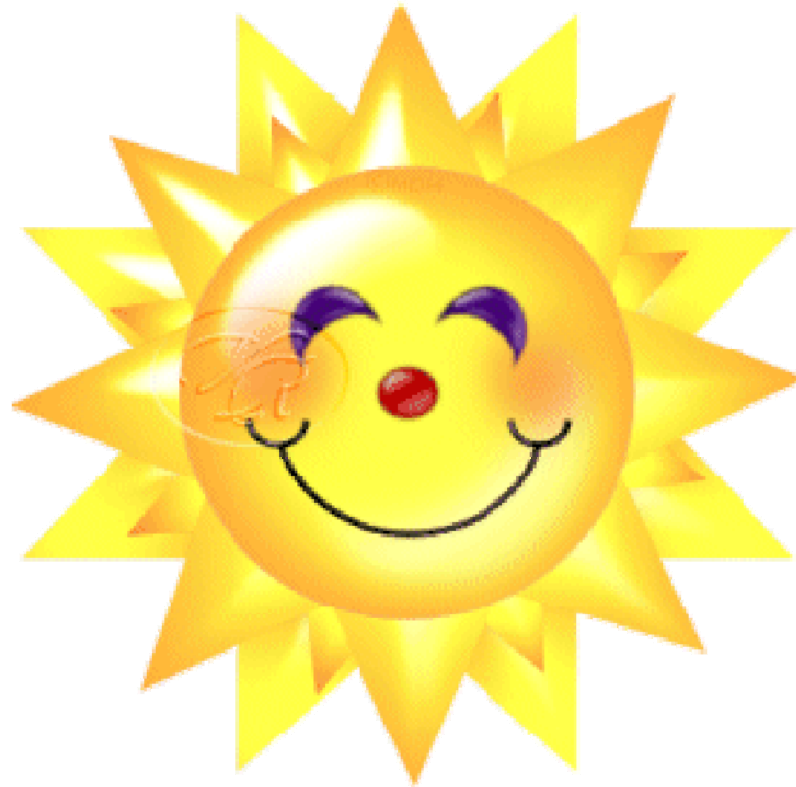






Good Morning

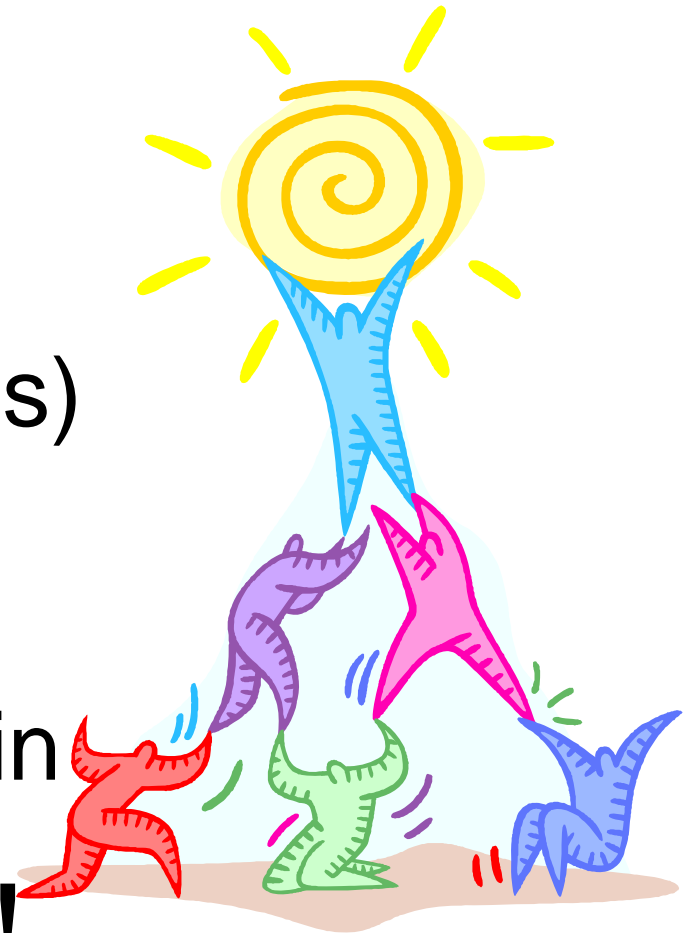




What is culture?

In your group:

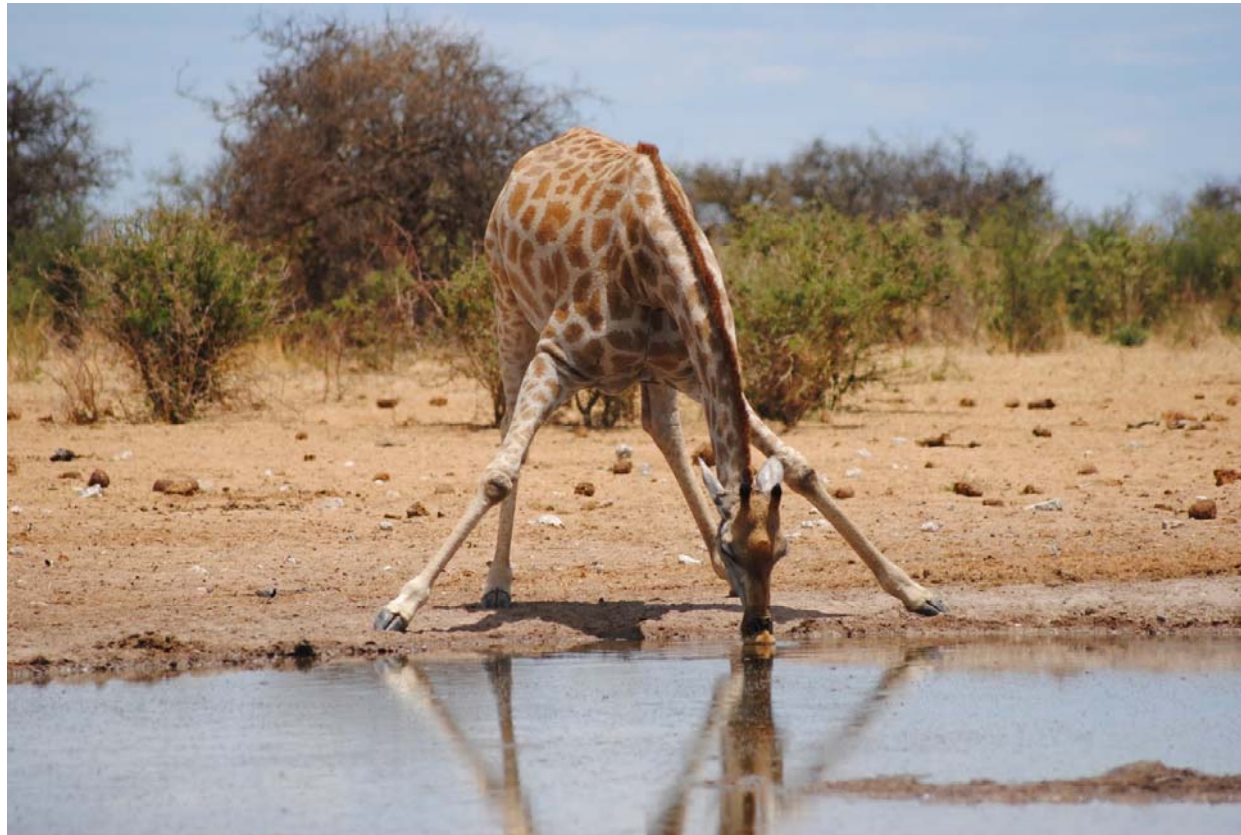
1. Keywords (5 minutes)
2. Come up with a definition of culture in **one sentence only!**







Strech your legs and get a drink!



Interkulturelle Kompetenz

- Erkennen von kultureller Geprägtheit (Familie, Nation, Region, Freunde,...)
- Kommunikation und Interaktion
Verstehen und Lernen
- Neue Handlungsmöglichkeiten im Umgang mit Unterschieden
- Sicherheit im interkulturellen Kontext

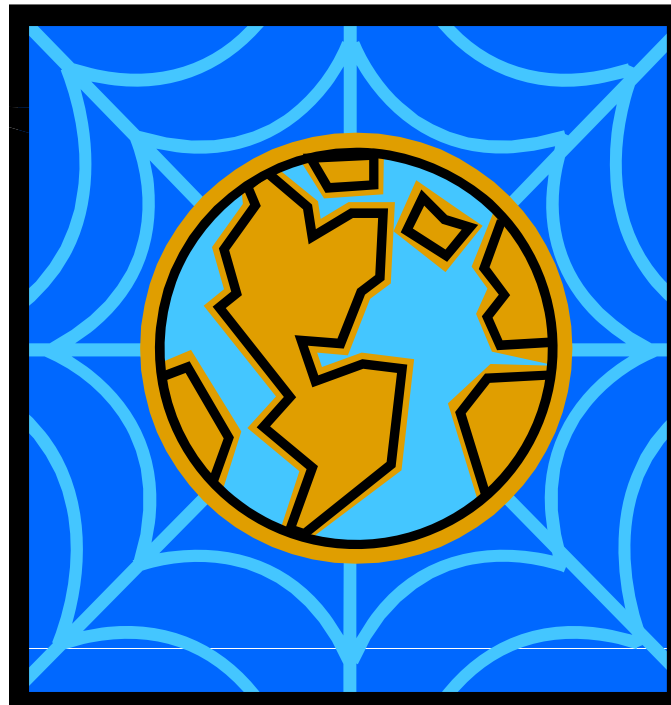




Kulturelle Geprägtheit...

My view of the world

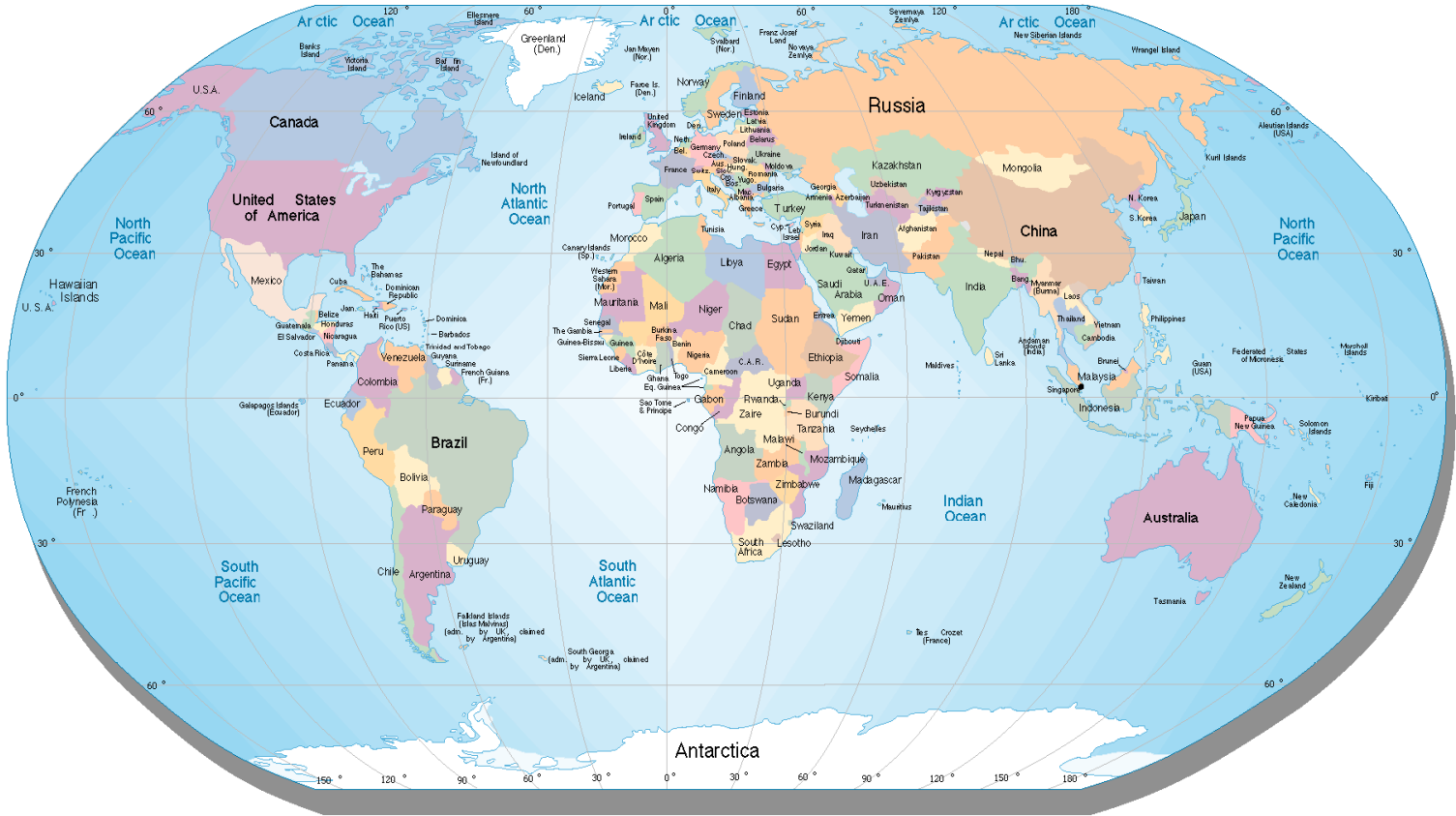
Meine Sicht auf die Welt...





Europäische Weltkarte

The Nations of the World



©1994 Magellan GeographixSMSanta Barbara, CA (800) 929-4MAP

Robinson Projection





US-Weltkarte





Neuseeländische Weltkarte



Interkulturelle Kommunikation

- Kommunikation als wichtige Voraussetzung für interkulturelles Lernens -

<http://www.youtube.com/watch?v=QNKn5ykP9PU>

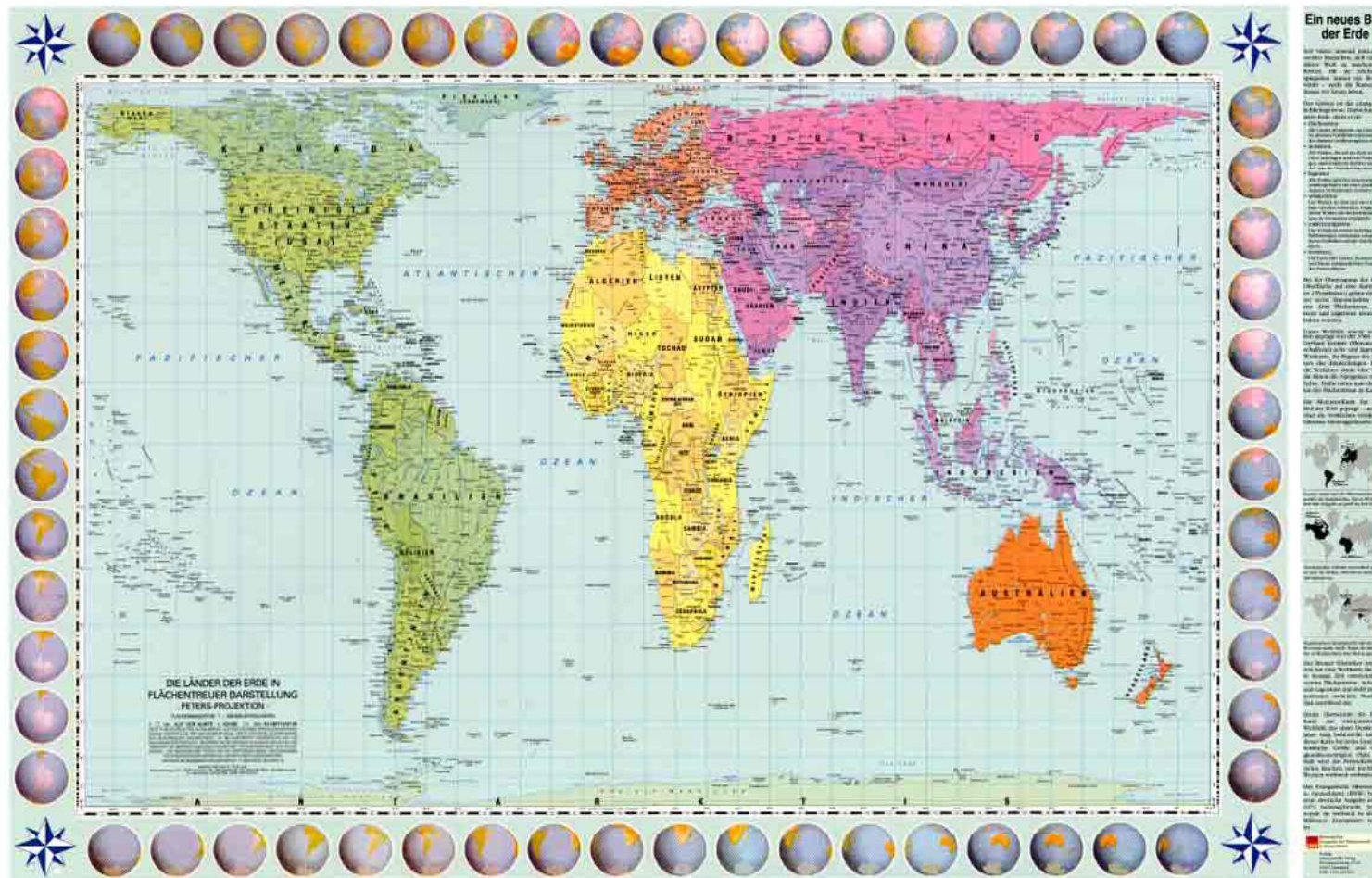
(Crazy Secretary)

<http://www.youtube.com/watch?v=DuuRFvtTwgU>

(Alexander Groth: „Interkulturelle Kommunikation“)



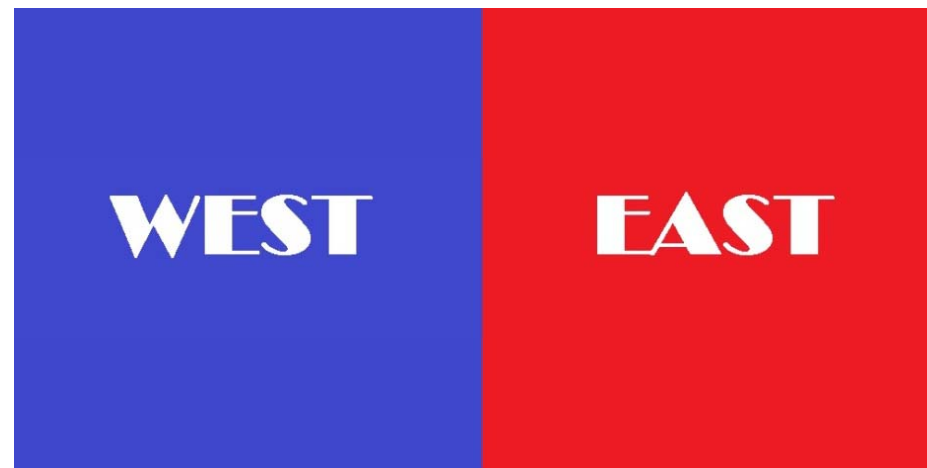
Peters Projectionen – The True Size of Africa



Communication & communication styles

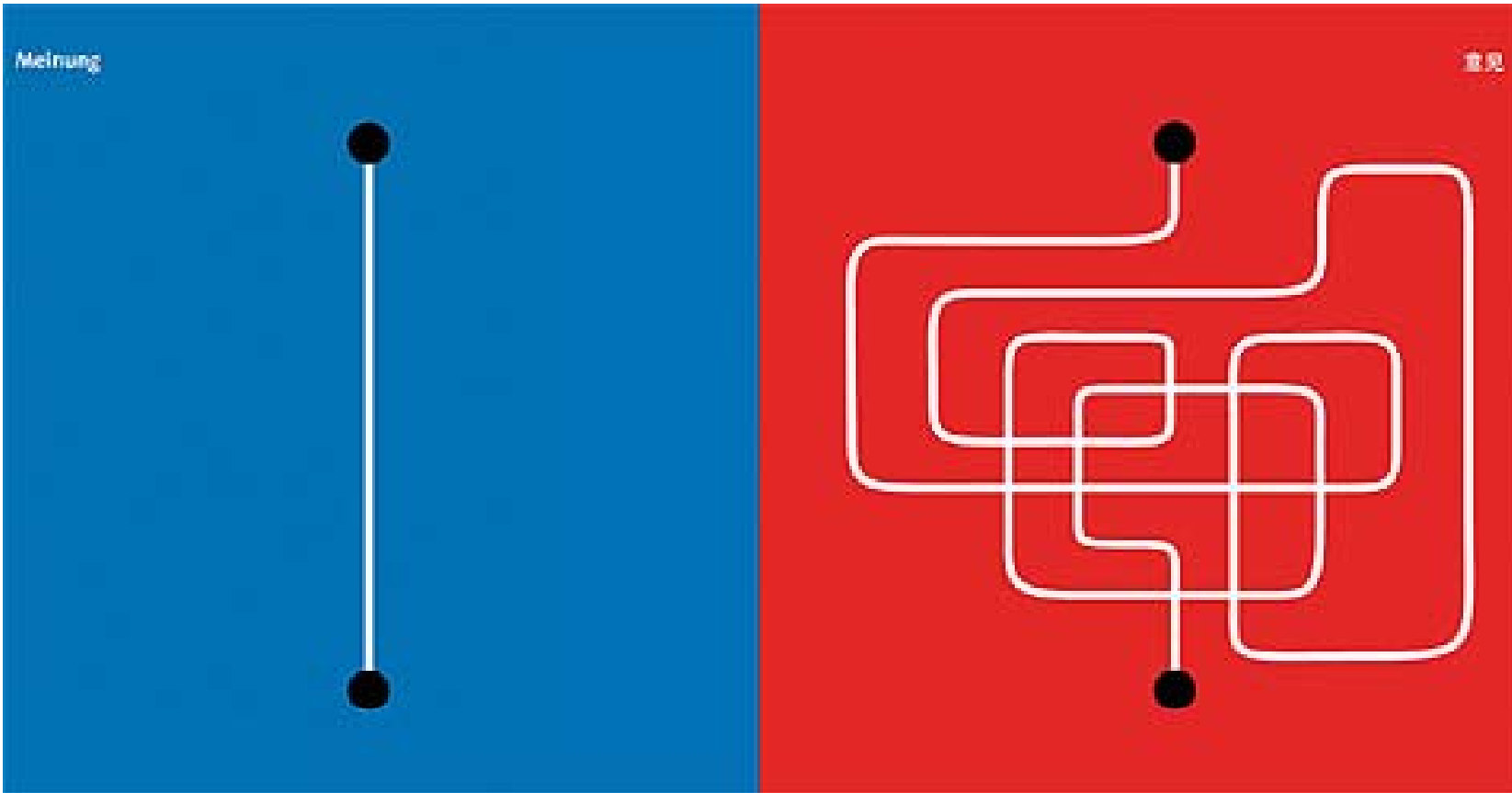
1. Low context communication
2. High context communication

Yang Liu “East meets west“ German-Chinese designer

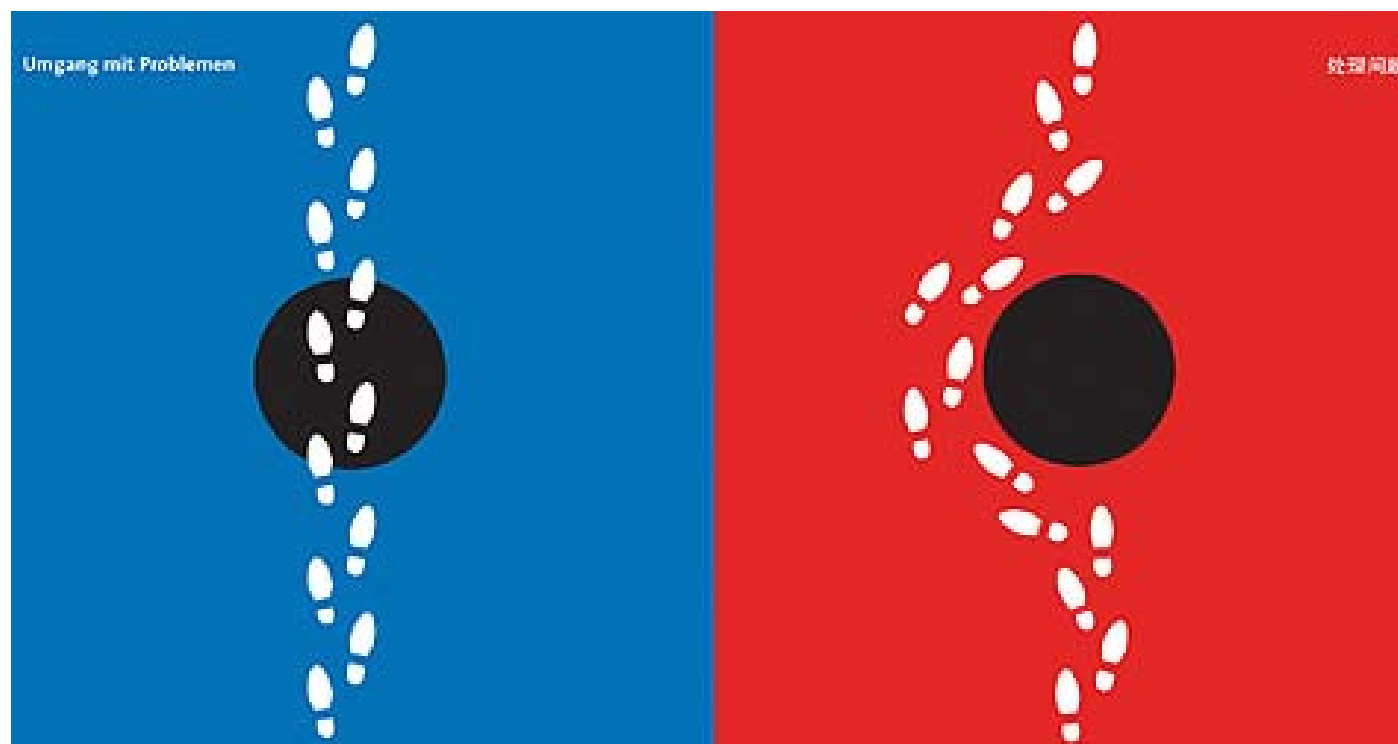




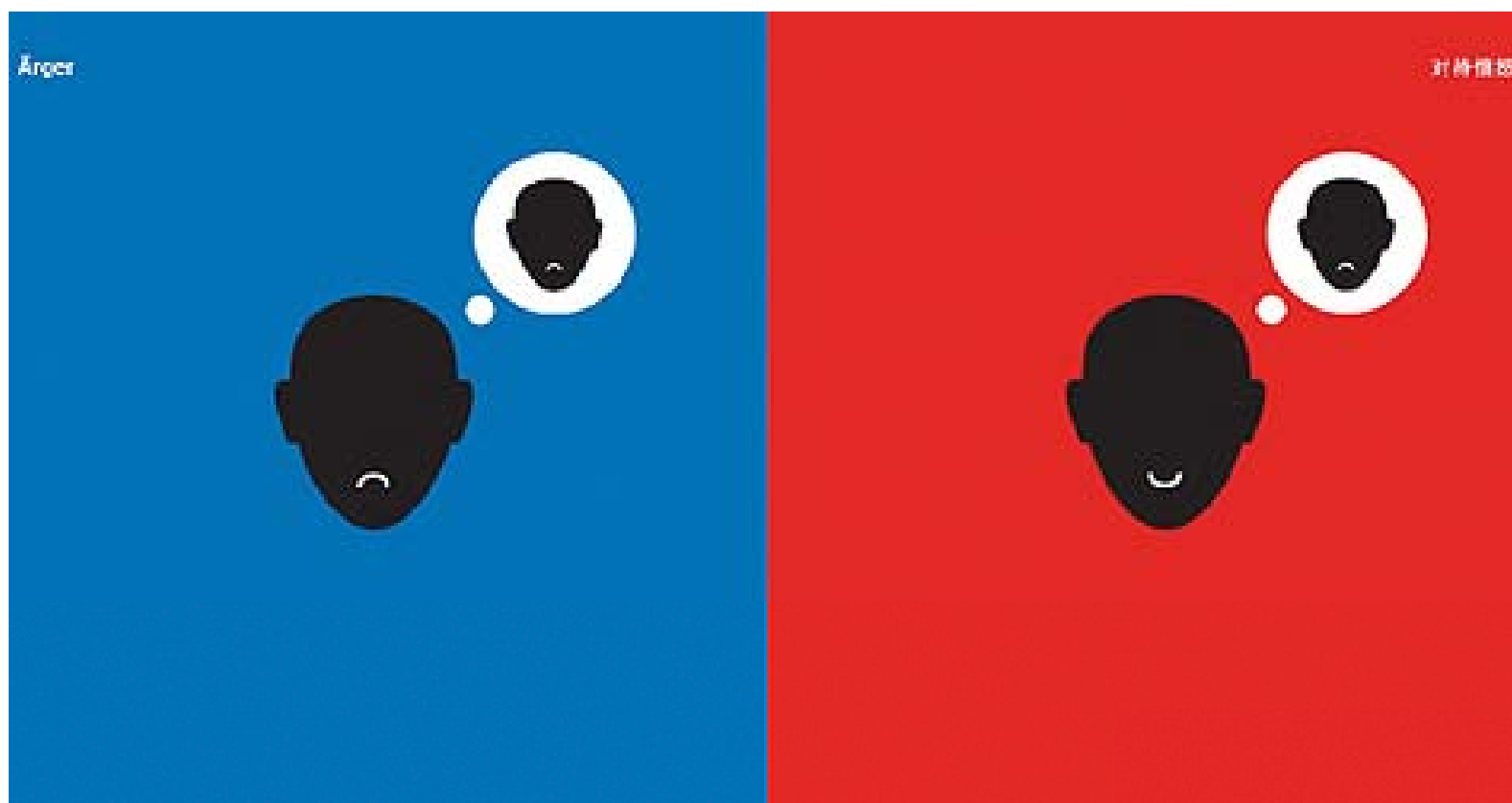
Tell your opinion



„Dealing with problems“

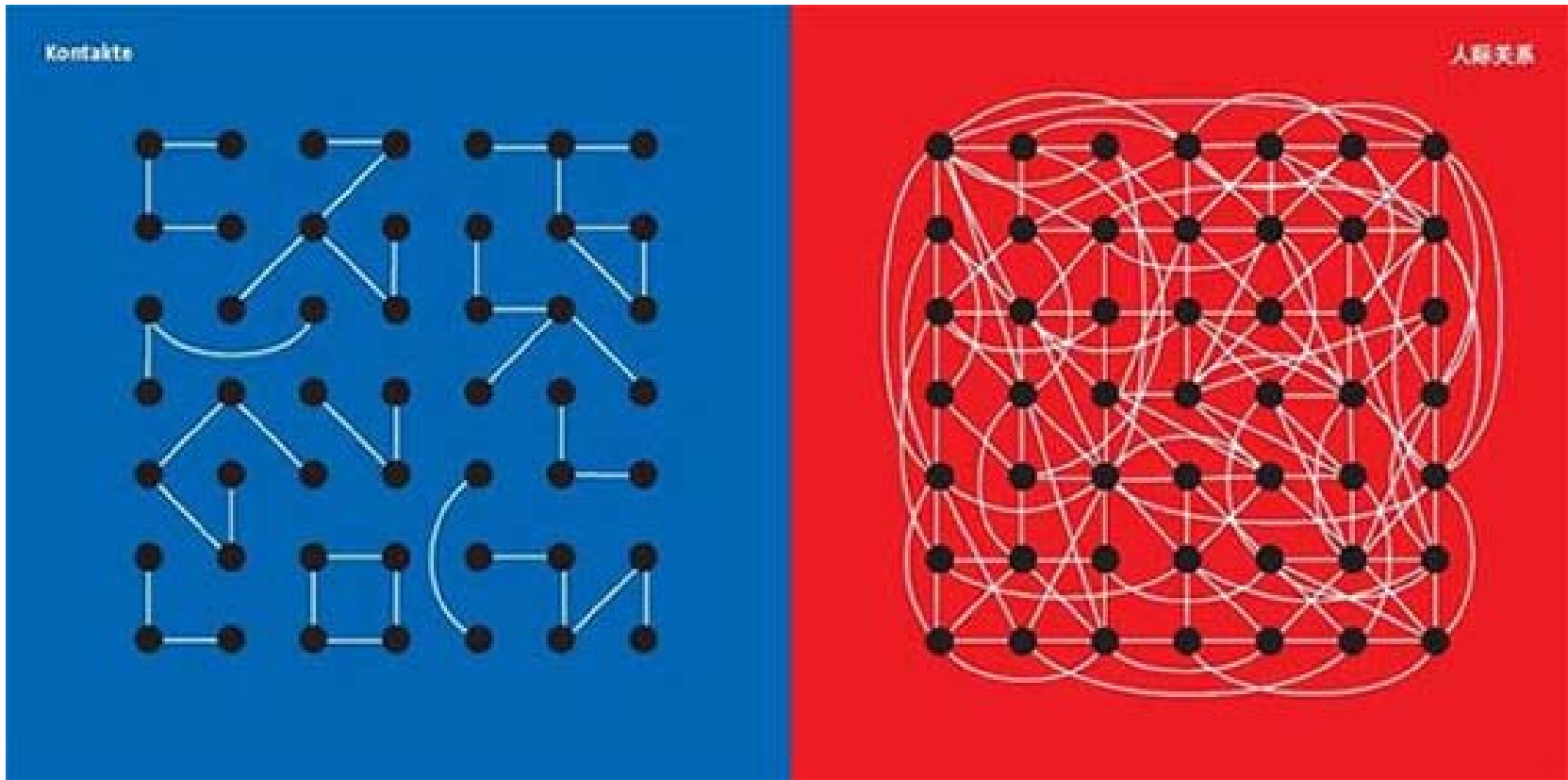


„Showing Anger“





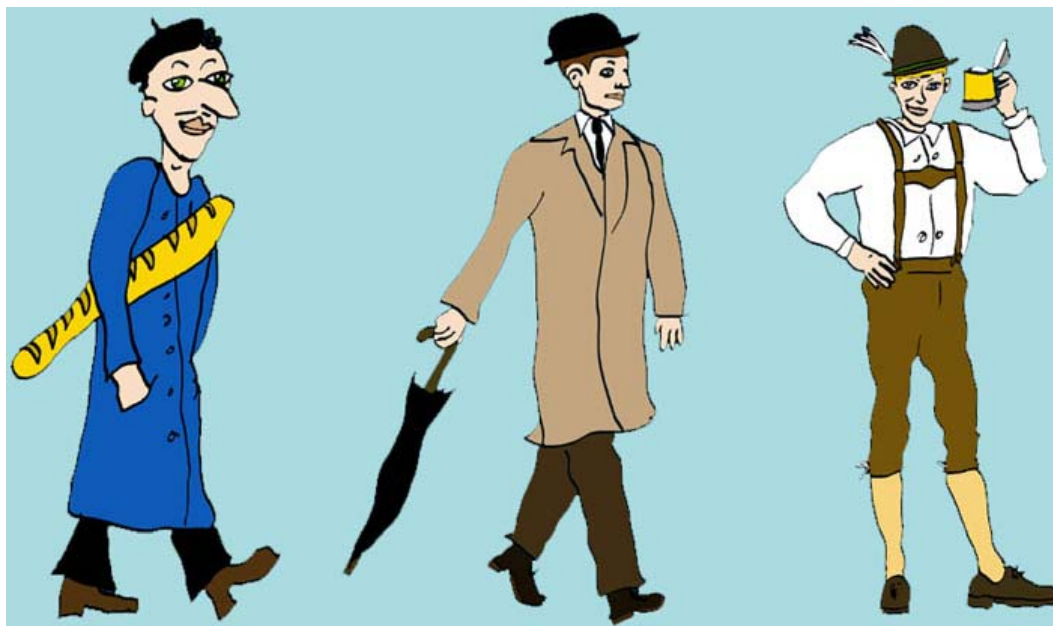
„Social Relationships“



What is intercultural competence?



Stereotypes and Prejudices



A stereotype is a simplified and generalized image with a special meaning that we believe is true about the members of a group.

- Stereotypes can be defined as simplified thoughts and mental generalizations of some group of people when we assume that all individuals in that group have same characteristics (stereotypes can be both –positive or negative).
- Prejudice are stereotypes + emotions. They also can be positive or negative, but we often use this word to describe strong negative emotions towards some group of people.

(Quelle: SALTO-YOUTH :Support, Advanced Learning and Training Opportunities within the European YOUTH programme, (www.salto-youth.net))

Funktion von Stereotypen:

1. Reduktion von Unsicherheiten
 2. Herstellung klarer Zugehörigkeiten:
Ich/Wir – die anderen
 3. Positives Selbstbild: eigene Aufwertung durch
Abwertung „Anderer“, Gefühl von Stärke,
Verschiebung von Aggression auf Fremdgruppen
 4. Legitimation von „Macht“ auf Kosten anderer
- We cannot get rid of stereotypes, **BUT: we can work with them!**



- **Why do we all have and apply stereotypes?**

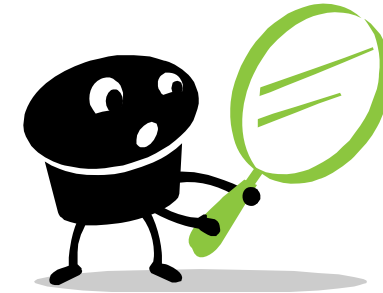
We see or hear something and draw a generalized conclusion that does not respect any individuality. That way stereotypes reduce complexity. They are easy to remember. It is just normal to have certain images in your mind.

- **We cannot get rid of stereotypes but we can work with them**

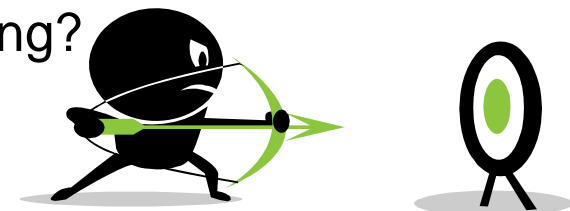


How? Reflect:

- How did you learn about this stereotype at first?
What does that say about your source of information? About your own or your informant's values?



- Under what conditions
 - does your stereotype seem to be true?
 - does your stereotype seem to be wrong?



Rephrase your assumptions:

- „*Germans always argue about politics.*“
- „Based on what I have read, I am expecting many of the people I meet in Germany will have strong political views.“
- OR: „It seems that Germans are very concerned with politics. But this assumption is based on my observations in public...“
- You could also add your next „research step“, something like: „ I don't know if in private or works spaces politics are a big topic. And I also don't know yet, if there are any recent political developments that currently heat up the debates. But I will google/read the newspaper/ask a German friend, to learn more.“

Keep testing and redefining your hypotheses!



THE WORLD ACCORDING TO AMERICANS

designed by alphadesigner.com
2010 edition



Film: Stereotype & Vorurteile

<http://www.youtube.com/watch?v=QNKn5ykP9PU&feature=related>

(Crazy Secretary)

Interkulturelle Communication

http://www.youtube.com/watch?v=F_N1Cmt_QB0&feature=related

(Italian in Malta)



Chimamanda Adichie: Die Gefahr einer einzigsten Geschichte/ the danger of a single story

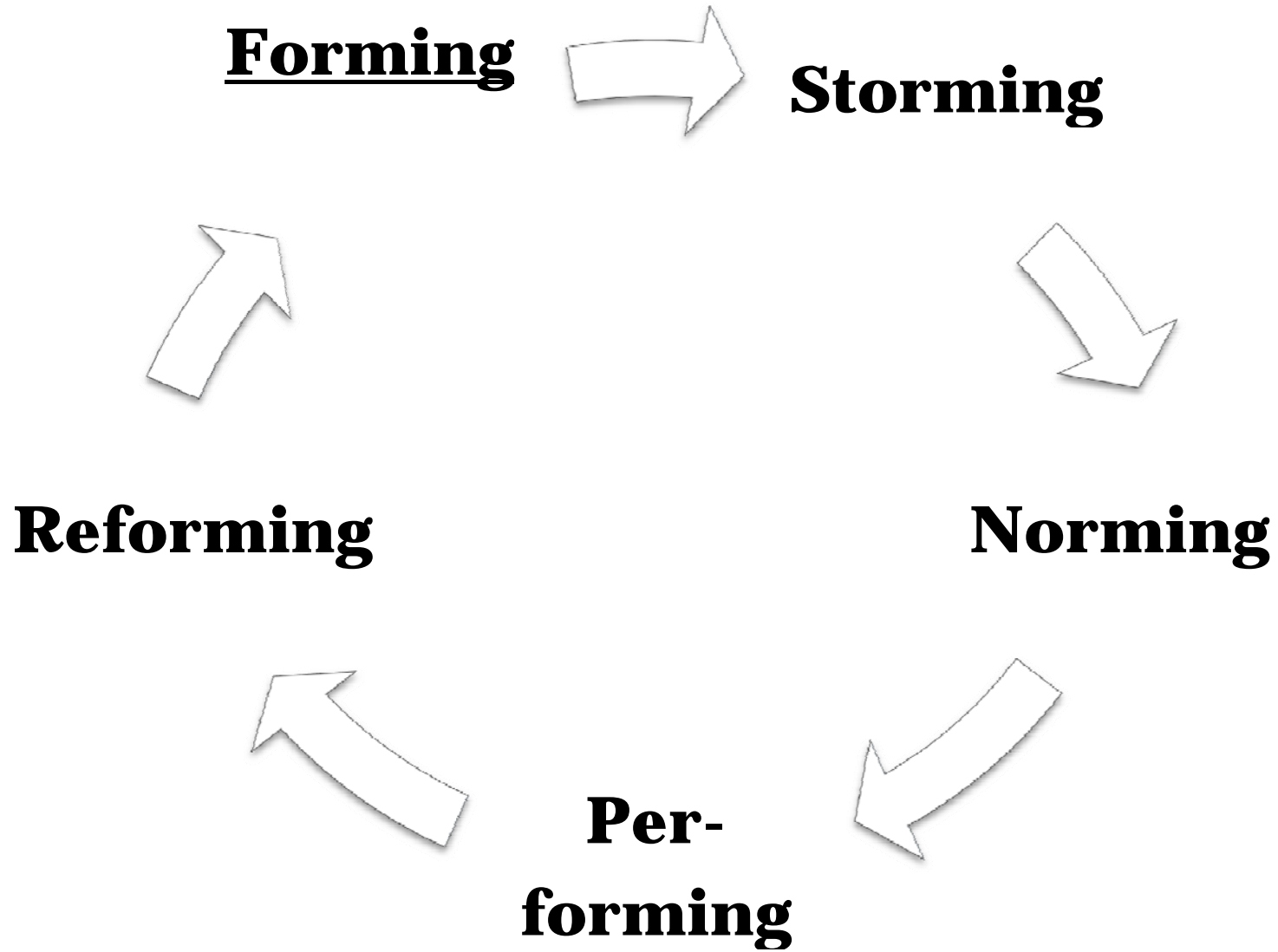
[https://www.youtube.com/watch?v=D9Ihs
241zeg](https://www.youtube.com/watch?v=D9Ihs241zeg)

[https://www.ted.com/talks/chimam
anda_adichie_the_danger_of_a_sin
gle_story?language=en](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en)

GROUP PROCESS

A model after Tuckman





Formation and Discovering

- ◎ Group Creation through common goals
- ◎ Distinction from “the external”
- ◎ Insecurity, discretion
- ◎ Clarification of the rules



Create consciousness

- ⦿ State basic agreements
- ⦿ Express general goals
- ⦿ Accept differences among participants

Shift conflicts

- ⦿ Shift conflicts through moderation
- ⦿ Integrate troublemakers
- ⦿ Avoid distorted idea of interpersonal relationships

Set a reality

- ⦿ Make already existing rules and structures obvious
- ⦿ Give space to represent personal experiences and knowledge
- ⦿ Create possibilities of interpersonal contact



Contrast phase

- ⦿ Roles in the Group are to be distributed
- ⦿ Personal relations are starting to settle
- ⦿ Conflicts within the group may come up
- ⦿ Specific Skills and Differences become obvious



Give the group what's necessary

- ⦿ Give moral support
- ⦿ Explore needs
- ⦿ Define conflicts

Aim at the goal

- ⦿ Set a Frame leading to your Objectives
- ⦿ Focus on constructivity and creation

Avoid misunderstanding

- ⦿ Clarify conflicts
- ⦿ Clarify addressees
- ⦿ Facilitate and visualize

Find an end

- ⦿ Avoid creating problems
- ⦿ Find a connection to the norming session



Agreement phase

- ◎ Goals and common Aims are being set
- ◎ A working environment is being created
- ◎ A personal network is settling down



Set agreements

- ◎ Find solutions, Clarify Roles
- ◎ Suggest compromises
- ◎ Name and analyze predetermined breaking-points

Give a structure

- ◎ Fix agreements obviously
- ◎ Set solutions and agreements for open questions

What to be aware of

- ◎ Name and visualize contrasts regarding goals
- ◎ Consciously conduct and limit fall back to storming



Working phase

- ◎ Group stabilization
- ◎ Rules and agreements will facilitate the working process and will provide transparency
- ◎ The Group should be working with motivation and Perform to the intended Aim



Support Adaptability

- ◎ The working process runs in consideration of the previous agreements and should be able to regulate on its own.

Intervene

- ◎ Observe and intervene if necessary
- ◎ Check and remind agreements
- ◎ Recognize interferences

Create learning situations and link to Reforming

- ◎ Be open to adaption and development



Learning Phase

- ⊙ Variation and adaptation of the main goals of the individuals
- ⊙ Destabilization of the group structure by new impacts
- ⊙ Tension and overwhelming silence
- ⊙ Escape reactions

---> Learning as a group and as an individual



Give reforming a frame

- ⦿ Set Conscience for evolution and improvement
- ⦿ Avoid fear of change

Create a right exchange climate

- ⦿ Work with metaphors, images, symbols and music
- ⦿ Pay attention to creativity
- ⦿ Exchange ideas

Give and request Feedback

- ⦿ Perform feedback sessions
- ⦿ Visualize
- ⦿ Active listening

Bring results to a point

- ⦿ Fix results
- ⦿ Improve agreements and Process
- ⦿ Give suggestions
- ⦿ Consider actions and modifications

