

Interkulturelle Kompetenz und Diversity Management als Bildungsziele?



Überblick

- I. Von Schlüsselkompetenzen, Schlagwörtern, Querschnittskompetenzen und 'Kompetenzlosigkeitskompetenzen'
- II. Welche Rolle spielt 'Interkulturelle Kompetenz' & 'Diversity Management' im Bildungskontext
- III. Fallbeispiele:
 - **InterCultural Center**: ICC International Liberal Education
 - **Interkulturell-sensible sprachliche Frühförderung** am *Salzburg Institute for Reading Research (SIRR)*

I. Von Schlüsselkompetenzen, Schlagwörtern, Querschnittskompetenzen und ‘Kompetenzlosigkeitskompetenzen‘

Was sind 'interkulturelle Kompetenzen'?

‘Es gibt Kompetenzen die gibt es gar nicht’ ... oder doch?

Versuchen Sie einmal, **interkulturelle Kompetenzen** aufzuzählen:

- Anpassungsfähigkeit
- Einfühlungsvermögen
- Kommunikationsfähigkeit
- Offenheit
- Toleranz ...

Sind das nicht Kompetenzen, die man in vielen Situationen braucht? **Sind diese Kompetenzen nicht ganz unspezifisch?**

‘Interkulturelle Kompetenz’ (IK)

Inflationäre/ ‘kosmetische’ Gebrauch des Begriffs speziell im deutschsprachigen Raum führt zu folgenden Problemen:

- **Kulturverständnis:** ‘Kultur’ = ‘Nationalkultur’
- Begriffliche **Reduzierung von IK auf Kulturwissen & Sprachbeherrschung**
- **Kulturalisierungstendenzen**
- **Reduktion auf Handlungskompetenz** (z.B.: wie ‚deutscher‘ Lehrer mit ‚türkischen‘ Schülern umgehen soll)
- Falsch verstandene Toleranz: **Exotisierung & Skandalisierung**
- Vernachlässigung der **Multi-Axialität/ Intersektionalität** (race, class, gender)
- **Kompetenz-Messungsproblem & Beurteilungskriterien**
- **Aneignungen & Zuschreibungen** von IK Kompetenz: Gefahr der Vereinnahmung durch das Verstehen; welche Erkenntnisinteressen stecken dahinter?

Vom Schlagwort ‘Interkulturelle Kompetenz’ (IK) zum konstruktiven Konzept für die zukünftige pluralitätsfähige Gesellschaft und den multikulturellen Arbeitsmarkt:

Der IK-INTERVENTIONSANSATZ

Die entscheidende Frage darf nicht heißen:
Gibt es 'kulturelle' Unterschiede?

Sondern:

**Unter welchen Bedingungen benutzt wer, wie,
warum und mit welchen bewussten oder
unbewussten Folgen 'Kultur'?**

Grundvoraussetzungen für qualitative IK Interventionsansätze

Vermeidung der ‘Schlagwortkultur’ & Kulturalisierungstendenzen durch:

- **Flexible & offene Kulturdefinitionen** unter Berücksichtigung von Kontext, gemeinsame Erfahrungen und Situationen anstatt ‘Nationalkultur’
- Definition von **IK auf 3 Ebenen: A,B,C**
- **Kultur x Gehirn:** Interdisziplinäre Zukunftsvisionen und deren synergetische Umsetzung
- Neue kombinierte Methoden zur **impliziten und expliziten Messung von Bias**
- **Intersektionale** Analyseansätze
- Einführung **IK auf drei Ebenen: individueller, institutioneller und gesellschaftlicher Ebene**

Was ist 'Kultur'?

Fig. 3

Definition of ‘Culture’ ... in our context:

“**Culture as *networks of knowledge***, consisting of **learned routines of thinking, feeling, and interacting** with other people, as well as a corpus of substantive **assertions and ideas about the world**“

(Hong 2009: 4)

Definition of ‘Intercultural Competence’ (ICC)

Intercultural competence refers to the ability to embody and enact intercultural **sensitivity** (cf. Bennett 2013:12).

A Heartset – this **affective dimension of attitudes and motivation** includes curiosity, as well as initiative, nonjudgmentalness, risk taking, cognitive flexibility, open-mindedness, tolerance of ambiguity, flexibility and resourcefulness.

B Intercultural Skillset – includes the **ability to analyse** interaction, predict misunderstanding and fashion adaptive behaviour. This **behavioural dimension** includes the ability to empathize, gather appropriate information, listen, perceive accurately, adapt, build relationships, resolve problems, and manage social interactions and anxiety.

C Intercultural Mindset – refers to one’s **awareness** of operating in a cultural context. This **cognitive dimension** includes knowledge of culture-general maps or frameworks, of specific cultures, of identity development patterns, of cultural adaptation processes, and of cultural self-awareness.

Greater intercultural sensitivity creates the potential for increased intercultural competence:

Development of Intercultural Sensitivity (DMIS)

(Bennett 2004:153)

(Hammer 2012:119)

Integration

The key is **long-term growth**

Being able to **apply an intercultural perspective and mindset to essentially all one's life activities**

The key to integration is the extent to which one **routinely construes events in intercultural terms**

Identity is constructed at the margins of two or more cultures and central to none (encapsulated marginality vs. constructive marginality)

Culture x Brain: Culture is “Embrained”

- **Neural connectivity is likely modified through sustained engagement in cultural practices.**
- Culturally induced activation patterns of the brain that support the person when he or she intends to perform his or her cultural tasks = **a cultural conditioning of the brain.**

(Kitayama & Uskul 2011: 419)

Culture = Functional

The cultural analogue of genes is **MEMES** (= cultural ideas held by an adherent or host).

People pass on memes or cultural ideas **that have worked for them** or the society.

The functions culture serves as a network of widely circulated memes:

- Culture **confers benefits to the survival** of the species
- Culture **confers benefits to the optimal functioning of the society**
- Culture **confers psychological benefits to the individual** (epistemic security, sense of belongingness and a buffer against existential terror)

“The more perceptual and conceptual discriminations that can be brought to bear on the event, the more complex will be the construction of the event, and thus the richer will be the experience.”

(Hammer et al. 2003: 423)

Fig. 5

Sample Research Blurb 1:

Tracking Changing Perceptions in Competence Gain

If intercultural sensitivity develops from ethnocentric to ethnorelative stages, as the DMIS suggests, and if the DMIS truly is a model of **development of cognitive structure**, the **acquisition of ICS** should go hand in hand with a **change in perception** and the **gaze protocols of subjects should differ**.

Hence we should be able to document

- the **culturalized ethnocentric gaze (CECG)**,
- the **culturalized ethnorelative gaze (CERG)** and
- the **intercultural gaze (ICG)**

(Breninger & Kaltenbacher 2014)

Documenting the culturalized ethnocentric gaze (CECG), the culturalized ethnorelative gaze (CERG) and the intercultural gaze (ICG)



Stimulus 22: Receptionist

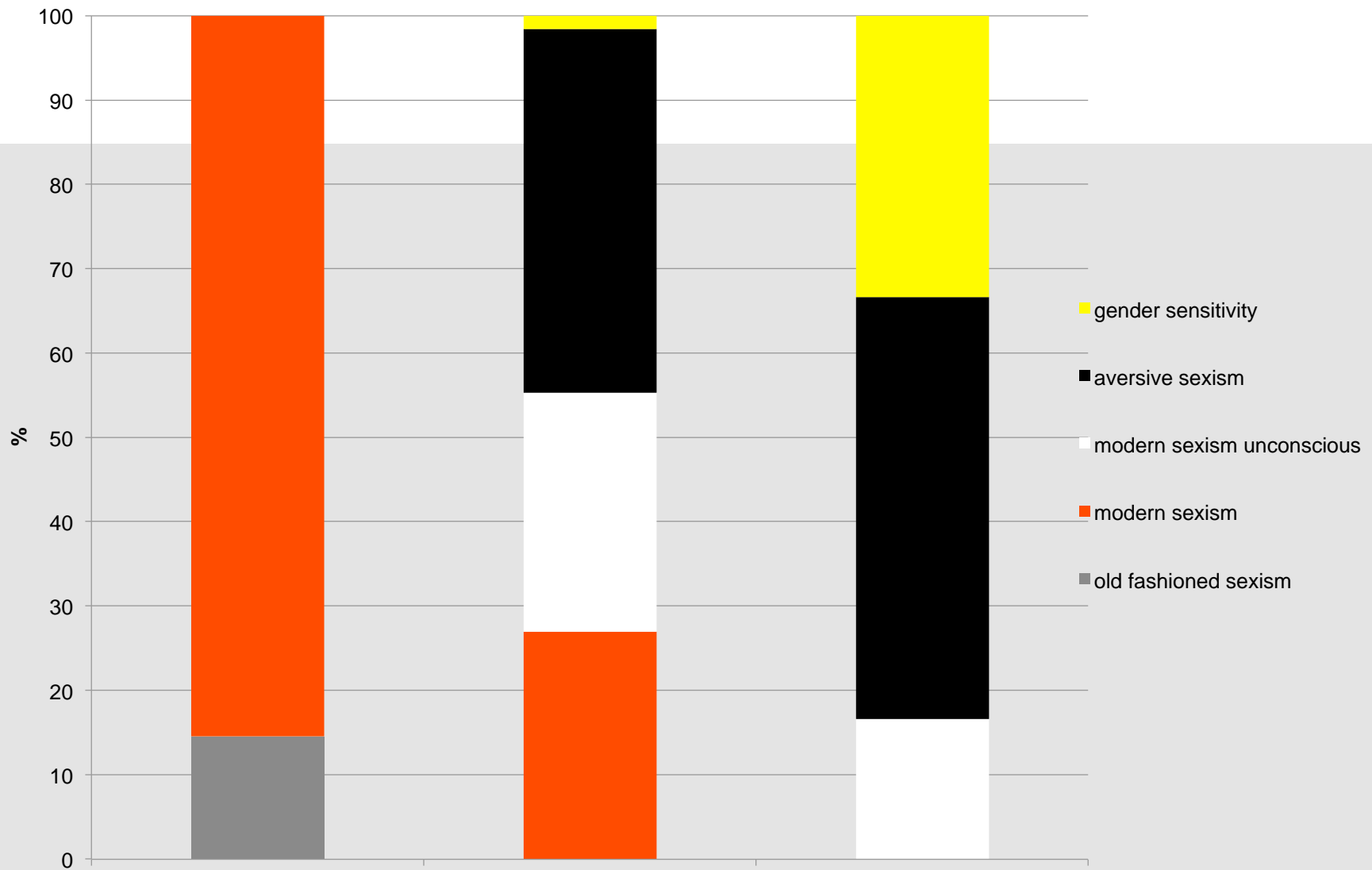
Sample Research Blurb 2: Intersektionen von Kultur und Geschlecht

The Visual, Intersectional Culture x Gender Competence Inventory (viCGI)

Hypothesis: Greater gender sensitivity has to be developed alongside intercultural sensitivity in order to achieve greater intercultural competence.

The three distinct gaze patterns and response styles devised in the Bias in Business Assessment (BIBA) – the culturalized ethnocentric gaze and response (CECG & CECR), the culturalized ethnorelative gaze and response (CERG & CERR) and the intercultural gaze and response (ICG & ICR) – did significantly correlate with the four distinct patterns of consistency-based conflict resolution strategies (old-fashioned sexism, modern sexism, aversive sexism und gender sensitivity).

(Breninger & Kaltenbacher 2016)



II. Welche Rolle spielt 'Interkulturelle Kompetenz' & 'Diversity Management' im Bildungskontext?

Spezielles Bildungsproblem:

Reproduktion gesellschaftlicher Verhältnisse in und durch Bildungsangebote.

Ziel: IK auf 3 Ebenen:

- interkulturell-sensible/kompetente **Individuen**
- eine pluralitätsfähige **Gesellschaft**
- Pluralitätsfähige **Institutionen**

Was ist 'Diversity Management'?

Diversity Management: a Dead End?

“Diversity includes everyone: it is not something that is defined by **race or gender**. It **extends to age, personal and corporate background, education, function and personality**. It includes **life style, sexual preference, geographic origin, tenure with the organisation ... and management and non-management**”

(Thomas, 1991:12).

The three levels of diversity:

Surface-level differences – gender, race, age, disability status and appearance.

Achieved human capital – abilities, skills, qualifications, and achievements, which they can choose to contribute to the organization fully or less or not at all.

Deep-level differences – values, beliefs, cultures and cognitive and behavioural styles.

CASE:

Die „Charta der Vielfalt“ – eine Selbstverpflichtung zu Diversity Management

„Inzwischen haben 24 der DAX 30-Konzerne die Charta unterzeichnet“ (Charta 2014)

... an interesting aspect: **interculturality is not mentioned as such in the charta anymore**. The umbrella term is **‘DIVERSITY/VIELFALT’**.

**Does Intercultural Competence hold a
solution for
more constructive
implementations of ‘diversity concepts’ in
organizations?**

Sample Research Blurb 3: Intercultural Diversity Competence

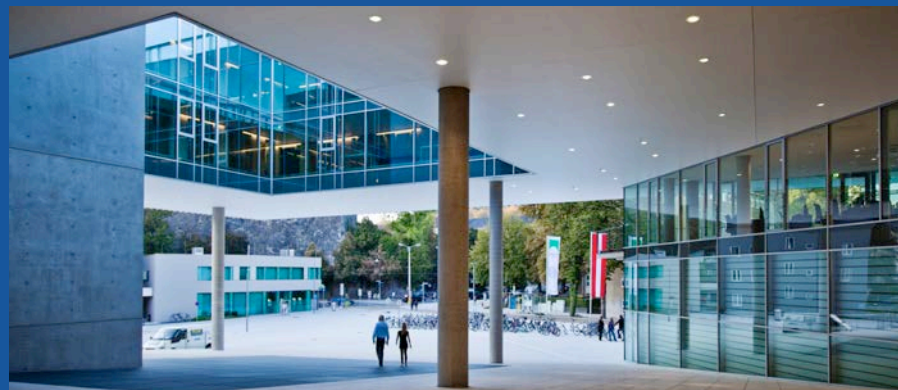
- **Multicultural I:** coherence – 70/80s homogenisation leading to separation
 - **Multicultural II:** difference – 90/00s co-existence leading to ‘integration’
 - **‘Intercultural’:** cohesion – from co-existence to co-operation
- ... problematic terminology: inclusion (danger of assimilation)

**From diversity & Inclusion
(D&I roughly since 2008)
to Intercultural Diversity Competence**

Taking Action: Fallbeispiel Bildung

- **Prepare people from various professions** for multicultural working environments by offering recognized graduate & postgraduate study formats in ICC education and trainings
- Introduce **quality standards for ICC** education and trainings
- **Introduce and recognize intercultural competences** as a necessary prerequisite for the 21st century workplace
- **Advocate and promote intercultural competences** in education especially at pre-school and school level & later in life (lifelong learning)
- Fund **more experimental and explorative research** that revisits the dynamics of nature and nurture

III. Fallbeispiel: InterCultural Center 10 Years of Passion



Our Philosophy of Mind: ICC International Liberal Education

Facilitating **Intercultural Learning** as an intentional educational effort:

- Emphasis on **multiple disciplinary perspectives**
- Emphasis on **critical thinking**
- Emphasis on **ethical action**
- Emphasis on **generating ‘virtual third cultures’**– the interactional space where intercultural learning, increased creativity, effectiveness and innovation occurs
- Emphasis on **‘real-life’ applicability & relevance**
- Emphasis on **creating synergies**

InterCultural Center (ICC) Structure

I. The Department of
Intercultural and Communication Studies (ICS)

II. The Department of
**Communication Sciences and Disorders –
Multilingual, Multicultural and Intergenerational
Concerns (CSD)**

INTERCULTURAL CENTER (ICC)

<http://www.salzburgcollege.edu>

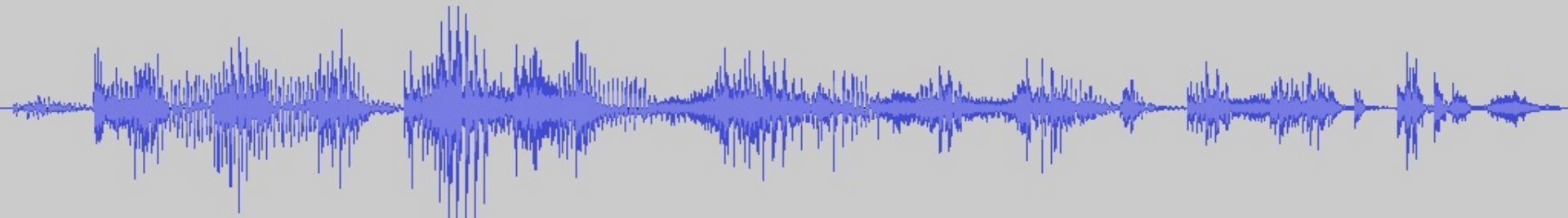


- **Certificates in Intercultural Competence (CICC)**
- **M.A. in Interdisciplinary Studies: Intercultural Studies**
- **Ph.D. in Leadership: Special Emphasis Intercultural and Global Issues**

Interculturality in Motion:

- **Intercultural Mindset** (people, institutions & structures)
- Dedication to *Interkulturelle Öffnung*
 - **Weekend classes**
 - **Scholarships**
 - **Social Responsibility:** Project Involvement
 - **Intercultural & Interdisciplinary Research**
 - ...

III. Fallbeispiel: Interkulturell-sensible sprachliche Frühförderung – Ein Mehrsprachigkeitsmärchen



Puckers und der Zauberwortschatz

Ein Mehrsprachigkeitsmärchen



*Birgit Breninger
Thomas Kastnbacher*

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by Dr. Birgit Breninger, 2016



**Vielen Dank für
Ihre
Aufmerksamkeit!**

Figures:

Fig.1: http://www.kmk-format.de/material/Fremdsprachen/3-4-5_Tuerueffner_speaking-grammar-int-cult.jpg

Online January 2016

Fig. 2: <https://lollipopmania.files.wordpress.com/2008/03/jra002911.jpg?w=490>

Online January 2016

Fig.3: <http://www.entertainmentearth.com/images/%5CAUTOIMAGES%5CVN71558lg.jpg> online January 2013

Fig.4: http://www.ikud-seminare.de/downloads/interkulturelle-kompetenz-darstellung_HP.jpg

Online January 2016

Fig. 5: Picture taken from: *Time: Your Brain: A User's Guide*, New York: Time Books, 2009: 41.

Fig.6: <http://scholasticadministrator.typepad.com/.a/6a00e54f8c25c98834017c317442ea970b-800wi>

Online March 2013

Fig.7: <https://www.sebastian-kurz.at/sites/default/files/micropage/2011-04-21.jpg>

Online January 2016

Charta 2012

http://www.charta-der-vielfalt.de/fileadmin/user_upload/beispieldateien/Downloads/Faktenblatt_Charta_der_Vielfalt_2012-11.pdf online December 2012

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by Dr. Birgit Breninger, 2016

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