

g:

What is intercultural competence?

Why is it important?

Two training courses

Assessment topics

Feedback

Key takeaways

ICC training in your own context

References

Anna Nguyen  
(Student, University of Potsdam, Germany)



Qualities  
Knowledge  
Skills

# What is intercultural competence?

Intercultural competence starts with understanding and challenging **our values, beliefs, assumptions** and **behaviours**.  
(Neuliep, 2017)

"the ability to **communicate effectively** and **appropriately** in **intercultural situations** based on one's intercultural **knowledge, skills** and **attitudes**".  
(Deardorff 2006; cited in Jackson, 2019)

"The connection between **human rights** and **intercultural dialogue** holds great significance, since these are mutually reinforcing in the creation of **inclusive societies**".  
(Leeds-Hurwitz, 2013)

**Respect, self-awareness/identity, seeing from other views, listening, adaptation, relationship building, humility** (Rawal and Deardorff, 2021)

Intercultural communication education feeds into the UN's **Sustainable Development Goals (SDGs)** 16 "Promote peaceful and inclusive societies ...." and 10 "Reduce inequality within and among countries" (United Nations)

**Qualities:** Culturally humble, sensitive, open to ambiguity and difference, seeks out similarities, curious, respectful, self aware, flexible, tolerant, cooperative, inclusive

**Knowledge:** of self and diverse cultures

**Skills:** Listens, observes, negotiates, ask questions, gives feedback, mediates, evaluates, interprets

(British Council, 2013; Martin et al., 2013; Jackson, 2019; Mahmud & Foong Wong, 2016)



# Why is it important?

"Intercultural education is vital to help prepare students for **responsible intercultural citizenship** in our global community".  
(Jackson, 2019)

"**Inclusion** and **gender equality** are not just words for us but integral to our mission. Each member institution has **robust gender equality and inclusion plans** to drive change from within. We aim to create a space where **positive encounters flourish**".  
(European Digital UniverCity, 2024)

"The University promotes multilingualism among its students and **expands intercultural competence** in their **studies** and **career** through the services of Zessko".  
(University of Potsdam, 2019)

"Nottingham Trent University is committed to sustaining an **inclusive** learning and working **environment**, which is enriched by **diversity**, values **differences** and promotes **fairness, respect** and **equality** of opportunity".  
(NTU, 2024)

"Our inclusive global community of students and staff is drawn from over 160 different countries and our staff and Global Lounges promote **intercultural understanding, friendships** and develop global **skills** and **networks**".  
(Emes, NTU Global, 2024)

Personal

Social

Professional



Learn more about ourselves

Enrich our knowledge, values, behaviours and continue learning

Reduce fear of the unknown

Become more responsible and ethical

Thrive in a globalised world

Develop 'socially inclusive' thinking and behaviour

(Jackson, 2019)

**Build social skills:** Good at observing, listening, analyzing, evaluating, interpreting, negotiating, resolving  
(Balcescu, 2019)

Builds and nurtures constructive intercultural relationships  
(Jackson, 2019)

Minimises and manages intercultural conflicts  
(Jackson, 2019)

**Social inclusion:** Removes barriers to inclusion - 'othering', ethnocentrism, stereotyping and encourages diversity and upholding human rights  
(Del Mar Garcia-Vita, 2019)

**Global peace:**

"Tolerance, inter-cultural dialogue and respect for diversity are more essential than ever in a world where peoples are becoming more and more closely interconnected."  
(Kofi Annan, 2004; cited in United Nations, 2004)



## Marketability

Increasing intercultural communication skills in global educational and professional environments can have a major impact on success.

(Matveev, 2017; Lázár et al., 2023)

Able to work effectively in diverse teams (good intercultural personal and social skills)

Resolve intercultural conflicts

Elevate customer satisfaction

Global brand ambassadors

Multilingual

Socially inclusive

(British Council, 2013; Martin et al., 2013; Jackson, 2019; Mahmud & Foong Wong, 2016; Leeds-Hurwitz, 2013; Halila et al., 2020)



## Two training courses

Overview

Outcomes

Sample  
activities

Development



	Length	Credits	Level	Assessment	Format	Activities	Structure
Nottingham Trent University Intercultural Communication at Work (ICCAW)	12 week independent module	20	Undergraduate year 2	Presentation (intercultural competence). Title, plan, ppt and feedback, practice tutorial	Online self-study and synchronous	Video, quizzes, discussion, video reflections, padlets	Pre, session, in-session and post session work per class

Week	Content
<b>Block 1: Personal</b>	
<b>Week 1</b>	What is Culture?
<b>Week 2</b>	Essentialism and non-essentialism
<b>Week 3</b>	Heritage & multilingualism
<b>Week 4</b>	Stereotypes, prejudice & discrimination
<b>Block 2: Higher Education</b>	
<b>Week 5</b>	Differences, similarities & interaction (visible)
<b>Week 6</b>	Differences , similarities & interaction (Invisible)
<b>Week 7</b>	Modes of cultural communication
<b>Block 3: Work</b>	
<b>Week 8</b>	Intercultural team work
<b>Week 9</b>	Group tutorials
<b>Week 10</b>	Preparing for a Global Career
<b>Week 11</b>	Presentation preparation
<b>Week 12</b>	Presentation assessments

HUMS21123: Inter-Cultural Comm at Wittenberg

Content
Dropbox
More ▾
Student Progress
Help

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## Handling Invisible Cultural Differences ▾

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	Length	Credits	Level	Assessment	Format	Activities	Structure
University of Potsdam Collaborative Online International Learning	6 week non-independent module English for Economics and Business Studies	6 ECTS points towards <b>certificate</b> <b>UNiCert III</b> (18 ECTS)	<b>Undergraduate</b> (from second semester), <b>CEFR C1 level</b> studying Economics, Business Studies, Political Economy, Business Information Systems	<b>Not assessed</b>	<b>Blended:</b> online and in-person partner group at the Université Paris-Nanterre	Discussions, debates, writing assignments, video input for listening and or discussions	<b>In-session and post session work</b>

English for Economics and Business UNICert III/2 COIL

Dashboard
My courses
This course
Courses
Help & Support

My courses > WiSe 2022/23 > English > WIIW III/2 COIL Winter Semester 23/24

This course is hidden and cannot be accessed by students. [click here to update settings.](#)

Course
Settings
Participants
Grades
Question bank
More

Welcome to the course
All about the exam
Digital tools
Course Introduction, The Danger of a Single Story
Week 2, What is Intercultural Competence?
Week 3, Critical thinking and argumentation II, 2 November
Week 4, Identifying the main claim, 9 November
Week 5, Evaluating arguments, 16 November

Engaging in principled debate
University Paris Nanterre (Teacher: Daniel Schug)
University Aachen (Teacher: Theresa Garmann)
October-December 2023

Why debate?
"The best disagreements have a richness that allows us to learn."
"Engagement doesn't have to be disruptive."

Intercultural competence
6 Key Attitudes and Behaviors
Tolerance for ambiguity
Empathy
Respect for otherness
Knowledge discovery
Communicative awareness
Behavioral flexibility

The Danger of a Single Story
Individual reflections:
1. In your own words, what is the danger of a single story?
2. Why do you think people fall into this trap?
3. Think of a person that you are part of. What is a single story told about this group?
4. What else do others need to understand about your group?

## NILIC, Nottingham Trent University

Students should be able to:

1. **apply definitions** of different concepts of culture in personal and professional settings
2. explain and **evaluate key concepts** in Intercultural Communication, such as identity, ethnocentrism, and stereotyping
3. analyse and reflect on the impact of your culture(s) on your values, **assumptions, perceptions, expectations, and behaviours**
4. demonstrate **non-verbal communication strategies** in interaction in digital and in-person settings
5. present ways to **manage intercultural experiences** with practical examples
6. demonstrate an attitude of openness and curiosity towards cultural diversity
7. demonstrate intercultural competence by **interacting** respectfully and effectively in multicultural and multimodal (including digital) settings
8. **recognise and reflect** on the development of your own intercultural competence and how you will continue to progress

## Zessko, University of Potsdam

Students should be able to:

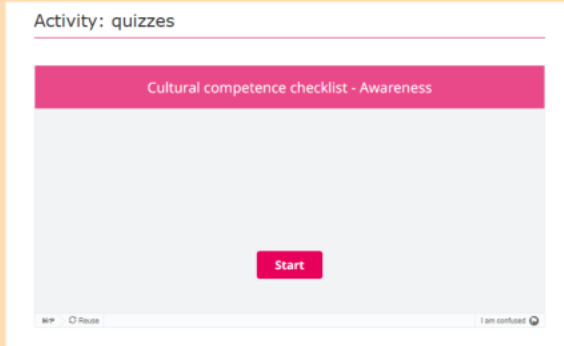
1. **apply and reflect** on skills for working remotely in international teams
2. **articulate and discuss** a range of understandings of culture
3. **reflect** on their own **intercultural competence**
4. **participate in formal debates** on topics of choice, demonstrating intercultural competence



# NILIC, Nottingham Trent University

## Sample 1

**Intercultural competence quiz (awareness, knowledge and skills)**



## Sample 2

**Scenario video testimonies about cultural differences and similarities**

Diverse students talking about cultural differences and similarities, different levels of English, non-standard accents (Klein, 2022; Winter, 2023/2024). Students discuss how to interculturally resolve issues. Choice of communication channel

## Sample 3:

**Final assessed presentation**

Define and critique a concept of intercultural communication (student's choice), issues that can arise, ways to manage, reflection on values, beliefs, behaviors and future progression

# Zessko, University of Potsdam

## Sample 1

### **6 Attitudes in Action**

Watch Chimamanda Ngozi Adichie's 2009 TED Talk "The Danger of a Single Story". Identify ways in which individuals in Adichie's anecdotes display the attitudes and behaviours of *empathy, respect for otherness, tolerance for ambiguity, knowledge discovery, communicative awareness, behavioural flexibility*. (© INCA, LdVII, 2004)

## Sample 2

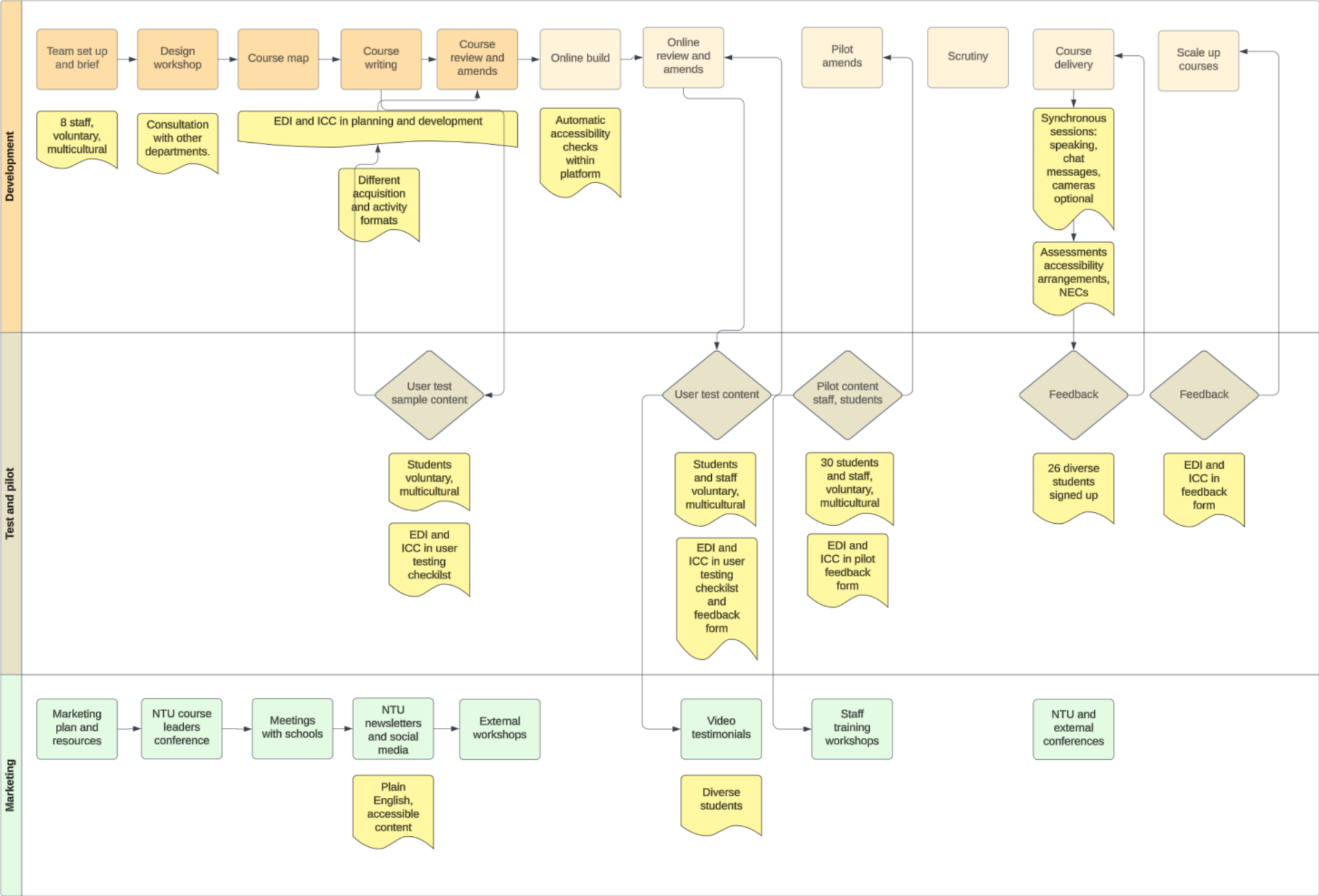
**DAE: Describe, Analyze, Evaluate** (Nam, Kyoung-Ah. (2012). DAE Exercise.)

Students first work with photographs showing ambiguous interactions. Using the DAE steps, they practice making objective observations before judging situations. Next, they analyze the situations in the photographs, coming up with at least three alternative explanations. Lastly, they explore their positive and negative feelings and evaluations. This activity is later used to explore any difficult experiences they have with their French partners

## Sample 3

Write a reflection of about 250 words on how people in the group have demonstrated intercultural competence

Nottingham Trent University: Intercultural Communication at Work (ICCaW)  
Development Map





# Intercultural Competence Training: What, Why, How

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Effective communication in culturally diverse teams: bridging high and low context cultures

**Linguistic diversity** is integral to intercultural competence

Building a **culturally competent workforce**: enhancing intercultural communication skills in professional settings

The **Xhosa language**: how it reflects the diversity of mixed cultures

Linguistic diversity can cause intercultural conflicts: an examination of **first language interference**

**Invisible cultural differences** can create tensions in the workplace

**Stereotypes, prejudice and discrimination within families** can cause intercultural family conflict

Stereotyping within **Filipino** culture

Cultural dimensions:  
understanding  
**Hofstede's cultural  
dimensions of PDI  
and LTO** and their  
influence on workplace  
behaviour and  
expectations

**Institutional barriers in Education in Malaysia can cause racial tensions for Non-Malays**

Cultural adaptation at university: strategies to overcome culture shock

**Intercultural miscommunication that can occur online**

The positive and negative impacts of **Teams meetings** within International workplaces

The impact of **prejudice and discrimination** in society: how stereotypes are created and how they become embedded into **generational ideologies**.

Exposure to the **folktales** of different cultures can positively impact intercultural communication and tolerance

**Irish traveller stereotypes can cause intercultural conflict**

Having intercultural competence creates a healthier work environment

The **intercultural communications difficulties** that can arise from being too **nationalistic**

There is a communication disconnect between generations due to the use of emojis

**Racial stereotypes and stereotyping others negatively impacts work ethic**

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# Intercultural Competence Training: What, Why, How

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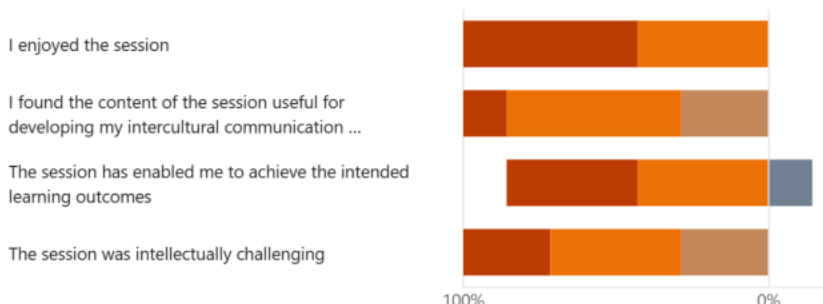
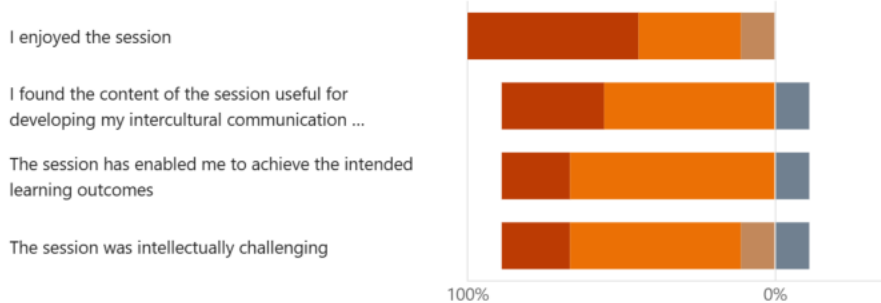


**Feedback**

**Students**

# NILIC, Nottingham Trent University

Strongly agree Agree Tend to agree Tend to disagree Disagree Strongly disagree



It was a really enjoyable session with a vast range of colleagues.

It was great - time passed quickly and staff and content were engaging.

The session was fun, with many group activities.

it was a really good session

Pre-session activity was repeated (watching 2 videos) which was a shame, as it seems other new content (case study padlet) was lost as a result

- I didn;t complete all the paperwork but I think they would be useful for students

Whilst I haven't completed it, I looked through it and think it looks really useful for students

the vlog idea is very good, but some students may not wish to do a vlog for reflection.

It all worked well - it's for 2nd years I think so it should be OK, it does require a certain amount of vulnerability so 'success' may depend on the people you find yourself in a BOR with. Maybe ask each room to assign a secretary to report back in plenary?

having different group activities worked well.

Comfort break please - back and head hurting by the end for those on laptops rather than desktops.

I liked the session very much. But if the break out room activities could be mixed - e.g. doing different groups each time - that would be better as you are able to interact with more people and also means that if you are paired with people who don't want to enqaqe, you rotate into another group shortly.

It was a fun session and nice to work with the same group

Again, I was lacking context because I didn't access the pre-work and session 3 was my only session. This is why the learning outcome wasn't as clear to me.

Enjoyed the session. But unclear how all the pre-session work relates.

it all worked well.

I feel this would be very beneficial for students who are not already accustomed with full time work. I hope that the Kevan process is slightly easier with students who have worked together for 11 weeks, as it felt we were only able to give very surface level responses due to not knowing one another.

# University of Potsdam

**What did you like best about this module?**

"Getting to know students from another country."

"Being able to talk with a German student and actually understand each other"

"Discovering an other culture and talking with German student"

"The interaction with the French student was for me truly the highlight of this project. I can consider myself to be lucky that I was with two French students who were very friendly, open and willing to openly discuss the tasks."

"Talking with the Paris students about daily life and other things that matter for us. More time to just talk would be great."

**How could this module be improved? Please offer any suggestions you have.**

"I think more time in the groups would have been good."

"I think nothing, it depends on the students (implication, motivation...)"

"I would like for this project to be bigger (ie. throughout the whole semester). If possible, even meeting the students from the other university once for the final debate."

"not so many debates, more focus on the exam"

**Would you recommend this module to other students? Why or why not?**

"yep. Maybe not to less comfortable students or beginners, because it can be very paralysing to talk in groups when you don't have the vocabulary"

"Yes I would recommend it because this was an interesting experience. We'll just have to make sure all the people in the group are motivated."

"Not really. If you are experienced in english, you dont learn much new but if you have problems, you are overloaded"

"I would recommend it, I enjoy it very much."



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## NILIC, Nottingham Trent University

Market **early**, and include materials in different languages

Include **internal and external staff and students** in development and and pilots to avoid overlap and promote

Be **inclusive** in **course and marketing content**: plain English, neutral pronouns, diverse representation etc

Get **user testers** to make **videos** and use **pilot feedback** in marketing

Make **pre and post work** a fulfilment of assessment

Create a **clear brief** for team with **responsibilities** and **set up a workspace**

Have developers working in **pairs**, **independent reviewers** and **overall content editors**

Consider a **face to face orientation**. Students need to form a community

Include more content about **ICC and employment**

Include **diversity at all levels of development**: briefs, staff, checklists, feedback,

Include **courses or instruction** in **different languages**

Embed **lifelong learning** and **include a progression path** for students, e.g. additional modules

## University of Potsdam

Use a **variety of communication channels** when developing. Not everyone is comfortable with the same tools

Use ICC projects as an opportunity to further develop one's own intercultural competence - **lifelong learning**

**Include students** in the planning and development to determine content and activities

Include **extra time for interaction and reflection** rather than additional input

Allow for **spontaneity**. Not all sessions have to be strictly structured and themed

Be prepared for **individual coaching** on intercultural competence within and outside the sessions



# Intercultural Competence Training: What, Why, How

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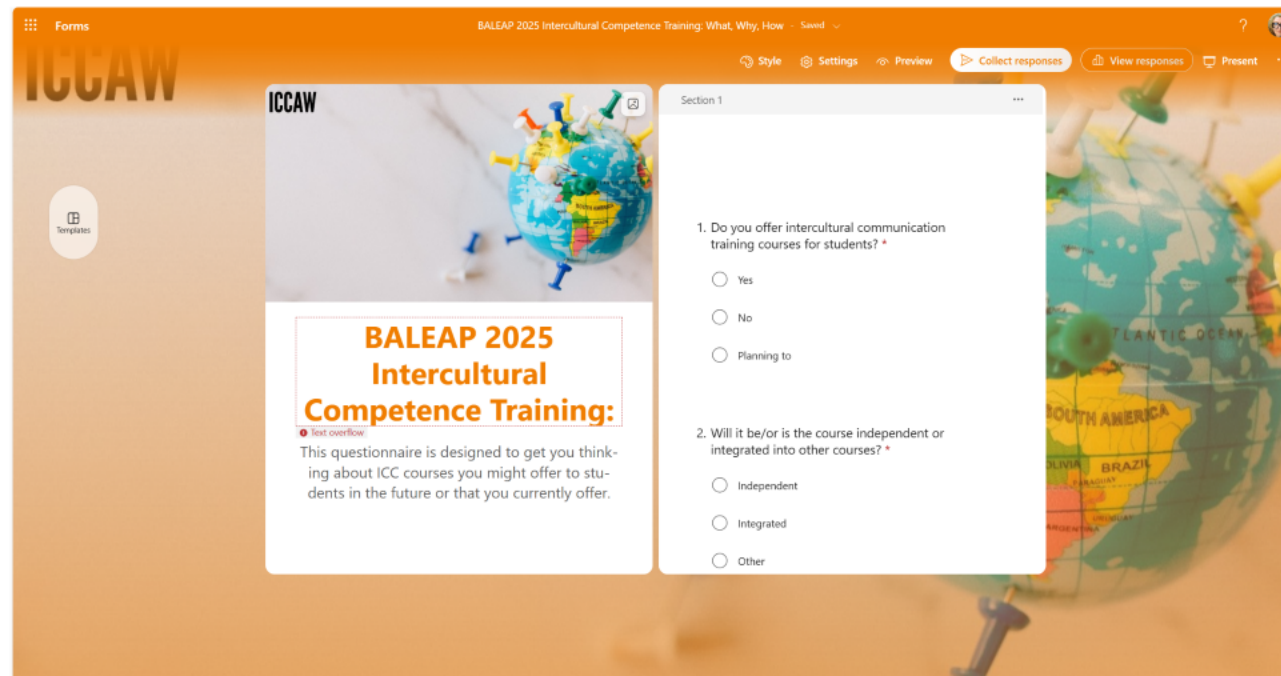




## Intercultural competence training in your context

You're going to think about ICC courses you might offer to students in the future or that you currently offer.

- Independent training or integrated into current courses
- Blended, face to face, online
- Self-access or with a teacher or both
- Assessed
- Key topics
- Challenges to development and implementation



The screenshot shows a Google Forms interface for a questionnaire titled "BALEAP 2025 Intercultural Competence Training: What, Why, How". The form is set to "Collect responses" and is displayed in a preview mode. The background of the form is a globe with pushpins. The form content includes a title, a description, and two questions with radio button options.

**BALEAP 2025 Intercultural Competence Training:**

This questionnaire is designed to get you thinking about ICC courses you might offer to students in the future or that you currently offer.

**Section 1**

1. Do you offer intercultural communication training courses for students? \*

☐ Yes

☐ No

☐ Planning to

2. Will it be/or is the course independent or integrated into other courses? \*

☐ Independent

☐ Integrated

☐ Other

BALEAP 2025 Intercultural  
Competence Training: What, Why,  
How





# Intercultural Competence Training: What, Why, How

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