

Does the place I come from matter?

Education in a multicultural community

Which animal are you right now?



1



2



3



4

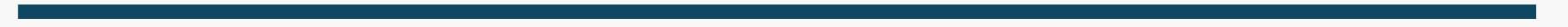


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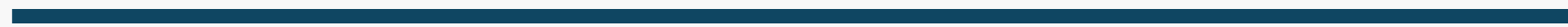


My multicultural experience





*Let's move
a bit!*



Statement 1



When I talk to another person, I pay as much attention to their gestures, facial expressions and the message between the lines as I do to the direct message.



Statement 2



When my supervisor makes mistakes,
I openly and easily tell him/her about it.



Statement 3



When a person close to me has a serious situation,
I have no problem being late
for another pre-arranged meeting.



Statement 4



At work, the most important thing for me is to get the job done. A good relationship with colleagues is OK, but definitely less important than work duties.



Cultural dimensions (Hofstede, Hall)

High context

Low context



High power distance

Low power distance



Monochronic

Polychronic



Individualism

Collectivism



What makes me who I am?



What makes me who I am?



My multicultural experience

**Arrow
(left -> right)**

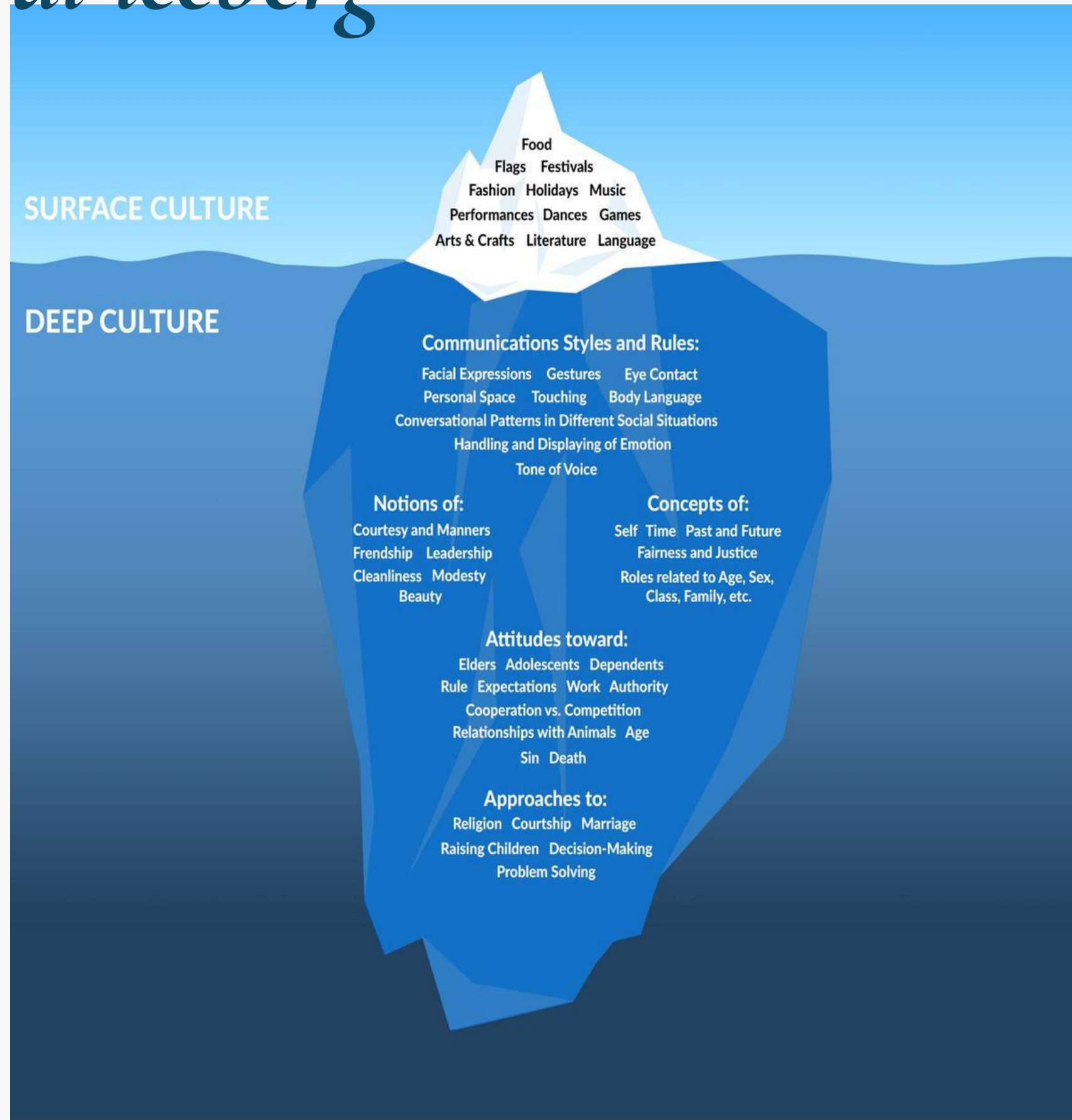
(Bullet) list



What makes me who I am?

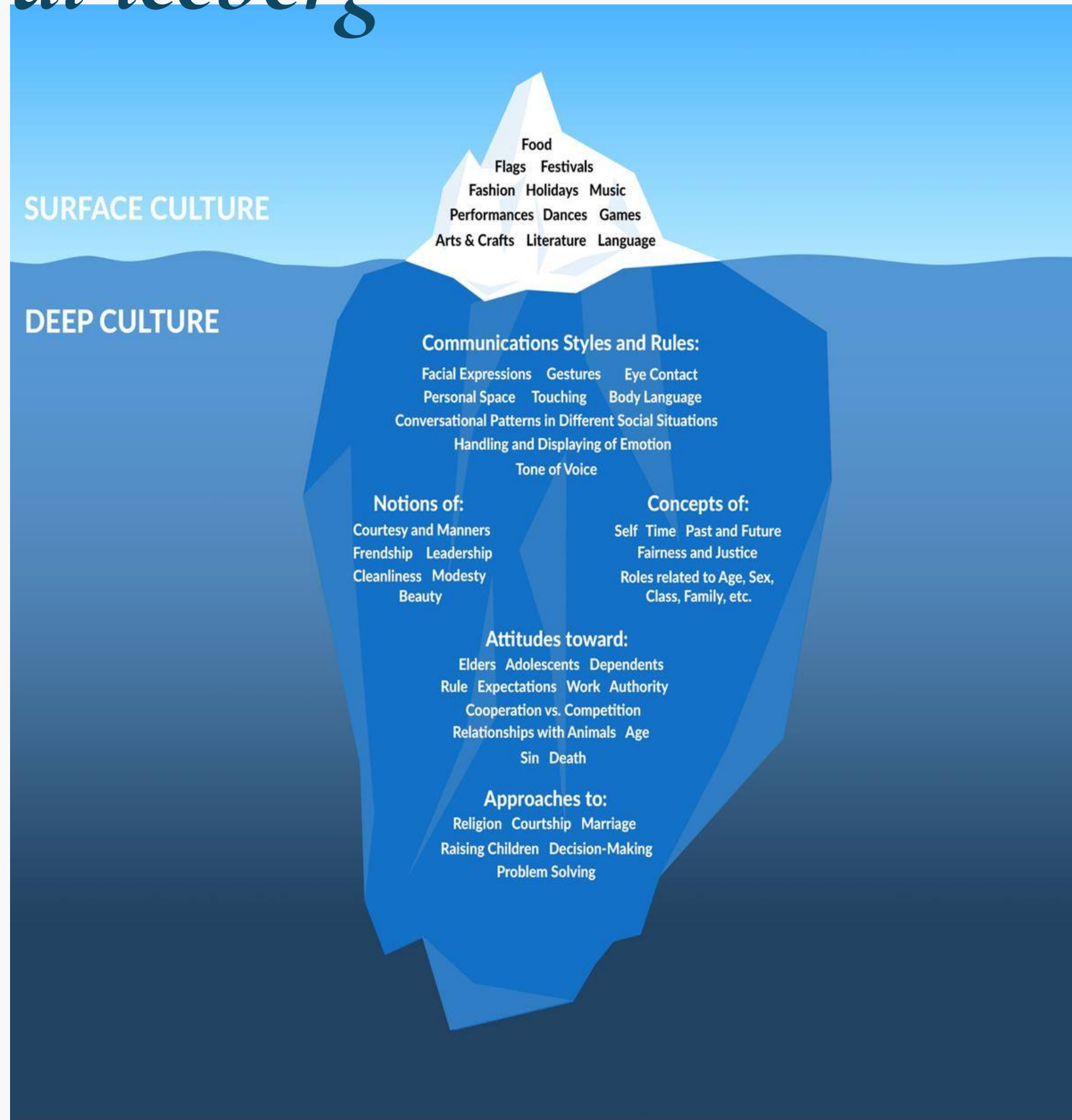


The cultural iceberg



Hall E.T. (1969). Source: BCCIE

The cultural iceberg



Behaviour

Beliefs and norms

Values

If I assume that culture does not matter...



....I see all people through the prism of my culture.

Cultural dimensions (Hofstede, Hall)

High context

Low context



High power distance

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Monochronic

Polychronic



Individualism

Collectivism

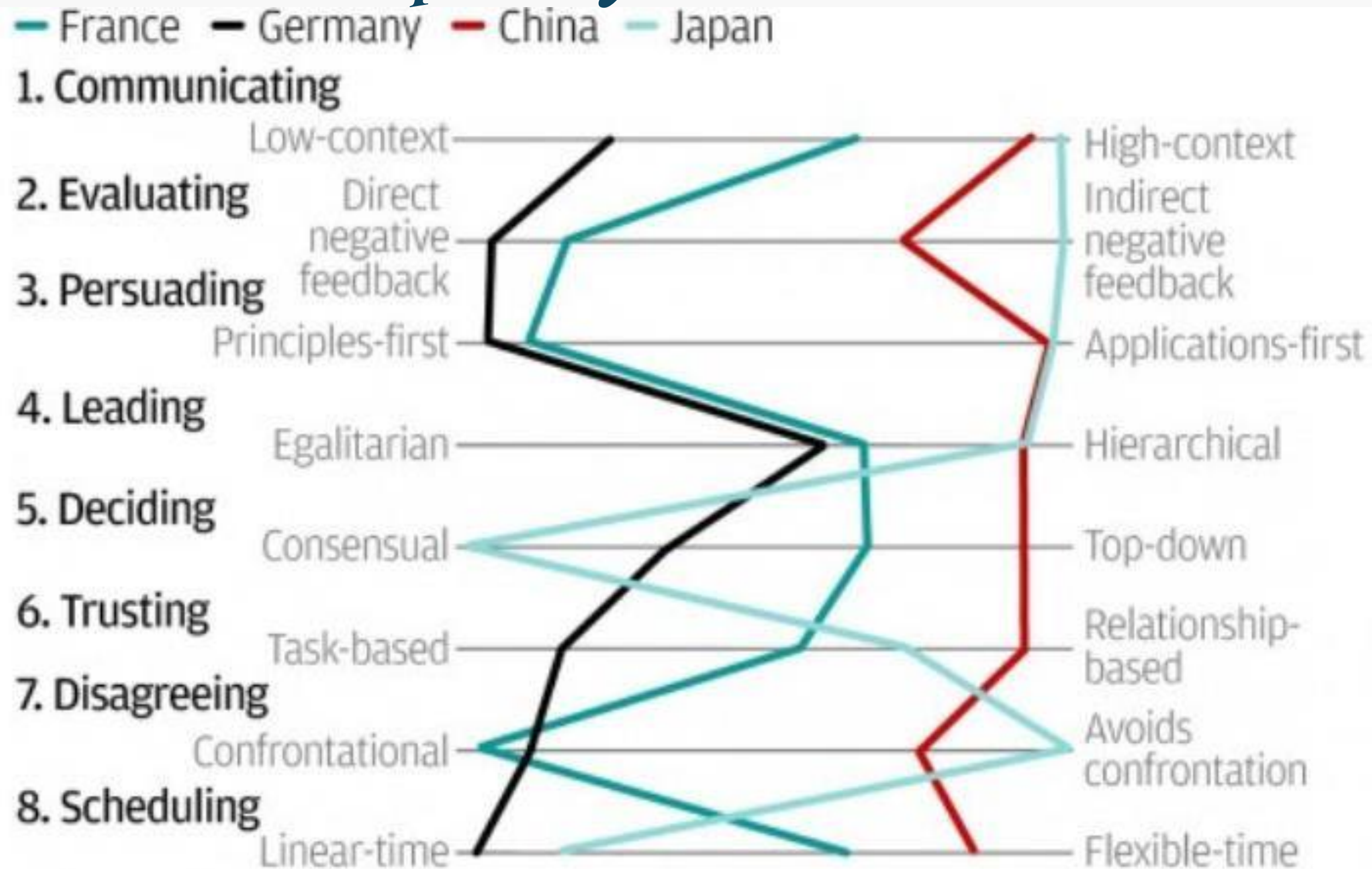




*Various models
for exploring cultures*



Cultural map (Meyer)

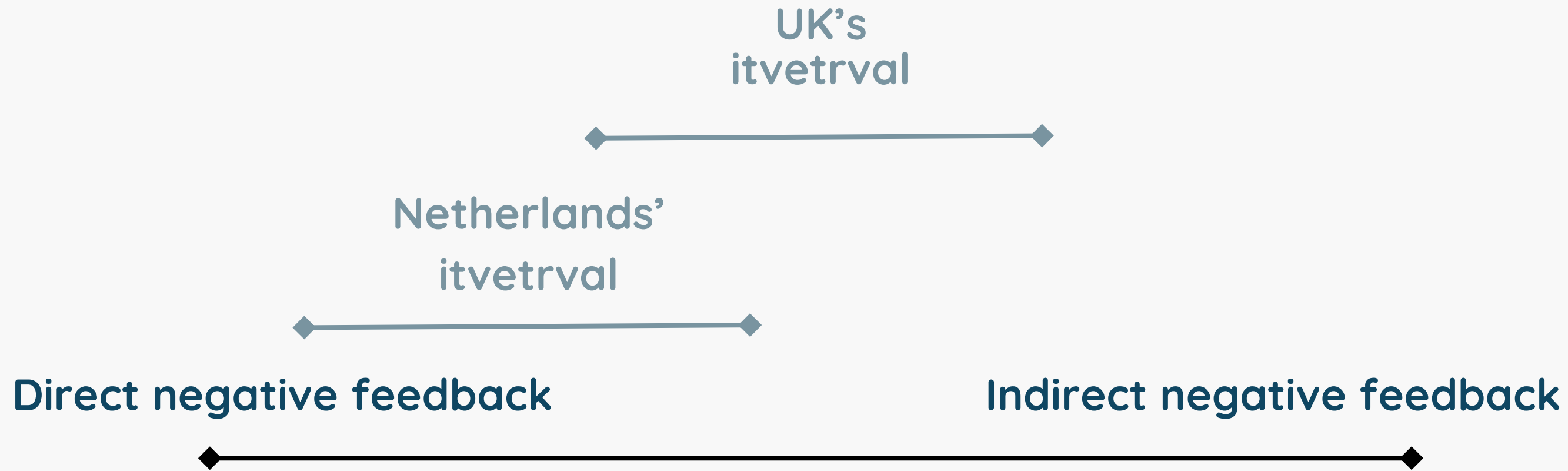


Source: "The Culture Map" Public Affairs 2014

SCMP

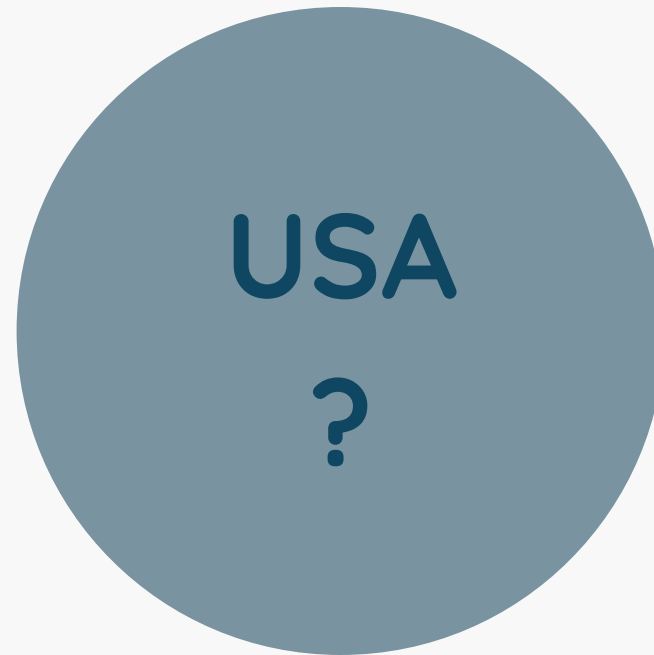
Cultural map (Meyer)

Evaluating



Cultural map (Meyer)

Leading



Egalitarian

Hierarchical

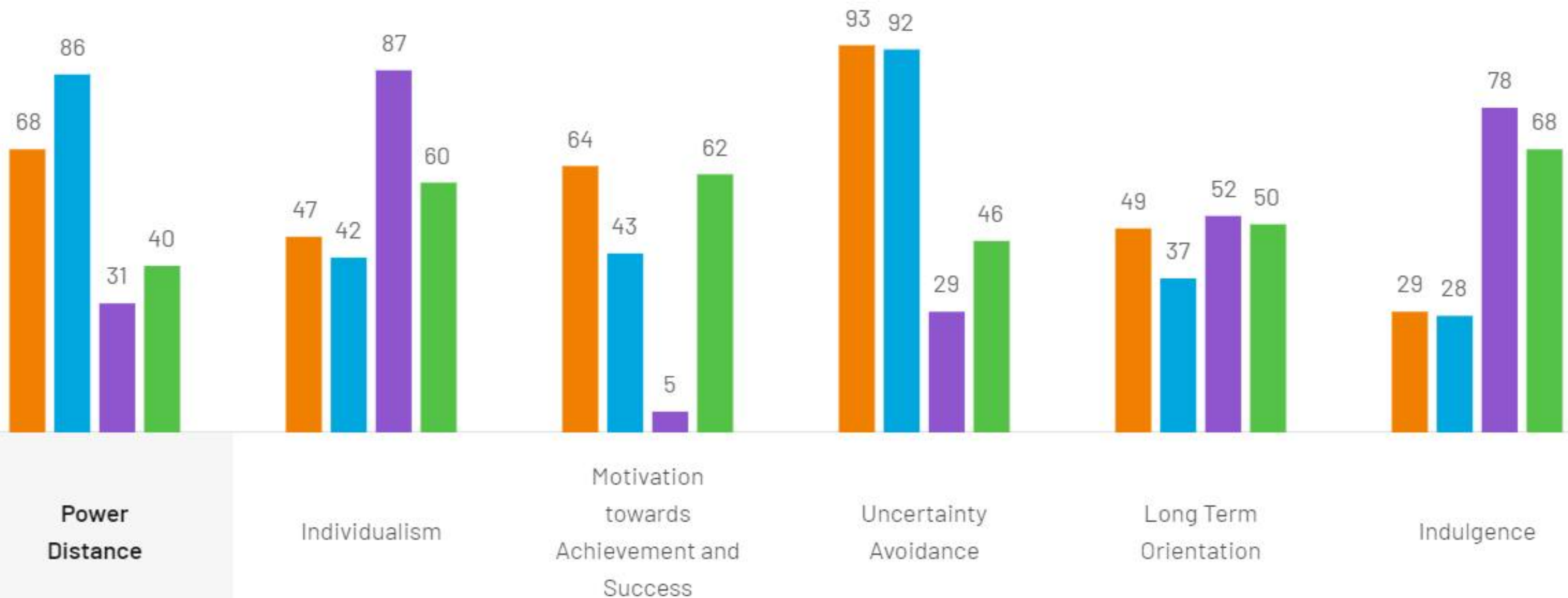
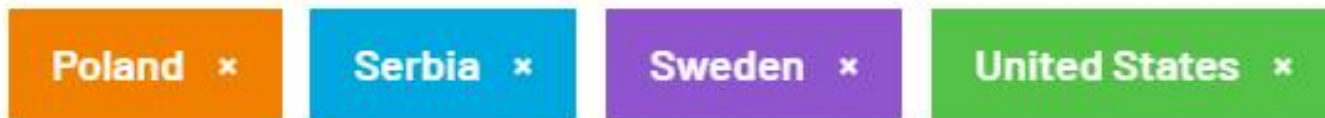


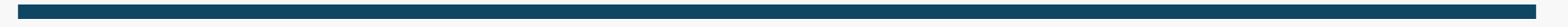
The Culture Factor

(formerly Hofstede Insights)



<https://tiny.pl/dw7dx>

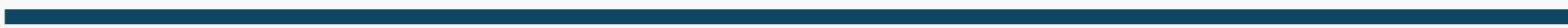




Let's practice!



<https://tiny.pl/dw7dx>



Questions

- Why did this happen?
- What cultural mechanisms worked in this case?
- What country might these people have been from?
- How can this situation be resolved (or similar events prevented in the future)?



Case 1



A group with English as a lecture language was launched at the university. Participants were Polish students and students from other countries including the United States and China.

After one month of study, an electronic enrolment system for optional classes was introduced. An informational meeting on this system was organised.

At the meeting, the university authorities also wanted to find out students' attitudes to the university's offer and the organisation of the studies. The dean distributed brochures to the students with instructions on how to use the new system. After a while, the dean asked the group if everything was understood. Most Chinese students nodded in agreement, only Chang, who has lived in Poland since he was born, said that he did not understand how to use the system. Most of the other students also reported their difficulties.

The professor announced that a practical training course on the new system would be launched and interested students could sign up on the list at the secretariat. He then asked the students if they had any other comments on the programme or the organisation of the studies. Several students presented their problems. The Chinese students did not raise any complaints and said that they were very happy to study in Poland. After the meeting, a list of those interested in additional training was signed up by almost all Chinese students.

Solution 1



When the professor saw the list of students interested in participating in the additional training, he wondered why Chinese students had also enrolled, when they had not previously made any comments and they nodded that the electronic enrolment system was understandable to them.

Confused professor invited Chang into his office and asked what could be the reason. Chang replied that Chinese students may find it difficult to speak directly about what they they don't understand or about what they don't like, as it goes against the norms of communication in Chinese culture. Telling a professor, who is an authority, about one's dissatisfaction is unacceptable.

The university authorities decided to seek advice from specialists and conduct a survey on student satisfaction and any difficulties they may be experiencing. An individual interview was conducted with each student. Since Chinese culture is characterised by a high power distance and low assertiveness in society, the interview was conducted by people close in age and status to the students. Among the questions were projective questions such as 'What could be incomprehensible or cause difficulties at our university for a person coming from China?' 'What tips would you give to the university authorities?'

The method used made it possible to collect a lot of valuable information that has helped to improve the organisation of the studies. Workshops on Polish culture and integration were organised. It was decided that the students would elect a group leader among themselves, whom they could inform about their problems.

Case 2



Two days after returning from a quite enjoyable school international exchange, a few parents contacted the teacher to complain. They were disappointed that their children were allegedly hungry during the trip. The families where the children stayed were said to have not fed them properly, especially in the evenings.

In an attempt to clarify the matter, the teacher contacted the partner school and asked about the situation. He found out that the parents had been asking the children if they were hungry every evening, but to their surprise they heard that they were not. So they did not force the children to eat.

Case 3



A migrant starting his studies in a country of arrival had an appointment at the dean's office at a specific time to clarify some documentation issues.

Despite the fact that he was at the university at the appointed day and time, he only knocked on the dean's office and informed that something important had occurred and he needed to talk on the phone, so he would be arriving slightly late.

An hour and a half later, he entered the dean's office and, despite the fact that a meeting with another student was taking place there, began to explain his case.



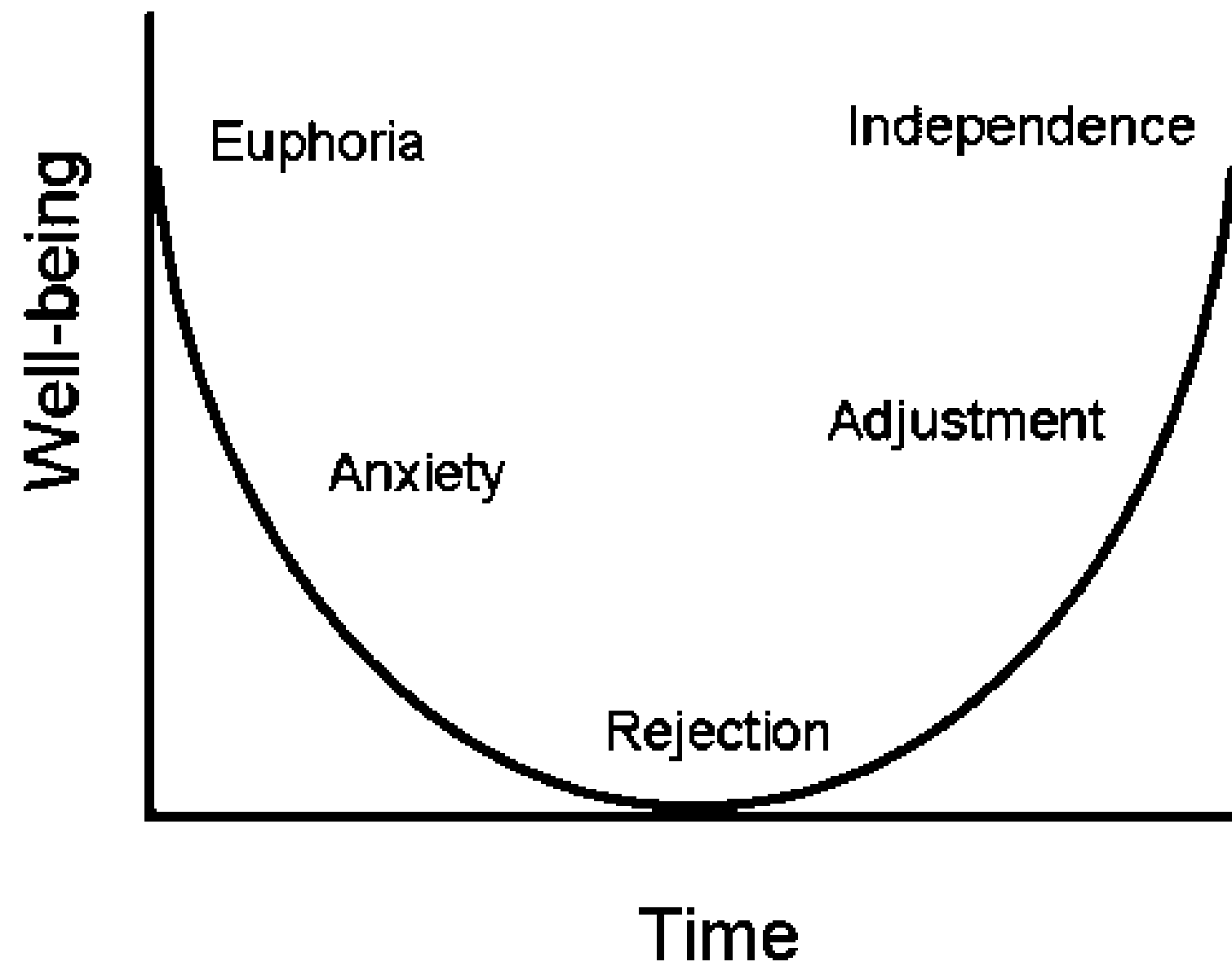
Acculturation stress



Changes

- Physical
- Social
- Psychological

Acculturation stress



Adapted from Lysgaard 1955



Adler (1975). Source: Davidson (2009)



*Multicultural
or intercultural?*



Multicultural competence

Knowledge

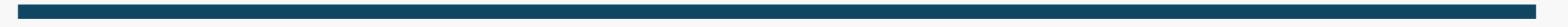
awareness of the role
and influence of culture in
daily life

Skills

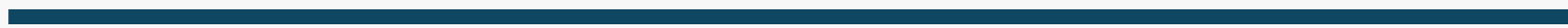
- coping with difficulties and stress
- ability to accompany, support, reinforce

Attitude

- flexibility, tolerance of ambiguity
- reflectiveness, self-control, emotional composure, courage



How to...?



Nine steps towards interculturalism

- Be aware of your own culture and the cultures of the people around you
- Allow participants to get to know each other better in a cultural context
- Be aware of the language barrier
- Don't assume something is obvious
- Work out a common contract
- Take care of the relations
- Communicate in the low context way
- Treat each person individually
- Ask if you don't understand



Thank you!