

Intercultural Awareness and Competence

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Intercultural Awareness and Competence

Course Introduction Week

Welcome to the Online Intercultural Certification Program. We hope you're ready for an engaging, rewarding online learning experience with plenty of reading, thinking, and writing.

Brock's Human Rights and Equity's (HRE) Intercultural Awareness and Competency training is a structured approach to building awareness and understanding of different cultural behaviours. This online workshop will help you create an environment where people of diverse cultures and backgrounds work together more easily and effectively.

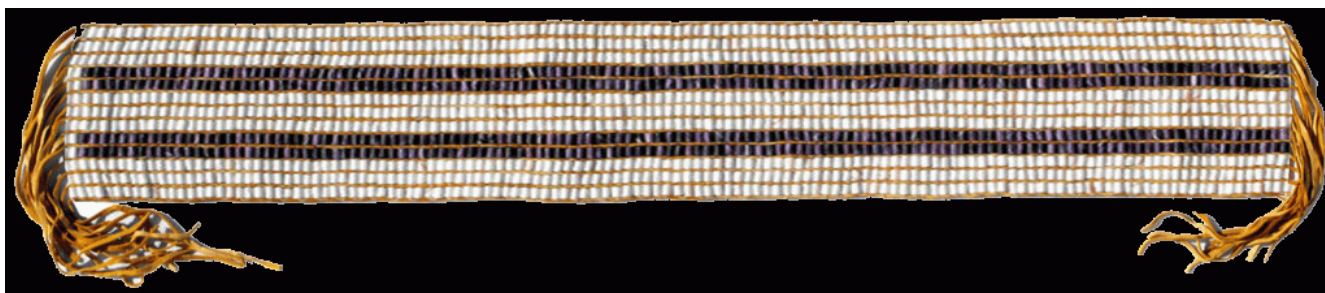
Why do we need to become interculturally competent?

Our community is diverse. We all are surrounded by people who look, speak, think, or feel differently. Differences exist on many levels, including cultural and personal. Sometimes, these differences may get in the way of our daily interactions, though we may not even realize it. This intercultural certification workshop is aimed at increasing the capacity of our communities to work well across differences. Through this workshop, we aim to foster and develop a culturally inclusive, diverse, and safe environment for all.



Land Acknowledgement

We acknowledge the land on which Brock University was built in the traditional territory of the Haudenosaunee and Anishinaabe Peoples, many of whom continue to live and work here today. This territory is covered by the Upper Canada Treaties and is within the land protected by the Dish with One Spoon Wampum agreement. Today this gathering place is home to many First Nations, Metis, and Inuit peoples, and acknowledging reminds us that our great standard of living is directly related to the resources and friendship of Indigenous people.





Welcome Video

Thank-you for joining us in this online course from Brock's Human Rights and Equity (HRE). In this brief introductory video, Trecia McLennon will explain to you what you will learn over the next three modules.



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<https://ecampusontario.pressbooks.pub/intercultural/?p=4#h5p-2>



Weekly Modules

The side navigation menu gives you access to the weekly materials that you are required to cover each week. Each week comprises lecture videos, along with related materials such as content slides, videos, assignments, quizzes, etc. There are three modules other than the course Welcome page in this course. You are encouraged to complete the modules in the following sequence. These are listed below for reference.



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<https://ecampusontario.pressbooks.pub/intercultural/?p=4#h5p-3>



Course Description

The purpose of this course is to provide you with a starting point to learn about intercultural communication, awareness, and diversity in educational settings. By the end of this course, you will know some key concepts related to culture (definitions, understanding of how cultures differ, the relation between culture and identity, and stereotypes). You will get an opportunity to reflect on what intercultural competence is and how it can be developed; and you will learn some strategies to overcome barriers to cross-cultural communication, and also become aware of how to deal with intercultural situations.



Course Objectives

By the end of this course you will be able to:

- Identify surface and deep level elements of culture
- List elements of your own cultural identity
- Identify at least one inclusive practice that you can use in your work or life on campus
- Identify self and others' values
- Compare cultural dimensions from two or more countries
- Identify when a speaker is using a high or low context communication style
- Identify the definition of unconscious bias
- Participate in the Implicit Association Test to uncover and reflect upon what biases you may have on a range of topics
- Craft/draft an interculturally effective vision of yourself at your highest and best



How will the course work?

This course will introduce you to and engage you in discussing and practicing the essential attitudes, knowledge, and skills of intercultural competence.

There are three weeks in the course and each one contains short articles, videos, and discussions. Each week should take you no longer than two hours to complete, and you are free to move faster or slower through the steps, according to your available time. On most steps, we encourage you to personally reflect and make note of these reflections.



Reflection Note

Whenever you see this icon and title indicate a reflective activity that requires you to record your notes. You can do this in any way that you prefer – Word document, PDF, PPT, visual, audio, video, etc. We have also provided you with online forms so that you can capture your reflections and export a copy of your work. These notes might also be helpful aids in the synchronous discussions that vital to your learning and developing intercultural competency.

Brock's Human Rights and Equity's (HRE) Intercultural Awareness and Competency workshop is

designed to develop cultural acumen and provides strategies for dealing with culturally diverse behaviours and approaches. Research shows us that building intercultural competency helps us to form more constructive relationships and yield improved results in our connections. Developing a value for different perspectives and ways of doing things gives us greater confidence in working with others respectfully and effectively. Over 90% of participants who have completed the intercultural certification program have indicated that they are now better able to manage cultural differences more skillfully.



Intercultural Sensitivity Test

This polling activity will indicate your level of intercultural awareness before you begin this course. Remember that this is not a test, so make your best guess. The results will give you an idea about the other participants' experiences when it comes to intercultural interactions. Note that this activity is built in Google Forms. None of your personal information will be recorded.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/intercultural/?p=4>



Are you ready to move on?

- ☐ Read the information on the course introduction page
- ☐ Viewed the Let's Get Started video of the instructor
- ☐ Read all the course information provided (description and objectives)
- ☐ Understand how the course is going to operate
- ☐ Completed all poll questions for the Intercultural Sensitivity Test



What's coming up?

You can now move on to *1.0 What is Culture?* by using the menu at the left or the navigation at the bottom of this page.

1.0 What is Culture?



What Is Culture? Checklist

Please watch all videos and complete the activities before continuing to Part 1.1

- ☐ Read the definition of “culture”
- ☐ Watch YouTube video defining culture
- ☐ Read & reflect on surface and deep aspects of culture
- ☐ Read about the cultural iceberg and complete the activity
- ☐ Reflection Note: Cultural Iceberg explanation
- ☐ Complete the end of session questions



By the end of this module you will be able to:

- Identify elements of surface and deep level aspects of culture
- List elements of their own cultural identity
- Identify at least one inclusive practice that they can use in their work or life on campus



Defining Culture

There are many definitions of culture, one of the most simple being: all knowledge and values shared by

a group. Geert Hofstede was one of the first scholars to hold a large scale study in order to find out how cultures differ. He defines culture as:

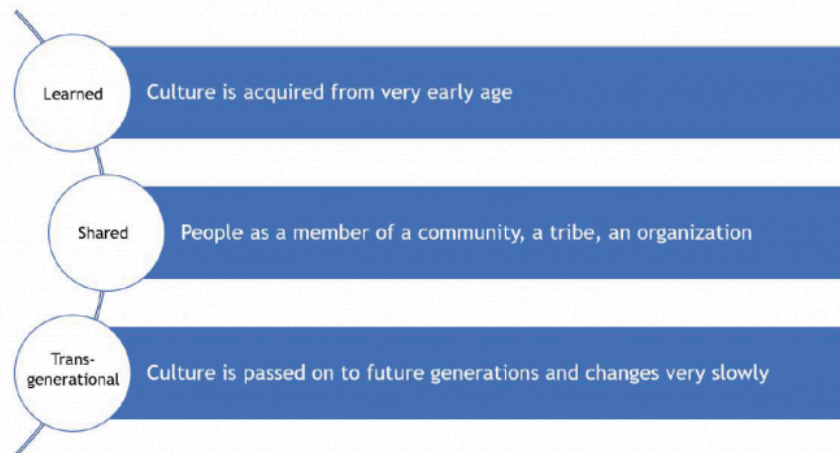
“...the collective mental programming of the people in an environment. Culture is not a characteristic of the individuals; it encompasses a number of people who were conditioned by the same education and life experience. When we speak of the culture of a group, a tribe, a geographic region, a national minority, or a nation, culture refers to the collective programming that these people have in common; the programming that is different from the other groups, tribes, regions, minorities or majorities, or nations” (Geert Hofstede, 1980, p. 43).

According to Global Affairs Canada:

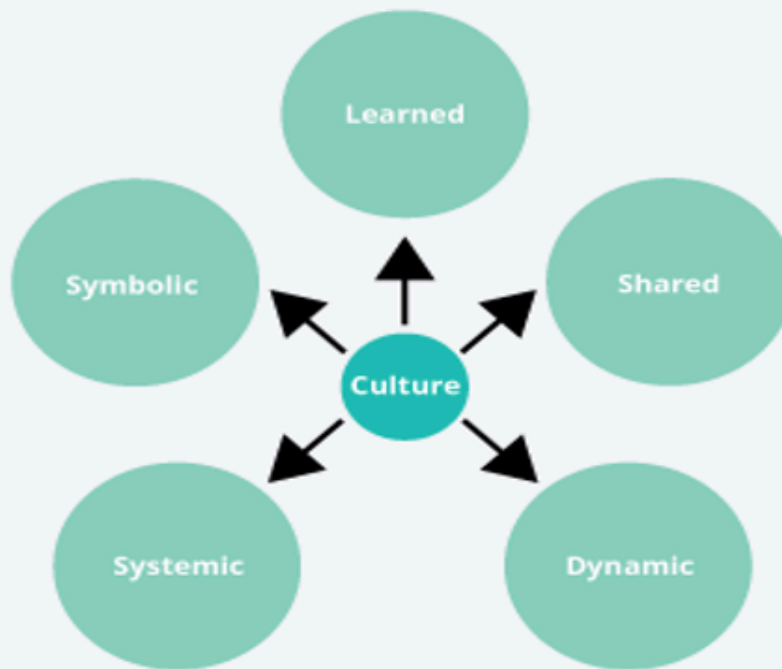
Culture rules virtually every aspect of your life and like most people, you are completely unaware of this. If asked, you would likely define culture as music, literature, visual arts, architecture, or language, and you wouldn't be wrong. But you wouldn't be entirely right either. In fact, the things produced by a culture which we perceive with our five senses are simply manifestations of the deeper meaning of culture – what we do, think, and feel. Culture is taught and learned and shared – there is no culture of one. And yet, culture is not monolithic – individuals exist within a culture. Finally, culture is symbolic. For example, a “home”, is a physical structure, a familial construct, and a moral reference point – which is distinct from one culture to another. See: [Global Affairs Canada](#).

Hofstede's Definition of Culture

For Hofstede, culture is:



What is Culture?



Source: Olds College OER Development Team. (2015). *Professional Communications OER*. Olds, Alberta: Campus Alberta. Retrieved from <http://www.procomoer.org/>.

Let us now see how scholars from diverse fields have been trying to define culture.



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A representation of inequality among various sections of society through art. This graphic is also a powerful expression of the prevalent culture.

To summarize, culture is:

Learned: Through active and passive teaching and socialization

Shared: By and throughout groups in society.

Dynamic: This means culture is always changing, shifting, and evolving. It is not stagnant.

Systemic: Culture operates on multiple levels and is deeply ingrained in the structure, functioning, and organizing of society.

Symbolic: Culture affects and determines the meaning and interpretation of actions, words, concepts, and things (symbols).





Learned

Through active and passive teaching and socialization.

Shared

By and throughout groups in society.

Dynamic

This means culture is always changing, shifting and evolving. It is not stagnant.

Systemic

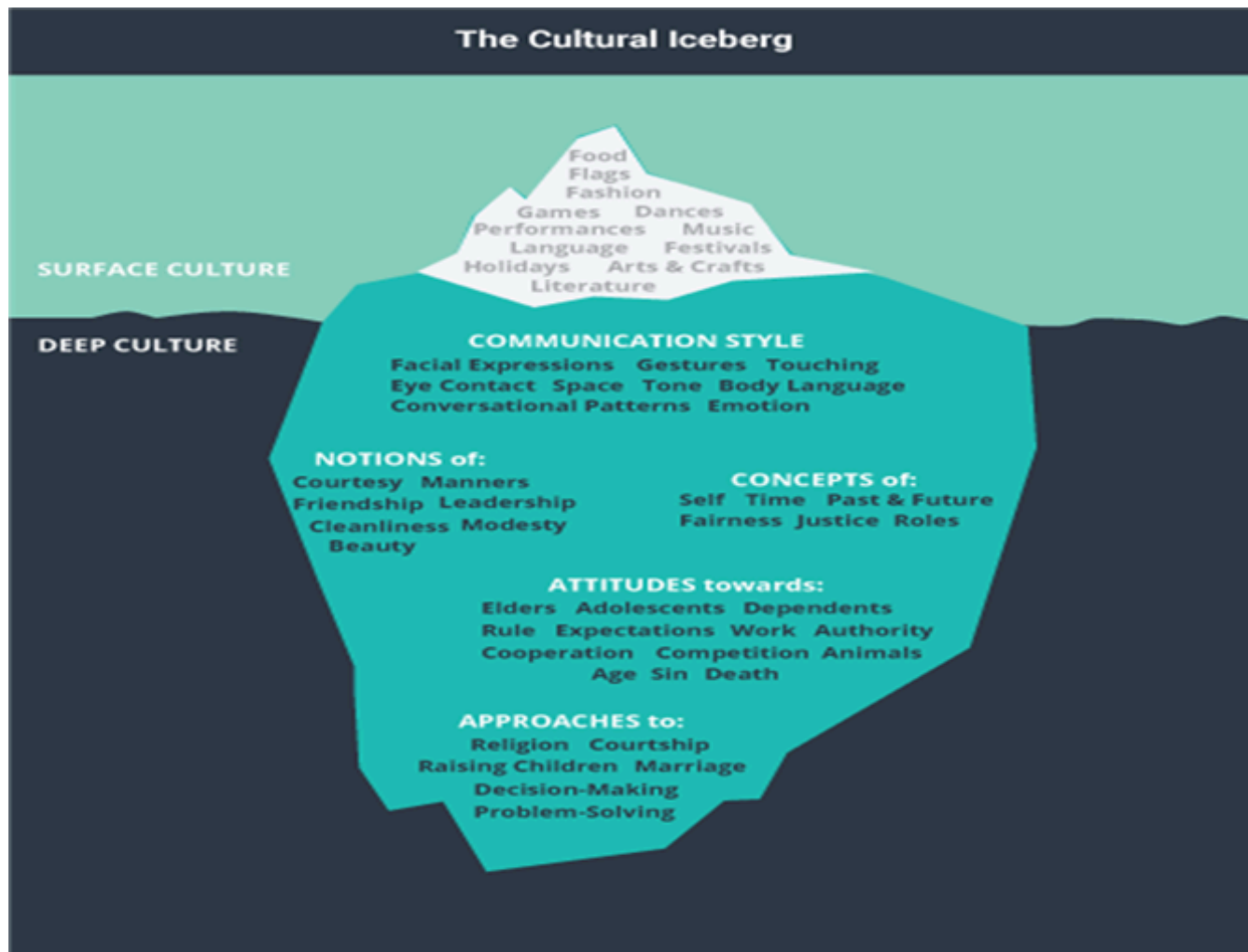
Culture operates on multiple levels and is deeply ingrained in the structure, functioning and organizing of society.

Symbolic

Culture affects and determines the meaning and interpretation of actions, words, concepts and things (symbols).



Surface and Deep Levels of Culture



Culture is a very complex topic, but there is at least one model to make this a lot easier to understand. In this section, we'll examine Edward T. Hall's iceberg model of culture and see what it can teach us.

Culture is often compared to an iceberg that has, as Hall states both visible (or external) and invisible (internal) parts. As practitioners of intercultural communication we want to be aware that 'visible' privileges a sensory interpretation of the elements that is inaccurate and can be an example of exclusive language. From this point forward we will use the terms 'surface' and 'deep' in relation to Hall's cultural iceberg. The elements of culture that we can plainly perceive, such as the way we greet each other, the traditions we celebrate, and the food we eat are some of the surface aspects of culture and are represented by the upper portion of the iceberg. Aspects of culture which are less apparent include our beliefs, values and world views, which influence the surface parts of culture, are represented by the much larger portion of the iceberg underwater, deep culture.

Far below the "water line" is a culture's core values. These are primarily learned ideas of what is good, right, desirable, and acceptable, as well as what is bad, wrong, undesirable, and unacceptable. In many cases, different cultural groups share similar core values (such as "honesty", or "respect", or "family"), but these are often interpreted differently in different situations and incorporated in unique ways into specific attitudes we apply in daily situations. Ultimately, these internal forces become tangible to the

casual observer in the form of observable behaviours, such as the words we use, the way we act, the laws we enact, and the ways we communicate with each other.

It is also important to note that the core values of a culture do not change quickly or easily. They are passed on from generation to generation by numerous institutions that surround us. These institutions of influence are powerful forces that guide us and teach us. So, like an iceberg, there are things that we can perceive and describe easily... but there are also many deeply rooted ideas that we can only understand by analyzing values, studying institutions, and in many cases, reflecting on our own core values.

Source: www.languageandculture.com

Source: *Beyond Culture* (1976) by Edward T. Hall



Cultural Iceberg: Practice

Importance of the Cultural Iceberg

It is important to appreciate and understand the surface and deep elements of culture in order to:

- Avoid cultural insensitivity
- Improve cultural awareness and respect
- Increase the ability to navigate and understand different cultures
- Inform good cross-cultural practices and techniques
- Avoid “crashing” into the cultural icebergs of others

The Cultural Iceberg Activity

In the activity below, practice identifying the surface and deep elements of culture by sorting the given aspects of culture by dividing them into surface level (tip of the iceberg, easy to notice elements) and deep level (below the water, difficult to notice elements) of culture.



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<https://ecampusontario.pressbooks.pub/intercultural/?p=3#h5p-5>



Reflection Note

You can complete this activity in any way that you prefer – Word document, PDF, PPT, visual, audio, video, etc. We have also provided you with an online form below so that you can capture your reflections and export a copy of your work.



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<https://ecampusontario.pressbooks.pub/intercultural/?p=3#h5p-4>



Check Your Understanding



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<https://ecampusontario.pressbooks.pub/intercultural/?p=3#h5p-6>



What's coming up?

You've completed: *1.0 What is Culture?* Now that we have an understanding of the identifiable aspects of culture, you can move on to *1.1 Exploring Identity* and how your identity is informed by those aspects. You can access *1.1 Exploring Identity* from the menu at the left or the navigation at the bottom of this page.



Exploring Identity Checklist

Please read and complete all materials and activities before moving forward to Part 1.2.

- ☐ Read the definition of “identity”
- ☐ Reflect on what defines (your) identity
- ☐ Watch the “Who am I” Youtube video
- ☐ Reflection Note: Who am I?
- ☐ Watch Trecia’s video on Identity and the Diversity Wheel
- ☐ Reflection Note: Diversity Wheel
- ☐ Complete end of session questions



What is Identity?



What is Identity????

Identity cannot be found or fabricated but emerges from within when one has the courage to let go.

Graphic by: Karla Machado Ortiz

Everyone struggles with existential questions such as, “Who am I?” and “Who do I want my future self to be?” These are simple questions with complex answers.

Identity includes the many relationships people cultivate, such as our identity as a child, friend, partner, and parent. It involves external characteristics over which we have little or no control, such as height, race, or socioeconomic class. Identity also encompasses political opinions, moral attitudes, and religious beliefs, all of which guide the choices we make on a daily basis.

Some of us are concerned with the impression we make; we can feel a core aspect of ourselves (such as gender or sexuality) is not being expressed, and therefore we can struggle acutely with our identity. Reflecting on the discrepancy between who we are and who we want to be can be a powerful catalyst for change.

Source: <https://www.psychologytoday.com/ca/basics/identity>

What defines identity?



Reflection Note

You can complete this activity in any way that you prefer – Word document, PDF, PPT, visual, audio, video, etc. We have also provided you with an online form below so that you can capture your reflections and export a copy of your work.

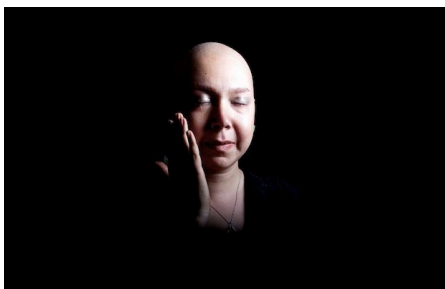


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<https://ecampusontario.pressbooks.pub/intercultural/?p=5#h5p-8>

Types of Identities

Personal Identity



Social Identity



Cultural Identity





Exploring Identity and Applying the Diversity Wheel

Let's deep-dive to understand various aspects of our identity better. In this video, you will review the concept of identity, learn about the different kinds of identities we ascribe to, and the diversity wheel which enables us to reflect on ourselves and others in terms of similarities and differences.



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[Downloadable version of the lecture slides.](#)

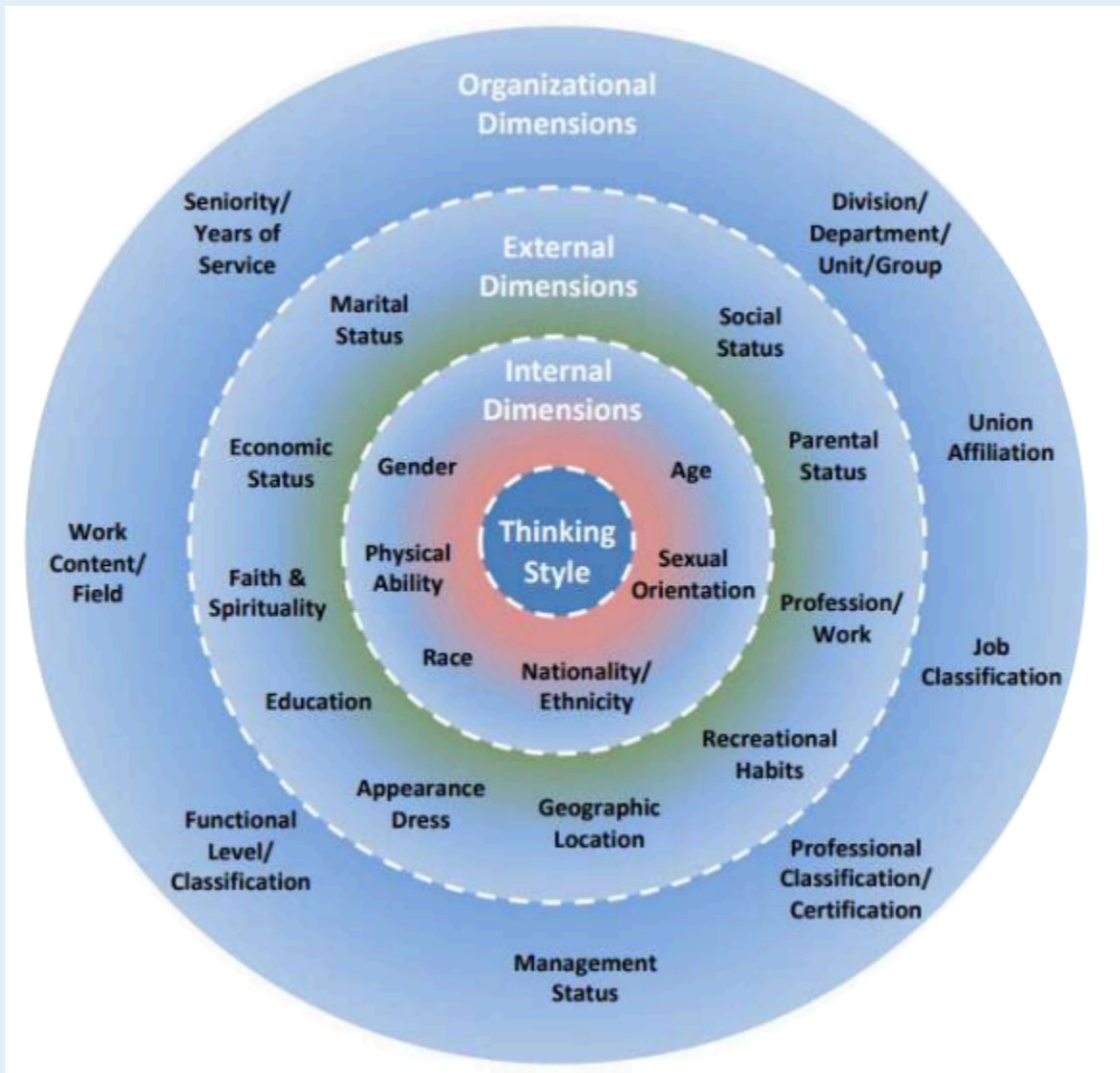


Reflection Note

Below is an example of a diversity wheel. In the video there was an explanation of how to use the diversity wheel for an activity to explore your values. To complete this activity:

1. Think of individuals that you associate with frequently.
2. Consider some of the dimensions that you are both aware of and assume to be true about the person you have chosen.
3. Create a diagram (draw, use Powerpoint or another software platform, write in text, create an audio file, etc.) resembling the diversity wheel with the chosen name at the core. We've provided a fillable form below for your to capture your reflections and export a copy of your work.
4. Answer the following questions:
 1. How do I treat this person differently, both in a positive and negative manner, based on what I know or the assumptions I am making about the person?
 2. Where are biases that I can identify?

The purpose of this exercise is to assist your understanding of social reality, as well as help you reflect on yourself and others in terms of similarities and differences that shape your life in a powerful way.



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Check Your Understanding



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<https://ecampusontario.pressbooks.pub/intercultural/?p=5#h5p-10>



What's coming up?

You've completed: *1.1 Exploring Identity*, you can move on to *1.2 Cultural Impacts on Identity & Group Membership* by using the menu at the left or the navigation at the bottom of this page.

1.2 Cultural Impacts on Identity & Group Membership



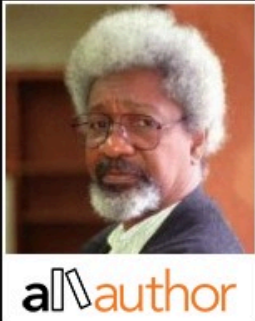
Cultural Impacts on Identity & Group Membership Checklist

Please read and complete all materials and activities before moving forward to Part 1.3.

- ☐ Read about Hierarchy and Dominant Culture
- ☐ Read and reflect on the the impact of Ascribed and Avowed Identities
- ☐ Watch the Youtube video “How our brains respond to people who aren’t like us”
- ☐ Watch Trecia’s video on In-group and Out-Group Attribution
- ☐ Reflection Note: Exploring Your Identity Workbook
- ☐ Complete the end of session question



Before we proceed further let us get acquainted with some key concepts of Culture and Identity.



Power is domination, control, and therefore a very selective form of truth which is a lie.

-Wole Soyinka

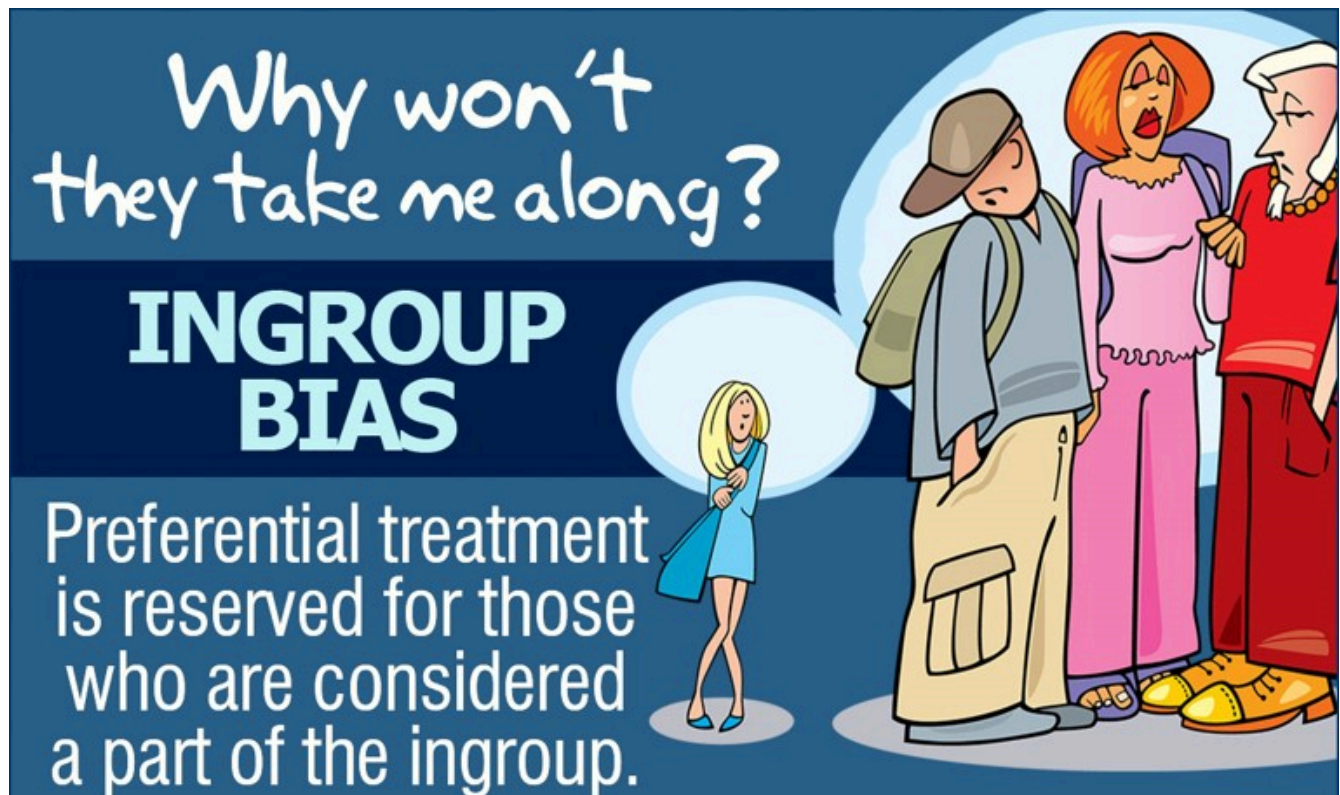


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In-Group and Out-Group Attribution



IN-GROUP



OUT-GROUP

Now that you are aware of the concept of in- and out- groups, let us now discuss the biases involved towards the out-group members in general; and the in-group favouritism.



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<https://ecampusontario.pressbooks.pub/intercultural/?p=31#h5p-19>

[Downloadable version of the lecture slides.](#)



Check Your Understanding



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<https://ecampusontario.pressbooks.pub/intercultural/?p=31#h5p-20>



Reflection Note

You can complete this activity in any way that you prefer – Word document, PDF, PPT, visual, audio, video, etc. We have also provided you with an online form below so that you can capture your reflections and export a copy of your work.



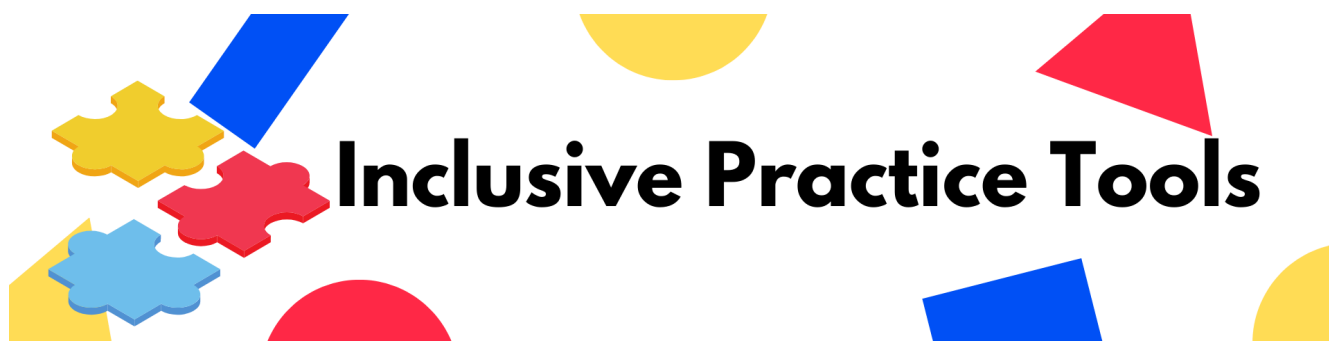
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<https://ecampusontario.pressbooks.pub/intercultural/?p=31#h5p-21>



What's coming up?

You've completed: *1.2 Cultural Impacts on Identity & Group Membership*, you can move on to *1.3 Inclusive Practices* by using the menu at the left or the navigation at the bottom of this page.

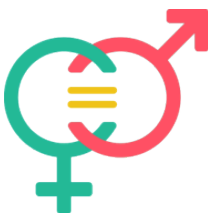
1.3 Inclusive Practices



Inclusive Practices Checklist

Please complete the readings and activities before continuing to Module 2.0.

- ☐ Read the definition of the “Cultural lens”
- ☐ Read Trecia’s 4 step process on cleansing your cultural lens
- ☐ Watch “How Culture Drives Behaviours” video
- ☐ Read about ODIS Method to suspend judgement
- ☐ Watch Trecia’s video on Building an Intercultural Mindset
- ☐ Watch Comedy Central video
- ☐ Reflection Note: Comedy Central video reflection



Now let's look at some practices and techniques you can use to be more mindful and inclusive of people from different cultural groups.

Let's talk about self-awareness because it is fundamental in raising cultural competence. One crucial area that needs close attention is that of our natural biases and how these can get in the way of making good decisions. An easy way to help us understand how people from different cultures view and interpret the world is to think of a cultural lens.



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The Cultural Lens

We all wear a pair of unique lenses. Our lenses are formed by the culture(s) in which we live. These lenses filter the world for us and help us to make decisions as to what is right or wrong, acceptable, or unacceptable.

We all have a slightly different type of lens filtering our world which means that those with different coloured lenses, can and will see things differently to us.

So, the cultural lens analogy helps us understand that we all have a natural tendency to see things differently and that we typically use these perceptions to form judgments as to what is right, wrong, acceptable or unacceptable.

Sources: [Cultural Lens Graphic](#), [The Cultural Lens](#)

"It is the acquired pair of glasses
through which we see life."
– Mbarek A.



Further Reading: [Examine your LENS: A Tool for Interpreting Cultural Differences](#)

Cleansing Your Cultural Lens

People don't see the world as it is, but as they are, based on their perception. Our perception may be coated with varying debris of information, from various sources; we must make the effort to examine

our data storehouse. Thus, cleansing the lens of our perception is important. Ultimately, the way we see the world does not change the world. It only changes the way we experience our lives in the world.

Let us heighten our sensitivity, seek new information, new ideas that broaden our perception. Let us start by understanding ourselves, especially acknowledging our influences as well as how we come to decisions about the world around us. Let us begin practicing the following steps towards raising our self-awareness.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://ecampusontario.pressbooks.pub/intercultural/?p=33#h5p-13>



How Culture Drives Behaviours

In the following video, Julien argues how we see the world through cultural glasses. By changing the glasses you can change the way you interpret the world.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/intercultural/?p=33#oembed-1>



Tools to Suspend Judgment

Have you ever found yourself in a new cultural setting thinking, “This situation feels strange,” or “I’m not sure how to read what’s going on right now?”

When meeting and communicating with new people from different backgrounds it can be helpful to use different techniques to avoid making automatic judgments which can lead to cultural insensitivity.

What do these comic strips say? Did you encounter similar situations depicted in these strips?



© tinyeyes



© tinyeyes



Applying ODIS Method to Suspend Judgement

The ODIS Framework

Click on the purple question mark icons below for more information.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://ecampusontario.pressbooks.pub/intercultural/?p=33#h5p-14>

In the end, using the O.D.I.S. analysis allows us to have an honest, reflective dialogue with ourselves and helps us become more aware of our automatic reactions and emotions.

Further Reading: [Tools to Suspend Judgement](#)



Building Intercultural Mindsets

Now that we know how to avoid making automatic judgments; and have become more self-aware about our natural biases; let us concentrate on how we can develop intercultural competence in a sustained and continued manner. In this section, we will learn about the IDC or the Intercultural Development

Continuum model which provides us a distinctive roadmap for developing intercultural competence in a progressive manner.



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<https://ecampusontario.pressbooks.pub/intercultural/?p=33#h5p-15>

[Downloadable version of the lecture slides.](#)



Reflection Note

Watch the video clip from Comedy central. Observe the characters in the video carefully and try to answer the questions that follow.

This is a reflective exercise. The purpose of this exercise is to help you understand how easily cultural misinterpretations can happen. This exercise should enable you to consider how the misunderstanding in this video could happen in the office, in friendships, in classrooms, in person as well as over text/email (especially in a COVID-19 world).

You can complete this activity in any way that you prefer – Word document, PDF, PPT, visual, audio, video, etc. We have also provided you with an online form below so that you can capture your reflections and export a copy of your work.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/intercultural/?p=33#oembed-2>



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<https://ecampusontario.pressbooks.pub/intercultural/?p=33#h5p-16>



You've completed Module 1!

Time to do a happy dance.



What's coming up?

Now you can move on to *Module 2.0 Communication Styles & Cultural Dimensions* by using the menu at the left or the navigation at the bottom of this page.

2.0 Communication Styles & Cultural Dimensions



Communication Styles & Cultural Dimensions Checklist

Please complete the readings and activities before continuing to Module 3.0

- ☐ Watch Trecia's video on Cultural Value Systems
- ☐ Reflection Note: Identifying Your Cultural Values
- ☐ Watch Trecia's video on Cultural Specific vs General Knowledge Frameworks
- ☐ Watch video on Hofstede's 6 Cultural Dimensions Model
- ☐ Watch Trecia's video on High vs Low Context Cultures
- ☐ Complete the end of session questions



By the end of this module you will be able to:

- Identify self and others' values.
- Compare cultural dimensions from two or more countries.
- Distinguish between high and low context communication styles.



What are Cultural Values?

In this video, you will learn about cultural values that are basically the core principles and ideals upon which an entire community exists, and protect, and rely upon for existence and harmonious relationships. Let us explore how this concept is made up of several parts: customs, which involve traditions and rituals; values, which are beliefs; and culture, which is all of a group's guiding values.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://ecampusontario.pressbooks.pub/intercultural/?p=25#h5p-26>

[Downloadable version of the lecture slides.](#)

Cultural Values: Examples

Note: The information presented below is not for comparison



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://ecampusontario.pressbooks.pub/intercultural/?p=25#h5p-27>



Reflection Note

Identifying your Cultural Values

For this activity, you can choose to [download and use this document](#), or use the form below.

If you choose to complete with the online version, identify the cultural values you connect with most and then answer the questions at that follow.



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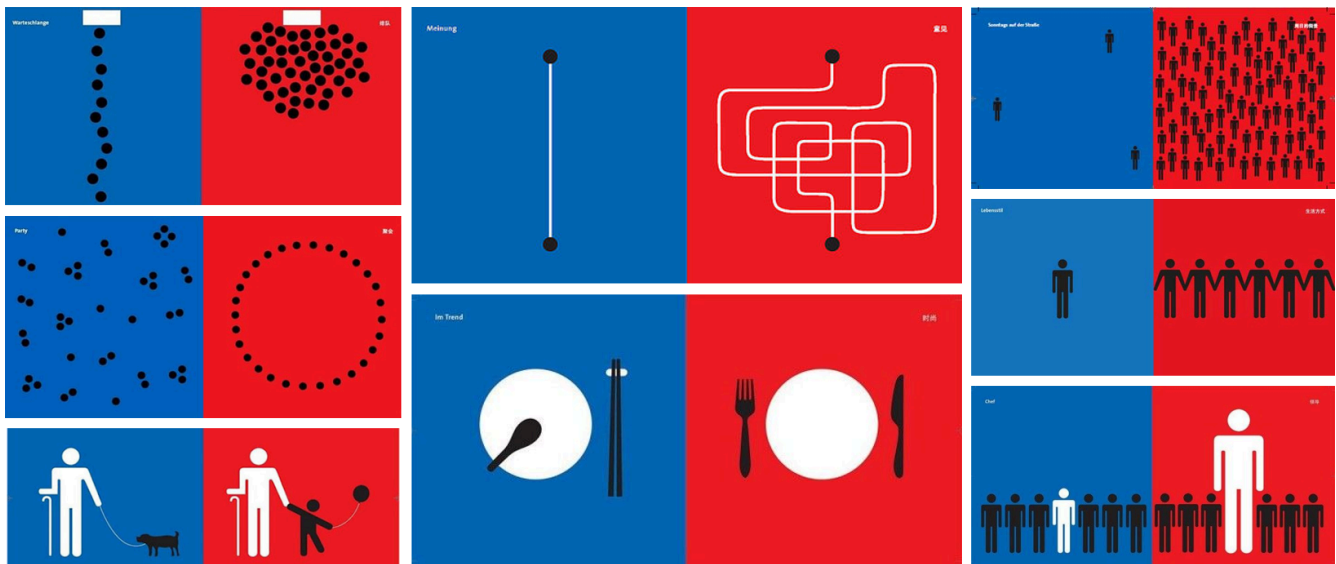


Cultural Knowledge and Dimensions

Now that you are aware of cultural values, and how our various beliefs, norms, and social practices shape our very existence, let us talk about cultural knowledge, and dimensions, and how we can use these dimensions to make comparisons among prevalent world cultures.

The concept of cultural dimensions is based on the idea that there are fundamental topics every culture has to deal with. Anthropologists and sociologists sought to define cultural dimensions in order to make different cultures comparable. Thus, dimensions can help to analyze cultural differences and their consequences.

Culture General Frameworks work with various cultural dimensions to provide a general perspective for comparing and contrasting cultures. Let us now take a deep dive to understand these dimensions and how they are used by popular culture general frameworks namely Hofstede's Six-Dimensional Model, and Edward Hall's High-Low Content Cultural Communication Dimensions.



Graphical representation of contrasting cultural dimensions.



Culture-Specific and Culture General Knowledge Frameworks

In this video, you will be concentrating on culture-specific and culture general knowledge. You will learn about Confucian and the First Nation cultures, and how to use the culture general frameworks to compare and analyze various cultural dimensions.



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[Downloadable version of the lecture slides.](#)



Hofstede's Six Cultural Dimensions Model

While human nature is inherited, culture is learned; however, individuals within all cultures vary based on differences, preferences, values, and experiences. Hofstede identifies cultural dimensions that are globally applicable and are reflected in all aspects of life, including family life, child-rearing practices, education, employment, and health care practices. Watch the video to know more about Hofstede's six-dimensional framework.

Also, visit the link to 2.1 below to view how Hofstede's dimensions are summarized on world maps, and also learn further about the cultural dimensions from Hofstede himself.



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<https://ecampusontario.pressbooks.pub/intercultural/?p=25#h5p-29>

[Downloadable version of the lecture slides.](#)

If you're interested in reading more about Hofstede's Cultural Dimensions Model explore [2.1 Hofstede's Cultural Dimensions – Maps of the World](#).



High vs Low Context Cultures

The concepts of high context and low context refer to how people communicate in different cultures. Differences can be derived from the extent to which meaning is transmitted through actual words used or implied by the context. In this video, we are going to explore Edward Hall's High and Low Context Culture General Framework.



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[Downloadable version of the lecture slides.](#)

Note: Although Edward Hall's High and Low communication cultures refer to the values cultures place on indirect and direct communication, we should avoid stereotyping people based on the countries they may come from. We must keep in mind that high-context and low-context styles are not mutually exclusive. Each has its place and is preferred at different times or with different people, and thus we should not designate any individual or culture.



Check Your Understanding



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You've completed Module 2!

Time to break out the donuts!



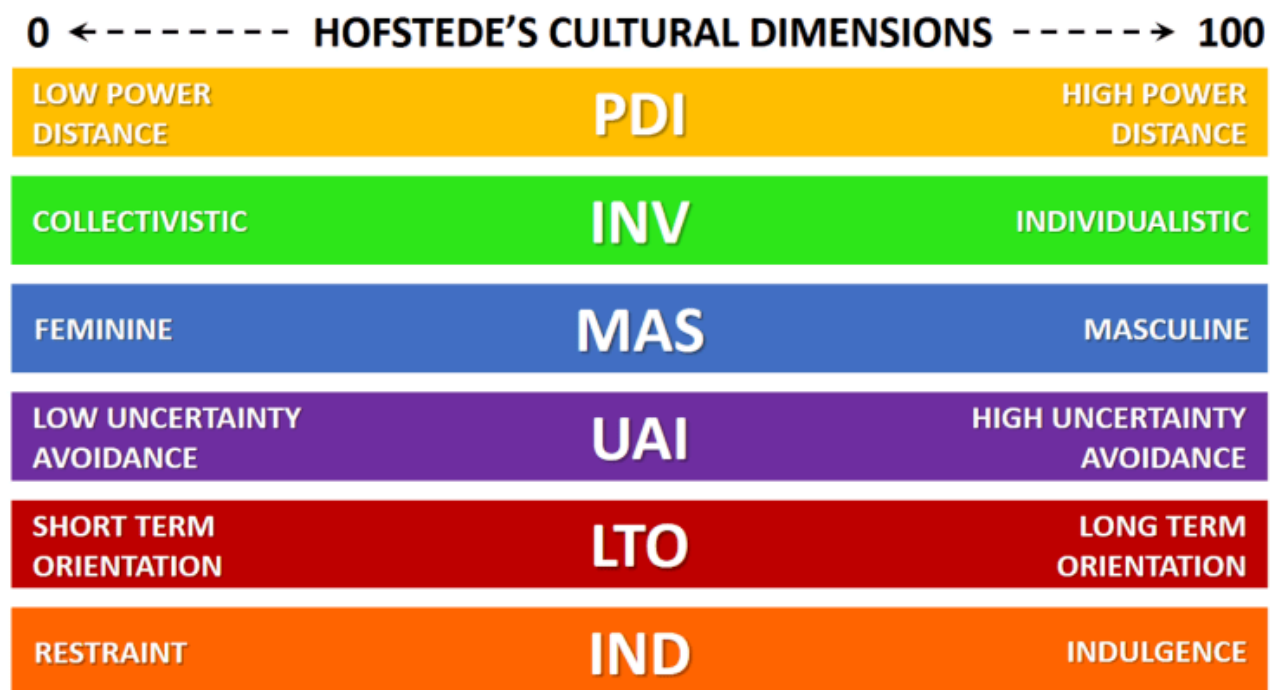
What's coming up?

Now you can move on to [Module 3.0 Unconscious Bias & Visioning](#) from the menu at the left. [2.1 Hofstede's Cultural dimensions – Maps of the World](#) is further reading if you are interested in digging deeper into the concept of cultural dimensions.

2.1 Hofstede's Cultural Dimensions - Maps of the World



Hofstede's Cultural Dimensions



This section is for your information only if you would like to know more about Hofstede's Cultural Dimensions

Hofstede's cultural dimensions have two extreme poles that can be numbered with the values 0 and 100. The following dimension maps are based on this cultural dimension model. Each dimension has been derived by comparing many, but not all, countries in the world.

The findings are summarized into six world maps of the distribution of that dimension. Of course, in

reality, there can be quite a bit of within-country variation; these maps should be seen as rough ‘climate maps’ of culture.¹

For each dimension, we have included a brief ten-minute video in which Geert Hofstede explains that dimension. We have already covered the dimensions in lectures earlier. These videos are for your reference. You will see a visual of the corresponding map overlaid on the video. You can click on the map to see a larger version.

Power Distance



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Collectivism – Individualism



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Femininity – Masculinity



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Uncertainty Avoidance



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1. Source: Geert Hofstede: [6d-model-of-national-culture](#)

Long-term Orientation



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<https://ecampusontario.pressbooks.pub/intercultural/?p=27#h5p-36>



What's coming up?

Thanks for reading further and checking out the *Maps of the World!* Now you can move on to *Module 3.0 Unconscious Bias & Visioning* by using the menu at the left or the navigation at the bottom of this page.

3.0 Unconscious Bias & Visioning



Unconscious Bias & Visioning Checklist

Please complete the readings and activities before continuing to Module 3.1

- ☐ Read about how biases are formed
- ☐ Compare & contrast between explicit and implicit bias
- ☐ Read the definition of unconscious bias
- ☐ Watch Kimberly Papillon's video on unconscious bias
- ☐ Read "Did you know?" section on unconscious biases
- ☐ Watch the Youtube video "Blindspots: Challenge Assumptions"
- ☐ Reflection Note: Understanding Unconscious Bias – What this means to you



By the end of this module you will be able to:

- Identify the definition of unconscious bias.
- Identify one test you can commit to taking/debriefing from project implicit (the IAT).
- Craft/draft an interculturally effective vision of yourself at your highest and best.

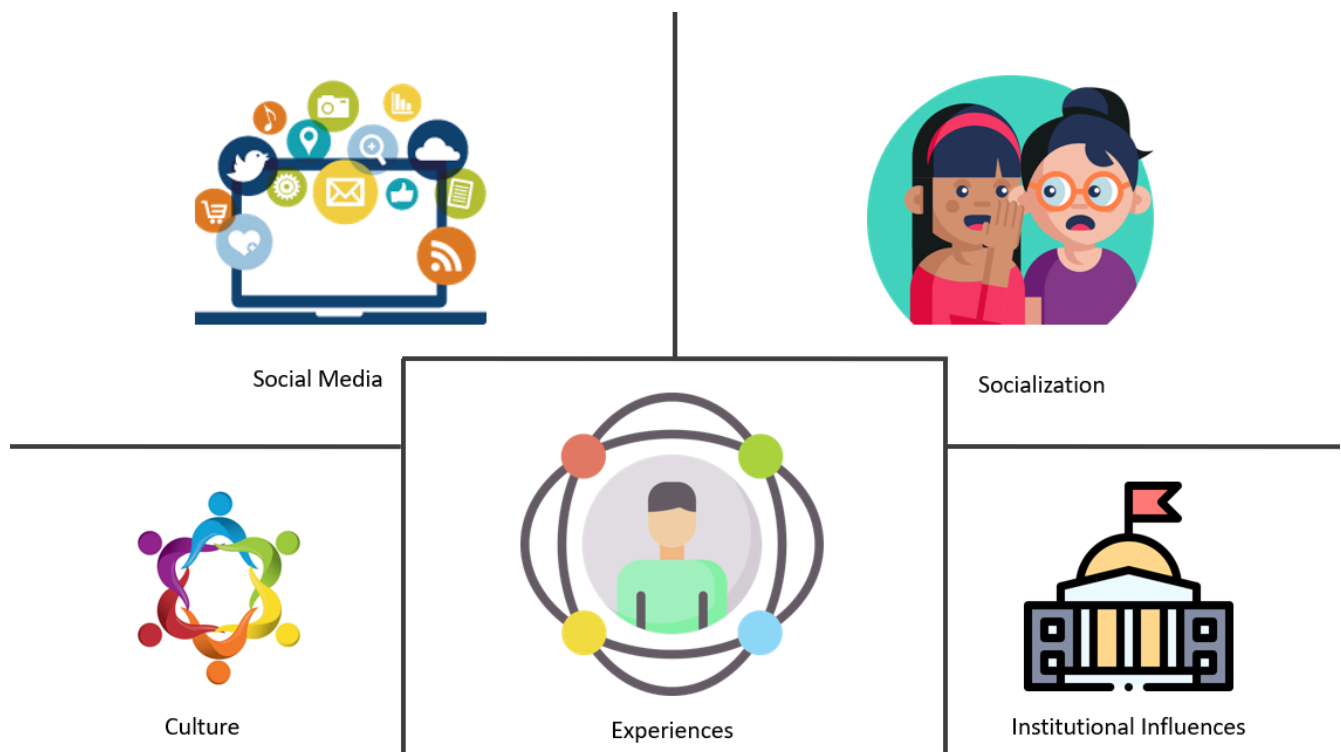
“Deconstructing our unconscious bias takes consistent work. We can’t address it once and be done. We need to recognize these unwanted, deep-rooted beliefs and limit their influence on us.”


Source: [Unconscious Biases](#)



How are Biases Formed?

Biases are shortcuts our brain forms based on culture, our own experiences, things other people tell us, and institutional influences.





How are Biases Formed?

Biases are shortcuts our brain forms based on our culture, experiences, things other people tell us, institutional influences and other external influences such as social media.

When faced with situations or people, we use mental maps and patterns to classify them by making a number of automatic associations. Not surprisingly, our perceptions and assumptions based on these automatic associations are not always correct.

Because our unconscious biases tend to be ingrained, it takes some work to disrupt them, but it can be done through active reflection and practising inclusive behaviors.

Adapted from Microsoft Diversity training, eLearning Unconscious Bias



Explicit and Implicit / Unconscious Biases

Consider the following scenario:



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Now, consider the scenario below:



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Unconscious Bias Defined

Unconscious bias is a quick and often inaccurate judgment based on limited facts and our own life experiences. People can be biased about just about anything — not just things like gender, skin colour, or age, but also things like communication style or what someone does in their free time. Unconscious bias is not intentional — it's part of the lens through which we see the world.

In our everyday lives, when people don't fit our internalized expectations, we can sometimes have difficulty seeing their talents, motivations, and potential clearly — which can mean we interact with them less effectively.

When we understand how biases influence our behavior, we can take action to create an inclusive culture — one where everyone can contribute, innovate, and provide solutions.

Source: Adapted from Microsoft Diversity training, Unconscious Bias

Learn more about bias from **Kimberly Papillon, Esq.** Judicial Educator, Consultant, Regular Faculty at the National Judicial College.



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Often, unconscious bias can be difficult to spot because it is not the same as explicit bias or blatant bigotry.

For instance, perhaps you consider yourself to be a very open-minded, liberal person who would never use pejorative language about any group of people, but you would still quickly cross the street if you see a group of shaved heads with cigarettes stuck in their teeth walking towards you on the sidewalk.

Or, maybe when providing anecdotes to friends and family regarding people who have annoyed or irritated you in some way, you make sure to mention the race or ethnicity of those who are different from that of your own.

Have a look at some of the examples below:

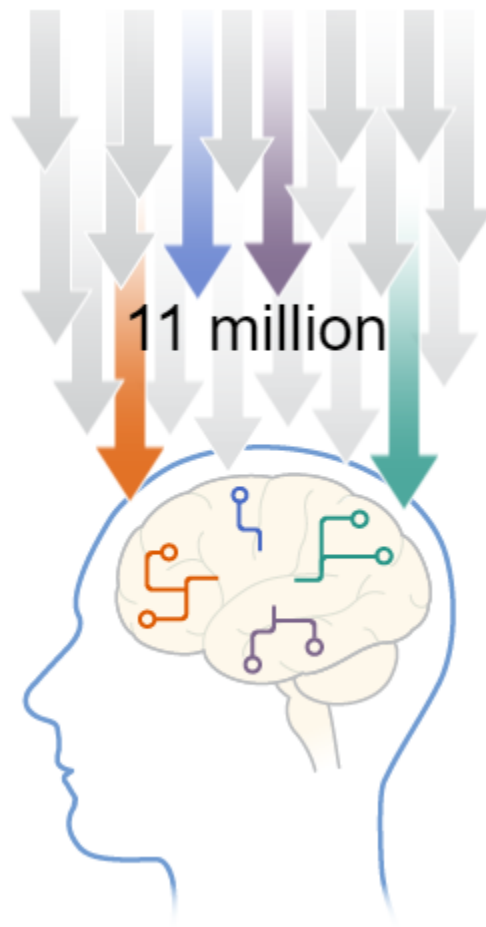


Image Source: [CQ Your Bias workshop](#)

Further Reading: [What is unconscious bias?](#)



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Now you know that our brains are wired to make assumptions, which can sometimes be off base. We may think it's an honest mistake, but science calls it a blind spot or unconscious bias. So are you ready to challenge your assumptions?



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Reflection Note

Understanding Unconscious Bias | What This Means to You?

This reflection activity encourages you to think about your approach to addressing the assumptions or blind spots that you may develop while engaging with others. You can complete this activity in any way that you prefer – Word document, PDF, PPT, visual, audio, video, etc. We have also provided you with an online form below so that you can capture your reflections and export a copy of your work.



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Let us now embark on a journey to explore how our deep-rooted ways of thinking can have a significant influence on our attitudes and behavior and can limit possibilities for ourselves and others.

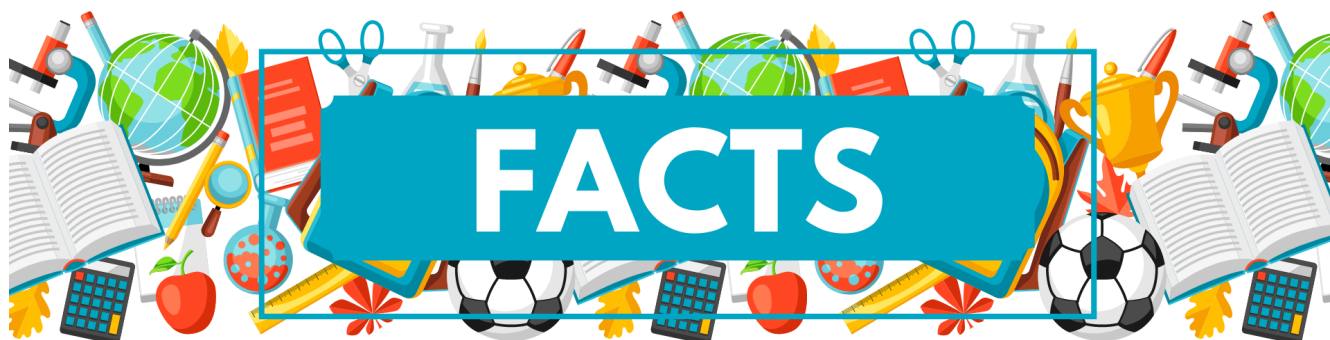




What's coming up?

You've completed: *3.0 Unconscious Bias & Visioning*, you can move on to *3.1 Facts* by using the menu at the left or the navigation at the bottom of this page.

3.1 Facts



Facts Checklist

Please complete all of the readings and activities before continuing to part 3.2.

- ☐ Read and Reflect on Facts 1-6
- ☐ Reflection Note: The Trusted Team Activity
- ☐ Complete Project Implicit's Unconscious Bias Test
- ☐ Read & watch YouTube video on Heuristics
- ☐ Reflect on how Heuristics can lead to Biases
- ☐ Read and Reflect on Combatting Unconscious Biases



Facts



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What Are Heuristics and Why Do They Matter?

As we move throughout the world, we process large amounts of information and make many choices with limited amounts of time. Hence when information is missing, or an immediate decision is necessary, heuristics act as “rules of thumb” that guide our behavior down the most efficient pathway.

Heuristics are the name given to your brain’s mental reflexes and rapid insights. The human mind can only handle so much information at once, so the brain develops these shortcuts to help you compensate for limitations on time, mental energy, and information. In summary, the mind uses heuristics to simplify decision-making.

Heuristics are created due to prior experiences, and people often give these mental reflexes names such as common sense, intuition, or prejudice. But these shortcuts aren’t always optimal. In fact, heuristics are often inflexible toward change.

Source: <https://www.psychologytoday.com/ca/basics/heuristics#understanding-heuristics>



How Heuristics can Lead us to Mistaken Conclusions?



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How Heuristics Sometimes Leads to Cognitive Biases

How Cognitive Biases Shape Our World?



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Now that you’re familiar with how our mind is susceptible to various kinds of unconscious biases, the

role of heuristics, and how they can impact our mind to form different kinds of cognitive biases, check the infographic below for more information. Are there any that have tricked you recently?

20 COGNITIVE BIASES THAT SCREW UP YOUR DECISIONS

1. Anchoring bias.

People are **over-reliant** on the first piece of information they hear. In a salary negotiation, whoever makes the first offer establishes a range of reasonable possibilities in each person's mind.



2. Availability heuristic.

People **overestimate the importance** of information that is available to them. A person might argue that smoking is not unhealthy because they know someone who lived to 100 and smoked three packs a day.



3. Bandwagon effect.

The probability of one person adopting a belief increases based on the number of people who hold that belief. This is a powerful form of **groupthink** and is reason why meetings are often unproductive.



4. Blind-spot bias.

Failing to recognize your own cognitive biases is a bias in itself. People notice cognitive and motivational biases much more in others than in themselves.



5. Choice-supportive bias.

When you choose something, you tend to feel positive about it, even if that **choice has flaws**. Like how you think your dog is awesome — even if it bites people every once in a while.



6. Clustering illusion.

This is the tendency to **see patterns in random events**. It is key to various gambling fallacies, like the idea that red is more or less likely to turn up on a roulette table after a string of reds.



7. Confirmation bias.

We tend to listen only to information that confirms our **preconceptions** — one of the many reasons it's so hard to have an intelligent conversation about climate change.



8. Conservatism bias.

Where people favor prior evidence over new evidence or information that has emerged. People were **slow to accept** that the Earth was round because they maintained their earlier understanding that the planet was flat.



9. Information bias.

The tendency to **seek information when it does not affect action**. More information is not always better. With less information, people can often make more accurate predictions.



10. Ostrich effect.

The decision to **ignore dangerous or negative information** by "burying" one's head in the sand, like an ostrich. Research suggests that investors check the value of their holdings significantly less often during bad markets.



11. Outcome bias.

Judging a decision based on the **outcome** — rather than how exactly the decision was made in the moment. Just because you won a lot in Vegas doesn't mean gambling your money was a smart decision.



12. Overconfidence.

Some of us are **too confident about our abilities**, and this causes us to take greater risks in our daily lives. Experts are more prone to this bias than laypeople, since they are more convinced that they are right.



13. Placebo effect.

When **simply believing** that something will have a certain effect on you causes it to have that effect. In medicine, people given fake pills often experience the same physiological effects as people given the real thing.



14. Pro-innovation bias.

When a proponent of an innovation tends to **overvalue its usefulness** and undervalue its limitations. Sound familiar, Silicon Valley?



15. Recency.

The tendency to weigh the **latest information** more heavily than older data. Investors often think the market will always look the way it looks today and make unwise decisions.



16. Salience.

Our tendency to focus on the **most easily recognizable features** of a person or concept. When you think about dying, you might worry about being mauled by a lion, as opposed to what is statistically more likely, like dying in a car accident.



17. Selective perception.

Allowing our expectations to

18. Stereotyping.

Expecting a group or person to

19. Survivorship bias.

An error that comes from

20. Zero-risk bias.

Sociologists have found that

[20 Cognitive biases that screw up your decisions.pdf](#)



Outsmarting Yourself

By now, you should be aware that you, too have blindspots, although what they are is not as important as acknowledging that they exist. The good news is that whatever they are, you can outsmart them.

Let us now dive deep to understand the techniques that we can use as an individual to combat our unconscious biases.



What's coming up?

You've completed: *3.1 Facts*, you can move on to *3.2 Aligning & Crafting Your Vision* by using the menu at the left or the navigation at the bottom of this page.

3.2 Aligning & Crafting Your Vision



Aligning & Crafting Your Vision Checklist

Please complete the readings and activities before attending the final synchronous session.

- ☐ Read the How to Combat Unconscious Bias Tool Kit
- ☐ Read the Golden, Silver, and Platinum Rules
- ☐ Watch Trecia's video on Crafting Your Vision
- ☐ Reflection Note: Crafting Your Own Vision
- ☐ Attend the final synchronous session (don't forget to bring your collection of reflection notes from Modules 2 & 3)



How to Combat Unconscious Bias as an Individual



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Always Remember the Three Rules





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<https://ecampusontario.pressbooks.pub/intercultural/?p=41#h5p-46>

This is the last leg of your journey for this online workshop. Throughout this course, you have been guided to broaden your outlook, cultivate an open attitude, become aware of yourself, develop awareness of others, and understand various cultural differences via established cultural general frameworks. Now you will summarize your learnings and make an effort towards crafting your own vision that would exhibit your intercultural competence and self-efficacy.



Reflection Note

In this video, your instructor guides you on how to align and draft your own vision. You are required to submit your drafted visions as part of your Module 2 & 3 Reflection Notes Assignment in order to complete this course.

You can complete this activity in any way that you prefer – Word document, PDF, PPT, visual, audio, video, etc. [You can download the vision template here.](#) We have also provided you with an online form below so that you can capture your reflections and export a copy of your work.



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You've completed all of the Intercultural Modules!

Time to take a breath, relax, and pat yourself on the back.

Special Thanks

Special thanks to the [Brock Human Rights and Equity Office](#) and extra special thanks to [Brock University Centre for Pedagogical Innovation](#).

The author would also like to thank her amazing unicorn son for ongoing inspiration and cheerleading.

This project is made possible with funding by the Government of Ontario and through eCampusOntario's support of the Virtual Learning Strategy (VLS) and Central Virtual Learning Platform (CVLP). To learn more about VLS and CVLP visit: <https://vls.ecampusontario.ca>.