**Skills for Impact - Managing Cultural Diversity**

**COURSE TITLE:**  Skills for Impact - Managing Cultural Diversity

**Instructor:** Kinga Göncz

**ECTS:** 1

**Term:** Fall

**Module:** MPA Skills for Impact Mandatory Course

**Relation to other courses:** None

**Background and Overall Aim of the Course :**

The Skills for Impact (SFI) program is a mandatory, applied element of MPA program. The program aims to equip students with core vocational competencies that are of high value in the workplace. The SFI modules complement academic learning in the MPA and provide an important opportunity for practice-oriented learning and broad skills development.

Intercultural communication competence is one of these essential skills .

There is an ongoing cultural exchange in the globalized world, with a constant negotiation between norms, values and lifestyles. SPP has been developing an educational program with global focus, in line with its ambition to prepare students for working in this environment.

Students will be spending two years together in a multicultural classroom, working in multicultural teams on different projects. Many of them already have a substantial previous experience in intercultural settings, for some of them it is a first time experience.

This course creates a framework for students to get acquainted with each other’s background and culture, to further develop their intercultural empathy, to increase awareness of the necessary knowledge, attitudes, skills for managing cultural diversity.

It familiarizes students with the visible and invisible layers of cultures, with the main dimensions of cultural differences, challenges of living , studying and working abroad.

**Learning outcomes:**

By the end of the course, students will

* be more aware of their own cultural values, beliefs and understand how it contributes to their behavior;
* get acquainted with each others’ culture;
* learn about the main challenges of living, studying and working abroad;
* have an overview on the main aspects of cultural differences;
* understand more the dynamics of an intercultural situation;
* further develop the skills, attitudes, knowledge necessary to manage cultural diversity in their private and professional life;
* be prepared to cooperate effectively in multicultural teams during their studies.

**Learning Activities and Teaching Methods:**

The course is based on students’ active participation: team games, simulations, questionnaires will be used, followed by break-out group- and class discussions and theoretical inputs.

The course takes place during zero week and most probably not all students will be able to arrive in Vienna, just join online.

Since one of the main objective of the course is to help students to get acquainted with each other’s cultural background and to boost group cohesion, we consider it important to have everyone in the same classroom, whether online or offline. We will develop a program which makes it possible, but technical difficulties might be expected, and it requires patience and cooperation from everyone involved.

**Assessment:**

The course’s credit is earned on a Pass/Fail basis. Students pass the module

* if they attend both days without skipping parts of the course,
* participate actively in simulations, team games and in class discussions,
* write an 1500 word take home essay. In this essay they are expected to reflect on the most important personal learning points of the course and/or discussing a personal/professional intercultural experience referring to the required and recommended readings.

**Course Content and Readings:**

**Day 1**

Morning Introduction, setting the scene

Expectations, ground rules

Learning points of previous intercultural experiences

Main challenges of studying and living abroad

Afternoon The layers of cultures

Dimensions of cultural differences

Getting acquainted with each other’s cultural background

Preparation for the next day

**Day 2**

Morning Dynamics of intercultural encounters

Aspects of intercultural communication competence

Personal styles of managing cultural differences

Afternoon Working effectively in multicultural teams – personal team roles

Preparation of the take home essay

Evaluation and closing of the seminar

**Required readings:**

* Globalization and Identity <https://www.iemed.org/publicacions/quaderns/14/qm14_pdf/15.pdf>
* Cantle, T. Interculturalism as a new narrative for the era of globalisation and and super-diversity. *In:Interculturalism and Multiculturalism. Similarities and differences (*Ed:Martyn Barrett) Strasbourg: Council of Europe. 2013 <https://www.tedcantle.co.uk/wp-content/uploads/2013/03/082-interculturalism-as-a-new-narrative-for-the-era-of-globalisation-and-super-diversity-2014.pdf>
* Intercultural Competence – The Key Competence for the 21st Century? (pp. 1-11)

https://www.site.valenciacollege.edu>inz>Resources

* ‘Culture Shock’ – How to Deal with the Challenges of Studying Abroad

https://www.ethz.ch>auswaerts-studieren

* Cross-cultural Tips for International Students: Communication <https://www.linkedin.com/pulse/navigate-cross-cultural-map-communication-di-hu/>
* The Developmental Model of Intercultural Competence and Sensitivity (M.J.Bennett)

https://evansville.edu>downloads

* High Context – Low Context Cultures

<https://laofutze.wordpress.com/2009/07/28/e-t-hall-high-low-context/>

* Hofstede’s Cultural Dimensions

https://www.hofstede-insights.com/models/national-culture/

* Solving Problems and Resolving Conflict Using the Intercultural Conflict Style Model and Inventory (Hammer, M.R.)

www.icsinventory.com>files>pdfs

* The Belbin -teamwork system

<http://www.belbin.com/media/1336/belbin-for-students.pdf>

**Recommended readings:**

* Fons Trompenaars: Riding the Waves of Culture (Chapter 1-3) <https://pdfs.semanticscholar.org/baa5/8e86493834d21459cba14437d8900542d666.pdf>
* Merits and Demerits of High-context and Low-context Cultures ( Fukushima)

<https://www.ipedr.com/vol20/45-ICHSC2011-M10031.pdf>

* Interprofessional Teamwork. Professional Cultures as Barriers <https://ubccpd.ca/sites/ubccpd.ca/files/Da%20Costa_Hall%20Article%20-%20Professional%20Culture%20and%20IPC.pdf>