



Q-SER

Unit 2:

**“The intercultural approach in public
management”**

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Erasmus+

Learning objectives

When you have completed this unit, you will be able to use this material as a trainer in your own classroom.

1. You will learn the basic meaning of intercultural communication and what it is comprised of,
2. You will learn the skill-set you need as a mediator
3. You will learn how to understand the cultural values and contexts of the target groups you work with.

Culture, Civilisation (Pederson & Ivey, 1993)

- Ethnicity
- nationality
- Language
- Religion
- Social status
- Sex
- Age
- Educational background
- Profession
- Economic standing
- Area of living

Culture

- Culture = capacity + complexity + complexity = tricky and unpleasant term
- Culture = system of internal + external rules = group survival

Basic terms, meanings

1. Cultural: (inter) interaction and reciprocity, solidarity and accepting any divergent, even if this is strange and foreign to us, or even recognisable, constitutes the connection and contact of people from different cultures – this is the broader sense
2. Multicultural: the existence of equality between different ethnic groups and cultures, while containing the right to self-existence and autonomous development - relates to the coexistence of cultures.

Consider and reflect on the terms above for your own educational contexts.

In general, the political acceptance and integration policies in Greece:

- Started recently from the years 1990
- they are mainly implemented in the framework of co-financed European programs and not as autonomous schemes of the country's immigration policy.
- They aim at integrating refugees and immigrants
- They include interventions for all foreigners or for specific groups (eg women, children, etc.

The philosophy is to:

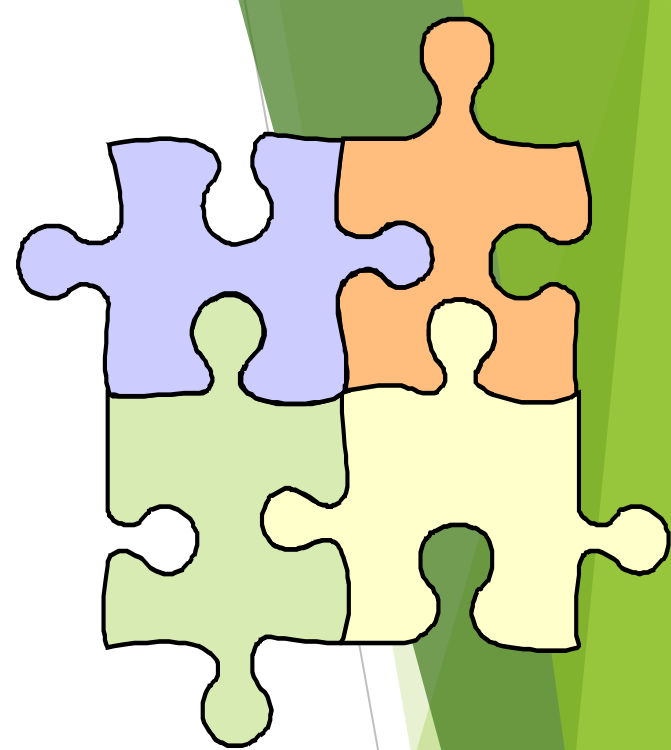
**Guide
Inform
Support
Empower**



**Become familiar with structures
Claiming basic human rights
interaction with the wider social
community**



Social inclusion



The means to achieve goals: Intercultural Communication

- Intercultural education (in the wider term)
- Principles of intercultural communication: Empathy, Solidarity, intercultural respect, peaceful, non-nationalistic ways of thinking. (Kanakidou & Papagianni, 1998)
- Intercultural counselling (Specific)
- Guidelines for psychologists and professionals assisting ethnic minorities / groups (American Psychological Association – <http://www.apa.org>)

Intercultural Communication

- It is not neutral
- Is comprised by a wide range of objects and topics
- Combines knowledge from different disciplines

The dimensions of the intercultural communication model.

- Be able to recognise the individual uniqueness = personal and national characteristics
- Expanding the classic skill-set
- Setting goals and adopting individual strategies, taking into account cultural diversity (race, gender, etc.)
- Setting the therapeutic relationship into the social cultural context of the individual

The professional should:

- Avoid the potential of a "cultural entrapment" by reviewing their own values, attitudes and more.
- Understand the microcosm and personal perspective of their "different" mentee
- To develop the appropriate skills and intervention strategies
- Understand the role of the cultural element, e.g. how are decisions made, how is language used?

The basis for understanding

- Self-knowledge: (explanation: the cultural impact on both sides of the business relationship)
- Impact of cultural characteristics on everyday life of people
- Adopting and adapting new skills from professionals

Source: *Family Relation* (London & Devore, 1988)

National Council on Family Relations <http://www.jstor.org/>

Adopting and adapting new skills from professionals

- They do not change the way the mentors recognizes and encapsulates the element of diversity.
- That is, how he or she listens to verbal and non-verbal messages.
- Effective handling of the interpreter – intercultural mediator or correct judgment on when to intervene in the meeting and why.

Communication skills with an intercultural dimension

- Careful monitoring - active listening
- Open and closed questions
- Paraphrase
- Reflection of emotions - empathy
- Summary

Basic elements – cultural differences

- The concept of time e.g. delays
- The silence
- The concept of death
- The expression of emotions
- The emphasis on different values
- Exploiting personal and other sources of information (family, social network, religion, health, political beliefs, education, work, attitudes, expectations, skills, etc.)

Basis for understanding

- Knowledge of the human behavior motives
- Respect for professional values and ethics

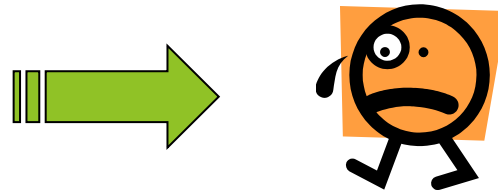


The triptych of success

- Knowledge: intercultural knowledge
- Awareness: intercultural awareness
- Skills: Intercultural skills

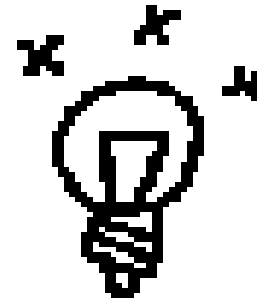
Consequences

- The variety of knowledge and ability to use it
- Feeling ineffective at work when dealing with or working with populations from different ethnicities



Safeguards

- **Supervision**
- **Feedback**
- **Education**
- **Personal effort**
- **Self-knowledge - dealing with biases**



Summary

You have concluded the unit “*The intercultural approach in public management*” and have learned:

1. That the mentor / consultants needs to consider own biases, stereotypes and ways of thinking before assisting ethnic groups,
2. That proper consideration to basic meanings and terms need to have been understood,
3. That a skill-set needs to be in place to work with target group members.