



Interculturality

Continuing Professional Development Course (CPD)



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Introduction

“Interculturality – Intercultural Competence Development for International Business Environment” is a continuing professional development course (CPD) designed by the partner countries to define the main topics involved in intercultural settings, namely, the learning outcomes, the drivers, knowledge, skills and competences required to face and manage the challenges and opportunities in multicultural environments. The course is specifically addressed to the target group, made up of adult educators, teachers and mentors working and teaching the current related topics, allowing them to focus both on the individual professional and personal needs and the development and assessment of the related skills. Its aim is to provide them the necessary tools to successfully assess and certify the degree of knowledge related to intercultural issues and transfer the intercultural competences.

The present document will contain a detailed description of the course structure in relation to its topics, contents, activities, materials, resources and the expected learning outcomes. The course was developed in English by the partner countries. The following organizations took part in the development and implementation of the Interculturality project: Łukasiewicz Research Network - Institute for Sustainable Technologies (Poland), Mugla Sitki Kocman University (Turkey), Univesity of Deusto (Spain), Training 2000 (Italy).

Course structure

The Interculturality CPD online course is developed in 4 modules. The training course follows a modular approach focusing on different aspects linked to the general theme of interculturality. Each training module covers specifically one subject area.

| Interculturality – Intercultural Competence Development for International Business Environment continuous professional development course | |
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| Module number | Module title |
| Module 1 | Overview of key cultural drivers and their impact on global leadership |
| Module 2 | Cross Cultural Management |
| Module 3 | Global Leadership |
| Module 4 | Effective Global Leadership |

In Module 1 the learner will experience an overview of the key cultural drivers and their impact on global leadership. The module will allow the participant to gain knowledge on cultural codes in business environments.

The module aims at improving the participants' basic understanding and skills about key cultural drivers and the impact on global leadership and cross - cultural communication in business environments. This module will help to prepare the participant for any leadership position and will rise their understanding and mindfulness of the cultural codes that are necessary for future leaders.

Module 2 specifically addresses Cross Cultural Management, focusing on the description of key elements which may vary across cultures such as perceptions, stereotypes and expectations when working with teams in multicultural organizations. Other relevant topics are described such as change management, ambiguity and conflict across cultures. Finally, the module contains strategies and practical tools aimed at leadership across different cultures.

The aim is to describe the main concepts and definition perceptions, stereotypes and expectations across different cultures. Participants will be able to identify and describe the challenges when working with multicultural teams inside an organization and to suggest tips to properly manage and overcome the challenges arising inside the working environment. The notions provided will enable participants to deal with different circumstances in an international business environment such as ambiguity, conflict and change management in intercultural team members.

Module 3 focuses on Global Leadership providing an overview on leadership styles and working preferences. The module also covers other relevant related topics, such as communication skills and intercultural competence, especially focusing on personal skills development.

The main objective of Module 3 is to cover the topics concerning global leadership, focusing in particular on its dimensions and styles, the GLOBE project (The Global Leadership and Organizational Behaviour Effectiveness), the characteristics of interpersonal communication, the importance of a global communication strategy, possible ways to develop a good leadership and the

essential skills to enhance leaders' competitiveness and performance efficiency.

Module 4 covers Effective Global Leadership presenting the management matrix across borders describes the concepts of effective (virtual) global leadership, the characteristics of a virtual leader in terms of role, responsibilities and challenges, equality among employees and the related challenges and solutions. The final part of the module focuses on an overview about successful leadership self-assessment tools: the Campbell Leadership Descriptor, the EFQM Excellence Model and basic information to create an action plan.

The scope of Module 4 is to offer a definition of the management matrix across borders, allowing participants to describe challenges and tips involved in the system management based on the peculiarities of their organisation. The learner will be able to identify the roles and responsibilities of a (virtual) leader and the main features of the (virtual) global leadership. In this way, being able to employ the self-assessment tools needed by successful leaders (i.e. the Campbell Leadership Descriptor, the EFQM Excellence Model) will support them to boost innovation activities, flexibility and communication within their organization. Finally, the module will feature an overview about the programming and creation of an action plan to deal with interculturality and leadership.

The Interculturality course is intended as an overall approach to intercultural issues and management, starting from the broad characteristics of the matrix, drives and context to further delve into the analysis and application of management tools to overcome intercultural issues emerging in intercultural business settings.

TARGET GROUP

The Interculturality training course is for adult educators and trainers who are the key actors to be upskilled and empowered as facilitators, to improve personal and professional skills and understand the importance of intercultural competences in adult learners.

Content structure

The Interculturality course is distributed via a dedicated online platform. Participants can experience the platform and attend the course both through their computers, tablets or mobile devices or in presence. The developed material constitutes of online open educational resources particularly addressed to the target group, educators, teachers and mentors dealing with interculturality in the working environment, involving different cultures.

The material gathered by the partner countries consists in moodle resources, presentations on H5P, interactive videos, external resources such as links, videos, pdf, e-books, etc., intermediate assessment activities, memory games, glossaries, case studies and final self-evaluations. The contents are developed and structured in different ways according to their aims.

In particular, moodle resources and H5P presentations contain the theoretical framework and the basic knowledge needed about the content of the whole module, providing definitions, explanations, details and examples of the main concepts. The theoretical input is then integrated with interactive contents: videos will be used to further deepen the written content already expressed in the H5P presentations, games have the purpose of fixing and consolidating the acquired knowledge and external resources such as additional links, videos, and/or pdfs, training materials to foster additional learning, resources available on the Internet, which are meant as stimuli to provide a more exhaustive approach to the subject. Case studies actively engage the learner, challenging them to find solutions for possible practical real life scenarios, spurring them to find options by applying the notions of the module. Forum for discussions among learners and participants in the Interculturality course are also featured as a shared virtual space to exchange comments, opinions and results about the proposed topics.

Finally, assessment activities will allow the learner to become aware and check their learning performance and outcomes. On the one hand, intermediate assessment activities will be featured inside H5P presentations and videos; these activities will provide a quick evaluation about the previous mentioned contents in order to reach the final self-evaluation. Intermediate assessment activities include quizzes such as true-false, multiple choices, or closed questions tests). On the other hand, the final self-evaluation section will be provided, that is a final test at the end of each module containing single open answer, multiple choices, true –false questions, covering all the topics of the related module.

Thus the reader is expected to follow through the activities by reading the training material, such as the texts and presentations provided, checking the external resources and completing practical tasks, games and quizzes across the module, taking the final evaluation test to check knowledge acquired and share their own activities with other users.

Expected learning outcomes

The expected learning outcomes of the Interculturality training course are described in each training module. The learning outcomes to be reached by the course participants at the end of each module are as follows:

Module 1 will provide learners with knowledge on how culture affects leadership; they will increase awareness of the relationship between culture and leadership in a global context, improving their capacity to be a good intercultural leader in the context of cultural impacts on human behaviour.

The knowledge of the meaning of multidimensional leadership in both local and global level represents another learning outcome of this module. Moreover, the skills acquired during the course will enable the learner to become able to illustrate the relationship between culture and leadership in her/his own company as well as the advantages of a global leadership. By implementing the knowledge acquired, the learner will be able to apply global leadership principles to foster equity among the different cultures.

Module 2 is meant to provide learners with relevant knowledge related to interculturality. In particular, the learner is expected to gather knowledge about perceptions, stereotypes and expectations. The module specifically allows learners to gather notions about tools and strategies for an effective leadership in multicultural contexts and to grasp the theoretical basis for change, ambiguity and conflict management across different cultures. The learner will be able to actively analyze, influence and manage the business environment being aware of the perceptions, stereotypes and expectations involved by the participants and to effectively adopt the appropriate tools and strategies to carry out an effective leading within the international business environment. By applying the tools and strategies provided, the learner will be able to manage change, conflict and ambiguity, conducting an effective leading activity within the organisation.

Module 3 presents the concept of being a global (intercultural) leader. The learners will acquire the abilities to identify the dimensions of global leaders and reduce the gaps between the model and the leadership style of the company. The module will also train the learner to identify specific traits of the intercultural competence for global leadership in the company (perception management, relationship management, self-management) and to design a plan of change within the company.

Module 4 will gather knowledge about the definition of the matrix management, allowing the learners to be aware and understand the intercultural context of the company. The learner will also get acquainted with the Campbell Leadership Descriptor and the EFQM Excellence models in order to actively use them through the definition of an action plan.

The Interculturality CPD online course has a total duration of 20 hours.

Learning Outcomes Matrix

An overview of the “Interculturality” training course is presented below. The table contains the title of the module, the duration in terms of notional learning time, the learning objectives of each module and the learning outcomes described in terms of knowledge, skills and attitudes.

| MODULES | DURATION(HOURS) | LEARNING OBJECTIVES | LEARNING OUTCOMES | | |
|---|-----------------|---|--|--|--|
| | | | KNOWLEDGE | SKILLS | ATTITUDES |
| M.1 Overview of Key Cultural Drivers and Their Impact On Global Leadership | 5 | The learner will: <ol style="list-style-type: none"> 1) define cultural drivers and develop an understanding of how culture affects leadership 2) Develop an increased awareness of the relationship between culture and leadership 3) Improve the capacity to be a good leader but understand the impact of culture on human behavior in their organizations 4) Develop an understanding of the meaning of multidimensional leadership - both local and global. | The learner knows and understands the definition of culture and global leadership. | The learner is able to illustrate the relationship between culture and leadership in her/his own company. | The learner is able to manage the key concepts of culture as a global leader |
| | | | The learner understands global leadership principles. | The learner is able to illustrate the advantages of a global leadership in own company. | The learner can apply global leadership principles to foster equity among the different cultures. |
| M.2: Cross Cultural Management | 5 | The learner will know the definition of perceptions, stereotypes and expectations across cultures, therefore he/she will be able to describe challenges and tips to function in the multicultural team properly in an organisation. The learner will be able to illustrate ways of managing change, ambiguity and conflict across cultures. Therefore the learner will know the practical tools and strategies for leading more effectively across cultures that will support effective management of a multicultural | The learner knows and understands the definition of perceptions, stereotypes and expectations across cultures. | The learner is able to analyse the influence of perceptions, stereotypes and expectations on international business environment. | The learner is able to manage the team where problems related to cultural differences caused by perceptions, stereotypes and expectations occur. |
| | | | The learner knows and understands the tools and strategies for leading more effectively across cultures. | The learner is able to adapt the tools and strategies for leading more effectively in their organisations. | The learner is able to apply the tools and strategies for leading more effectively in multicultural teams. |



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| | | team and solving problems related to cultural differences that may occur in an international business environment. This module will conclude with a self-assessment test. | The learner knows and understands the theoretical basis of managing change, ambiguity and conflict across cultures. | The learner is able to illustrate ways of managing change, ambiguity and conflict across cultures. | The learner can apply managing change, ambiguity and conflict across cultures. |
| M:3 Global leadership | 5 | Learners will get to know global leadership dimensions and styles, intercultural competences and communication. The learners will identify the components of global leadership and they will be able to assess their skills for effective global leadership. This module should allow students to design a plan of change in his/her company if the gap is quite big. | The learner knows and understand the concept of global (intercultural) leader. | The learner is able to realize if his/her company follows the definition. | The learner is able to propose ways of implementing the new concept in his/her company according to his/her possibilities. |
| | | | The learner knows and understand the desirable attributes and dimensions of a global (intercultural) leader. | The learner is able to compare (and identify the differences) if the leadership style in his/her company meets the desirable attributes and dimensions of a global leader. | The learner is able to define courses of action to reduce the gaps between the model and the leadership style of his/her company. |



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| | | | The learner knows and understand the intercultural competence (perception management, relationship management, self-management) or global (intercultural) leadership. | The learner is able to identify the specific traits of the intercultural competence for global leadership in his/her company (perception management, relationship management, self-management). | The learner is able to design a plan of change in the area that in his/her company is furthest away from the model. |
| M:4 E-leadership and multicultural teams | 5 | The learner will know the definition of the matrix management across borders, therefore he/she will be able to describe challenges and tips to manage the system properly in an organisation. The learner will be able to illustrate the roles and responsibilities of a (virtual) leader (the (virtual) global leadership). Therefore the learner will know the self-assessment tools needed by successful | The learner knows and understands the definition of the matrix management. | The learner is able to apply the scheme of matrix management to own company. | The learner is able to manage the challenges of matrix management across borders |



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| | | <p>leaders, as the Campbell Leadership Descriptor, the EFQM Excellence Model, to provide support to innovation activities, more flexibility and communication. This module will conclude with an overview related to the programming and creation of an action plan.</p> | <p>The learner knows and understands the definitions and uses of the Campbell Leadership Descriptor and the EFQM Excellence models.</p> | <p>The learner is able to illustrate what the Campbell Leadership Descriptor and the EFQM Excellence Models are and adapt them to their organisations.</p> | <p>The learner is able to apply the Campbell Leadership Descriptor and the EFQM Excellence models successfully to foster leadership in own company.</p> |
| | | | <p>The learner understands (virtual) global leadership principles.</p> | <p>The learner is able to illustrate the advantages of a (virtual) global leadership in own company.</p> | <p>The learner can apply (virtual) global leadership principles to foster equity among the employees, and a higher rate of emotionality</p> |



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| | | | The learner defines the main elements of an action plan to take the needed steps and boost innovation in own organisation. | The learner can create an action plan. | The learner can monitor the implementation of the action plan within a company/organisation |
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Conclusions

The Interculturality project was conceived by the partner countries as an online CPD course addressed to the people working in multicultural settings in order to develop the skills and competences to face and overcome issues linked to the related topics. In particular, the course is dedicated to learners, teachers and mentors involved in intercultural working environment. The project featured the 4 modules describing the matrix, the drivers, skills and competences, offer both theoretical information and practical activities for their application and to be used for further training and development.

