ICOPROMO
Intercultural Competence for Professional Mobility
Lisbon, October 9-10
CENTRO DE ESTUDOS SOCIAIS
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Leonardo da Vinci Programme (European Union)
2003-2006
PARTNERS

MANAGEMENT AND DEVELOPMENT TEAM

- Centro de Estudos Sociais, Univ. of Coimbra, Portugal (coordinator);
- Abteilung für Fachsprachen, Johannes Keppler Univ., Linz, Austria;
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- Anglia Ruskin University, Great Britain
PARTNERS

ADVISORY/CONSULTATIVE GROUP.

- Centro de Estudos e Formação Autárquica (Portugal);
- International Management Education (Finland);
- Siemens (Austria).
Objectives

- To make employers, experienced and young professionals and university students aware that the development of intercultural competencies demands formal education that is focused on this goal;

- To encourage personal fulfilment, active citizenship and social and professional inclusion by facilitating managers’ and workers’ mobility and by contributing with access to equal treatment at work of workers from ethnic minority groups who are disadvantaged and discriminated against for ethnic reasons and through misunderstandings at the level of intercultural communication and interaction;
Objectives

• To promote social dialogue by raising intercultural awareness, by stimulating intercultural respectful dialogue, by developing mediation skills, by attempting to remove all forms of discrimination and inequality based on cultural misunderstanding and devaluation, by fighting against exclusion, racism and xenophobia;

• To combine goals related to professional training and the strengthening of competitiveness with goals that are related to active citizenship and the promotion of social groups who are discriminated against for cultural reasons.
Approaches

- It identifies and recognises non-formal learning (cross-cultural experience) and uses it as the basis for formal education and further improvement;

- It promotes life-long and distance learning;

- It develops a critical cultural awareness of both native and foreign cultures.
IMPACT

• Short Term:

Target groups will:

- Question themselves about the assumptions, generalizations, stereotypes and attitudes that have been guiding their behaviours;

- Find new solutions for problems they have encountered previously;

- Develop a critical approach to intercultural contact, cooperation and learning.
IMPACT

- Long term

**Modules aim to:**

- Prepare a workforce that is ready to transform the potential for intercultural misunderstandings and conflicts in social and professional contexts into productive and creative dynamics;

- Provide some recommendations, guidelines and necessary tools in order to stimulate the development of personal and professional skills that will widen job opportunities and expand employer institutions’ activities.
ICOPROMO: Intercultural Competence for Professional Mobility

- Biography
- Emotional Management
- Communicative Interaction
- Intercultural Responsibility
- Ethnography
- Intercultural Interaction
- Diversity Management
- Working in Multicultural Teams
**INTERCULTURAL COMPETENCIES**

- *Competencies involve a combination of knowledge, skills, attitudes, values and behaviours* (*‘The Competency Workbook’, 2005 – “Mobility and Competency Project”, 2001-2004, CoE)*;
- *…the competencies that individuals need to meet their goals have become more complex, requiring more than the mastery of certain narrowly defined skills …* competencies understood to cover knowledge, skills, attitudes and values (PISA);
- *ability to interact in heterogeneous groups* Key competencies / broad categories (*DeSeCo, linked to PISA*)
INTERCULTURAL COMPETENCIES

»» Language can constrain thought and action; and it can also open them to new possibilities.

On competence, we have distinguished two warring interpretations, an operational and an academic interpretation. Both reveal their limitations in their very terminology: within the operational conception of competence, terms like ‘skill’ and ‘outcome’; and within the academic definition of competence, terms like ‘discipline’ and ‘objectivity’. Both set of terms constrain both thought and action, … (Barnett, R., 1994)

»»» The social logic of competence (B. Bernstein, 1996:56,67):
- There are no deficits;
- There are differences but no deficits;
- (Competence theories) have an emancipatory flavour;
- Reveals a shift in temporal perspective to the present tense.

Which discourse is appropriated depends more and more today upon the dominant ideology in the official recontextualizing field (ORF) and upon the relative autonomy of the pedagogic recontextualizing field (PRF)

»» The value of competence frameworks (Fleming, 2006)
* It is wrong to assume that competence statements are objective, neutral and devoid of values but their value may well lie in bringing those considerations to the fore and render them open to debate.
* The evolution of competence frameworks has the potential to pose questions about the purpose of knowledge and how it contributes to the good of society and the individual.
INTERCULTURAL MOBILITY

- 2006 – designated by the EC as the European Year of Workers’ Mobility;
- The world is moving from an era of migration to one of mobility … the countries are no longer divided strictly into sending and receiving countries, but were increasingly sending, receiving and even transit countries (Peter Sutherland, 2006, 7th meeting of the Commission on Population and Development)
- 2008 – declared by the EP as the European Year of Intercultural Dialogue
INTERCULTURAL MOBILITY

What does it mean to be:

• ‘interculturally mobile’?
• ‘interculturally competent’?

What does it mean to be:

• an ‘expatriate’?
• an ‘immigrant’?
• a ‘foreigner’?
• a ‘guest (worker)’?

What implications does it have in the individual/group professional performance within a multicultural team?
INTERCULTURAL MOBILITY

• The common feature of all mobile workers/individuals is that they are both carriers and producers of culture. They carry their cultural baggage(s) and, at the same time, they change. That is, they adapt, accommodate, integrate, incorporate, participate. In sum, they resist and create culture, although not in a linear, chronological manner;

• Therefore, individuals move not only across cultures but also on the edge of both the host and the immigrant community(ies) as they attempt to construct new communities, both at work and at home, as well as in-between. In the process, a renewed individual arises;
INTERCULTURAL COMPETENCE

• Intercultural competence is achieved when actual intercultural mobility fully happens. That is, when through different motivations, interpretations, strategies and goals – cognition, emotion, action and discourse interact in a common task, regardless of physical proximity;

• The effectiveness of such an undertaking is, to my understanding, measured by the accomplishment not only of corporate and individual strategic interests thorough goal-oriented persuasion but also of reciprocally favourable and respectful negotiation (Guilherme, 2000);

• That is, to the extent to which “mutually shared meaning and integrative goal-related outcomes” are achieved (Ting-Toomey & Oetzel, 2001);

• I view Intercultural Mobility, and therefore IC, as a ‘horizon’ which may be described as Janus-like, that is, it is not only a goal at which we always aim yet never fully reach but also a recurrent starting point;

• Intercultural Competence may also be perceived as a frame of mind which allows a cross-cultural encounter to become an intercultural relationship;

• In conclusion, intercultural competence requires an intercultural ethos at all levels: - state, organisation, workgroup, individual
Programme

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.