. Case studies: “Mapping” Expectation-Action Gaps (Group activity)**

*Case study 1: The factual vs. symbolic vocabularies of problem-solving*

- The supervisor-subordinate relationship: Culturally different expectations of “good” leadership and supervision
- Decoding silence and storytelling
- Different cultural meanings of deadlines

*Case study 2: “Meat” vs. “Sandwiching” strategy approaches to problem-solving*

- Recognising the same conflict interface in different scenarios
- Fact + Face Solutions: What does a “Face solution” look like, and how does it facilitate a “Fact solution”?
- Different cultural meanings of the contract and expectations of a “good” and “trusting” relationship

18:00

End of Session

## **Day 2**

**9:00 – 18.00 (incl. lunch & coffee break)**

09:00

### **I. Short Review of Day 1**

- Key learning points
- Using the framework to understand cultural anomalies

### **II. Learning Assessment Task**

- Application and transfer task using group-own critical incident
- Presentations, peer feedback, in plenum discussions, consolidation

### **III. “International English”: The Hidden Conflicts in Cross-cultural Dialogue**

- Structural characteristics of “High Context” vs. “Low Context” English
- Appreciating “Middle Context” native English: the vocabulary of “symbolic possibility”
- Example: Giving instructions
- Two more applications of “sandwiching”: Lingual “downgrading” and structural sandwiching
- How to use English “symbolically” to create “face-space” in face-critical situation

### **IV. Practice: Assessing and responding to tricky emails (group activity)**

- Part 1: Assessing the “hidden message”
- Part 2: In plenary consolidation
- Part 3: Writing a response
- Part 4: In plenary correction of group emails + consolidation

18:00

End of Session

## **Trainer information**

Alexia Petersen is a native of Toronto, Canada, and holds degrees in English Literature and Comparative Literature from the University of Toronto (B.A) and Queen's University, Kingston, Canada (M.A). She has been living in Germany for 32 years, and has been a lecturer and trainer of applied intercultural communication at RWTH Aachen University since 2002. In addition to her many training and consulting activities in both the academic and commercial sectors, she was the Principal Lecturer of the Module “Foreign Study Trip” and “Intercultural & Diversity Management” within the RWTH Executive MBA degree programme from 2010 to 2019. Her programme is part of the Extracurricular Programme of many doctoral programmes at the graduate schools of numerous universities throughout Germany, Europe, and overseas, as well as in independent research programs of the Max Planck Institutes, Helmholtz Research Institutes, and Fraunhofer Institutes. Additionally, she was a guest lecturer on intercultural communication for 15 years at the University of Osaka’s Graduate School of Engineering, Japan. She has also been a guest speaker at various universities such as University of British Columbia, Simon Fraser University (Vancouver), Wharton Business School (University of Pennsylvania), Imperial College of London, and Massachusetts Institute of Technology (MIT).