

INTERCULTURAL CARE IN THE SOCIAL AND HEALTHCARE SECTOR (I-CARE)

MODULE 10: VALIDATION OF A COMPETENCE ON THE EXAMPLE OF “INTERCULTURAL COMPETENCE”

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Module 10 Validation of Intercultural Training Assessment Pack

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Project Information

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1. Introduction and how to validate your Competence

The final assessment relates to your *intercultural competence*.

We would like you to reflect on your competence levels before the I-CARE training and after.

The LEVEL5 procedure follows these steps:

- ◆ Reflect about your learning context and identify your learning objectives in the given context – we will call this „learning project“. (If you wish to receive a certificate, you will have to describe your learning project briefly). In this context, the I-CARE training can be defined as your learning project.
- ◆ Get familiar with the competence description and the reference system for the *intercultural competence*.
- ◆ Do a first assessment of your competence at the beginning of the learning phase: identify your competence level in each of the three dimensions. Give reasons or examples that prove your rating.
- ◆ Pursue your learning objectives in the given context. Reflect about your personal development while doing the I-CARE training course.
- ◆ Do the second assessment at the end of the learning phase: Read the competence description and the reference system and identify your competence level in each of the three dimensions again. Give reasons or examples that prove your rating. If you wish to receive a certificate, also write a summary of the learning process for each dimension.

If you wish to receive a LEVEL5 certificate which evidences and visualises your learning progress, please document your learning activity and the outcomes of your assessment in the attachment “assessment pack”.

After you have finished the documentation, contact info@level5.de and receive your certificate within one week.

If you wish to use LEVEL5 after the end of the project, you may join the REVEAL association, who is owner of the software, to become a licensed partner. For further information please contact info@reveal-eu.org.

2. Your learning project template

By setting goals for what you want to learn and what you want your colleagues to learn in the given situation you will automatically increase the impact of your experience, because this will enable you to reflect more specifically about what is happening.

You may fill this template with support from the I-CARE team. It will help you to clarify the learning potentials.

Context of the learning project (e.g. company environment, individual counselling, etc.)	
Description (What/How/For whom)	
Target group(s)	
What is the aim you want to reach/ learning outcome you are aiming at?	
Activities/Methods carried out with the end users	
Expected Outputs/Results/Impact	
Timeframe	
Which competence(s) could you improve or develop? To get some inspiration you can look at the competence descriptions	
How can you evaluate your progress (and your colleague's) at the end of the learning project?	

Implementation Competence - what it involves

Competence Description: Intercultural competence

In a globalised world, people increasingly find themselves working with persons from different cultures. International exchange programs for working, as well as projects focused on different disadvantaged groups, place employees in situations where cultural awareness is of vital importance.

An employee with developed Intercultural competence is able to interact with people from different cultural, religious, social, ethnic, and educational backgrounds. The employee is aware that culture determines how individuals encode messages, what medium they choose for transmitting them, and the way messages are interpreted. The employee is able to communicate effectively and appropriately, being aware about the diversity of languages, codes and patterns existing in different cultures. He/she is aware of the cultural dimensions of his/her own behaviour and thinking. When faced with miscommunication, the employee seeks ways of discovering its roots and how to overcome them. The employee is respectful and values the contribution of others, being open to learn from other cultures.

Knowledge:

The employee...

- ◆ *knows that many aspects of one's cultures can be hidden and not immediately obvious;*
- ◆ *has knowledge about how culture shapes one's identity and worldview;*
- ◆ *has knowledge of ways to establish a relationship of trust and respect with people from a different cultural, social and religious background;*
- ◆ *has knowledge of relevant intercultural communication techniques;*
- ◆ *has knowledge about nonverbal communication patterns of other cultures;*
- ◆ *has knowledge of the cultural codes relating to behaviour and communication, e.g. politeness strategies in making requests;*
- ◆ *knows that solutions for achieving satisfactory communication between people from different cultural backgrounds are not universal, but context-specific;*
- ◆ *knows how to deal with situations of intercultural misunderstandings.*

Skills

The employee...

- ◆ *is open-minded and able to listen actively;*
- ◆ *is able to exchange knowledge and experiences with persons with different cultural background;*
- ◆ *is able to respond to others in non-judgemental ways;*
- ◆ *is able to give and receive feedback to and from other persons of different cultural background;*
- ◆ *is flexible in his/her communication strategies and able to adapt them according to the context;*
- ◆ *is able to reflect on own behaviour and to interpret it from different angles;*
- ◆ *is able to identify problems and find solutions in a culturally diverse group;*
- ◆ *can patiently seek out the roots of intercultural misunderstandings.*

Attitudes

The employee...

- *values cultural diversity and thinking without prejudice about cultural differences.*
- *has a positive attitude towards working together with people from different cultures.*
- *is empathetic and curious to learn more about others.*
- *views difference as a learning opportunity.*
- *has tolerance for ambiguity.*
- *is sensitive towards the nonverbal communication patterns in other cultures.*
- *respects others and their cultural, social and religious differences.*
- *is motivated to understand people from different cultural backgrounds and wants to be understood.*
- *wants to avoid conflicts and misunderstandings that may evolve from cultural differences.*

Reference System: Intercultural competence

Competence Assessment

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (knowledge for transfer)	Possessing thorough knowledge of one's own cultural frames of reference and the various possible patterns of cultural differences. Knowing how to make cultural differences visible and how to teach others strategies for effective communication.	Developing, constructing, transferring	Being able to put oneself in the shoes of others and apply a variety of intercultural approaches. Adjusting one's communicational style to accommodate people from other cultures. Being able to point out the differences in verbal and non-verbal communication and supporting others to communicate effectively.	Incorporation	Actively seeking out intercultural interactions. Willing to move beyond one's comfort zone. Constantly considering the cultural aspects of communication. Being motivated to help others discover the same aspects and improve their intercultural competence.
4	Knowing when (implicit understanding)	Knowing when to adapt a specific communication strategy based on a thorough understanding of the different culture. Understanding the possible ways intercultural misunderstanding can arise and what are the most suitable strategies for dealing with them.	Discovering acting independently	Actively collecting information about the communication features of other cultures and enriching one's own communication competence by transferring diverse elements to one's own context. Making use of critical thinking such as analysing, interpreting, seeking out relationships and causality, in order to interpret the world from other cultures' point of view.	Self-regulation, determination	Respecting and valuing the expressions of cultural differences. Being determined to overcome communication-based obstacles between people from different cultural backgrounds. Viewing difference as a learning opportunity. Being aware of one's own limitations and developing a tolerance for ambiguity.

3	Knowing how	Knowing how to anticipate the differences based on different cultural backgrounds and how to adapt one's own communication accordingly.	Deciding/ selecting	Being able to independently apply concrete strategies in intercultural communication such as active listening, observing, perceiving non-verbal signs.	Motivation/ appreciation	Valuing intercultural competence and being motivated to develop one's own intercultural communication by acquiring knowledge of different communication styles.
2	Knowing why (distant understanding)	Understanding that one's own culture is central to what people see, how they make sense of it, and how they express themselves. Knowing that different cultures impact people in a different way.	Using, imitating	Communicating by taking into account the cultural backgrounds of other people. Copying observed strategies for intercultural communication or adopting new ones under instruction.	Perspective taking	Accepting the existence of different ways of communication. Being curious towards cultural diversity. Wanting to know more about different communication styles.
1	Knowing what	Knowing that different cultures have different ways of communicating.	Perceiving	Recognising the existence of different styles of communication based on cultural backgrounds.	Self-oriented	Considering the benefits of culture sensible communication without experiencing a need to become active in this respect.

Knowledge Dimension:



My knowledge concerning intercultural competence

How to fill this grid: 1. Read the level titles and descriptions. 2. How would you rate yourself at the beginning and at the end (tick 1 box at the beginning and 1 box at the end) 3. Give concrete examples of what you knew at the beginning and at the end and write them in the 2 boxes behind your ticked ones.

1	2	3	4	4a	5	5b*
Level	Level Titles ¹	Level description Explanation	Time 1 (tick)	Give concrete examples of what you knew at the beginning to illustrate the chosen level	Time 2 (tick)	Give concrete examples of what you know at the end regarding entrepreneurship to illustrate the chosen level
5	Knowing where else (strategic transfer)	Possessing thorough knowledge of one's own cultural frames of reference and the various possible patterns of cultural differences. Knowing how to make cultural differences visible and how to teach others strategies for effective communication.	<input type="checkbox"/>		<input type="checkbox"/>	
4	Knowing when (implicit understanding)	Knowing when to adapt a specific communication strategy based on a thorough understanding of the different culture. Understanding the possible ways intercultural misunderstanding can arise and what are the most suitable strategies for dealing with them.	<input type="checkbox"/>		<input type="checkbox"/>	
3	Knowing how	Knowing how to anticipate the differences based on different cultural backgrounds and how to adapt one's own communication	<input type="checkbox"/>		<input type="checkbox"/>	

- ¹ Hints for describing the levels:
 Level 5: Evaluating/Creating (Transfer – Planning – Producing – Checking – Critiquing)
 Level 4: Analysing (Differentiating – Organising – Attributing)
 Level 3: Understanding (Explaining – Comparing)
 Level 2: Interpreting (Exemplifying – Summarising – Classifying)
 Level 1: Remembering (Recognising – Recalling)

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		accordingly.				
2	Knowing why (distant understanding)	Understanding that one's own culture is central to what people see, how they make sense of it, and how they express themselves. Knowing that different cultures impact people in a different way.	<input type="checkbox"/>		<input type="checkbox"/>	
1	Knowing what	Knowing that different cultures have different ways of communicating.	<input type="checkbox"/>		<input type="checkbox"/>	

How would you describe your development on the competence dimension 'knowledge' in one sentence?

Skills dimension:



My skills regarding intercultural competence

How to fill this grid: 1. Read the level titles and descriptions. 2. How would you rate yourself at the beginning and at the end (tick 1 box at the beginning and 1 box at the end) 3. Give concrete examples of what you were and are able to do and write them in the 2 boxes behind your ticked ones.

1	2	3	4	4a	5	5b*
Grade	Corresponding Level Titles ²	Level description Explanation	Time 1 (tick)	Give concrete examples of what you were able to do at the beginning to illustrate the chosen level	Time 2 (tick)	Give concrete examples of what you are able to do at the end to illustrate the chosen level
5	Developing, constructing, transferring	Being able to put oneself in the shoes of others and apply a variety of intercultural approaches. Adjusting one's communicational style to accommodate people from other cultures. Being able to point out the differences in verbal and non-verbal communication and supporting others to communicate effectively.	<input type="checkbox"/>		<input type="checkbox"/>	
4	Discovering acting independently	Actively collecting information about the communication features of other cultures and enriching one's own	<input type="checkbox"/>		<input type="checkbox"/>	

² Hints for describing the levels:

- Level 5: Constructing, transferring to different contexts, i.e. into private life, other fields/contexts
- Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)
- Level 3: Acting partly independently, choosing between options, selecting
- Level 2: Imitating, Acting without own impulse, acting when being instructed
- Level 1: Listening only, participating only, reception without action...

Assessment pack

		communication competence by transferring diverse elements to one's own context. Making use of critical thinking such as analysing, interpreting, seeking out relationships and causality, in order to interpret the world from other cultures' point of view.				
3	Deciding/ selecting	Being able to independently apply concrete strategies in intercultural communication such as active listening, observing, perceiving non-verbal signs.	<input type="checkbox"/>		<input type="checkbox"/>	
2	Using, imitating	Communicating by taking into account the cultural backgrounds of other people. Copying observed strategies for intercultural communication or adopting new ones under instruction.	<input type="checkbox"/>		<input type="checkbox"/>	
1	Perceiving	Recognising the existence of different styles of communication based on cultural backgrounds.	<input type="checkbox"/>		<input type="checkbox"/>	

How would you describe your development on the competence dimension 'skills' in one sentence?

Affective Dimension:



My attitudes and emotions concerning intercultural competence

How to fill this grid: 1. Read the level titles and descriptions. 2. How would you rate yourself at the beginning and at the end (tick 1 box at the beginning and 1 box at the end) 3. Give concrete examples of how you felt and which attitude you had in regard to the promotion of the implementation of age-sensitive career management in the corporate culture

1	2	3	4	4a	5	5b*
Grade	Corresponding Level Titles ³	Level description Explanation	Time 1 (tick)	Give concrete examples that illustrate the selected attitude level the beginning	Time 2 (tick)	Give concrete examples that illustrate the selected attitude level the end
5	Incorporation Internalisation	Actively seeking out intercultural interactions. Willing to move beyond one's comfort zone. Constantly considering the cultural aspects of communication. Being motivated to help others discover the same aspects and improve their intercultural competence.	<input type="checkbox"/>		<input type="checkbox"/>	
4	Affective self-regulation	Respecting and valuing the expressions of cultural differences. Being determined to overcome communication-based obstacles	<input type="checkbox"/>		<input type="checkbox"/>	

- ³ Hints for filling the level:
- Level 5: (group): influencing others (motivating/convincing others by own model,...)
 - Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)
 - Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)
 - Level 2: curiosity (interest in topic, being attracted, ...)
 - Level 1: no emotional reference to topic (only interested in own situation,...)

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		between people from different cultural backgrounds. Viewing difference as a learning opportunity. Being aware of one's own limitations and developing a tolerance for ambiguity.				
3	Appreciation Empathy	Valuing intercultural competence and being motivated to develop one's own intercultural communication by acquiring knowledge of different communication styles.	<input type="checkbox"/>		<input type="checkbox"/>	
2	Perspective taking	Accepting the existence of different ways of communication. Being curious towards cultural diversity. Wanting to know more about different communication styles.	<input type="checkbox"/>		<input type="checkbox"/>	
1	Self centred neutral	Considering the benefits of culture sensible communication without experiencing a need to become active in this respect.	<input type="checkbox"/>		<input type="checkbox"/>	

How would you describe your development on the competence dimension 'skills' in one sentence?