

'Intercultural global competence (IGCC): its importance in work and study in a post Covid-19 world'

In conjunction with UPSIGN Global Graduates Programme

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Overview

- Defining ‘intercultural competence’
- What’s the big deal?
- Where does ICC apply?
- ICC in the headlines
- Applying the learning (breakout rooms)
- Understanding an navigating your context
- Summary & Q&A



Intercultural Competence (ICC) development

‘Intercultural competency is the **ability to interact effectively** and appropriately in intercultural situations, based on specific **attitudes, intercultural knowledge, skills and reflection.**’ (Deardorff, 2006: 247)

Another approach:

Intercultural competence is not something that needs to be acquired anew but that **needs to be recovered** from our past experience of **small culture formation** developed during the process of socialization from birth. This small culture formation is on the go because it is a **constant activity** in response to everyday engagement with other people... (Holliday, 2016: 1)

Other benefits

- ‘ICC is an important **graduate outcome** in such a [globalised] world.’ (Leask, 2009: 205)
- ‘Intercultural competence is increasingly gaining prominence in a variety of sectors around the **world...core competency for the 21st century workforce** (Deardorff, 2015)

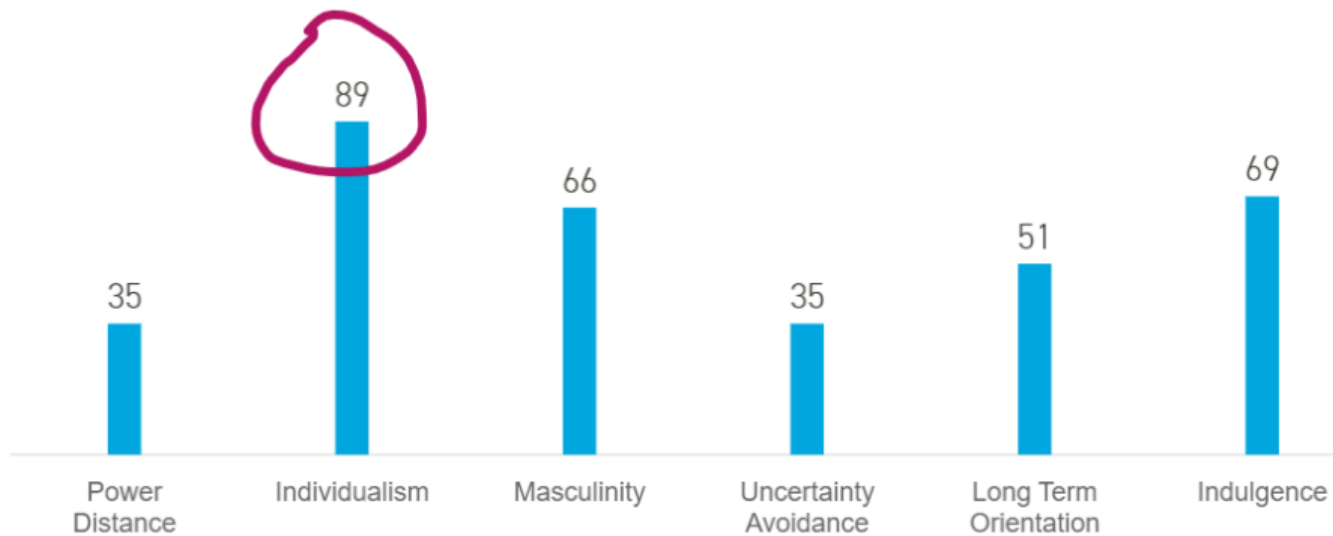


Hofstede- organisational culture/behaviour (OB)

Dimension	High	Low
Power distance	People accept inequality among institutions, organisations and people – like hierarchy	People expect equality in power – flat structures.
Individualism	Value a loosely knit social framework – individuals expected to take care of themselves	(Collectivism) value tightly knit social framework – individuals look after one another
Masculinity	Society driven by competition, achievement and success, with success being defined by the winner/best	(Feminism) value caring for others and quality of life
Uncertainty avoidance	Members of society feel uncomfortable with change and uncertainty	People have high tolerance for unstructured, unclear and unpredictable
Long term orientation	Greater concern for future – value thrift and perseverance	More concerned with past and present – prefer tradition



United Kingdom ×



* estimated

Now log into: <https://www.hofstede-insights.com/>

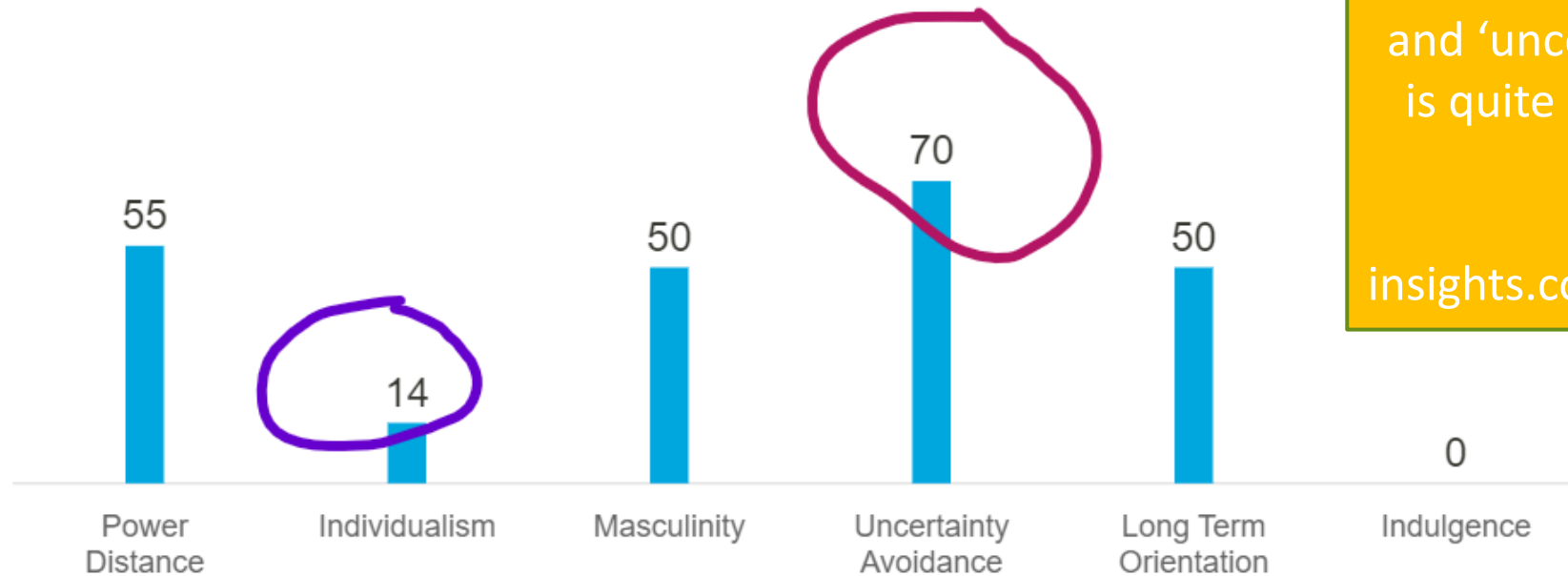
And see how Pakistan compares- what is same/similar and what does this mean?

(Adapted from <https://www.hofstede-insights.com/country/the-uk/> last accessed on 2nd November, 2020)

The PK- according to Hofstede



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** estimated*

‘Individualism’- quite low comparatively and ‘uncertainty avoidance’ is also high so is quite risk averse and could be considered more ‘conservative’
<https://www.hofstede-insights.com/country-comparison/pakistan/>

High vs. Low content cultures

FEATURES OF HIGH CONTEXT CULTURES

- People feel responsible for their family
- Value the concept of 'face'; strong public image
- If a member's 'face' is threatened, the whole group's honour is in danger
- e.g. Chinese, Korean, Japanese, Arab

FEATURES OF LOW CONTEXT CULTURES

- Independence and individualism is emphasized
- No concept of 'face'
- Everyone is responsible for themselves
- e.g. English, North American, Swiss, German



Limitations of Hofstede's dimensions of culture model



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Limitations from Hofstede's IBM study/Cultural Dimensions Model:

Cultural Homogeneity - assumes the domestic population is a homogenous whole. However most nations are groups of ethnic units ([Nasif et al. 1991](#)).

National Divisions - Nations are not the proper units of analysis as cultures are not necessarily bounded by borders (McSweeney 2000).

One Company Approach - only one company cannot possibly provide information on the entire cultural system of a country (Olie 1995; Søndergaard 1994).

Too Few Dimensions - Four or five dimensions do not give sufficient information about cultural differences. Hofstede agrees, he believes additional dimensions should continue to be added to his original work (Hofstede 1998, 481).



Why is ICC important?

Work- who/how you interact

Study – how you learn and engage in learning settings

General life- interactions with people



Intercultural competence (ICC) in the news



Student Union

Some Students Not Well-Schooled About Plagiarism

By Nick Dugan
July 30, 2018 03:00 PM



INSTAGRAM



voast

YOUTUBE



VOA Union





Applying the learning (in breakout rooms)

Room1: You have been given a group assignment and are part of a diverse group of students from different backgrounds. Nobody is talking/engaging to each other on Zoom – the deadline's in a week. What do you do?

Room 2: You have a 4,000 word essay due in 3 weeks along with a group assignment (group: 3 people from different cultural background to you) What is your plan of action?

Room3: You are a Team Leader of an international team that works across 3 different time zones. Your client has brought the deadline forward by a week which clashes with a religious festival for half the team-What is your plan of action?

Room4: You have had a difficult time settling into your new academic setting- your flatmates play music all night and your classmates won't talk to you. You are getting increasingly homesick. What action do you take?

Intercultural Competence (ICC) development in PK context



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‘Intercultural competency is the **ability to interact effectively** and **appropriately** in intercultural situations, based on specific **attitudes, intercultural knowledge, skills and reflection.**’ (Deardorff, 2006: 247)

- Consider who you engage with on a daily basis? Are they from the same place/different to you?
- If you have moved from your native town/city/village, what seemed surprising/different to you in your current context? What challenges did you overcome and how?
- Consider the ICC skills (effective communication across cultures, open-mindedness, problem-solving skills etc) that you have applied or will apply in new contexts- maybe you will begin a new job/course?
- Challenging common stereotypes of people that are different to you- develops your ICC skills/competence- there is no ‘right’ way, just many ways of doing and thinking- acknowledging your own standpoint

Summary



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Key takeaways

- ‘Intercultural competency is the **ability to interact effectively and appropriately** in intercultural situations, based on specific **attitudes, intercultural knowledge, skills and reflection.**’ (Deardorff, 2006: 247)
- **Key areas:** Knowledge of other cultures, open-mindedness, tolerance, problem-solving skills and strong communication skills
- ‘ICC is an important **graduate outcome** in such a [globalised] world.’ (Leask, 2009: 205)
- ‘Intercultural competence is increasingly gaining prominence in a variety of sectors around the **world...core competency for the 21st century workforce** (Deardorff, 2015)

Questions?



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