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Intercultural Communication: Responding to cultural specifics and universals



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Total duration

3 hours, including three 15 minute break



Number of participants

minimum: 6, maximum: 20



Target group

- Administrative staff members providing support to international PhD students, academics and researchers.
- Academic staff members providing support to international PhD students, academics and researchers.
- Research institutions support staff interested in internationalisation of their institutions.
- Higher education staff members engage or interested in:
 - support services for incoming PhD Students and academics,
 - intercultural communication,
 - cultural differences,
 - cultural universals.
- Newly hired staff members of higher education institutions whose duties involve support for international PhD students, academics and researchers.



Training goals

Deepen the recognition of cultural differences and to apply this in effective communication with foreigners.

**Points to be covered**

1. Cultural specifics and core values
 2. Universal features of human communication
 3. Cognitive Bias Codex
 4. Intersectionality
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**Training materials**

1. [PowerPoint presentation](#)
 2. Sources to interactive learning:
 - [Cultural Atlas](#)
 - [Cognitive Bias Codes](#)
 3. [Additional materials](#)
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Suggestions for prospective trainers

This module offers insights into two rich sources of knowledge used in intercultural communication:

1. [Cultural Atlas](#)¹

“The Cultural Atlas is an educational resource providing comprehensive information on the cultural background of Australia’s migrant populations. The aim is to improve social cohesion and promote inclusion in an increasingly culturally diverse society”². “All published content in the Cultural Atlas is the result of a collective effort between researchers, editors and members of the Australian community that have cross-cultural identities or familiarities”³.

In this training, the Cultural Atlas serves as an incentive to get to know more about cultures (in general). However, it cannot be treated as a universal tool to be applied to individuals within a particular culture.

2. [Cognitive Bias Codex](#)⁴

It is a radial diagram of cognitive biases grouped into categories, which was arranged and designed by John Manoogian III. Categories and descriptions originally by Buster Benson. The source link leads to Wikipedia articles, which can be used to create translated or updated versions.

The trainers shall be familiar with both materials. Moreover, before the training, the trainer should also make sure they are familiar with the following terms and concepts:

- **Intercultural communication:** “(...) all communication is in a sense ‘intercultural,’ that the ‘culture’ in question depends both on the multiple situatedness of individuals in various social categories and on their choice of which available discourse to deploy, and that ‘avoiding miscommunication’ requires an understanding of the situations from which individuals speak”⁵. Communication is intercultural not because people come from different countries but because people have multiple social identities.
- **Cognitive bias:** patterns of systematic errors which affect our perception⁶.
- **Cultural universal:** “an element, pattern, trait, or institution that is common to all known human cultures worldwide”⁷.
- **Ethnicity:** “a grouping of people who identify with each other on the basis of shared attributes that distinguish them from other groups. Those attributes can include common sets of traditions, ancestry, language, history, society, culture, nation, religion, or social treatment within their residing area”⁸. It is also advisable to consult the work of Thomas Hylland Eriksen, a Norwegian anthropologist who provides an important approach to group identification: *Ethnicity and Nationalism*⁹ and *Ethnicity without groups* by Rogers Brubaker¹⁰.
- **Ethnic stereotypes:** “(...) part of a system of beliefs about typical characteristics of members of a given ethnic group, their status, societal and cultural norms”¹¹.

1. Cultural Atlas, <https://culturalatlas.sbs.com.au/> [access: 31.01.2023].

2. Ibidem.

3. Cultural Atlas, <https://culturalatlas.sbs.com.au/about> [access: 31.01.2023].

4. Wikipedia, *Cognitive Bias Codex*, https://upload.wikimedia.org/wikipedia/commons/6/65/Cognitive_bias_codex_en.svg [access: 31.01.2023].

5. Breidenbach, J., Nyiri, P, *Intercultural Communication: An Anthropological Perspective*, *International Encyclopedia of the Social & Behavioral Sciences*, Elsevier 2015, pp. 357-361, <https://doi.org/10.1016/B978-0-08-097086-8.12203-2> [access: 31.01.2023].

6. Wikipedia, *Cognitive Bias Codex*, https://upload.wikimedia.org/wikipedia/commons/6/65/Cognitive_bias_codex_en.svg [access: 31.01.2023].

7. Wikipedia, *Cultural universal*, https://en.wikipedia.org/wiki/Cultural_universal [access: 31.01.2023]. Check also Cultural universal at The LibreTexts, [https://socialsci.libretexts.org/Bookshelves/Sociology/Introduction_to_Sociology/Book%3A_Sociology_\(Boundless\)/03%3A_Culture/3.01%3A_Culture_and_Society/3.1C%3A_Cultural_Universals](https://socialsci.libretexts.org/Bookshelves/Sociology/Introduction_to_Sociology/Book%3A_Sociology_(Boundless)/03%3A_Culture/3.01%3A_Culture_and_Society/3.1C%3A_Cultural_Universals) [access: 31.01.2023].

8. Wikipedia, *Ethnic group*, https://en.wikipedia.org/wiki/Ethnic_group [access: 31.01.2023].

9. Eriksen T. H., *Ethnicity and Nationalism*, Pluto Press, London 2015, <https://doi.org/10.2307/J.CTT183H0H1> [access: 31.01.2023].

10. Brubaker R., *Ethnicity without groups*, *European Journal of Sociology / Archives Européennes De Sociologie*, 43(2)/2002, pp. 163-189, <https://doi.org/10.1017/S0003975602001066> [access: 31.01.2023].

11. Wikipedia, *Ethnic stereotypes*, https://en.wikipedia.org/wiki/Ethnic_stereotype [access: 31.01.2023]. Check also: Your Dictionary, *Glossary of Cultural Anthropology*, <https://grammar.yourdictionary.com/glossaries/glossary-of-cultural-anthropology.html> [access: 31.01.2023].

- **Intersectionality:** multiple situatedness of individuals in various social categories¹².
- **Moral foundations theory (Moral matrix):** “Moral Foundations Theory was created by a group of social and cultural psychologists ([see us here](#)) to understand why morality varies so much across cultures yet still shows so many similarities and recurrent themes. In brief, the theory proposes that several innate and universally available psychological systems are the foundations of “intuitive ethics.” Each culture then constructs virtues, narratives, and institutions on top of these foundations, thereby creating the unique moralities we see around the world, and conflicting within nations too”¹³.

Moral matrix consists of 6 foundations:

1. **Care/harm:** This foundation is related to our long evolution as mammals with attachment systems and an ability to feel (and dislike) the pain of others. It underlies virtues of kindness, gentleness, and nurturance.
2. **Fairness/cheating:** This foundation is related to the evolutionary process of reciprocal altruism. It generates ideas of justice, rights, and autonomy.
3. **Loyalty/betrayal:** This foundation is related to our long history as tribal creatures able to form shifting coalitions. It underlies virtues of patriotism and self-sacrifice for the group. It is active anytime people feel that it’s “one for all, and all for one”.
4. **Authority/subversion:** This foundation was shaped by our long primate history of hierarchical social interactions. It underlies virtues of leadership and followership, including deference to legitimate authority and respect for traditions.
5. **Sanctity/degradation:** This foundation was shaped by the psychology of disgust and contamination. It underlies religious notions of striving to live in an elevated, less carnal, more noble

way. It underlies the widespread idea that the body is a temple which can be desecrated by immoral activities and contaminants (an idea not unique to religious traditions).

6. **Liberty/oppression:** This foundation is about the feelings of reactance and resentment people feel toward those who dominate them and restrict their liberty. Its intuitions are often in tension with those of the authority foundation. The hatred of bullies and dominators motivates people to come together, in solidarity, to oppose or take down the oppressor”¹⁴.

Additional resources:

1. [The moral matrix that influences the way people vote](#)¹⁵
2. [The 6 moral foundations of politics](#)¹⁶
3. [Moral Foundation Theory – a new way to understand brands](#)¹⁷
4. [Jonathan Haidt’s website](#)¹⁸
5. [The Righteous Mind](#) - book’s website¹⁹
6. Jonathan Haidt’s TED talks, e. g. [The moral roots of liberals and conservatives](#)²⁰.

The moral foundation theory aims at generalisation. Therefore, it has to be balanced with intersectionality. Nothing can be free from our social and cultural identifications. To get to know more, see [The Moral Psychology of Raceless, Genderless Strangers. Perspectives on Psychological Science](#)²¹ by N. Hester and K. Gray.

Participants with experience in the international environment may be familiar with some concepts. Nevertheless, the training aims to provide a deeper perspective on communication and influence individual attitudes towards intercultural communication. It will not provide answers on how to act in specific situations. Instead, it will help participants be more aware of the communication situations they enter.

A humanities or social sciences background will be helpful in delivering adequate examples and theoretical framing.

12. Wikipedia, *Intersectionality*, <https://en.wikipedia.org/wiki/Intersectionality> [access: 31.01.2023].

13. MoralFoundations.org, <https://moralfoundations.org/> [access: 31.01.2023].

14. Ibidem.

15. Gjerstoe N., *The moral matrix that influences the way people vote*, The Guardian 14.11.2016, <https://www.theguardian.com/science/head-quarters/2016/nov/14/the-moral-matrix-that-influences-the-way-people-vote> [access: 31.01.2023].

16. Wax T., *The 6 moral foundations of politics*, The Ethics & Religious Liberty Commission 28.01.2015, <https://erlc.com/resource-library/articles/the-6-moral-foundations-of-politics/> [access: 31.01.2023].

17. Jigsaw Research, *Moral Foundation Theory – a new way to understand brands*, <https://www.jigsaw-research.us.com/section-1-a-new-way-to-understand-brands/> [access: 31.01.2023].

18. Jonathan Haidt’s website, <https://jonathanhaidt.com/> [access: 31.01.2023].

19. The Righteous Mind - book’s website, <https://righteousmind.com/> [access: 31.01.2023].

20. Haidt J., *The moral roots of liberals and conservatives*, https://www.ted.com/talks/jonathan_haidt_the_moral_roots_of_liberals_and_conservatives?utm_campaign=tedspeak&utm_medium=referral&utm_source=tedcomshare [access: 31.01.2023].

21. Hester, N., Gray, K., *The Moral Psychology of Raceless, Genderless Strangers, Perspectives on Psychological Science*, 15(2)/2020, pp. 216-230. <https://doi.org/10.1177/1745691619885840> [access: 31.01.2023].

During the training with a focus on a specific country, the trainer is encouraged to:

- use examples from their own international experience,
- ask participants to offer additional resources.

For training delivered in a specific organisation:

- use the exact names of the department and offices engaged in the process,
- invite all actors who are involved in the process.

During the training, participants will be asked to consult web pages. Therefore, IT equipment and access to the Internet must be provided.




Expected learning outcomes




With the completion of the training, the participant will be able to:

1. Distinguish between universal and specific features of human communication.
2. Understand the core values in intercultural communication.
3. Take into consideration the impact of cognitive bias.
4. Be more open to communication with people from different cultural backgrounds.
5. Enjoy working in a multicultural setting to a greater degree.




Training scenario

Time	Most important content	Training materials	Guidelines for trainers	Desired outcome	<input checked="" type="checkbox"/>
5'	<p>Welcome</p> <p>Trainer's presentation</p> <p>Presentation of the UniWeliS project</p> <p>Training agenda</p>	PowerPoint presentation	Welcome should be short and clear. It is important to provide information on trainer's experience in the field and/or the reason why the training is organised.	Welcome and introduction.	<input type="checkbox"/>
10'	<p>Exercise: The corners and molecules</p> <p>What do the participants have in common?</p> <p>Participants are first introduced to each other by their name and 1-3 other characteristics.</p> <ol style="list-style-type: none"> The trainer asks in how many countries participants have spent more than one month. They go to the corresponding numbered corner. The trainer asks how many languages participants speak other than their native one. Participants again move to the relevant numbered corner. People may also specify which languages they speak in groups. As the last element, people may share their educational background and/or leisure interests and create "molecules" of common interests. 	<p>Stickers for participants to write their names on in capital letters.</p> <p>Stickers for numbering the four corners (1 to 4+).</p>	<p>Participants are asked to step into a specific corner (clockwise) according to the corresponding number.</p> <p>Corners are numbered 1, 2, 3, 4plus. People move between them.</p> <p>In molecules of common interest - people share what they studied and what they do to relax (e.g. hiking, cycling, travelling, cooking, reading, volunteering).</p>	<p>This introduction gives information relevant for intercultural background of participants.</p> <p>It also aims to establish initial trust amongst participants and to nourish their future cooperation.</p>	<input type="checkbox"/>

Time	Most important content	Training materials	Guidelines for trainers	Desired outcome	
10'	<p>The training contract (optional)</p> <ol style="list-style-type: none"> 1. The trainer asks what the participants wish to take with them from the training. Each participant specifies one expected outcome. 2. The trainer asks what the participants are willing to do for it. Each participant specifies (pay attention, participate actively, use in practice). 3. The group sets mutually agreed rules of communication. 	<p>Large-sized piece of paper - for the expectations and contract, markers or board + markers</p> <p>It is more fun if the points appear in drawings of symbolic objects (approximate squares with handles/ stars):</p> <ol style="list-style-type: none"> 1. A suitcase of expectations 2. A handbag of commitment 3. A passport of connection 	<p>The trainer asks participants what is important for them in the training and writes all the information on the large-sized piece of paper or shared slide.</p> <p>In the third point the trainer reminds the participants to switch off social networks and notifications, how to present their ideas (raising hands), and informs the participants about the expected length of modules and breaks (45 minutes /15 minutes).</p>	Establishing the rules of training.	
5'	<p>The trainer introduces the structure of each section and the four areas of intercultural communication:</p> <ol style="list-style-type: none"> 1. Communication, culture, core values and cultural specifics 2. Universals and moral foundations 3. Cognitive bias 4. Intersectionality 	PowerPoint presentation	<p>It is important that all the participants have the same starting point and basic understanding of the topic.</p> <p>Let the participants find their own working definitions in groups of three, then merge and join with your own definitions later.</p> <p>In each working definition the trainer may first give space to a brainstorming of participants, depending on the size of the group.</p> <p>For ease of reference, the section number will be placed in the upper left corner of the PP presentation each time it is related.</p>	Establishing operational definitions.	

Time	Most important content	Training materials	Guidelines for trainers	Desired outcome	
10'	<p>1. Communication, culture, core values and cultural specifics</p> <p>In the first section the trainer introduces communication, culture, core values and cultural specifics, which prepares the participants for the first interactive exercise.</p>	PowerPoint presentation	The trainer presents the concepts and leads participants to the first exercise.	Introduction to the topic.	
30'	<p>Exercise: Cultural Atlas</p> <p>This part offers insights into efficiently structured cultural specifics.</p> <p>Instruction:</p> <p>Each group selects two different cultures, ideally not from the same continent. Everybody finds section on core concepts. Participants share their insights with members of their group. After each group has discussed two differing cultural patterns, they come back together.</p>	<p>Large sheet of paper for each group</p> <p>Device to access the webpage of the Cultural Atlas</p>	<p>Descriptions in Cultural Atlas have different lengths, so it is recommended to check whether the selected countries have similarly extensive descriptions. The trainer may select it beforehand.</p> <p>Each participant may use their own device (or one device may be used per pair) to open the Cultural Atlas' webpage.</p> <p>4 groups should be formed. Participants count out using the following names: apple, pear, plum, cherry. The same fruits come together.</p> <p>Participants write the core concepts on a large paper. This is important as they will return to it later on.</p> <p>This part gives the participants a useful source to be helpful in future encounters with foreigners.</p> <p>Approximately 20 minutes work in groups of four, then listen to each other next 10 minutes all together.</p>	<p>Discovering knowledge and connectedness.</p> <p>Participants may refer to experienced differences in cultural patterns and what needs they serve.</p>	

1. Cultural Atlas, <https://culturalatlas.sbs.com.au> [access: 31.01.2023].



Time	Most important content	Training materials	Guidelines for trainers	Desired outcome	
5'	<p>Summary: How do we decode culture</p> <p>We have just witnessed how diverse we are.</p> <p>The slide “How do we decode culture” provides 4 tools that are used to decode (understand) other cultures:</p> <ol style="list-style-type: none"> 1. Questionnaires and ethnographic observations, which deliver information on how people want to be seen and how they behave, are complex and time consuming. Therefore, during the training this way of work will not be taken into consideration. Participants will focus instead on data interpretation. Using 3 tools: 2. Cognitive biases 3. Cultural Atlas 4. Moral matrix <p>Tools for understanding variability differ in their methodology. In everyday practice, we rarely can do qualitative research or analyse how institutions shape identities. However, we can make ourselves aware of moral emotions (foundations).</p> <p>Most cultural specifics are a variation on the theme of cultural universals. This part of training aims to take a closer look at some of them.</p>	PowerPoint presentation	This is a bridge to other parts. Why is it important? To gain a different perspective on what people have been taking for granted.	Conclusion and introduction to the next parts of the training.	
5'	<p>2. UNIVERSALS AND MORAL FOUNDATIONS (Moral Matrix)</p> <p>In the second section the trainer introduces:</p> <ul style="list-style-type: none"> • Universals • Moral foundations (emotions) 	PowerPoint presentation	The trainer makes an introduction to the topic and presents the concept of universals.	Introduction to the topic.	

Time	Most important content	Training materials	Guidelines for trainers	Desired outcome	<input checked="" type="checkbox"/>
10'	<p>Exercise: We grasp moral matrix through our own belonging to communities</p> <p>Instruction: How to grasp moral foundations? What is driving our actions?</p> <p>In pairs consider what counts in different social roles you have (parents, siblings, co-workers, members of groups of interests, etc.) by answering the following questions (for each role):</p> <ol style="list-style-type: none"> 1. How do we care? 2. Loyalty - to whom? 3. Where do we feel equal? 4. Who is an authority? 5. What makes us proud? 6. What is holy for us? 	PowerPoint presentation	<p>In pairs, participants talk about their experiences as members of their communities.</p> <p>Possible answer: We take care as parents/siblings/friends in a group where we expect equality, though we respect the authority, experiencing pride in our achievements; we can consider common meals, signs, language, songs, etc. to be holy.</p>	Understanding the moral matrix in practice.	<input type="checkbox"/>
5'	<p>Core concepts and moral matrix</p> <p>Core concepts previously discussed in exercise: Cultural Atlas are not invariably diverse. Let us see what kinds of needs they address.</p> <p>Core concepts are not owned by any specific national group, though they are often attributed to the ethnicity. This happens when a particular trait is popularised as if it belonged to a particular nation or as if all people of that nation had to have it. It is also recognizable as a part of national stereotype.</p>	Participants are back together and randomly giving examples.	<p>The trainer addresses the following questions:</p> <ul style="list-style-type: none"> • Do you remember the core concepts of the 2 countries? Go back to them. What circle would they coincide with? • What needs may be addressed by each core value? • In what perspective can you see the ethnic stereotypes you have noticed in Cultural Atlas now? 	Shift of a common perspective.	<input type="checkbox"/>
5'	<p>Why do the core concepts fit into the moral matrix?</p> <p>Summarise the previously given examples. Most quoted core concepts are listed on the slide. The core concepts fit into the moral matrix because of our evolutionarily driven advantages. Survival of the fittest means that only those who can adapt to changing circumstances will endure. "The fittest" in general does not exist, the idea is fully circumstantial, hence the variability between people, but it coexists with common themes (in this case of the moral matrix).</p>	PowerPoint presentation	12,000 years of our sedentary life are like 5 minutes out of 24 hours of highly mobile Homo Sapiens. Therefore, people are predisposed to act in their daily life - according to the group with whom they belong (like in exercise: We grasp moral matrix through our own belonging to communities).	Evolutionary framing.	<input type="checkbox"/>

Time	Most important content	Training materials	Guidelines for trainers	Desired outcome	<input checked="" type="checkbox"/>
15'	<p>Active break: Introduction to Moral foundation theory</p> <p>This break can be joined with studying the key moral foundations table² as indicated on the slide. It should stay on the screen throughout the whole break as the print on it is quite small.</p> <p>The diagram of moral foundations on the slide and how it is monetised is available here³.</p>	PowerPoint presentation	The table has small letters, and many may need to come closer to be able to read it. The groups should be able to move and have an active break.	Introduction to Moral foundation theory.	<input type="checkbox"/>
10'	<p>3. COGNITIVE BIAS</p> <p>The trainer introduces cognitive biases:</p> <ul style="list-style-type: none"> • How do we communicate given our biases? • What is cognitive bias? 	PowerPoint presentation	The trainer provides definition and make an introduction to the topic.	Introduction to the topic.	<input type="checkbox"/>

2. Six key moral foundations, <https://www.jigsaw-research.us.com/wp-content/uploads/2020/07/Moral-Foundations.png> in: Jigsaw Research, *Moral Foundation Theory – a new way to understand brands*, <https://www.jigsaw-research.us.com/section-1-a-new-way-to-understand-brands/> [access: 31.01.2023].

3. Jigsaw Research, *Moral Foundation Theory – a new way to understand brands*, <https://www.jigsaw-research.us.com/section-1-a-new-way-to-understand-brands/> [access: 31.01.2023].

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35'	<p>Exercise: Cognitive Bias Codex</p> <p>The trainer explains what cognitive bias is, then introduces the exercise: Cognitive Bias Codex .</p> <p>This part helps participants to reflect on human universals interactively. The objective is to show the universal features of communication regardless of our origin.</p> <p>Participants are divided into 4 groups (by counting to 4, or assigning colours, the same numbers/colours go together). Each group is asked to study one quarter of the matrix:</p> <p>Group 1: What should we remember? Group 2: Too much information Group 3: Not enough meaning Group 4: Need to act fast</p> <p>Instruction 1:</p> <p>Please see the Cognitive Bias Codex and study your quarter closely for 5 minutes. You are free to click on a particular bias and study its meaning. Then in next 10 minutes decide in your small group on two biases you would select to present to all training participants. If possible, try to think of situations in which you saw the bias at work. Agree on who presents for the group.</p> <p>Instruction 2:</p> <p>In the next 20 minutes when we are all together let us listen to your selections. Each of the groups has 5 minutes to present 2 biases with examples, optionally also with a small icon/pictogram representing a particular bias.</p> <p>Summary:</p> <p>The trainer asks open questions:</p> <ul style="list-style-type: none"> • Do you remember how we discussed ethnic stereotypes? • Where do you think ethnic stereotyping may fit within the Codex? 	<p>4 large pieces of paper - one for each group, markers</p> <p>Board, magnets - to attach the lists of biases and make them visible for all in the last part of the session.</p>	<p>Each participant may use their own device and open the interactive webpage.</p> <p>Participants first study the matrix on their own (5 minutes), then agree on a selection of two biases in the group (10 minutes). They then present to the whole group and give an example how they encountered the biases (4x5minutes).</p> <p>In the last part the participants put the sticker in the corresponding quarter of the matrix.</p> <p>When wrapping up, the trainer points out which of the mentioned biases may play a part in intercultural communication (5min).</p> <p>Participants reflect on the interaction of previously discussed core concepts with biases in mind.</p>	<p>Tool for understanding of various kinds of common cognitive traps.</p> <p>Optional question for a final quiz:</p> <ul style="list-style-type: none"> • List several examples of cognitive biases 	

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5'	<p>Reflection: Understand cognitive bias</p> <p>Participants are asked to answer the following questions:</p> <ul style="list-style-type: none"> • In what ways can you make diverse examples from the Codex relevant to your daily work? • Try to select a bias which you have noticed in your team recently. 	PowerPoint presentation	<p>The trainer asks open questions.</p> <p>Possible answers:</p> <p>”The IKEA effect is a cognitive bias in which consumers place a disproportionately high value on products they partially created“⁴.</p> <p>The team preparing the Welcome Centre for first incoming researchers will assign a higher value to its own “product”.</p>	Applying theory into everyday work. Planning implementations.	<input type="checkbox"/>
15'	Active break: Cognitive bias codex	PowerPoint presentation	Cognitive biases codex ⁵ is presented on the slide.	Processing information from the exercise.	<input type="checkbox"/>
0'	4. INTERSECTIONALITY	PowerPoint presentation	This part starts with the exercise.	n/a	<input type="checkbox"/>
10'	<p>Specify which animals you can see</p> <p>The trainer asks participants: What is in the picture? At first, participants usually only notice and name animals. After a while, they discover a strange substitution of surfaces. Our minds are easily tricked. We see “the colours”.</p> <p>In the picture, the forms communicate. If such an illusion works even with a simple picture, it works also in intercultural communication.</p> <p>There are many other variables in intercultural communication than ethnicity, which is often noticed first.</p>	PowerPoint presentation	<p>Let each participant presents their request, then other participants may reflect on it.</p> <p>Trainers should devote some time to a final reflection on the challenges presented during the training.</p> <p>This part shows how much any so-called cultural feature changes when juxtaposed to another variable.</p>	Shift of a common perspective.	<input type="checkbox"/>
5'	<p>What is intersectionality?</p> <p>Discussion of intersectionality: paying the same attention to age, gender, vocational background and social position of the respective parties.</p>	PowerPoint presentation	The trainer introduces the concept of intersectionality.	Introduction to the topic.	<input type="checkbox"/>

4. Wikipedia, *IKEA effect*, https://en.wikipedia.org/wiki/IKEA_effect [access: 31.01.2023].

5. Wikipedia, *Cognitive Bias Codex*, https://upload.wikimedia.org/wikipedia/commons/6/65/Cognitive_bias_codex_en.svg [access: 31.01.2023].

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10'	<p>Flexibility of group identification</p> <p>Reflection on participants' observations from previous encounters. Identities are flexible - in what way?</p> <p>The picture with fish is a metaphor of one species in different relations, social roles, places, age, etc.</p> <p>Participants may like to share "their fish" (identities) in different situations.</p>	PowerPoint presentation	<p>The trainer may share their own „fish“ (identities) and ask participants to share theirs.</p> <p>At this point, it's worth pointing out that, according to Thomas Hylland Eriksen, a Norwegian anthropologist, individuals who are members of multiple groups based on different principles (class, ethnicity, gender, occupation, religious and political beliefs and others) are less likely to be uncompromisingly invested in conflict than those who define their entire person in relation to a single group (such as a racial or ethnic group). Eriksen also highlights the possibility of stepping out of the polarity of the "We-They" and thus framing ethnic contrast in a non-conflicting way as "We-hood and us-hood" in the sense of seeing oneself equally through the eyes of the other.</p>	Understanding the concept of identities.	<input type="checkbox"/>
15'	<p>Exercise: Communication patterns in a flow</p> <p>Instruction:</p> <p>Go back to the Cultural Atlas⁶.</p> <p>Select two cultures, go to the section on communication and share how communication will change if we apply the following variables:</p> <ul style="list-style-type: none"> • age, • gender, • socio-economic status, • education, life experience, • social groups, regions, • corporate identity > ethnicity? 	PowerPoint presentation	<p>Participants work in the same groups.</p> <p>The trainer studies the section on communication beforehand and for the groupwork selects cultures which can be discussed concisely and are known to the trainer.</p>	The aim is to discover that no ethnic stereotype is valid in general.	<input type="checkbox"/>

6. Cultural Atlas, <https://culturalatlas.sbs.com.au> [access: 31.01.2023].

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10'	<p>Exercise recapitulation: Variables of intercultural communication</p> <p>The trainer asks the groups for reflection.</p> <p>Question: How may your descriptions from Cultural Atlas change if you take into account the variables on the right?</p>	PowerPoint presentation	<p>Participants have to find examples of “exceptions to the rule”. One by one, there will be so many exceptions that it will be easier to get rid of the stereotype as such.</p> <p>Possible answers: Some Slovaks are seen as not smiling enough during the first contact with foreigners. It does not mean they are not warm enough in general, but that their English is in some cases not proficient.</p>		<input type="checkbox"/>
10'	<p>Applying intersectional approach</p> <p>Question: In what ways can you make intersectionality relevant in your current work?</p>	PowerPoint presentation	<p>Possible answers: My friend is a black woman working in the University of California, Los Angeles (UCLA). Her academic identity is more to her than her skin colour or gender, even after work. While on holiday in Eastern Europe, however, her academic identity is much less relevant.</p>	Applying theory into everyday work. Planning implementations.	<input type="checkbox"/>
10'	<p>Summary of the training</p> <p>Summarise the points that were discussed earlier in three areas:</p> <ul style="list-style-type: none"> • Adaptability • Multiple identities • What-counts-as-what 	PowerPoint presentation	<p>The trainer presents the final conclusions and allows the participants to add comments and their own reflections.</p> <p>There are four slides with numerous conclusions, including tips for effective communication.</p>	Recapitulation of the training.	<input type="checkbox"/>
15'	<p>Return to “suitcase acquisitions” (optional)</p> <p>The trainer encourages participants to share what they take with them from this session.</p>	Flipchart	The trainer jots down and sums up the relevant aspects of the session.	Closing	<input type="checkbox"/>

Additional materials

Time	Most important content	Training materials	Guidelines for trainers	Desired outcome
15'	<p>The most influential values¹</p> <p>Open infographic What do we care about most?². Find your own country or region and relate to others.</p> <p>Discuss how your findings may be relevant for your intercultural encounters.</p>	Infographic	The trainer should remember that the presented infographic presents simplifications (average result) for a given area.	Noticing commonalities and differences. Preparation for intercultural contact.
15'	<p>The values and their tradition³</p> <p>Open infographic What qualities should children be encouraged to learn?⁴</p> <p>Find your own country or region and relate to others.</p> <p>Discuss how your findings may be relevant for your intercultural encounters.</p>	Infographic	The trainer should remember that the presented infographic presents simplifications (average result) for a given area.	Noticing commonalities and differences. Preparation for intercultural contact.
15' – 60'	<p>EURAXESS Intercultural Assistant⁵ – self-training tool</p> <p>There are four sections:</p> <ol style="list-style-type: none"> 1. What Is Culture?, which explores basic notions about culture. 2. Boost Your Intercultural Competence, which introduces intercultural communication and intercultural competence on the basis of the intercultural experiences of participants. 3. Compare Cultures, which explores cultural differences and allows comparisons on the basis of Hofstede's dimensions. 4. Socialising, which contains practical tips for adaptation. 	Webpage	<p>Intercultural Assistant provides conventional information on intercultural communication.</p> <p>The trainer needs to be aware that works of Geert Hofstede are subject to criticism⁶.</p>	Self-training

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Time	Most important content	Training materials	Guidelines for trainers	Desired outcome
20'	Complexity of culture The danger of a single story ⁷ by Chimamanda Adichie	Video	“Our lives, our cultures, are composed of many overlapping stories. Novelist Chimamanda Adichie tells the story of how she found her authentic cultural voice - and warns that if we hear only a single story about another person or country, we risk a critical misunderstanding” ⁸ .	Broaden viewers’ perspective.
11'	How empathy shaped our civilisation The Empathic Civilisation ⁹ by Jeremy Rifkin	Animation	“In this lively animation, bestselling author, political adviser and social and ethical prophet Jeremy Rifkin investigates the evolution of empathy and the profound ways that it has shaped our development and our society” ¹⁰ .	Broaden viewers’ perspective.
12'	How “divided brain” affects western culture The Divided Brain – The Making of Western World ¹¹ by Ian McGilchrist	Animation	“Renowned psychiatrist and writer Ian McGilchrist explains how our ‘divided brain’ has profoundly altered human behaviour, culture and society” ¹² .	Broaden viewers’ perspective.

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