EMIC Toolkit

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Editors: Melina Solari (EMIC Toolkit Coordinator) and Dane Lukic (EMIC Project Coordinator)

Project members who contributed to this toolkit (in alphabetical order): Claire Blackburne, Julia Delafield, Allison Littlejohn, Dane Lukic, Helena Martins, Teresa Proença, Rosa Santibáñez-Gruber, Melina Solari and Maria Yarosh.

Graphic design: Ernesto López

Acknowledgments: Special thanks goes to all the students participating in the EMIC project, the Erasmus Mundus Consortia EUROMIME, GIM, MALLL and WOP-P coordinators and staff. We are very grateful to Basil Vassilicos and Linn Van Dyne for their kind external reference input.
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1. Introduction

The mobility that the Erasmus Mundus programme provides is one of its most important characteristics. Students gain educational experience in at least two countries that have different teaching and learning models, as well as different traditions. At the same time, through this mobility, students also get to live in culturally diverse settings. Having to both study and live in several different contexts can present intercultural challenges. In order to successfully work and collaborate with their colleagues from across the world, study in culturally different educational institutions and live in different countries, students require a set of abilities for dealing with such diversity. These abilities, collectively termed ‘Intercultural Competence’, enable effective studying, living and working across different cultural boundaries.

It has been observed that merely placing people from different countries together in a culturally diverse context does not automatically help develop Intercultural Competence. Moreover, there is a danger of individuals developing negative responses to diverse cultural experiences if their cultural sensitivity level is low. Therefore, proper support and training is needed to fully utilise the potential for innovative learning that the cultural diversity of a study abroad experience can provide.

The Erasmus Mundus Intercultural Competence (EMIC) project was designed to develop an integrated learning programme in order to help Erasmus Mundus students deal with issues of cultural diversity and, from a developmental perspective, use intercultural contexts to their advantage. Learning is contextualised within students’ own experience, to allow them to compare the theoretical concepts with situations encountered in everyday study and life.

Based on the EMIC project experience, this Toolkit is proposed as an Open Education Resource (OER) that is scalable, customisable and potentially useful for other higher education programmes. The purpose of the EMIC Toolkit is to provide a set of flexible resources and tools to support developing Intercultural Competence in contexts similar to the Erasmus Mundus programme.

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This Toolkit is composed of a series of learning activities organised in ‘bundles’ so that they can be used as a reflection tool to support students in developing Intercultural Competence. Activities are arranged in a blended learning model with a proposed duration of 10 hours of face-to-face workshops and 8 to 11 hours of online activities.

The EMIC Toolkit also offers easy-to-use strategies for customising and implementing contextualised learning activities in the users’ own cultural and academic contexts through guidelines and examples of good practices. For more information on the EMIC project visit: www.emic-project.org

1.1 Who is the Toolkit for?

The EMIC Toolkit is based on the experience of joint Master’s students (Erasmus Mundus or otherwise) and is therefore primarily beneficial for:

- Higher Educational Institutions who want to develop support programmes for developing Intercultural Competence of their Master’s students;
- Departments in charge of student experience for Master’s students (international departments, support units, academic development centres and similar);
- Teachers and Lecturers who deal with International Master’s students and who want to integrate Intercultural Competence development into their teaching;
- Individual Master’s students who want to develop their Intercultural Competence and/or organise similar activities with their colleagues.

Despite the fact that the EMIC Toolkit was developed based on experiences of joint Master’s students from around the world studying in European Higher Educational Institutions, the learning programme described in this Toolkit addresses core Intercultural Competence that is relevant for all students experiencing mobility internationally or home students studying in diverse settings, as well as in preparation for intercultural workplace experiences in their careers. Therefore, the EMIC Toolkit could be useful and adapted for:

- Higher Educational Institutions who want to develop support programmes for their students in general (whether international students or home students in diverse classroom setting, or for preparation for career in intercultural workplaces; undergraduate, postgraduate or even PhD students);
- Departments in charge of student experience at all levels;

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2 Go to the Section 5 EMIC Learning Programme to know more about the ‘bundle approach’.
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- Higher Education Teachers and Lecturers who deal with diverse educational contexts;
- Individual students who want to develop their Intercultural Competence and/or organise similar activities with their colleagues for better academic experience and employability.

Although the EMIC Toolkit has been designed to facilitate the EMIC Learning Programme adaptation, it is important to consider that some challenges may arise when used in settings different from those where it was created. The EMIC Learning Programme has only been used with Study Abroad students in joint Master's programmes; it is important to consider this before using it for Study Abroad students with only one host country or with interethnic groups belonging to one unique country.

1.2 Benefits of participants engaging in an EMIC Learning Programme by using this Toolkit

- Experience interdisciplinary, research-based learning;
- Reflect on personal development needs and development plans in terms of Intercultural Competence;
- Gain knowledge, skills, awareness and attitudes needed for high level Intercultural Competence in academic and professional fields;
- Develop specific skills such as intercultural conflict management, emotional intelligence and intercultural relationship building needed both for academic and professional work;
- Share experiences and learn from other participants;
- Improve academic experience in diverse contexts;
- Increase employability, as Intercultural Competence is one of the top competences employers look for, especially in international settings.

1.3 Added value of the EMIC Toolkit

There are a variety of tools and resources available for skills and knowledge related to interculturality. In contrast to other programmes that develop Intercultural Competence, the EMIC Toolkit is based on a unique approach to learning development, that is:

- **Interdisciplinary**, integrating current knowledge on formal learning in higher education, non-formal learning in the non-profit sector, workplace learning and technology-enhanced learning;
- **Based on scientific research**, from previous studies on intercultural learning and from data gathered throughout the EMIC Project;
- **Customised**; that is, based on the specific training needs of joint Master’s students;
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- **Contextualised** in participants’ experiences, using these experiences as the ‘content’ of learning;
- **Flexible;** that is, learning activities are designed as modifiable and applicable bundles across a range of different contexts and cultural situations; and
- **Open-source,** allowing other Erasmus Mundus and International Master’s programmes to implement and/or modify the proposed EMIC Learning Programme in their courses.
2. Background

The EMIC Toolkit was developed within the Erasmus Mundus Intercultural Competence (EMIC) Project funded by the European Commission under the Erasmus Mundus Action 3 fund. The project included 6 phases: Baseline Study, Learning Intervention, Evaluation, EMIC Toolkit Development and Dissemination.

2.1 Previous study

A previous background study carried out from December 2010 to February 2012 by the four core partner institutions (Glasgow Caledonian University, University of Deusto, University of Porto and University for Peace) showed the high need for increased intercultural understanding and developing learning support for Intercultural Competence within the Erasmus Mundus programmes. The EMIC project and the network composition were developed on the basis of the results of this EMIC background study.

The study showed that international students in higher education are confronted with intercultural challenges that must be identified, analysed and broken down in order to help these students become active in their own intercultural developmental process. The EMIC project addresses these needs by providing a concrete learning programme.

2.2 Theoretical Approach and Baseline needs analysis

Based on recommendations from the literature, the core partners adopted a theoretical approach towards the design of interviews to assess EM students’ intercultural learning needs. Four study visits were conducted with four EM consortia: Master’s in Work, Organisation and Personnel Psychology (WOP-P), European Master’s in Lifelong Learning Policy and Management (MALLL), Master’s in Media Engineering for Education (EUROMIME) and the Global Innovation Management Master’s (GIM).

Using a qualitative approach, the EMIC team interviewed a total of 42 people: the

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academics in charge of the Erasmus Mundus Master’s Courses (EMMCs) in question, the administrators involved in running the programmes, students and alumni.

The first Baseline needs analysis findings showed six principal types of challenges experienced by the students:

- **Academic** – challenges related to academic cultures varying between countries;
- **EMMC programme** (versus other programmes) – challenges related to the feeling of EMMC students being very different from other students;
- **Cohabitation** – challenges related to living with people from other cultures;
- **EMMC group** – challenges associated with the diversity EMMC students encounter within the Master’s programme;
- **Logistics of EMMC** – intercultural challenges students experience due to the complex logistics of EMMCs;
- **National cultures** – challenges posed by cultural differences between locals and EMMC students.

This research phase also showed that most students had lived abroad before their EMMC time (66% lived abroad while only 34% did not). The majority of students reported having had intercultural relationships (work or private) prior to participating in Erasmus Mundus (76%), while some students reported limited (21%) or no (3%) previous intercultural relationships. In terms of their previous experience with intercultural training, the vast majority of students had no prior experience (74%). A couple of students had some partially related training experience (7%) and 19% of students had some training directly related to intercultural issues.

The Baseline learning needs analysis highlights how important it is to Erasmus Mundus students to have Intercultural Competence in professional and personal settings and to be able to achieve satisfactory personal and professional intercultural interactions in a variety of contexts. The study indicates that the essential need for Intercultural Competence is present beyond the purely academic setting.

The analysis indicated that Erasmus Mundus students encounter cultural diversity both as students and as social beings, and that they expect EMMCs to prepare them for professional life. The sphere of Intercultural Competence application is identifiable by looking at the EMMC context on one hand, and through reviewing the Baseline study interviews on the other. Namely, Erasmus Mundus students need to apply Intercultural Competence in their personal/social life (during and after EMMC), in academia (during EMMC or further studies) and in the workplace (after EMMC).
2.3 Recommendations for Intercultural Competence learning methods

All respondents were invited to envision an Intercultural Competence learning programme that would be optimal for Erasmus Mundus students’ needs and to formulate recommendations about the methods to be used for such training. Three major interdependent themes emerge from the answers obtained. The learning programme provided should:

a) Be perceived as authentic and not as artificial;

b) Be perceived by students as not formal; and

c) Help students start their Intercultural Competence development journey or a new stage of their journey, instead of trying to teach everything at once.

In order to be perceived as a non-formal, developmental and authentic learning programme, rather than as an artificial experience trying to ‘rob’ students of their first-hand, non-mediated intercultural experiences, an ideal intercultural learning programme needs to satisfy the afore mentioned criteria. This Toolkit reflects the recommendations for training that the background study identified, and these are detailed in Section 4.
3. EMIC Intercultural Competence Model

In order to cope with the programme needs expressed by the Erasmus Mundus students that were interviewed and to make it useful to all International Master’s students, the EMIC project takes into account the EMIC theoretical approach and proposes an Intercultural Competence developmental learning model.

3.1 EMIC Model description

The EMIC Model is composed of core elements and specific interrelated competence configurations. The core elements are as follows: 4 building blocks (Knowledge, Awareness, Attitudes and Skills), 2 supporting competences (Critical Reflection and Emotional Intelligence), 1 meta-capacity (Developing Intercultural Competence) and 3 broad spheres of application (academic, professional and private). All these elements are interdependent in an Intercultural Competence learning process, as Figure 1 indicates.

![Image of the EMIC Model](image-url)

Figure 1. The EMIC Model.

The 4 intercultural building blocks and the 2 supporting competences constitute the core of the EMIC Model. The supporting capacities underpin how elements from the Intercultural Competence building blocks are operationalised and developed in practice. It is important to note that, although supporting capacities are singled out as underpinning supporting mechanism, they are closely related to, and interdependent with, the Intercultural Competence building blocks. Moreover, students need to become autonomous lifelong learners with respect to their Intercultural Competence development; they need to understand what Intercultural Competence is, how they can develop it further, how they can monitor their own development and how they can speak of their achievements when necessary (e.g. during an interview with a potential employer). Such knowledge and awareness should be accompanied by a capacity (skills) and a willingness (attitude) to implement them, as well as by the habit of doing this in practice. This is why the meta-capacity Developing Intercultural Competence, which represents the ‘learning to learn’ side of Intercultural Competence, was found to be a part of the broad configuration within joint Masters. This meta aspect of Developing Intercultural Competence is an important addition to existing models as the lifelong-learning aspect is essential, and individuals should be willing and able to develop their Intercultural Competence continuously.

Although the EMIC Model covers the broad understanding of areas that are important and need to be developed, there were three sub-competences that were distinguished as particularly relevant for joint Master’s students in practice: (intercultural) teamwork, (intercultural) conflict management and (intercultural) relationship building.
These 3 sub-competences also map onto the 4 building blocks as they each consist of the knowledge, awareness, skills and attitudes that are needed to become competent in an intercultural context (Figure 2). The following sections will present the rationale of the EMIC Model.

### 3.2 Building Blocks

**a) Knowledge.** This block is comprised of two aspects: Culture-specific knowledge and Conceptual knowledge of Intercultural Competence.

**Culture-specific knowledge** represents factual knowledge about particular cultures (local cultures and/or peer cultures). The culture-specific knowledge learning needs identified in the study included:

- The very ‘logistic’ knowledge of the country where one is to study, such as weather conditions, the clothes one needs to have, or the documents required by the university;
- Unspecified information or ‘facts about cultures’, or ways in which other cultures differ from one’s own;
- The fact that, while responses clearly indicate that elementary or surface knowledge is not difficult to obtain, students might need help with acquiring deeper knowledge about different cultures.

A very common ‘intermediate’ type of knowledge sought by the students is that of do’s and don’ts, tips on how to behave when dealing with representatives of different cultures and, more specifically, what behaviours to avoid.

**Conceptual knowledge of Intercultural Competence** relates to instances where students reported willingness to gain more theoretical knowledge about intercultural interactions or where students were observed to lack theoretical knowledge that enhances and is fundamental to (further) Intercultural Competence development. The observed learning needs related to conceptual knowledge relevant for Intercultural Competence development can be grouped into three sub-categories:

- Knowledge of different parameters along which cultures tend to differ; this type of knowledge can inform students’ analysis of intercultural interaction and incidents, as well as permit them to systematise and gain more insights from first-hand experiences;
- Understanding of what Intercultural Competence comprises; this knowledge is not an end to itself, but unless students understand what Intercultural Competence is built of, they cannot be expected to develop it consciously or make optimal use of the opportunities that studying in an international setting provides;
Adequate vocabulary and understanding of the concepts required for monitoring one’s own Intercultural Competence development and being able to verbally account for one’s progress.

b) **Awareness.** The findings indicate that any learning programme should ensure that international students develop or will develop the following types of awareness:

- *Intercultural awareness* – awareness of differences between cultures and of cultural conditioning of others;
- *Cultural self-awareness* – awareness of oneself as a cultural being and of the fact that one’s own behaviour, views and reactions are conditioned by one’s own culture;
- *Awareness of specific cases* when cultural conditioning is at play – not only knowing that culture is supposed to influence people’s behaviours, but also being capable of identifying this influence in practice.

c) **Attitudes.** The following interrelated attitudes are identified as necessary for a positive intercultural learning process:

- *Acceptance of differences* or positive attitude to difference and diversity;
- *Attitude of openness* – open-mindedness or approaching things with an open mind;
- *Non-judgmental attitude* – not judging culturally-different behaviour and non-judgmental attitudes in general;
- *Tolerance of/towards the ‘other’s’ perspective or reality*;
- *Cooperative mind-set* – the need to build good relationships with others and to work together, as indispensable for personal intercultural development;
- *Flexibility* – the willingness to adjust behaviour in order to find ways of acting that take into account others’ cultural perspectives and/or their culturally-conditioned expectations, and permit positive interaction to take place;
- *Valuing diversity* – positive attitudes towards and willingness to encounter new cultures and people who are culturally-different;
- *Respect* for culturally-different others.

d) **Skills.** In order to be capable of interculturally competent performance, students need to develop the following skills:

- *Intercultural communication* – skills for effective intercultural communication;
- *Intercultural mediation* – ability to take the role of intercultural mediator;
- *Verbalising* cultural expectations and norms – discussing expectations that different people involved in an interaction might have;
- Ability to speak about culturally-different practices that might be felt to be disturbing;
- Ability to notice cultural differences;
- Ability to detect a misunderstanding (‘an intercultural issue’);
- Ability to check how one’s behaviour is perceived;
- Acting on culture-specific knowledge and on intercultural awareness one has;
- Ability to adjust one’s behaviour if it bothers others, to find ways of acting that take into account others’ cultural perspectives and/or their culturally-conditioned expectations, and permit the desirable interaction to take place;
- Developing/adopting necessary new behaviours;
- Shifting between cultural environments;
- Dealing with people with (perceived) lower Intercultural Competence
- Ability to adapt to others and to new cultural contexts in general.

3.3 Supporting Capacities

a) Critical Reflection. We understand critical reflection to include the capacity to overcome judgmental thinking and reactions, to deal with stereotypes, generalisations or assumptions, and generally to manoeuvre between the necessity and the danger of generalising. It involves critical reflection on one’s own behaviours as well as on those perceived in others. There were specific learning needs related to critical reflection that were identified among Erasmus Mundus students:

- Their capacity to deal with stereotypes (that they have themselves or that others might have about their culture);
- Cognitive flexibility and/or ability to analyse intercultural encounters through a culturally-aware perspective, frame-shifting, seeing things from a different cultural perspective;
- The habit of ‘stereotype-proof’ culture-specific knowledge acquisition.

b) Emotional Intelligence. Speaking of (intercultural) emotional intelligence, we refer to empathy, managing one’s emotions, dealing with uncertainty and perspective-taking from the point of view of emotions. In terms of awareness, intercultural emotional intelligence is linked to intercultural awareness of oneself and of others. In terms of skills, it is related to those of managing one’s own emotions and managing the emotions of others. The attitudes and skills often referred to as empathy are a third element in this proposed category of analysis. While the ‘Critical Reflection’ category tries to bring together Intercultural Competence elements of cognitive nature, ‘Emotional Intelligence’ does the same for those most closely related to the sphere of emotions, yet the two are complementary and often hard to separate in reality.
### 3.4 Meta capacity: Developing Intercultural Competence

Developing Intercultural Competence requires fostering a set of abilities that relate to ‘learning to learn’ and knowing how to develop your Intercultural Competence continuously beyond formal Intercultural Competence trainings. As a competence in its own right, Developing Intercultural Competence also contains aspects of meta-level knowledge, skills, awareness and attitudes.

- **In terms of meta-knowledge**, knowing what elements build Intercultural Competence and how it can be developed is important for self-regulated learning and further developing Intercultural Competence. This knowledge comprises being introduced to some theories of culture and intercultural communication, gaining the conceptual knowledge that would permit learning more about any new culture encountered and doing so in a more effective way, while being cautious about creating quick connections between personal traits and cultural origins. It also involves understanding what Intercultural Competence is and what it consists of. Moreover, this knowledge includes understanding how adult learning works and how an individual can consciously develop Intercultural Competence.

- **In terms of meta-awareness**, it is important that participants are aware of their own self-identity, how it is constructed and how it is affected by intercultural situations. Developing Intercultural Competence often requires individuals to reflect on their own identity and might include profound reflections on self-image and the perceived image of others. Awareness as an aspect of developing Intercultural Competence capacity includes awareness of personal learning needs, strengths and weaknesses that would enable further learning strategies and development.

- **In terms of meta-skills**, individuals require:
  - Skills necessary for effectively identifying and building cultural knowledge – the ability to act on one’s ignorance about cultures and the willingness to learn, mastery of techniques necessary to acquire cultural knowledge, capacity to learn about cultures without stereotyping, as well as the habit of comparing aspects of different cultures, etc.;
  - Ability to monitor one’s Intercultural Competence development and explicitly express ‘achievements’ – ability to identify one’s strengths and weaknesses, being able to ask for help, etc.;
  - Ability to manage one’s (intercultural) identity development – not necessarily adapting 100% to every new culture, managing and not being excessively influenced by others’ opinions/perceptions, being ready to be ‘less excellent’ in a new cultural environment.

- **In terms of meta-attitudes**, the following attitudes were identified as important in the ability to develop one’s Intercultural Competence:
- Appreciating the full potential of Intercultural Competence: fuller understanding of Intercultural Competence potential and not limiting its applicability to that of avoiding intercultural conflicts; coming to value Intercultural Competence as a means of personal development, realizing it is not only for ‘minorities’;
- Broadening interest, so that students can embrace and learn from all or from as much cultural diversity as possible and not be focused on local culture(s) only, and not merely on cultural do’s and don’ts;
- Orientation towards a generic Intercultural Competence – going beyond looking for ‘recipe’s for particular cultures, realizing that generic Intercultural Competence can help deal with intercultural situations in which one does not know ‘all the rules’, and not being discouraged by the vast number of cultures encountered with limited time for ‘discovery’;
- Willingness and readiness to develop Intercultural Competence on a lifelong basis;
- Proactive attitude towards Intercultural Competence development and taking responsibility for continued development.

### 3.5 Interrelated Competence Configurations

Although the EMIC Model covers the broad understanding of Intercultural Competence areas that are important and need to be developed, there were several competences that were distinguished as particularly relevant for Intercultural Competence in practice: *(intercultural) teamwork, (intercultural) conflict management and (intercultural) relationship building.*

- **Intercultural Teamwork:** working in culturally-mixed groups and managing culturally-diverse teams (also related to intercultural leadership competence).
- **Intercultural Conflict Management:** resolving intercultural conflicts (and preventing them, if possible).
- **Intercultural Relationship Building:** possessing and being sure of abilities to start interacting and building relationships with people from other cultures.

These 3 competences are interrelated and present a configuration of the Intercultural Competence building blocks rather than separate competences. This means that students should be assisted in bringing the elements of the ‘core’ EMIC Model into play when they need to work in a team, solve conflicts and build relationships.
The EMIC Learning Programme is built on the EMIC Baseline Report\(^1\) and identified student needs, the experience of academics and experts in intercultural learning who were part of the project, as well as a variety of existing tools and resources that support the development of Intercultural Competence. The rationale for the Toolkit development is drawn from integrating knowledge from different disciplines and already existing development in the Intercultural Competence arena. Knowledge about Intercultural Competence development exists in different disciplinary and practice silos of knowledge and there is limited exchange between them. This toolkit addresses this issue by creating an interdisciplinary customised learning programme.

Based on the results of the previous studies, the Baseline study, the EMIC project pilot phase and the EMIC team experience, two types of guidelines have been identified to support an effective Intercultural Competence learning programme: Implementation guidelines for institutions or individuals that aim to organise the learning programme within their context, and Facilitator’s guidelines for those specifically involved in leading activities with participants.

**4.1 Implementation guidelines for institutions**

- **Validity and relevance in terms of contents and applicability.** Participants need to clearly see how the learning programme proposed is related to their needs and see the intended learning outcomes as valuable. At the same time, the programme should not be seen as helping participants out of some ‘deficiency’, so as not to create resistance instead of motivation. It is also recommended that participants are coached on how Intercultural Competence can help them in their future studies or careers. This can be done by explaining the relevance of the Intercultural Competence concept with practical examples, or by asking participants to reflect on situations in which they have struggled with cultural misunderstandings and conflicts. To get participants to

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understand the importance of this programme, it can be useful to gather participants and ask them their opinion on how they feel they are shaped by culture. The discussion will allow participants to realise how different they are from others. Most elements of our Toolkit are aimed at increasing critical reflection and making participants realise their particular need for Intercultural Competence, even if they did not initially start with that awareness (see Bundles in Section 5).

- **Timing.** There are three different formats proposed for the timing of the EMIC Learning Programme:
  a) Conducting the face-to-face programme at the beginning of the studies, followed by online platform engagement (Sequential scenario, see Section 5.2.1). This approach will prepare the participants for their intercultural experiences within the Master’s afterwards.
  b) Conducting the face-to-face programme at an intermediate point during the studies (for example second semester), followed by online platform engagement (Sequential scenario, see Section 5.2.1). This approach ensures that participants already have some intercultural experience (or even misunderstandings and conflicts related to culture), allowing for deeper reflections and benefit from Programme activities that rely on sharing personal experiences.
  c) Conducting the programme in phases – start with a face-to-face workshop in the beginning of the studies, and follow up with a second part of the face-to-face programme later on during the studies programme (for example second semester or even second year for multiple-year programmes). The online platform engagement when using this format should take place in between the two face-to-face workshops (Sandwich scenario, see Section 5.2.1) and therefore bridge the learning process and potentially motivate students to engage online more. This approach would potentially include benefits of both a) and b) above.

- **Diversity of the group.** It is good to include participants from as many different cultures as possible in the training, as it can ensure greater programme impact and facilitate a comfortable environment where participants feel free to discuss and share intercultural issues with their classmates. It is important to have culturally heterogeneous groups during the workshops and online programme. If facilitators observe that participants tend to prefer certain sub-groups, it is highly recommended to break these up.

- **Link with the formal education programme.** There were various views gathered from users regarding the formality of the EMIC Learning Programme and its link with the regular formal educational programme
students are attending. It is recommended to make the learning participative, engaging students fully and emotionally, not allowing them to simply receive information and react to it on a purely cognitive level. Keeping this in mind, institutions can choose between formally presenting the learning programme as part of a degree programme or as an optional developmental programme in itself, but be aware that making the programme optional may reduce student participation and create a gap between participants and non-participants.

- **Type of facilitator.** A good choice of facilitator can ensure the success of the learning programme. Some aspects should be considered to when choosing facilitators:
  
  a) **Competent.** Facilitators must be competent in two areas: facilitating and interculturality. It is important for facilitators to have experience in running participative sessions where participants offer their ideas, challenge notions and reflect on their own experiences, thoughts and feelings. Therefore, facilitators should be comfortable in organising highly interactive sessions typical for workshops. Most importantly, facilitators themselves should be aware of their cultural identity and intercultural processes in academia and practice.
  
  b) **Diversity.** It is encouraged to have facilitators from different cultures so that different cultural perspectives are featured. Still, it should not be assumed that considering the facilitator origin alone will be enough to draw out discussion and the cultural aspects of the programme.
  
  c) **Quantity.** Group size and the number of facilitators will depend on internal organisation and the facilitators’ availability. However, according to the EMIC Learning Programme implementation experience, an ideal facilitator/participant ratio is 1:8, with the following details to consider. In an ideal scenario:
    
    - One facilitator can manage a small group (up to 8 participants) in both the face-to-face workshop and the online phase.
    - Groups of 9 up to 25 participants can be managed by only one facilitator in the face-to-face workshop but 2 of them will improve the participants' monitoring activity when working in groups. In the online learning programme, ideally the approach should follow the suggested facilitator/participant ratio. In case where there are fewer online facilitators, the facilitators need to make sure to interact with the participants regularly to ensure participant engagement and reduce drop-out rates.
  
  d) **Horizontal relationship.** In order to avoid participants feeling judged or criticized, it is not recommended that internal academics facilitate this learning programme. For those institutions that are obligated to
work within the same institution, integrating associate partners (i.e. other Master’s professors, other consortia staff, etc.) is highly advised.

### 4.2 Facilitators guidelines

In order to create the conditions for the EMIC Learning Programme implementation, facilitators are recommended to consider the following:

- **Ambiance.** The atmosphere should be relaxed, friendly and cooperative, while the programme itself should be perceived as fun, rather than more workload. To create a fun, friendly and relaxed ambiance, it is important to maintain a horizontal facilitator-participant relationship and to keep reminding participants that Intercultural Competence is a life-long-learning process. In terms of activities, short energizers\(^2\) that involve body movement can help create the desired ambiance.

- **Educational context:** Facilitators should keep in mind the different educational contexts involved (both local and those from students’ backgrounds). Any potential contradictions in educational cultures should be brought up and discussed with participants. Examples of educational and possibly national differences that might be relevant for intercultural learning could include: length of degree programmes, educational teaching models, student-professor power distance, supervision traditions and social representations of studying graduate degrees abroad.

  When facing taboo topics (religion, homosexuality, etc.) while leading the learning programme, the facilitator should try to analyse the issue using what is treated in bundles 1 (stereotypes cycle), 2 (elements of culture) and 3 (notions of culture). If a strong discussion between two opposite sides occurs, it is recommended to analyse each one of the opinions by doing a mind map and linking their argument elements to the notion of culture. The two mind maps can help demonstrate the cultural influence on both opinions, as well as any tangential elements. However, strongly opposing views and heated discussions should be avoided in the beginning of the learning programme, until participants are more comfortable within the group and until they are more familiar with some of the main challenges of Intercultural Competence.

- **Experience as content.** The diversity of the group and the richness of the participants' individual experiences must be used and built upon. This is best done by encouraging participants to share their experiences.

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\(^2\) Facilitators can choose energizers from the following sites to help participants getting to know each other: [http://www.funretrospectives.com/category/energizer](http://www.funretrospectives.com/category/energizer) and [http://es.slideshare.net/vickthorr/100-energizers](http://es.slideshare.net/vickthorr/100-energizers)
Facilitators can also elicit participants’ opinions on difference-rich situations, and thus bring them to everyone’s attention.

- **Guidance rather than recipes.** Facilitators should also avoid giving participants ‘answers’ to their questions, but rather help them discover strategies for finding the answers on their own (with the help of their classmates/representatives of different cultures).

- **Relevance of activities.** Facilitators should make sure participants see the relevance of each activity and see how to link what they learn in the learning programme to their everyday reality. Bundles 1, 2, 4 and 10 are especially important to understand the importance of Intercultural Competence. One of the key aims of facilitation and facilitator feedback is to make students reflect critically on their own Intercultural Competence level and development needs, and to encourage participants to realise that there is always room for improvement.

- **Perceived expertise.** Facilitators should be perceived by participants as ‘authorised’ to run the course (i.e. ideally as persons who can understand their needs because they have lived through a similar experience). For the same reason, facilitators must be cautious not to focus on only one particular culture because it might compromise/modify the interaction with the representatives of this culture.

- **Ethos.** Facilitators should be aware that Intercultural Competence has a close link to personal identity; this is why many activities can move easily from a cultural to a personal level. The facilitator has to be careful not to go too deep into the private sphere, as this is not the goal of the Learning Programme. It can be dangerous to try to delve into someone’s issues without having the proper training and experience. However, without holding group therapy, the facilitator should be able to create an emotionally safe zone (free of judgment, open-minded, etc.) to discuss issues and to ensure participants that what they share will not be used against them after the learning programme.

Further instructions for the particular role of the facilitators in online activities are included in Section 5.2.1.

The following section contains instructions and resources for organising a learning programme for developing Intercultural Competence that is adaptable to different contexts and diverse learning needs.
5. EMIC Learning Programme

The EMIC Learning Programme follows the ‘bundles’ approach in order to allow facilitators to analyse not only the proposed learning programme but also their own learning environment so that they can choose which activities to use, how to implement them and the timing of the learning programme. This Toolkit proposes to use bundles in a ‘Lego-like’ way; that is, pieces that can be moved or adapted according to the context, participants or facilitator’s profile.

Bundles are learning representations that capture and represent specific, individual fragments of effective practice. They “represent small pieces of practice in a form that makes them easy to apprehend and to adapt”. Created in opposition to learning design representations that criticise the reduced reach and effectiveness of the sequence representations, bundles enable facilitators to optimise intercultural learning by tailoring learning activities to their own context. Bundles are proposed for efficient sharing and reuse through effective and flexible learning experience representations. Thus, bundles allow users to efficiently adapt, modify and implement the activities proposed in this toolkit. The Problem statement and Solution section of the bundles help institutions/facilitators decide which bundles are most relevant for their context. It is also possible to customise the programme by starting with the EMIC Learning Outcomes, identifying which ones are most relevant for a given context and including bundles that cover those learning outcomes.

Although it is based on the original concept of bundles, the EMIC toolkit has adapted a unique version of the bundle approach. Below you will find a sample of an EMIC bundle with descriptions of each element included.

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4 For the full list of Learning Outcomes, please see Appendix A.
Bundle name

**Suggested mode of facilitation:** Face-to-face or online  
**Approximately duration:** Estimated duration/time engagement  
**Group size:** Recommended size of the group

1. Problem Statement

> Each bundle starts with a formulation of a general problem to which the body of the bundle is a specific solution. This problem statement could help institutions and facilitators decide how important and relevant a bundle is for their student context.

2. Body

**This Bundle:**  
> A phrase which captures the essence of the practice.

**The way it works:**  
> A description of what is involved (this may be quite short, or many paragraphs long).

**It works better if:**  
> Key criteria for success.

**It doesn’t work if:**  
> Watchpoints for unsuitable (or undesirable) situations.

**Bundle connections:**  
> Points which are absolutely required.

**You’ll know it’s worked if:**  
> Ways to check that the desired result have been achieved.

**Variations**  
> Other ways this might work (mostly, but not always, we have observed these in practice).
3. Solution Statement

Following the body of the bundle is a general solution which refers back to the initial problem.

4. Relevant Learning Outcomes

This section indicates which EMIC Learning Outcomes are addressed by the bundle and could help institutions and facilitators ensure that all aspects of the EMIC Model are covered. Alternatively these learning outcomes indicators could be used to determine which activities are the most suitable for a given context. Consult the full list of Learning Outcomes in Appendix A.

Bundles are organised in two groups: those suggested for the face-to-face workshop and those suggested for the online activities. The following sections provide the bundles for both suggested phases of learning.
5.1 Face-to-face bundles

**Bundle 1**

Healing-Wheel Cycle

Suggested mode of facilitation: Face-to-face
Approximately duration: 40 minutes
Group size: Minimum 3 participants

1. Problem Statement

Prejudices and discrimination are ingrained in our daily life, sometimes without us even noticing how we are maintaining or encouraging them. These influences are very complex and we often do not realise how different social processes (such as stereotyping and self-fulfilling prophecies) play a role in a vicious cycle.

2. Body

**This Bundle**

Inspired by the Medicine Wheel method of the Aborigines of Canada, this bundle tackles discrimination and prejudice in daily life.

**The way it works**

Participants are first introduced to the idea of a stereotyping cycle: from 'Stereotypes', to 'Prejudice', to 'Discrimination' and to 'Self-fulfilling prophecy' and back to 'Stereotypes'. Define stereotypes (negative or positive oversimplified generalisations of people who belong to a particular social group), prejudice (negative feeling toward people who belong to a particular social group), discrimination (behaviours and actions which privilege or exclude a certain group) and self-fulfilling prophecies (examples where prejudice and discrimination pushes groups to behave in ways that confirm a stereotype).

Example from gender rather than cultural perspective:

- **Stereotype:** Women are weak
- **Prejudice:** Women’s performance in physical labour is inferior to men’s
- **Discrimination:**

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5 This activity has been adapted from the one proposed by Salto Youth, available on: [www.salto-youth.net/tools/toolbox/tool/healing-wheel-chairs.1571](http://www.salto-youth.net/tools/toolbox/tool/healing-wheel-chairs.1571)
Women are misrepresented in a big segment of jobs which are considered masculine, or when hired they get lower salaries.

**Self-fulfilling prophecy:** Women do not apply for jobs considered masculine because they believe they won’t succeed.

After explanations, participants are asked to think of an example of a cultural stereotype in which they or someone they know was involved. Four participants are asked to sit in the chairs placed back to back in the middle of all the participants. Each chair has a label on it: ‘Stereotype’, ‘Prejudice’, ‘Discrimination’ and ‘Self-fulfilling prophecy’. One of them is asked to tell a story involving a stereotype for a particular culture. The following participant has to give an example of the same stereotype at the prejudice level. The next participant offers an example of discrimination based on that prejudice. Finally, the last student gives an example of a self-fulfilling prophecy based on the discrimination. The facilitator can first ask about cultures that are not present in the room (the facilitator should be aware of the cultural background of individuals through prior information and initial introductions in which cultures have been discussed). As the rounds progress, the facilitator can start asking about examples from participants’ own cultures, and even the culture of the facilitator if different from the rest of the group.

**It works better if:** Participants share stories where they and their colleagues were directly involved.

**It doesn’t work if:** Participants are not able to provide examples themselves. In this case, the facilitator can offer anecdotal examples for the cycle phases and help participants in initial rounds. But, as the activity progresses, participants should try to give examples themselves or be helped by the people sitting around the four chairs.

**Bundle connections:** No particular prerequisites for this activity.

**You’ll know it’s worked if:** Participants are able to offer examples for different phases of the Healing-Wheel Cycle.

Participants show that they understand the cycle and how it reinforces prejudice and discrimination in society.
Variations

If the group studies together (as is the case for joint Master’s students) or if the activity is used early in the learning programme, it might be difficult to get students to tell stories where they and their colleagues were directly involved. Instead, give participants a second option: to tell second-hand stories from someone they know or situations that they are aware of in general.

If there are only 3 participants, the facilitator could take the fourth role.

The chairs do not have to be used. What is important is that the four roles are clear (stereotypes, prejudices, discrimination and self-fulfilling prophecies). The roles could be symbolised by hats, post-it notes, etc.

3. Solution Statement

Through discussing different phases of the prejudice and discrimination cycle and linking those to their own experiences, participants can better understand why discrimination is so persistent and how natural, psychological and social processes contribute to it.

4. Relevant Learning Outcomes

K2, K3, K4, AW1, AW3, AT2, R1, R3, R4, R5, IR1, IR2

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For the full list of Learning Outcomes please see Appendix A.
**Bundle 2**

**Web of culture**

**Suggested mode of facilitation:** Face-to-face  
**Approximately duration:** 30 minutes  
**Group size:** Any

### 1. Problem Statement

Elements of culture are often related to each other in complex ways. Participants might have different notions or an excessively narrow concept of culture that impede their awareness of how some attitudes and/or behaviours might have cultural origins. Without considering this it is difficult to understand the complexities and different viewpoints of cultural characteristics.

### 2. Body

**This Bundle:** Participant’s reflection on their notion of culture.

**The way it works:** Participants are asked to think about all the indicators or elements that culture involves and to write them down. Later, they are asked to organise these elements of culture in a mind map. Reflection on the notion of culture and how participants organise it will be supported by the facilitator. Answers can be put on post-it notes or on a whiteboard, allowing for connections to be drawn.

**It works better if:** It works better if two or more teams are organised for this activity so that their cultural webs can be compared. (The individual teams should not have more than 6 participants). If working with large groups, make sure that each group gets feedback or reports their findings in the plenary discussion. If working with groups of less than 6, you do not have to split them into teams but should discuss individual representations after they have been presented.

It works better if the teams are not culturally homogenous.

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7 This activity has been adapted from the one proposed by Salto Youth, available on [www.salto-youth.net/downloads/4-17-1789/Booklet%20Intercultural%20Communication%20Resource%20Pack.pdf](http://www.salto-youth.net/downloads/4-17-1789/Booklet%20Intercultural%20Communication%20Resource%20Pack.pdf)
It works better if participants can use boards, flip charts, coloured cards, post-its or whatever material would help them express their ideas visually.

**It doesn’t work if:**
This activity will be less interesting for groups which come from the same disciplines or which are very homogenous.

**Bundle connections:**
There are no specific prerequisites for this activity but it is best to present this activity towards the beginning of the learning program and before conceptual input on culture is offered.

**You’ll know it’s worked if:**
Participants are able to offer elements of culture with concrete examples and show they understand some of their interconnections.

**Variations:**
Applications for mind mapping could be used to visualise or save the webs of culture representations.

Instead of asking participants to brainstorm on the elements of culture, the facilitator can provide cut-outs of these elements based on the elements considered by the Iceberg Model. Participants select and organise the elements that they think constitute the notion of culture.

3. **Solution Statement**

Through soliciting participants’ views and discussions on elements of culture and how these interrelate, participants come to understand the complexity of the notion of culture and the different views they might have about it.

4. **Relevant Learning Outcomes**

K1, K2, K3
**Bundle 3**

**The Concept of Culture**

**Suggested mode of facilitation:** Face-to-face  
**Approximately duration:** 35 minutes  
**Group size:** Any

### 1. Problem Statement

A sound understanding of the concept of culture is vital for understanding interculturality. It is important for higher education students since they are continuously asked to analyse academic information from scientific research. In order to understand one’s own developmental path in Intercultural Competence, participants need a thorough understanding of the concept of culture from relevant research.

### 2. Body

**This Bundle:** An overview of main models of culture.

**The way it works:** The facilitator presents and explains the main concepts and models of culture in order to enable further reflection and engagement in the learning programme. The presentation should cover basic models of culture from the Iceberg Model of Culture, to models of national culture (Trompenaar’s dimensions, the Globe Study, Hofstede’s dimensions and their criticism), the levels of culture and how culture is more complex than a simple notion of national culture, to Bennett’s Intercultural Sensitivity Model. Suggested slides for supporting this activity can be found in Appendix D. These slides can be used as a starting point but facilitators should read further on the topic and adapt and develop the slides further for the session.

**It works better if:** It is included at the beginning of the learning programme so that other activities could refer back to these models.

**It doesn’t work if:** Facilitators are not familiar with the models and theories presented. The slides this Toolkit offers are based on the literature.

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*For further readings on these intercultural models please refer to the page: [http://www.emic-project.org/emic-toolkit/](http://www.emic-project.org/emic-toolkit/)*
Facilitators should either already be familiar with this cultural literature or review the supporting resources before leading the session.

Participants are very familiar with these models already. In this case the activity could be more of a reminder and participants could be asked to present the relevant models.

**Bundle connections:** There are no specific prerequisites for this activity, but it works better if it’s implemented after the Web of Culture (Bundle 2).

**You’ll know it’s worked if:** The best way to check if the activity has worked is to see if participants are able to use the models and refer to them in other activities. To check for this, facilitators can ask at certain points which of the models apply to situations covered in other activities.

**Variations:** Using a drawing of the Iceberg model of the culture and linking it with the Web of Culture bundle. Post-it notes can be placed on the iceberg to show how visible or non-visible are elements of culture.

### 3. Solution Statement

Participants are exposed to the main research on and models of culture. If participants are very familiar with them, they can be asked to present these to the rest of the group. This would allow for a theoretical baseline upon which the rest of the learning could be built.

### 4. Relevant Learning Outcomes

K1, K2, K3, K4, AW1, AW3, IT2, R3
1. Problem Statement

Being aware of the way one sees him or herself and others is essential to grasp the idea of stereotyping and prejudice. Often we are often not clear about the relationship between our identity and culture. Moreover, we are not used to differentiating between personality and cultural traits that might contribute to a situation.

2. Body

This Bundle: Participants reflect on different layers of identity and identify how culturally conditioned these layers are.

The way it works: Participants are asked to draw an onion cut in half showing all its layers. They have to name each layer after one of the characteristics the participant considers describes him/her best and that are part of his/her identity. The idea is to put the more intimate characteristic of oneself in the onion centre, whereas the layers that are more open to others can be put on the surface. Participants are then asked to share how difficult the activity was, which layers do they think are affected by culture (considering the Levels of Culture Model) and what makes them disclose certain layers to others. The onion representation is an individual activity and the onions do not need to be shown among to the other participants, so that participants feel comfortable being honest and open about indicating more intimate and private aspects of their identity. A moment of self-reflection is required for this activity.

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This activity has been adapted from the one proposed by Salto Youth, available on: http://www.salto-youth.net/tools/toolbox/tool/the-onion-of-personal-culture.779
EMIC Learning Programme

**It works better if:**

The facilitator is attentive and ensures that nobody will be exposed if they don’t want to be. Although some group of students might find it interesting to explain and discuss their onion layers, some other participants might not feel comfortable sharing with the group, which is acceptable for this activity.

Coloured papers and pens are provided for the activity to stimulate participant’s creativity.

The facilitator starts by drawing an example showing the layers of an onion.

**It doesn’t work if:**

Participants judge onion/identity layers of others.

**Bundle connections:**

This activity should be preceded by activities that explain the concept of culture in detail (especially the Iceberg Model and the Level of Culture). Therefore, Bundles 2 and 3 (or similar input and activities around the notions of culture) should be completed prior to this activity.

**You’ll know it’s worked if:**

Through their answers participants show that they have reflected on the interrelatedness of culture and their identity. The facilitator could also refer back to this model during other activities, especially the ones that involve participants discussing their own cultural experiences.

**Variations:**

If participants are very close to each other, they could be asked to draw an onion identity representation of a colleague and discuss possible differing views in pairs.

3. **Solution Statement**

Through reflections on their own identity, participants can start thinking about the relationship of culture and identity which can be important for the remaining learning experience.

4. **Relevant Learning Outcomes**

AW2, K1, K2, R4
Bundle 5
Intercultural Competence and its elements

Suggested mode of facilitation: Face-to-face
Approximately duration: 35-45 minutes
Group size: Any

1. Problem Statement
A coherent understanding of the Intercultural Competence concept and its elements is required in order to grasp one’s own learning needs and develop a structured approach to developing Intercultural Competence. A model that operationalizes Intercultural Competence is necessary to integrate the learning programme as a developmental process.

2. Body
This Bundle: Presentation of the EMIC Model and the importance of the Intercultural Competence.

The way it works: Facilitator presents the EMIC Model and how all of its elements are interrelated and interdependent. The importance of Intercultural Competence in the different spheres of activity of the participants is also explained. The description of the model in this Toolkit (Section 3) can provide information on the EMIC Model. The slide in Appendix E can be used as the visual support for the organisation of the activity.

It works better if: Other key concepts are already understood by the participants (prejudice, concept of culture, identity).

Examples are offered to explain different elements of the EMIC Model or participants are asked to offer their own examples.

It doesn't work if: Participants don’t understand the relevance of the model to their own development.
The model should not be presented as yet another theory, but rather as a pragmatic tool to understand their own learning and intercultural situations.

**Bundle connections:** Although not a prerequisite, it is highly recommended to cover Bundles 1, 3 and 4 before this activity. Bundle 6 can be used as an activity to practically engage with the Intercultural Competence model and to test understanding.

**You’ll know it’s worked if:** Participants can be asked to offer an example for different elements of Intercultural Competence. The following Bundle 6 can be used also to test if this worked.

**Variations:** Participants could be offered cut-outs of the EMIC Model and be asked to place them together in relationships that they see as appropriate (which are building blocks, which are supporting capacities, which are meta level and which sub-competence configurations). The EMIC Model can then be introduced.

### 3. Solution Statement

Offering the EMIC Model as a reference point could help make the analysis of one’s own development and intercultural situations easier and more structured.

### 4. Relevant Learning Outcomes

K1, K2, K3, D4
Bundle 6
Intercultural Competence development priorities

Suggested mode of facilitation: Face-to-face
Approximately duration: 30 minutes
Group size: Any

1. Problem Statement

Intercultural Competence development is a long process that evolves differently according to individual experience. During the EMIC Learning Programme (face-to-face workshop and online work), participants must identify the main blocks and competences they want to focus on in the short and medium term. Reflecting on their own development needs in a structured way and planning goals and further development is a complex process and participants may need a staggered approach in developing this ability.

2. Body

This Bundle: Evaluation of individual development priorities

The way it works: Participants are offered cut-outs of the previously printed EMIC Model. Participants chose 2 to 3 EMIC blocks that they feel they need to develop more than the others and they are asked to explain why. Depending on the number of participants in the group, this activity can be organised either individually or in teams. Once participants decide the elements of the EMIC Model on which they are going to focus, they will have to put these elements together with their names. Facilitators take a picture of each one of the participants’ goals and the elements to focus on together with their names.

Note: Bundle 6 examines similar issues to Bundles 12, 17 and 18, namely goals setting and development planning. However, as planning individual development goals is a complex process, a staggered approach where this ability is developed gradually might be beneficial for participants.
EMIC Learning Programme

**It works better if:**
For some participants focusing on goals works better for this activity. In this case, they will be asked to set up their goals for the EMIC Learning Programme.

Participants perceive this activity as a social contract within the learning programme. Therefore, participants can be reminded that the pictures will be used afterwards on the platform to recall them of their main objectives for this learning programme.

**It doesn't work if:**
Participants do not see the need for any of the elements for their own development. The facilitator should stress that although we might have a certain level of competence in one area there is always room for improvement and participants could choose blocks which they think are most relevant for their career.

**Bundle connections:**
This bundle doesn't work if participants have not completed the Intercultural Competence and its elements activity (Bundle 5).

**You’ll know it’s worked if:**
In being able to choose an element and explain their rationale, participants show they have understood both this activity and the EMIC Model itself.

**Variations:**
Instead of cut-outs, participant can put their names or post-it notes on an already existing drawing or projection of the EMIC Model.

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3. **Solution Statement**

Participants reflect on their learning needs in relation to the EMIC Model and start initial prioritisation of development areas of Intercultural Competence.

4. **Relevant Learning Outcomes**

D2, D4, D5, D6, R4
Bundle 7
Intercultural simulation

Suggested mode of facilitation: Face-to-face
Approximately duration: 90-120 minutes
Group size: Minimum 6, not recommended for groups larger than 35.

1. Problem Statement

Intercultural learning programmes often fail to include actual behaviours in real time and therefore distance the learning from the actual intercultural experience.

2. Body

This bundle includes a simulation of an intercultural misunderstanding in a simulated setting based on the Rafa Rafa game.

The way it works:

In this simulation the group should be split in two teams, each of whom will make up an invented cultures for their team. Participants in each team are asked to discuss and agree on behaviours, communication and interactions typical for their invented culture. Elements could include everything from simple greetings to different positions of men and women or religious procedures and values. Elements of culture could include both visible and non-visible elements of culture (See Bundle 2 and 3 for ideas). The facilitator should encourage participants to be creative and think beyond their national cultures, as well as be available for questions during preparation. The two teams should be physically separated so that they can’t see each other while they are preparing their cultural norms.

One person from each team leaves their team to visit the other to get to know their rules and to try to interact with the people of this new culture. At the same time the remaining group members interact with a visitor from the other group.

10 This activity is an adaptation from https://www.salto-youth.net/downloads/toolbox_tool_download-file-1054/Culture%20Project.pdf
and respond to their behaviour/questions. After ten minutes the visitors return to their own group and tell about their experiences while visiting the ‘other culture’. Then another person visits the other group and tries to fit in and learn as much as they can about their culture by trying to integrate. The aim of the visitors is to get to know all the rules and be able to explain the other culture to their own group. Then a second exchange will take place, but this time the visitors might already know some rules from the narrations of the first visitor. The visitors should be given several social roles such as a student, a homeless person or a high-ranking politician, for example, which the other group will not know about beforehand. The visitors should be asked to act as though they are really in those roles (student, homeless person, job-seeker, middle aged tourists etc.) while visiting the other culture. The visitor should remember to act as their social role, as well as remembering the behaviours he or she brought from their ‘home culture’ (the culture their own team originally developed for themselves).

After a couple of visits (depending on the size of the group and time available, but usually not more than 2-3 visits), each team is asked to discuss the information they gathered and present their views of the other culture to the whole group (both teams together). Then the participants from the ‘other culture’ can correct or say what they thought about their rules and norms.

At the end of these presentations, the facilitator should lead a debrief discussion about the activity. The debrief questions could first explore the process of making a culture and how the elements were agreed upon and why. Other questions in the debriefing should focus on the experience of the visitors and how much the views from the teams differed from what the actual cultural elements were. The focus should be on the assumptions we make when judging different cultures (both the assumptions the visitors made about the hosting team’s culture and assumptions teams made about the visitors) and how this relates to real life experiences. The discussion could also explore how it feels to be in different cultures and relate it to the personal experiences of the participants.

It works better if:

Participants are encouraged to actually imagine that they are in the invented cultures and act according to the guidelines.
It doesn’t work if:
Participants do not follow instructions and do not integrate the cultural behaviours they agreed on at the beginning of the activity.

Participants openly disclose all of their culture information too early. The visitors should experience the culture by trying to fit in and inquiring/try to adapt, rather than by asking the team to simply tell them what all of their characteristics are.

Bundle connections:
There are no specific prerequisites for this activity, but Bundles 2 and 3 could be organised before this activity so that participants have a clearer idea what elements could be included in the concept of culture. The discussion after the simulation should be adapted depending on whether this activity is conducted early in the programme or after other related activities are organised.

You’ll know it’s worked if:
Participants during debrief show understanding that the simulation is related to real life experiences. Participants offer realisations and viewpoints that indicate that they understand the power of cultural assumptions we make in unfamiliar situations.

Variations:
In a second version, the visitors can try to receive a small prize from a previously-selected president or mayor. The visitor would get the prize if he/she follows all the rules. If the visitor doesn’t follow cultural norms, the president of the other group members can shout ‘Stop!’ and the visitors have to go back to their own teams. The teams can decide whether they send the same person, another person, or more than one person to try again. The simulation ends when both groups have received the prize or the facilitator decides it is a good moment to end the simulation. The debriefing follows as usual.

Other similar simulations and role-plays around cultural misunderstanding can be used. Check further resources or intercultural simulations.11

11 For example the Balloon activity is a useful simulation in a workplace context, which can be adapted to your setting see Grove, C., & Hallawell, W. (2001). Randomia Balloon Factory: A unique simulation for working across the cultural divide. Intercultural Press.
3. Solution Statement

Through simulated experience, participants can see their assumptions and behaviour in action and understand the power of the cultural assumptions we make, even with the best intentions.

4. Relevant Learning Outcomes

K1, AW1, AW2, AW3, R2, R4, R5, ICM3, S1, S3, S4, S5, S6, S7, E4, IT1, IT3, AT1, AT2, AT3
Bundle 8

Emotional side of intercultural interactions

Suggested mode of facilitation: Face-to-face
Approximately duration: 30 minutes
Group size: Any

1. Problem Statement

Development of Intercultural Competence is closely linked with emotional intelligence. Although many participants may be familiar with this concept, they might lack understanding as to how it is mobilised in intercultural situations.

2. Body

This Bundle: Emotional intelligence and its relationship with Intercultural Competence

The way it works: Facilitators present the emotional intelligence concept through a video or a presentation. Goleman’s video can be useful (https://www.youtube.com/watch?v=Y7m9eNoB3NU) as this model puts emotional intelligence in practical terms. There are other relevant approaches to dealing with emotions in intercultural situations that facilitators could decide to use. Whichever approach or model is used, facilitators should encourage participants to be critical and reflect on how these approaches relate to their life. A discussion on how emotional intelligence can be mobilised to develop Intercultural Competence should follow the explanation. Slides in Appendix F that contain a video link could be used to explain the concept. These slides can be used as a starting point but facilitators should read further on the topic and adapt and develop the slides further for the session.

It works better if: Facilitator asks participants that know about the concept to explain it to their colleagues before starting the activity.
Participants can offer some of their examples for each of the elements of emotional intelligence.

**It doesn’t work if:** Participants are resistant to the approach of emotional intelligence and are not willing to work with emotions. The facilitator should try to explain the impact of emotional intelligence on everyday situations.

**Bundle connections:** There are no specific prerequisites. The following Bundle 9 could be used as a way to test if this activity has worked.

**You’ll know it’s worked if:** Ask participants if they understand the concept and if they can relate it to their own life and experience.

**Variations:** This activity could be made online with the support of video and forum discussion.

Participants could be shown different videos online that show issues around emotional intelligence (for example misjudging emotions of others, or not managing emotions) and asked to discuss which aspect of emotional intelligence is problematic in the shown scenario.

If some participants are very familiar with the concept of emotional intelligence they could be asked to present it to other participants and then discussion could focus on linking it to intercultural situations.

### 3. Solution Statement

Participants are offered key ideas about emotional intelligence and its relationship with Intercultural Competence, which can be used for further personal reflections.

### 4. Relevant Learning Outcomes

E1, E2, E3, E5, AT1, K2, K3, IR3
Bundle 9
Cultivating empathy

**Suggested mode of facilitation:** Face-to-face
**Approximately duration:** 40 minutes
**Group size:** Minimum 4, not recommended for groups larger than 25

1. **Problem Statement**

Empathy is at the core of emotional intelligence development and thus also at the heart of Intercultural Competence. It is important to help participants see their point of view from the ‘other’s’ perspective. It is necessary to identify the three types of empathy in the intercultural developmental process during and after the EMIC Learning Programme.

2. **Body**

**This Bundle:** Activity that allows participants to identify and develop different types of empathy.

**The way it works:** Firstly, facilitator presents the interview with Daniel Goleman ‘Three kinds of empathy’ on video ([https://www.youtube.com/watch?v=eg2pq4Mjeyo](https://www.youtube.com/watch?v=eg2pq4Mjeyo)). Secondly, three chairs back to back are placed in the middle of participants. The chairs are labelled ‘Presenter’, ‘Helper’ and ‘Other’, – the latter being kept empty. One student has to once again present the case treated on the Healing-Wheel Cycle activity. The person who is presenting his/her case (Presenter) is interviewed by his/her participant partner (Helper). The Presenter identifies a case of intercultural conflict that he/she has experienced to use as a base for the activity. The Helper participant does not bring a personal experience to the activity, but acts as a neutral interviewer.

Helper’s objective here is to acquire information about:

- The Presenter’s cultural norms and the details of the case.
- Specifically, the way the Presenter acted and felt during the intercultural conflict (what he/she said and did).

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12 This activity has been implemented in different trainings at the Centre for Executive Education at the University for Peace.
Next, the Presenter moves to the third seat (Other). The Presenter has to represent the second person from the situation he/she described earlier (for example, if the Presenter talks about a cultural misunderstanding with a teacher, in the Other seat he/she needs to imagine that they are the teacher from the story). The Presenter acts as the Other, and the Helper interviews the Other.

The objective is for the Other to now try to understand empathetically what it would really feel like to be in the shoes of a person from a different cultural context, how they might look at the situation, and what different ideas might sound like to them.

The facilitator should not interrupt the interviewing process unless clarification is needed or the participants veer off a great deal from their role and task. During the interviewing process other participants should pay attention and keep note of emotional intelligence and empathy elements present in the story for future discussion.

A debrief lead by the facilitator follows the interviewing process asking the participants involved in the activity: What happened during the interviewing exercise? What were/are your reactions? How did this activity help develop your empathy for the ‘Other’? These questions could be open to other participants as well: How did this activity help develop empathy for the ‘Other’? How can you use this empathy to deal with intercultural conflicts?

**It works better if:**

Presenter, Helper and Other get information through asking objective neutral questions: Who are you? Where are you from? What do you like to do when you are not studying/working? Are you very close to your family? Where do they live?

When a problematic situation is presented, it is recommended to use the questions: How do you know the Presenter? Have you had difficulty with him/her lately? Did he/she seem sympathetic? What is it like dealing with him/her? How did this conflict start in the first place? What are your fears? How is the communication between you? What things does he/she do differently that you do not fully understand?
It doesn’t work if:  Participants are unwilling to share personal stories. An atmosphere of trust and safety should be established to encourage participants to share stories. Participants who seem more willing could be asked to go first. If some participants do not want to share stories they could be asked to only take the role of the Helper.

This activity might be more difficult for undergraduate students or for people with less introspective experience. In this case this activity could be left for later in the programme.

Bundle connections:  It is recommended to conduct Bundle 1 (Healing-Wheel Cycle) first to raise awareness of discrimination cycle. Bundles 2, 3 and 8 could also help with deepening understanding in this activity.

You’ll know it’s worked if:  If participants are able to show different perspectives in their stories and show some indication of empathy.

Variations:  This activity could lead to discussions on how to resolve these situations or conflicts used as examples through the aid of ‘Helper’ in the story. In this case, the activity would also lead to Conflict Management related learning outcomes.

The chairs do not have to be used. What is important is that the 3 roles are clear (Presenter, Helper and Other). As in Bundle 1, the roles could be symbolised by hats, post-it notes, etc. However, physical movement could help with getting into ‘someone else’s shoes’.

This activity could be conducted without the introductory video about empathy, going straight into the chairs elements. But some discussions on empathy or other related models could deepen the reflection of ‘stepping into someone else’s shoes’.
3. Solution Statement

Through explaining the same situation from two perspectives, participants could realise/become aware of different sides of cultural situations and practise getting into ‘someone else’s shoes’ using empathy and the notion of otherness.

4. Relevant Learning Outcomes

E2, E3, E4, E5, AW1, AW2, AW3, S1, S3, S4, ICM1, ICM2, ICM3, IR1, IR3, IR4
**Bundle 10**

Conflict Forum Theatre

**Suggested mode of facilitation:** Face-to-face  
**Approximately duration:** 80 minutes  
**Group size:** Minimum 5 participants, not recommended for groups larger than 25

### 1. Problem Statement

Dealing with conflicts related to interculturality in practice is one of the most difficult yet most pressing needs for developing Intercultural Competence.

### 2. Body

**This Bundle:** Interactive theatre of real life conflicts in participants’ experiences.

**The way it works:** Depending on the size of the group, several teams can be made. Teams should consist of 3 to 8 participants. There should not be more than 4 teams, otherwise the activity might take too long to complete.

Firstly, participants are asked to discuss real life cases of conflicts related to interculturality that they have experienced. They should share their stories with their teammates.

Secondly, participants get to choose one of the shared scenarios that they want to enact and perform.

Thirdly, one team presents their scenario (the unresolved intercultural conflict situation they have chosen). The team participants are asked to repeat their performance a second time and the audience (other participants) get a chance to stop the performance and step into other roles and try to re-enact the conflict differently to resolve it. All teams get to present their performance, re-enact and debrief.

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13 This activity has been built on the Theatre of the Oppressed’s Forum Theatre approach.
Upon completion of the performances, the facilitator leads the debriefing about the activity. Participants are asked about the alternate solutions found and the conflict management approaches employed. Participants should be asked why they think certain strategies worked or did not work. Participants should be asked to make connections to their own experience of intercultural conflict and how to manage it better.

**It works better if:**
Each team chooses a conflict case where someone from the team was involved.

The Facilitator places chairs in a theatre formation with a ‘stage’.

**It doesn’t work if:**
Participants cannot come up with stories or are unwilling to share their experiences. In this case, the emphasis could be on conflicts that the participants have observed or some case studies on similar intercultural incidents could be prepared.

**Bundle connections:**
There are no specific prerequisites for this activity, but conducting Bundle 8 and 9 prior to this activity could help deepen reflection.

**You’ll know it’s worked if:**
Participants show that they understand the complexity of conflicts and offer some ideas or solutions based on other cultural knowledge covered. Realising that it is very difficult to resolve conflicts even when ‘stepping into someone else’s shoes’ is also a valid outcome of the activity.

**Variations:**
Pre-prepared case studies could be used for this activity. In this variation participants should still be asked to reflect on their own experience and how what they discussed during the activity could relate to their life.
3. Solution Statement

Through reliving conflict situations participants can actively practice conflict management skills and bring the relevance of the learning programme closely to their lived experience.

4. Relevant Learning Outcomes

ICM1, ICM2, ICM3, S1, S2, S3, S4, S5, S6, S8, AT1, AT2, AT3, IT2, IT3, IR2, IR3, IR4, E5, R2, R4, R5
**Bundle 11**

Strategies for developing Intercultural Competence

**Suggested mode of facilitation:** Face-to-face  
**Approximately duration:** 30 minutes  
**Group size:** Any

1. Problem Statement

Designing personal intercultural learning paths and operationalising them can be difficult when participants are not used to Intercultural Competence and these kinds of non-directive activities.

2. Body

**This Bundle:**  
Steps and strategies to achieve developmental intercultural learning.

**The way it works:**  
Participants are asked to brainstorm their ideas on the importance for continuous development of Intercultural Competence, the impact it has on their work, etc. Next, participants are asked to develop four goals they would like to focus on in the short/mid-term for developing Intercultural Competence and then think of strategies for achieving these goals. Participants can consider the Intercultural Competence blocks they chose in Bundle 6 as a starting point. The facilitator presents the EMIC Model on a slide or paper and participants are asked to place their goals/strategies in the EMIC Model. The facilitator takes pictures of everyone with their goal’s post-its or notes in order to publish it later on the online platform to be discussed.

**It works better if:**  
Participants have material to colour, cut, write and glue to the EMIC Model.

Participants can suggest development strategies for the goals of their colleagues.
It doesn’t work if: Participants do not seem to see the need to develop any of their competence elements. The facilitator should stress that although participants might have a certain level of competence in a particular area, there is always room for improvement and participants could choose blocks which they think are most relevant for their career.

Bundle connections: It doesn’t work unless participants know the EMIC Model (Bundle 4). Bundle 6 can be used before this activity in longer face-to-face workshops to stagger the development of goal setting abilities.

You’ll know it’s worked if: Through their rationale and placing the goals on certain model elements, participants can show their understanding and motivation to develop further.

Variations: This activity can be implemented through an online forum discussion.

3. Solution Statement

Through identifying and reflecting on some learning steps and strategies to achieve intercultural goals, participants create a customised plan for their own development.

4. Relevant Learning Outcomes

D1, D2, D3, D4, D5, D6, AT3
5.1.1 Suggested workshop agenda

The following agenda shows the suggested integration of bundles into a 10-hour face-to-face programme carried out over a period of two days. This agenda has been tested and modified according to the results of the EMIC project pilot phase. Activities that are not bundles can be replaced according to the learning context (number of participants, local dynamics, etc.).

### DAY 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Bundle name or activity</th>
<th>Bundle number</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:00-09:35</td>
<td>Introductions</td>
<td></td>
</tr>
<tr>
<td>09:35-10:10</td>
<td>Healing-Wheel Cycle</td>
<td>Bundle 1</td>
</tr>
<tr>
<td>10:10-10:40</td>
<td>Web of culture</td>
<td>Bundle 2</td>
</tr>
<tr>
<td>10:40-10:50</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>10:50-11:25</td>
<td>The Concept of Culture</td>
<td>Bundle 3</td>
</tr>
<tr>
<td>11:25-11:45</td>
<td>Identity and Culture</td>
<td>Bundle 4</td>
</tr>
<tr>
<td>11:45-11:55</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>11:55-12:30</td>
<td>Intercultural Competence and its elements</td>
<td>Bundle 5</td>
</tr>
<tr>
<td>12:30-13:00</td>
<td>Intercultural Competence development priorities</td>
<td>Bundle 6</td>
</tr>
<tr>
<td>13:00-13:40</td>
<td>Lunch break</td>
<td></td>
</tr>
<tr>
<td>14:00-14:10</td>
<td>Icebreaker/energizer</td>
<td></td>
</tr>
<tr>
<td>14:10-15:10</td>
<td>Intercultural simulation</td>
<td>Bundle 7</td>
</tr>
<tr>
<td>15:10-15:40</td>
<td>Debriefing</td>
<td></td>
</tr>
<tr>
<td>15:40-15:50</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>15:50-16:20</td>
<td>Emotional side of intercultural interactions</td>
<td>Bundle 8</td>
</tr>
<tr>
<td>16:20-17:00</td>
<td>Cultivating empathy</td>
<td>Bundle 9</td>
</tr>
</tbody>
</table>

### DAY 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Bundle</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00-10:10</td>
<td>Icebreaker/energizer</td>
<td></td>
</tr>
<tr>
<td>10:10-10:20</td>
<td>Summary from the previous day</td>
<td></td>
</tr>
<tr>
<td>10:20-11:40</td>
<td>Conflict Forum Theatre</td>
<td>Bundle 10</td>
</tr>
<tr>
<td>11:40-12:00</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>12:20-12:50</td>
<td>Strategies for developing Intercultural Competence</td>
<td>Bundle 11</td>
</tr>
</tbody>
</table>

Depending on the particular logistical situations, academic calendar of the institution, and the cohort of students, other combinations of face-to-face activities could be organised. Follow the instructions in the individual bundles descriptions to see which orders and combinations of bundles might be suitable or useful (sections titled ‘Bundle connections’). For example, face-to-face activities could be spread out
in more sessions facilitated over several weeks. What is important is for facilitators to make sure that the learning programme is suited to their particular group and the challenges they are facing. The duration of activities is noted on the table and should be considered when planning a customised learning programme.

5.2 Online bundles

The aim of the EMIC online programme is to enable reflective intercultural activity focusing on participants’ long-term developmental learning. Thus, the online activities are designed to walk participants through the intercultural learning process. Almost all online activities proposed are made to be carried out individually with group interaction and reflection.

Two scenarios are recommended to implement the online training. (Please refer to the 4.1 Section Implementation Guidelines/ Timing for more information):

a) **Sandwich scenario.** Start with the first 5 hours of the face-to-face workshop, then carry out the online activities, and finalise the learning programme a second (5 hours) of the face-to-face workshop. (Please refer to Section 5.2.2 Suggested online agenda).

b) **Sequential scenario.** Start with introductory online activities, then offer the 10 hours face-to-face workshop while starting with Bundle 13. After the workshop, return to the online activities (Please refer to Section 5.2.2 Suggested online agenda).

Whether using an online platform or a social network (e.g. a dedicated and closed group), the chosen online programme space has to allow both asynchronous and synchronous activity, individual and group activity, and private and open interaction. This space should also allow participants to upload documents and to access online resources.
5.2.1 Further facilitation instructions for the EMIC online activities

During the online phase, facilitators will engage closely with the participants to ensure an uninterrupted learning experience. As such, their activity will be slightly modified in terms of presence and roles.

- **Abandonment and response time.** Although student online course abandonment has been studied and is high, facilitators should try to bring down the rate of abandonment by responding to any kinds of doubts (questions about guidelines for activities, online technology use, theoretical doubts, etc.) within a reasonable time (up to one day).

- **Encouragement.** While in the face-to-face workshop, participant engagement happens naturally, so in the online modality it becomes particularly important for facilitators to foment engagement through written comments and online participation. Facilitator encouragement can make an important difference in online engagement. Facilitators are recommended to encourage participants with public or private messages depending on the participant’s personal case, comment actively on all posts and help participants reflect on interculturality within the activities.

- **Online meetings.** Two online meetings are proposed on the agenda. The objective of the collective meeting is to open the discussion within the online space and help create an online community feeling. The individual online meeting, besides being a space to clarify doubts, has been designed to provide a time for reinforcement that allows participants to complete the ePortfolio. We have observed that many participants have difficulties assessing their own achievements, and one-on-one guidance can be helpful in achieving this goal.

- **Assessment.** During assessment activities like the Learning Plan and the ePortfolio, facilitators should give participants feedback from a developmental approach, that is, encourage them to go in depth in the reflection, look for further information, and pay attention to the implications of specific wording.
Goal reminder

**Bundle 12**

Suggested mode of facilitation: Online
Approximately duration: Up to 20 minutes
Group size: Any

1. Problem Statement

Learning goals are often forgotten between the face-to-face workshop and the online phase. In this lapse, learning goals can change, either specific goals have been met or progress has been made toward meeting them, or because they are no longer relevant to the participant's process.

2. Body

This Bundle:

Developmental and personal activity to remind the participants of learning goals set during the face-to-face workshop.

The way it works is:

In the online space, facilitators post pictures showing the learning goals participants expressed during the workshop (see Bundle 6). Participants are asked to reply in writing as to whether they still agree with those goals or their goals have shifted. If they feel that they have done something to develop Intercultural Competence since they set their goals during the face-to-face workshop, they are asked to give examples. They are also encouraged to comment or give advice on other participants’ posts.

The proposed instructions will say:

*During the EMIC workshop you expressed your learning objectives for this programme at two points. First, we asked you to select a couple of Intercultural Competence cut-outs that were most relevant for you and your development. Second, we asked you to identify several specific learning goals for developing your own Intercultural Competence, write them on post-it notes and place them on the EMIC Model. Below we have added the pictures of the learning blocks*
and written-up goals you prioritised for yourself during the workshop. We would now ask you to revisit the learning goals you expressed and answer the following questions in the forum below.

1. Do you still think that these Intercultural Competence learning goals are relevant for you? Would you change them or add additional ones?

2. Have you started working towards achieving these goals since we finished the workshop? If yes, can you give us an example?

3. Can you imagine and indicate some steps and actions to take in order to achieve these learning goals in the future?

4. Check the learning goals of your other colleagues who posted (at least one) and add your suggestions for actions/strategies for developing their identified learning goals.

**It works better if:** It is an asynchronous activity with a fixed deadline.

Participants have the choice to respond in private or in a shared space to state if they plan to stay with their goals or change them. However, participants should be encouraged to make the goals public to foster a higher degree of self-commitment and to enable collaborative discussion.

In a Sequential scenario, at the end of the face-to-face workshop participants get an individualised email to remind them of their goals. This should happen if the workshop and the online phase are separated by a considerable period of time (a week or more).

Facilitators respond to the forum discussions by encouraging participants, helping them figure out how to achieve their goals and enforcing this activity as a learning contract.

**It doesn't work if:** Participants did not previously express their goals (Bundle 6).

**Bundle connections:** Bundle 6 is a pre-requisite for this activity. Bundles 5 and 11 are also goal-setting activities that take part in the assessment part of the learning programme.
You’ll know it’s worked if: Participants engage with their goals (regardless of if they are still relevant or not) and propose some actions they would like to do to achieve them.

Variations: The online space for this activity could be a Forum in Moodle, a Workshop in Blackboard, or a closed group in a social network.

3. Solution Statement

Through revisiting previous learning goals, the face-to-face and online segments of the learning programme can be brought together and the learning experience can be more continuous.

4. Relevant Learning Outcomes

D1, D2, D4, D5, D6
Resource hunting

Suggested mode of facilitation: Online
Approximate time workload: 20 up to 60 minutes.

1. Problem Statement

Actively participating in an intercultural developmental learning process can be difficult and discouraging for participants if they are not used to searching for and identifying useful resources.

2. Body

This Bundle: Activity to guide participants in searching for and identifying intercultural resources to meet their own development goals.

The way it works is: Participants are asked to find a resource (article, website, video, etc.) which would be useful for developing Intercultural Competence. They share it online with a brief description of why they think it is relevant and to what EMIC Model element(s) the resource makes reference. Participants are encouraged to comment on other students’ resources and to consult previously uploaded helping resources.

The proposed instructions will say:

Keeping in mind your personal development goals:

1. Find a resource (article, website, video, etc.) that you consider useful for developing Intercultural Competence. You can consult the Learning Resources section to give you an idea of some useful materials.
2. Share it online with a brief description of why you think it is relevant and indicate to which EMIC Model element(s) this resource makes reference/what EMIC element it can help to develop (further).
3. Comment on a proposed resource that someone else has proposed.
It works better if:

It is an open and asynchronous activity with a fixed deadline.

Facilitators encourage participants to search quality resources within the topic they are interested in.

Facilitators help participants argue their rationale as to why these resources seem appropriate.

It doesn't work if:

Participants do not engage actively. This can also discourage other participants.

Bundle connections:

Bundle 5 should be covered first in order to allow participants to map resources onto EMIC Model elements.

You’ll know it’s worked if:

Participants post relevant resources and are able to explain the rationale for what they chose.

Variations

The online space can be a Forum in Moodle or a closed group in a social network.

Participants could upload brief videos explaining the relevance of the resource.

3. Solution Statement

Participants practise their/resources finding skills as part of an independent learning approach and critically reflect on the resources identified.

4. Relevant Learning Outcomes

K2, R3, D3, D4, D6
Bundle 14
Mosaic

Suggested mode of facilitation: Online
Approximate time workload: 30 up to 50 minutes

1. Problem Statement

Analysing cultural situations and formulating hypotheses considering cultural variables in order to understand possible sources of conflict is one of the most problematic areas of Intercultural Competence.

2. Body

This Bundle: Activity that involves interpreting visual resources to identify and discuss possible sources of conflict linked with cultural issues.

The way it works is: Participants are asked to search and post a video or an image that represents an intercultural problem. They are also asked to comment on what they think the issue is in others’ images and videos. A hangout debate session is organised to close the activity.

The proposed instructions will say:

1. Look for an image or a video that, from your point of view, demonstrates an intercultural problem.
2. Post the image or video online and try to create a non-descriptive title. It has to be related to the image or video, it can be metaphoric, ironic, funny, etc.
3. Give your view on how that video highlights an intercultural problem and why.
4. Comment on others’ posts making hypotheses about what intercultural problem is being demonstrated.
5. We will discuss this in our online meeting as well.

It works better if: It is recommended to be an open and asynchronous activity with a fixed deadline.
It doesn’t work if: Participants do not engage with online activities or do not provide a rationale on why their post or resource is relevant.

Bundle connections: It is not a formal prerequisite, but conducting Bundles 1, 3, 4, 5, 8 and 9 will increase the impact of this activity.

You’ll know it’s worked if: Participants provide relevant explanations and justification about their hypotheses and show critical reflection in discussing the issues with other participants.

Variations: The online space for this activity can be a Forum in Moodle or a closed group in a social network.

3. Solution Statement

Participants get to practise analysing cultural situations and identifying underlying reasons using knowledge and awareness relevant for Intercultural Competence.

4. Relevant Learning Outcomes

K3, AW3, AT2, S3, S4, R2
Bundle 15
Impact of single stories

Suggested mode of facilitation: Online
Approximate time workload: 19 minutes of video and 20 to 40 minutes of discussion.

1. Problem Statement

Intercultural issues can easily be detached from non-cultural aspects (political, economical, historical, etc.) that also play a role in some situations. Therefore, besides managing the basic notions of interculturality (identity, stereotyping and discrimination process), participants are required to reflect on the non-cultural aspects that are involved in how collective imagery is built.

2. Body

This Bundle: Using a video as an input for intercultural learning, this bundle raises the awareness of participants about non-cultural aspects interrelated with culture, identity, the process of stereotyping and discrimination.

The way it works is: Firstly, participants are asked to view ‘The danger of a single story’ TEDtalk. Secondly, they are prompt to identify the cultural elements involved in single stories and if there are non-cultural aspects that determine the ways single stories are told.

The proposed instructions will say:

1. View the TEDtalk from the novelist Chimamanda Ngozi Adichie video: ‘The danger of a single story’ (https://www.youtube.com/watch?v=D9Ihs241zeg)
2. Answer online and discuss the following questions:
   - What are the cultural elements involved in Chimamanda’s single stories?

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14 This activity has been adapted from the one proposed by Salto Youth, available on: http://www.salto-youth.net/tools/toolbox/tool/the-power-of-life-stories.1347

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Are there non-cultural aspects that determine the ways single stories are told? Discuss. You can use the intercultural theories you have learned to analyse how these elements of culture are observed.

It works better if: Participants refer to both elements from the video and concepts discussed in the rest of the learning programme.

Facilitators help participants dig into social, political, economical and historical facts that might be part of the story.

It doesn’t work if: Participants do not watch the whole video.

Bundle connections: There are no prerequisites for this activity but conducting Bundles 2, 3, 4 and 9 first can deepen the impact of this activity.

You’ll know it’s worked if: Participants are able relate concepts from the video to their own experience or to previously discussed cultural concepts.

Variations: The online space for this activity can be a Forum in Moodle or a closed group in a social network.

3. Solution Statement

Participants learn that in addition to individual aspects of Intercultural Competence, wider social, geo-economical and political aspects need to be considered when analysing a conflict.

4. Relevant Learning Outcomes

K1, K3, K4, AW1, AW2, R1, R3
Bundle 16
Your intercultural stories

Suggested mode of facilitation: Online
Approximate time workload: 60 up to 90 minutes.

1. Problem Statement

Participants need to manage intercultural analysis and self-criticism in day-to-day life in order to carry out their intercultural developmental process.

2. Body

This Bundle: Activity about integrating intercultural reflection into students’ daily life through the analysis and discussions of their own life stories.

The way it works is: Firstly, participants are asked to observe and identify an intercultural situation they have experienced since the face-to-face workshop. Then participants are asked to explain the story in an online post and explain what they think is the intercultural issue involved. Participants are encouraged to comment on each other’s posts and discuss how the story could have gone differently if other actions have been taken.

The proposed instructions will say:

As part of this activity we would like you to consider intercultural situations you have been experiencing since the face-to-face workshop. Think of situations that include a misunderstanding related to intercultural issues, or maybe a conflict that you witnessed or personally experienced. Discuss the intercultural story following these steps:

1. Relate the story briefly on this forum for your colleagues. The explanation should be brief but specific enough so that other people understand what happened.
2. Explain how you think this situation is related to interculturality.
3. *Do you think you would have understood the situation differently before engaging in this learning programme?*

4. *Which (if any) of the EMIC Model elements are relevant to this activity?*

5. *Would you have done something differently in that situation (whether it was you personally involved or other people)? Does this have any implications for your future life or work?*

**It works better if:** Participants offer stories they were personally involved in.

Participants choose stories that happened recently and after they already started engaging with the EMIC Learning Programme.

Facilitators help participants analyse their story from a developmental approach (what changes could be made in future encounters, how could things have gone differently, etc.) without judging.

**It doesn’t work if:** Participants choose stories that are not related to cultural elements. In this case, the activity can be completed by reflecting on differentiating between cultural and other reasons for problematic situations.

**Bundle connections:** Bundle 4 needs to be completed in order to do this activity. Conducting Bundles 1, 3, 7, 9 and 10 prior to this activity will enhance the learning experience.

**You’ll know it’s worked if:** Participants show critical reflection in their description of the story and are able to analyse situations using intercultural concepts and previous experience.

**Variations:** This activity can be carried out face-to-face.
3. Solution Statement

Through discussing their own experiences, participants can actively practise their analytical skills and utilise intercultural concepts in their own learning and life.

4. Relevant Learning Outcomes

K3, AW1, AW2, AW3, AT2, S2, S3, S4, S5, ICM1, IR1, IR2, IR4, R4, R5, E4, D4
5.2.2 Suggested online agenda

The present agenda shows the recommended distribution of bundles in an online learning programme including 8 - 10 hours of work. Activities that are not bundles include helping to organise participants’ activities and tutoring them during the online activity, but these can be adjusted according to the learning context (number of participants, local dynamics, etc.). According to the chosen scenario (Sandwich or Sequential), the agenda can have two forms.

a) Sandwich scenario

<table>
<thead>
<tr>
<th>Time workload</th>
<th>Bundle name or activity</th>
<th>Bundle number</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 minutes</td>
<td>Goal reminder</td>
<td>Bundle 12</td>
</tr>
<tr>
<td></td>
<td>Send a survey to plan a collective online meeting and an announcement on “Your intercultural stories” activity</td>
<td></td>
</tr>
<tr>
<td>20-60 minutes</td>
<td>Resource hunting</td>
<td>Bundle 13</td>
</tr>
<tr>
<td>60-120 minutes</td>
<td>Learning Plan</td>
<td>Bundle 17</td>
</tr>
<tr>
<td>30-50 minutes</td>
<td>Mosaic</td>
<td>Bundle 14</td>
</tr>
<tr>
<td>40-60 minutes</td>
<td>Impact of single stories</td>
<td>Bundle 15</td>
</tr>
<tr>
<td></td>
<td>Collective online meeting</td>
<td>See Section 5.2.1</td>
</tr>
<tr>
<td>60-90 minutes</td>
<td>Your intercultural stories</td>
<td>Bundle 16</td>
</tr>
<tr>
<td></td>
<td>Individual online meeting</td>
<td>See Section 5.2.1</td>
</tr>
<tr>
<td></td>
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<td>Bundle 18</td>
</tr>
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b) Sequential scenario

<table>
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<th>Bundle name or activity</th>
<th>Bundle number</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>Presentation activity</td>
<td>Bundle 14</td>
<td>Before the workshop</td>
</tr>
<tr>
<td>30-50 minutes</td>
<td>Mosaic</td>
<td>Bundle 14</td>
<td>During the workshop</td>
</tr>
<tr>
<td>20 minutes</td>
<td>Goal reminder</td>
<td>Bundle 12</td>
<td>After the workshop</td>
</tr>
<tr>
<td></td>
<td>Send a survey to plan a collective online meeting and an announcement on “Your intercultural stories” activity</td>
<td>After the workshop</td>
<td></td>
</tr>
<tr>
<td>20-60 minutes</td>
<td>Resource hunting</td>
<td>Bundle 13</td>
<td>After the workshop</td>
</tr>
<tr>
<td>60-120 minutes</td>
<td>Learning Plan</td>
<td>Bundle 17</td>
<td>After the workshop</td>
</tr>
<tr>
<td>40-60 minutes</td>
<td>Impact of single stories</td>
<td>Bundle 15</td>
<td>After the workshop</td>
</tr>
<tr>
<td></td>
<td>Collective online meeting</td>
<td>See Section 5.2.1</td>
<td></td>
</tr>
<tr>
<td>60-90 minutes</td>
<td>Your intercultural stories</td>
<td>Bundle 16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Individual online meeting</td>
<td>See Section 5.2.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ePortfolio</td>
<td>Bundle 18</td>
<td>After the workshop</td>
</tr>
</tbody>
</table>
6. Guidelines on EMIC programme assessment

In accordance with the EMIC Learning Programme developmental approach, we recommend focusing on assessment rather than on evaluation. Assessment, as opposed to evaluation, focuses primarily on formative feedback and is process-orientated and directed towards diagnosing areas of improvement. Intercultural Competence is very complex and personal and therefore might defy evaluation with metric tools, so a varied, formative assessment is more beneficial. There are several moments during the programme where participants are asked to reflect on their own competence. It is important to note that the nature of Intercultural Competence self-evaluation is sometimes contradictory. Individuals could rate their level of Intercultural Competence as higher if they actually lack some of the aspects of the competence. On the other hand, individuals with more developed Intercultural Competence awareness could rate themselves lower as they realise that they still need to develop further. Therefore, it is not uncommon for participants to rate themselves lower at the end of the learning programme – this would not indicate a decrease in Intercultural Competence, but instead an increase in critical reflection regarding their own abilities. This contradictory nature of Intercultural Competence and self-assessment is one of the reasons why this Toolkit addresses developing goals and revisiting them in several steps and bundles (Bundle 6, Bundle 11, Bundle 12, as well as the assessment Bundles 17 and 18 below). In this way, participants are invited to reflect increasingly critically about their own competence and development needs.

During the face-to-face workshop, assessment is mostly diagnostic. Participants are asked to evaluate their own development priorities in Bundle 6 and, by Bundle 11, they have to design their own strategies for intercultural learning.

During the course of the online phase, one formative assessment and one diagnostic assessment tool are used to help participants measure their development throughout the training: the Learning Plan and the ePortfolio, respectively. Below, we will present these two tools in the bundle format. In contrast to other bundles, assessment activities are made private - only seen by the facilitators and the individuals writing them.
Guidelines on EMIC programme assessment

It might be mentioned that this is a very structured approach for assessing and planning one’s own Intercultural Competence. Still, previous research and training experience indicate that Intercultural Competence development is much more successful if it is a conscious and overt process. Setting goals and development activities is one way to make it more clear and strategic, but there could be other ways that integrate better with participants’ practice in other contexts. What is important is that participants repeatedly verbalise to themselves (and it is also helpful if they verbalise to others) where they are with a certain aspect of competence and where they would like to be.

Certificates can be given to students to acknowledge their participation in the learning programme, especially if the Intercultural Competence development is a formal part of their studies (see point ‘Formality’ in Section 4.1). Within the Learning Approach carried out in the EMIC Project, a minimum of one day of face-to-face workshops and at least 6 out of 10 online activities were set as the minimum for receiving the certificate. The Learning Plan and the ePortfolio described below were required activities in able to obtain the certificate, as formative assessment was deemed necessary. Providing a certificate may enhance student motivation, but facilitators implementing a programme should consider whether this approach is suitable in their context and which criteria should be required to receive a certificate. Moreover, if institutions wish to assign credits to the activities undertaken during the learning programme, these two bundles (17 and especially 18) can offer a form for students to showcase their activity throughout the learning programme.
Bundle 17

Learning Plan

Approximate time workload: 60 to 120 minutes
Group size: Individual activity

1. Problem Statement

Participants have to identify and situate themselves related to Intercultural Competence in order to start the online part of the developmental learning process. Participants who lack Intercultural Competence might actually underestimate their own need for development.

2. Body

This Bundle: This bundle makes participants do a diagnostic assessment of Intercultural Competence.

The way it works is: Based on a previously built Learning Plan template (see Appendix B) and taking into account the Goal Reminder (Bundle 12), participants are asked to draft a plan for their own Intercultural Competence development by reflecting on different aspects of the competence through the use of the template.

The proposed instructions will say:

*Based on the Learning Plan template and taking into account the Goal Reminder Activity, please draft a plan for your own Intercultural Competence development.*

It is important for facilitators to give feedback (written and oral) on the Learning Plan participants submit, and to provide suggestions on how certain goals could be achieved and on the participants’ ability to assess themselves critically. This is especially important if participants show a lack of self-awareness or are not able to justify their self-assessment with evidence and examples (Column C in the Learning Plan Template, Appendix B).
Guidelines on EMIC programme assessment

It works better if: There is a fixed deadline for this activity.

It doesn’t work if: Participants do not seem to see the need to develop any of their competence elements. The facilitator should stress that although we might have certain level of competence in a particular area, there is always room for improvement and participants could choose blocks that they think are most relevant for their career.

It doesn’t work unless: Bundle 5 is a prerequisite for this activity.

You’ll know it’s worked if: Participants are able to illustrate their learning needs according to the EMIC Model and propose some further development actions.

Variations: Participants can find their own way of developing their learning priorities and self-evaluation that are not based on a breakdown of outcomes, as long as they show they covered all of the elements of the EMIC Model.

If participants find the specific outcomes breakdown too structured, they could consider general Intercultural Competence Blocks (coloured areas in the Template) and fill the columns with answers for the whole area (merging cells) rather than for each of the outcomes from that developmental area.

3. Solution Statement

Through a personal Learning Plan, participants can reflect on their strengths and weaknesses and set concrete and feasible development goals in order to approach their learning in a structured way.

4. Relevant Learning Outcomes

K3, AW2, D1, D2, D3, D4, D5, D6
Guidelines on EMIC programme assessment

Bundle 18
Your ePortfolio

Approximate time workload: 120 up to 150 minutes

1. Problem Statement

Participants often forget the initial stage of their developmental process. As a result, they are not able to recognise the impact of the learning programme and to fully integrate what they have learned into their daily lives. In order to create a long-term intercultural developmental plan, participants must complete their learning programme by situating their current state in relation to how they feel they were before the training.

2. Body

This Bundle:
This activity allows participants to perform a formative assessment on Intercultural Competence elements.

The way it works is:
Participants are asked to reflect on what they learned during the EMIC programme in order to fill out the ePortfolio template. The ePortfolio will be used as an assessment tool to design the intercultural developmental process of each student in the long term. A template for the portfolio can be used (see Appendix C).

The proposed instructions will say:

Please use this ePortfolio template to reflect on your learning path while participating in the EMIC Learning Programme, including both the face-to-face workshop and engagement in the EMIC Online Learning Platform. Include reflections on what you realised about your competence, what you learned and which elements of the programme were most useful for your development. Also include reflections on your future development and how you will continue developing your Intercultural Competence as a lifelong learning goal.
Guidelines on EMIC programme assessment

It is important for facilitators to give feedback (written and oral) on the ePortfolio participants submit and to provide suggestions on how certain goals could be achieved and on the participants’ ability to identify what helped them develop. This is especially important if participants show lack of self-awareness or lack the ability to link activities they engage in with their development.

**It works better if:**
There is a fixed deadline to meet and the activity is presented in one of the online meetings where participants can discuss ideas and questions.

**It doesn’t work if:**
Participants do not seem to see the need to develop any of their competence elements. The facilitator should stress that, although we might have certain level of competence in a particular area, there is always room for improvement and participants could choose block elements that they think are most relevant for their career.

**It doesn’t work unless:**
Bundle 5 is a prerequisite for this activity. The ePortfolio should be submitted as a final activity. The ePortfolio could also be updated throughout the course of the learning programme. The ePortfolio should not be finalised until all other bundles have been completed.

**You’ll know it’s worked if:**
Participants complete the ePortfolio referring to the activities they have already carried out and by presenting concrete and feasible actions for further development.

**Variations:**
The ePortfolio could be organised through different technological tools to make it more personalised, such as wikis, blogs, activity feeds or others.

If participants find the specific outcome breakdown too structured, they could consider general Intercultural Competence Blocks (coloured areas in the Template) and fill the column with answers for the whole area (merging cells) rather than for each of the outcomes from that developmental area.
3. Solution Statement

By reviewing what they have learned during the learning experience and thinking about the future, participants are more conscious of their learning process and development needs and, in turn, are motivated to seek future development.

4. Relevant Learning Outcomes

K3, AW2, S8, R2, D1, D2, D3, D4, D5, D6


# Appendix A. Learning Outcomes

<table>
<thead>
<tr>
<th>EMIC block</th>
<th>#</th>
<th>Learning Outcomes. (By the end of the EMIC Program student will):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>K1</td>
<td>Develop an increased understanding of the concept of culture, how cultures differ and the notion of ‘otherness’</td>
</tr>
<tr>
<td></td>
<td>K2</td>
<td>Gain knowledge of the main concepts related to Intercultural Competence</td>
</tr>
<tr>
<td></td>
<td>K3</td>
<td>Identify vocabulary and concepts that are required in intercultural situations</td>
</tr>
<tr>
<td></td>
<td>K4</td>
<td>Develop an understanding of the relationship between culture-specific knowledge and stereotypes</td>
</tr>
<tr>
<td>Awareness</td>
<td>AW1</td>
<td>Develop intercultural awareness - awareness of differences between cultures</td>
</tr>
<tr>
<td></td>
<td>AW2</td>
<td>Increase cultural self-awareness – awareness of oneself as a cultural being and of the fact that our own behaviour, views and reactions are conditioned by our own cultures</td>
</tr>
<tr>
<td></td>
<td>AW3</td>
<td>Increase awareness of specific cases when cultural conditioning is at play – not only knowing that culture is supposed to influence human behaviours but being capable of identifying this influence in practice</td>
</tr>
<tr>
<td>Attitudes</td>
<td>AT1</td>
<td>Become aware of attitudes needed for higher levels of Intercultural Competence (such as acceptance of differences, openness, non-judgmental attitude, tolerance, a cooperative mindset, flexibility, valuing diversity and respect for culturally different others)</td>
</tr>
<tr>
<td></td>
<td>AT2</td>
<td>Practise applying non-judgmental attitudes – not judging culturally different behaviour and non-judgmental attitudes in general</td>
</tr>
<tr>
<td></td>
<td>AT3</td>
<td>Develop openness to adjust behaviour in intercultural interactions</td>
</tr>
<tr>
<td>Skills</td>
<td>S1</td>
<td>Develop practical intercultural communication approaches</td>
</tr>
<tr>
<td></td>
<td>S2</td>
<td>Develop an ability to mediate in an intercultural situation</td>
</tr>
<tr>
<td></td>
<td>S3</td>
<td>Practise verbalising cultural expectations and norms, discussing expectations and speaking about culturally different practices that are disturbing; ability to speak about cultural differences</td>
</tr>
<tr>
<td></td>
<td>S4</td>
<td>Identify the impact of cultural differences in misunderstandings</td>
</tr>
<tr>
<td></td>
<td>S5</td>
<td>Develop an ability to check how one’s behaviour is perceived in an intercultural context</td>
</tr>
<tr>
<td></td>
<td>S6</td>
<td>Develop an ability to adjust one’s behaviour in a culturally diverse context</td>
</tr>
<tr>
<td></td>
<td>S7</td>
<td>Improve the ability to shift between cultural environments</td>
</tr>
<tr>
<td></td>
<td>S8</td>
<td>Develop strategies for dealing with people with (perceived) lower IC</td>
</tr>
<tr>
<td>Intercultural Teamwork</td>
<td>IT1</td>
<td>Develop skills for working with diverse teams</td>
</tr>
<tr>
<td></td>
<td>IT2</td>
<td>Increase understanding of leadership roles and strategies for intercultural teams</td>
</tr>
<tr>
<td></td>
<td>IT3</td>
<td>Develop skills of mediation in intercultural teams</td>
</tr>
<tr>
<td>EMIC block</td>
<td></td>
<td>Learning Outcomes. (By the end of the EMIC Program student will):</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>---</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Intercultural conflict management</td>
<td>ICM1</td>
<td>Understand the impact of Intercultural Competence on conflicts</td>
</tr>
<tr>
<td></td>
<td>ICM2</td>
<td>Be aware of strategies for identifying, analysing and solving intercultural conflicts</td>
</tr>
<tr>
<td></td>
<td>ICM3</td>
<td>Develop skills for effectively dealing with conflicts related to cultural differences</td>
</tr>
<tr>
<td>Intercultural relationship building</td>
<td>IR1</td>
<td>Increase awareness of issues and challenges in intercultural relationship building</td>
</tr>
<tr>
<td></td>
<td>IR2</td>
<td>Develop a positive attitude to intercultural relationships</td>
</tr>
<tr>
<td></td>
<td>IR3</td>
<td>Develop ability to form, develop and maintain intercultural relationships (private or work)</td>
</tr>
<tr>
<td></td>
<td>IR4</td>
<td>Develop strategies for encouraging intercultural relationships in one’s environment (private or work)</td>
</tr>
<tr>
<td>Emotional Intelligence</td>
<td>E1</td>
<td>Gain knowledge about the concept of emotional intelligence and its use</td>
</tr>
<tr>
<td></td>
<td>E2</td>
<td>Develop awareness of one’s own emotions</td>
</tr>
<tr>
<td></td>
<td>E3</td>
<td>Increase one’s ability to manage own emotions</td>
</tr>
<tr>
<td></td>
<td>E4</td>
<td>Improve one’s ability to notice and understand emotional perspectives of culturally different others through empathy</td>
</tr>
<tr>
<td></td>
<td>E5</td>
<td>Develop an ability to deal with emotions in teamwork and conflict situations</td>
</tr>
<tr>
<td>Critical reflection</td>
<td>R1</td>
<td>Develop the capacity to deal with stereotypes (they have themselves or others might have about their culture)</td>
</tr>
<tr>
<td></td>
<td>R2</td>
<td>Develop cognitive flexibility and/or ability to analyse intercultural encounters through a culturally-aware perspective and seeing things from different cultural perspectives</td>
</tr>
<tr>
<td></td>
<td>R3</td>
<td>Develop a critical approach to culture-specific knowledge</td>
</tr>
<tr>
<td></td>
<td>R4</td>
<td>Increase critical awareness of one’s own assumptions and behaviour in an intercultural context</td>
</tr>
<tr>
<td></td>
<td>R5</td>
<td>Increase critical awareness of others’ behaviours in an intercultural context</td>
</tr>
<tr>
<td>Developing IC (learning to learn)</td>
<td>D1</td>
<td>Demonstrate understanding of learning strategies for developing Intercultural Competence</td>
</tr>
<tr>
<td></td>
<td>D2</td>
<td>Increase understanding of one’s own learning and development approach to IC development</td>
</tr>
<tr>
<td></td>
<td>D3</td>
<td>Know how to identify logistic, specific and in-depth knowledge of individual cultures</td>
</tr>
<tr>
<td></td>
<td>D4</td>
<td>Develop an attitude of lifelong-learning in relation to Intercultural Competence development</td>
</tr>
<tr>
<td></td>
<td>D5</td>
<td>Develop awareness of one’s own level of Intercultural Competence in order to identify developmental needs</td>
</tr>
<tr>
<td></td>
<td>D6</td>
<td>Develop an ability to set objectives, plan actions and reflect on owns progress in Intercultural Competence development</td>
</tr>
</tbody>
</table>
Learning outcomes covered by the EMIC Toolkit Bundles

<table>
<thead>
<tr>
<th>Bundle name</th>
<th>Learning Outcomes by bundle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bundle 1: Healing-Wheel Cycle</td>
<td>K2, K3, K4, AW1, AW3, AT2, AT3, R1, R3, R4, R5, IR1, IR2</td>
</tr>
<tr>
<td>Bundle 2: Web of culture</td>
<td>K1, K2, K3</td>
</tr>
<tr>
<td>Bundle 3: The Concept of Culture</td>
<td>K1, K2, K3, AW1, AW3, AT2, IT2, R3</td>
</tr>
<tr>
<td>Bundle 4: Identity and Culture</td>
<td>AW2, K1, K2, R4</td>
</tr>
<tr>
<td>Bundle 5: Intercultural Competence and its elements</td>
<td>K1, K2, K3, D4</td>
</tr>
<tr>
<td>Bundle 6: Intercultural Competence development priorities</td>
<td>D2, D4, D5, D6, R4</td>
</tr>
<tr>
<td>Bundle 7: Intercultural simulation</td>
<td>K1, AW1, AW2, AW3, R2, R4, R5, ICM3, S1, S3, S4, S5, S6, S7, E4, IT1, IT3, AT1, AT2, AT3</td>
</tr>
<tr>
<td>Bundle 8: Emotional side of intercultural interactions</td>
<td>E1, E2, E3, E5, AT1, K2, K3, IR3</td>
</tr>
<tr>
<td>Bundle 9: Cultivating empathy</td>
<td>E2, E3, E4, E5, AW1, AW2, AW3, S1, S3, S4, ICM1, ICM2, ICM3, IR1, IR3, IR4</td>
</tr>
<tr>
<td>Bundle 10: Conflict Forum Theatre</td>
<td>ICM1, ICM2, ICM3, S1, S2, S3, S4, S5, S6, S8, AT1, AT2, AT3, IT2, IT3, IR2, IR3, IR4, E5, R4, R5</td>
</tr>
<tr>
<td>Bundle 11: Strategies for developing Intercultural Competence</td>
<td>D1, D2, D3, D4, D5, D6, AT3</td>
</tr>
<tr>
<td>Bundle 12: Goal reminder</td>
<td>D1, D2, D4, D5, D6</td>
</tr>
<tr>
<td>Bundle 13: Resource hunting</td>
<td>K2, R3, D3, D4, D6</td>
</tr>
<tr>
<td>Bundle 14: Mosaic</td>
<td>K3, AW3, AT2, S3, S4, R2</td>
</tr>
<tr>
<td>Bundle 15: Impact of single stories</td>
<td>K1, K3, K4, AW1, AW2, AT1, R1, R3</td>
</tr>
<tr>
<td>Bundle 16: Your intercultural stories</td>
<td>K3, AW1, AW2, AW3, AT2, S2, S3, S4, S5, ICM1, IR1, IR2, IR4, R4, R5, E4, D4</td>
</tr>
<tr>
<td>Bundle 17: Learning Plan</td>
<td>K3, AW2, D1, D2, D3, D4, D5, D6</td>
</tr>
<tr>
<td>Bundle 18: Your ePortfolio</td>
<td>K3, AW2, S8, R2, D1, D2, D3, D4, D5, D6</td>
</tr>
</tbody>
</table>

Note that although a bundle relates to a learning outcome that does not mean that by conducting only that bundle the learning outcome would be fully achieved. Most learning outcomes need to be addressed by several activities in order to properly develop in that particular area.
# Appendix B. Learning Plan template

**Learning Plan:** Using in this template and taking into account the Goal Reminder Activity, please draft a plan for your own Intercultural competence (IC) development.

<table>
<thead>
<tr>
<th>EMIC element</th>
<th>No</th>
<th>Learning Outcome</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>K1</td>
<td>Develop an increased understanding of the concept of culture, how cultures differ and the notion of ‘otherness’</td>
<td>How far do you think you have already achieved this learning outcome? (rate from 1-lowest, to 5-highest)</td>
<td>How do you know you are at that level? What evidence you have that you already achieved that level?</td>
</tr>
<tr>
<td></td>
<td>K2</td>
<td>Gain knowledge of main concepts related to Intercultural Competence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>K3</td>
<td>Identify vocabulary and concepts that are required in intercultural situations</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>K4</td>
<td>Develop an understanding of the relationship between culture-specific knowledge and stereotypes</td>
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<td></td>
</tr>
<tr>
<td>Awareness</td>
<td>AW1</td>
<td>Develop Intercultural awareness - awareness of differences between cultures</td>
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<td></td>
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<tr>
<td></td>
<td>AW2</td>
<td>Increase cultural self-awareness - awareness of oneself as a cultural being and of the fact that our own behaviour, views and reactions are conditioned by our own cultures</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AW3</td>
<td>Increase awareness of specific cases when cultural conditioning is at play - not only knowing that culture is supposed to influence human behaviours but being capable of identifying this influence in practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMIC element</td>
<td>No</td>
<td>Learning Outcome</td>
<td></td>
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<tr>
<td>-------------</td>
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<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitudes</td>
<td>AT1</td>
<td>Become aware of attitudes needed for higher levels of IC (such as acceptance of differences, openness, non-judgmental attitude, tolerance, a cooperative mind-set, flexibility, valuing diversity and respect for culturally different others)</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>AT2</td>
<td>Practise applying non-judgmental attitudes - not judging culturally-different behaviour and non-judgmental attitudes in general</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AT3</td>
<td>Develop openness to adjust behaviour in intercultural interactions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills</td>
<td>S1</td>
<td>Develop intercultural communication approaches and understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S2</td>
<td>Develop an ability to mediate in an intercultural situation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S3</td>
<td>Practise verbalising cultural expectations and norms, discussing expectations and speaking about culturally different practices that are disturbing; ability to speak about cultural differences</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S4</td>
<td>Identify impact of cultural differences in misunderstandings</td>
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<td>S5</td>
<td>Develop an ability to check how one’s behaviour is perceived in an intercultural context</td>
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<tr>
<td></td>
<td>S6</td>
<td>Develop an ability to adjust one’s behaviour in a culturally diverse context</td>
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<tr>
<td></td>
<td>S7</td>
<td>Improve the ability to shift between cultural environments</td>
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<td>S8</td>
<td>Develop strategies for dealing with people with (perceived) lower IC</td>
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<tr>
<td>EMIC element</td>
<td>No</td>
<td>Learning Outcome</td>
<td></td>
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<tr>
<td>----------------------</td>
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<td>----------------------------------------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>Intercultural teamwork</td>
<td>IT1</td>
<td>Develop skills for working with diverse teams</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>IT2</td>
<td>Increase understanding of leadership roles and strategies for intercultural teams</td>
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<td></td>
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<tr>
<td></td>
<td>IT3</td>
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<tr>
<td>Intercultural conflict management</td>
<td>ICM1</td>
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<td></td>
<td>ICM2</td>
<td>Be aware of strategies for identifying, analysing and solving intercultural conflicts</td>
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<td></td>
<td>ICM3</td>
<td>Develop skills for effectively dealing with conflicts related to cultural differences</td>
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<tr>
<td>Intercultural relationship building</td>
<td>IR1</td>
<td>Increase awareness of issues and challenges in intercultural relationship building</td>
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<td>IR2</td>
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<td>IR4</td>
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<tr>
<td>Emotional Intelligence</td>
<td>E1</td>
<td>Gain knowledge on the concept of emotional intelligence and its use</td>
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<td></td>
<td>E2</td>
<td>Develop awareness of one’s own emotions</td>
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<td></td>
<td>E3</td>
<td>Increase ability to manage own emotions</td>
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<td></td>
<td>E4</td>
<td>Improve one’s ability to notice and understand emotional perspectives of culturally different others through empathy</td>
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<td></td>
<td>E5</td>
<td>Develop an ability to deal with emotions in teamwork and conflict situations</td>
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<td>No.</td>
<td>Learning Outcome</td>
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<tr>
<td>R1</td>
<td>Develop capacity to deal with stereotypes (they have themselves or others might have about their culture)</td>
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<td>R2</td>
<td>Develop cognitive flexibility and/or ability to analyse intercultural encounters through a culturally-aware perspective and seeing things from different cultural perspectives</td>
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<tr>
<td>R3</td>
<td>Develop a critical approach to culture-specific knowledge</td>
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<tr>
<td>R4</td>
<td>Increase critical awareness of one’s own assumptions and behaviour in an intercultural context</td>
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<tr>
<td>R5</td>
<td>Increase critical awareness of others’ behaviours in an intercultural context</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D1</td>
<td>Demonstrate understanding of learning strategies for developing Intercultural Competence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D2</td>
<td>Increase understanding of one’s own learning and development approach for IC development</td>
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<tr>
<td>D3</td>
<td>Know how to identify logistic, specific and in-depth knowledge of individual cultures</td>
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<tr>
<td>D4</td>
<td>Develop an attitude of lifelong-learning in relation to IC development</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>D5</td>
<td>Develop awareness of one’s own level of IC in order to identify developmental needs</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>D6</td>
<td>Develop an ability to set objectives, plan actions and reflect on own progress in IC development</td>
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</tr>
</tbody>
</table>
Appendices

Appendix C. ePortfolio template

A. EMIC Online Learning Platform Activities

Please tick the activities that you have completed through the online engagement with the EMIC Learning Programme

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>Put X if completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Goal reminder</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Resource hunting</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Mosaic</td>
<td></td>
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<tr>
<td>4</td>
<td>Learning Plan</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Impact of single stories</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Your intercultural stories</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Group hang-out (Online meeting with facilitators outside the platform)</td>
<td></td>
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<tr>
<td>8</td>
<td>Individual meeting (Online meeting with facilitators outside the platform)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>ePortfolio</td>
<td></td>
</tr>
</tbody>
</table>

B. General reflection

Please use this template to reflect on your learning path while participating in the EMIC Learning Programme, including both the face-to-face workshop and engagement in the EMIC Online Learning Platform. Include reflections on what you realised about your competence, what you learned and which elements of the training were most useful for your development. Include reflections on your future development and how you will continue developing your Intercultural Competence as a lifelong learning goal (maximum 500 words).
<table>
<thead>
<tr>
<th>EMIC element</th>
<th>No</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>K1</td>
<td>Develop an increased understanding of the concept of culture, how cultures differ and the notion of ‘otherness’</td>
</tr>
<tr>
<td></td>
<td>K2</td>
<td>Gain knowledge of main concepts related to Intercultural Competence</td>
</tr>
<tr>
<td></td>
<td>K3</td>
<td>Identify vocabulary and concepts that are required in intercultural situations</td>
</tr>
<tr>
<td></td>
<td>K4</td>
<td>Develop an understanding of the relationship between culture-specific knowledge and stereotypes</td>
</tr>
</tbody>
</table>

**How far do you think you have come in achieving this learning outcome now at the end of EMIC training?** (rate from 1-lowest, to 5-highest)

**How do you know? What evidence you have that you are achieving this outcome?**
(To help you in answering, consider these questions: What aspect of the face-to-face or online EMIC learning activities did you do that contributed to developing this learning outcome? Check the things you posted/participated in on the platform or during the workshop and you can reference them here. Do you think something “outside” the EMIC Learning Programme helped as well? How do the two complement each other?)

**How do you plan to continue developing in the direction of this learning outcome?** Please put down some concrete actions.
<table>
<thead>
<tr>
<th>EMIC element</th>
<th>No</th>
<th>Learning Outcome</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness</td>
<td>AW1</td>
<td>Develop intercultural awareness - awareness of differences between cultures</td>
<td></td>
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<tr>
<td></td>
<td>AW2</td>
<td>Increase cultural self-awareness - awareness of oneself as a cultural being and of the fact that our own behaviour, views and reactions are conditioned by our own cultures</td>
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<td></td>
<td>AW3</td>
<td>Increase awareness of specific cases when cultural conditioning is at play - not only knowing that culture is supposed to influence human behaviours but being capable of identifying this influence in practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitudes</td>
<td>AT1</td>
<td>Become aware of attitudes needed for higher levels of Intercultural Competence (such as acceptance of differences, openness, non-judgmental attitude, tolerance, a cooperative mind-set, flexibility, valuing diversity and respect for culturally-different others)</td>
<td></td>
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<td></td>
<td>AT2</td>
<td>Practise applying non-judgmental attitudes - not judging culturally-different behaviour and non-judgmental attitudes in general</td>
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<td></td>
<td>AT3</td>
<td>Develop openness to adjust behaviour in intercultural interactions</td>
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<tr>
<td>EMIC element</td>
<td>No</td>
<td>Learning Outcome</td>
<td>C</td>
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<tr>
<td>Skills</td>
<td>S1</td>
<td>Develop intercultural communication approaches and understanding</td>
<td></td>
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<tr>
<td></td>
<td>S2</td>
<td>Develop an ability to mediate in an intercultural situation</td>
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<td></td>
<td>S3</td>
<td>Practise verbalising cultural expectations and norms, discussing expectations and speaking about culturally different practices that are disturbing; ability to speak about cultural differences</td>
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<td></td>
<td>S4</td>
<td>Identify impact of cultural differences in misunderstandings</td>
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<td></td>
<td>S5</td>
<td>Develop an ability to check how one’s behaviour is perceived in an intercultural context</td>
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<td></td>
<td>S6</td>
<td>Develop an ability to adjust one’s behaviour in a culturally diverse context</td>
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<td></td>
<td>S7</td>
<td>Improve the ability to shift between cultural environments</td>
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<td></td>
<td>S8</td>
<td>Develop strategies for dealing with people with (perceived) lower IC</td>
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<tr>
<td>Intercultural teamwork</td>
<td>IT1</td>
<td>Develop skills for working with diverse teams</td>
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<td></td>
<td>IT2</td>
<td>Increase understanding of leadership roles and strategies for intercultural teams</td>
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<td></td>
<td>IT3</td>
<td>Develop skills of mediation in intercultural teams</td>
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<tr>
<td>EMIC element</td>
<td>No</td>
<td>Learning Outcome</td>
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<tr>
<td>Intercultural conflict</td>
<td>ICM1</td>
<td>Understand the impact of IC on conflicts</td>
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<tr>
<td>management</td>
<td>ICM2</td>
<td>Be aware of strategies for identifying, analysing and solving intercultural conflicts</td>
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<tr>
<td></td>
<td>ICM3</td>
<td>Develop skills for effectively dealing with conflicts related to cultural differences</td>
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<tr>
<td>Intercultural relationship</td>
<td>IR1</td>
<td>Increase awareness of issues and challenges in intercultural relationship building</td>
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<tr>
<td>building</td>
<td>IR2</td>
<td>Develop a positive attitude to intercultural relationships</td>
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<td></td>
<td>IR3</td>
<td>Develop ability to form, develop and maintain intercultural relationships (private or work)</td>
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<tr>
<td></td>
<td>IR4</td>
<td>Develop strategies for encouraging intercultural relationships in one’s environment (private or work)</td>
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<tr>
<td>Emotional Intelligence</td>
<td>E1</td>
<td>Gain knowledge on the concept of emotional intelligence and its use</td>
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<td></td>
<td>E2</td>
<td>Develop awareness of one’s own emotions</td>
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<td>E3</td>
<td>Increase ability to manage own emotions</td>
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<td>E4</td>
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<tr>
<td>Critical reflection</td>
<td>R1</td>
<td>Develop capacity to deal with stereotypes (they have themselves or others might have about their culture)</td>
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<td></td>
<td>R2</td>
<td>Develop cognitive flexibility and/or ability to analyse intercultural encounters through a culturally-aware perspective and seeing things from different cultural perspectives</td>
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<td>Develop a critical approach to culture-specific knowledge</td>
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<td></td>
<td>R4</td>
<td>Increase critical awareness of one's own assumptions and behaviour in an intercultural context</td>
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<td>R5</td>
<td>Increase critical awareness of others' behaviours in an intercultural context</td>
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<tr>
<td>EMIC element</td>
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</tr>
<tr>
<td>Developing IC (learning to learn)</td>
<td>D1</td>
<td>Demonstrate understanding of learning strategies for developing Intercultural Competence</td>
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<tr>
<td></td>
<td>D2</td>
<td>Increase understanding of one's own learning and development approach for IC development</td>
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<td></td>
<td>D3</td>
<td>Know how to identify logistic, specific and in-depth knowledge of individual cultures</td>
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<td></td>
<td>D4</td>
<td>Develop an attitude of lifelong-learning in relation to IC development</td>
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<td></td>
<td>D5</td>
<td>Develop awareness of one's own level of Intercultural Competence in order to identify developmental needs</td>
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<td></td>
<td>D6</td>
<td>Develop an ability to set objectives, plan actions and reflect on own progress in IC development</td>
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Appendix D. Suggested draft slides for Bundle 3

Outline

• Concept of Culture
• Dimensions of Culture
• Levels of Culture
• Intercultural Sensitivity
Concept of Culture

- Culture as a software of the mind (Hofstede)
- Visible and non-visible aspects of culture
- The Iceberg Model of Culture (few dimensions of culture that we see compared to vast aspects of culture that are not visible or easily understandable in the first instance) (Hall, 1978)
- Only one but very powerful factor that affects human behaviours

Hofstede’s dimensions of culture

- Power distance
- Uncertainty avoidance
- Individualism/collectivism
- Masculinity/femininity
- Long-term orientation
- Indulgence/restraint

(Hofstede, Hofstede & Minkov, 2010)
Criticisms of Hofstede’s model

- Cultures as not as homogenous as the model implies (a single score for a whole country)
- Some aspects of culture such as regions sometimes have stronger impact that national culture
- Border of a country can change
- Without critical reflection, taking the dimensions values as truth could lead to creating or reinforcing stereotypes

The Globe Study

- Large scale research on the relationship between national culture, organisational culture and leadership in organisations
- Built on Hofstede’s dimensions investigating impact specifically on leadership
- Developed modified dimensions that look into culture and leadership behaviours
Globe Study dimensions

- Power distance
- Uncertainty avoidance
- Collectivism I
- Collectivism II
- Gender egalitarianism
- Assertiveness
- Future orientation
- Performance orientation
- Humane orientation

(Center for Creative Leadership, 2014)

Cultural Layers

<table>
<thead>
<tr>
<th>Global</th>
<th>Universal values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supranational</td>
<td>Differences beyond a single country (religious, linguistic etc.)</td>
</tr>
<tr>
<td>National</td>
<td>Between country differences</td>
</tr>
<tr>
<td>Regional</td>
<td>Within country differences</td>
</tr>
<tr>
<td>Professional</td>
<td>Differences between professions</td>
</tr>
<tr>
<td>Organisational</td>
<td>Differences between organisations</td>
</tr>
<tr>
<td>Community</td>
<td>Within context differences</td>
</tr>
<tr>
<td>Personal</td>
<td>Individual differences</td>
</tr>
</tbody>
</table>

(Adapted from Karahanna, Evaristo & Srite, 2006)
## Bennet’s Model of Intercultural Sensitivity

<table>
<thead>
<tr>
<th>ETHNOCENTRIC STAGES</th>
<th>ETHNORELATIVE STAGES</th>
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</thead>
<tbody>
<tr>
<td>Denial</td>
<td>Acceptance</td>
</tr>
<tr>
<td>Defence</td>
<td>Adaptation</td>
</tr>
<tr>
<td>Minimisation</td>
<td>Integration</td>
</tr>
</tbody>
</table>

(Bennet, 2004)
Appendices

Appendix E. Suggested draft slides for Bundle 5

Key Principles of Intercultural Competence

• Cultural competence refers to an ability to interact effectively with people of different cultures.
• Developing cultural competence results in an ability to understand, communicate with, and effectively interact with people across cultures.
Methodology

- EMIC Project Methodology study included three sources of data: literature, quantitative and qualitative
- Literature review on research related to Intercultural Competence
- Quantitative Training Needs Study (questionnaire with joint degrees student and alumni N=629)
- Qualitative study (interviews with joint degrees student and alumni, academic and administrative staff N=42)
- Based on the analysis of the three sets of data an Erasmus Mundus Intercultural Competence Model (EMIC Model was developed)

EMIC Model

<table>
<thead>
<tr>
<th>META CAPACITY</th>
<th>DEVELOPING INTERCULTURAL COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERCULTURAL COMPETENCE BUILDING BLOCKS</td>
<td>Knowledge</td>
</tr>
<tr>
<td>SUPPORTING CAPACITIES</td>
<td>Critical Reflection</td>
</tr>
</tbody>
</table>
Interrelated competence configurations

Spheres of application of Intercultural Competence

Appendices
Responding Appropriately to Culturally Different Others

1. **Neutrally Describe**
   Observe and describe others’ group-level patterns of behaviour in a neutral manner

2. **Wonder about Cultures**
   Be curious about the group level assumptions and values that might underlie those observed behaviours

3. **INQUIRE, then Interpret**
   Ask local nationals and expatriates to interpret the intentions and meanings of the others’ unfamiliar pattern of behaviour

4. **Explore New Responses**
   Consider ways of behaving that are similar to the others’ behaviour. Try them and gauge your effectiveness

(Grove & Hallowell, 2001)
Appendix F. Suggested draft slides for Bundle 8

Emotional Intelligence Concept

- Understanding your own emotions
- Managing your emotions
- Understanding emotions of others
- Managing the interaction with others (impact on emotions of others)

(Goleman, 1998)
What is Empathy?

• **Cognitive Empathy:**
  “I can see things from your perspective”

• **Emotional Empathy:**
  “I feel with you”

• **Empathic Concern:**
  “When I see that you’re in trouble, I want to help out”

[https://www.youtube.com/watch?v=eg2pq4Mjeyo](https://www.youtube.com/watch?v=eg2pq4Mjeyo) (Goleman, 2006)