

# *Developing Intercultural (IC) Communication Competence*

**9<sup>th</sup>/10<sup>th</sup>/October, 2006**

**ICOPROMO  
International  
Conference, Lisbon,  
PORTUGAL**

---

Presented by:

Stella Ting-Toomey, Ph.D.

California State University, Fullerton

sting@fullerton.edu



## Presentation Objectives

Upon completion of the program, the participants will be able to:

---

- ◆ Identify key communication frameworks & themes associated with ICC competence
- ◆ Understand boundary-crossing and culture shock issues
- ◆ Recognize salient identity-negotiation issues from a domestic diversity perspective

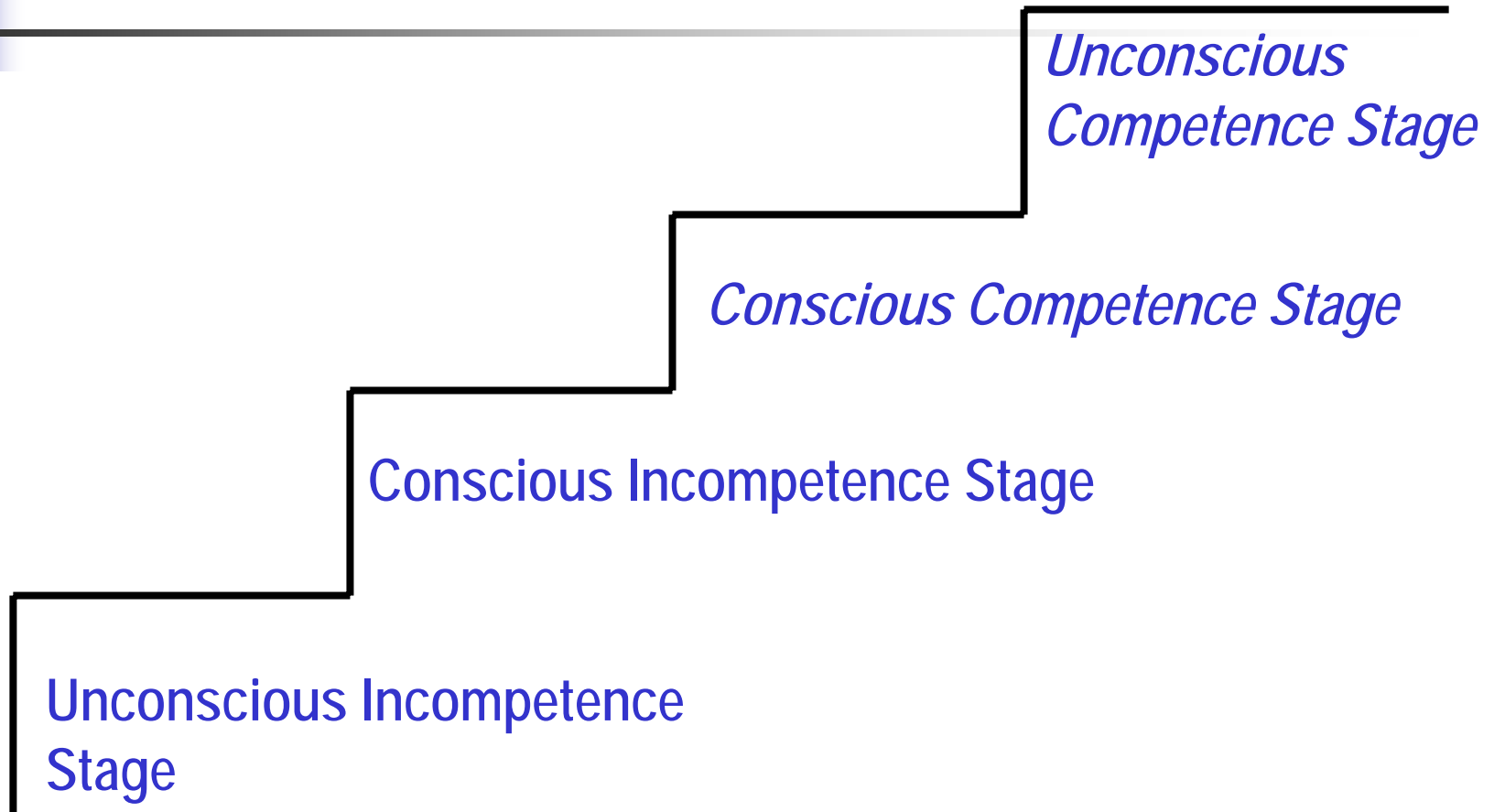


# *IC Communication Competence Leadership means...*

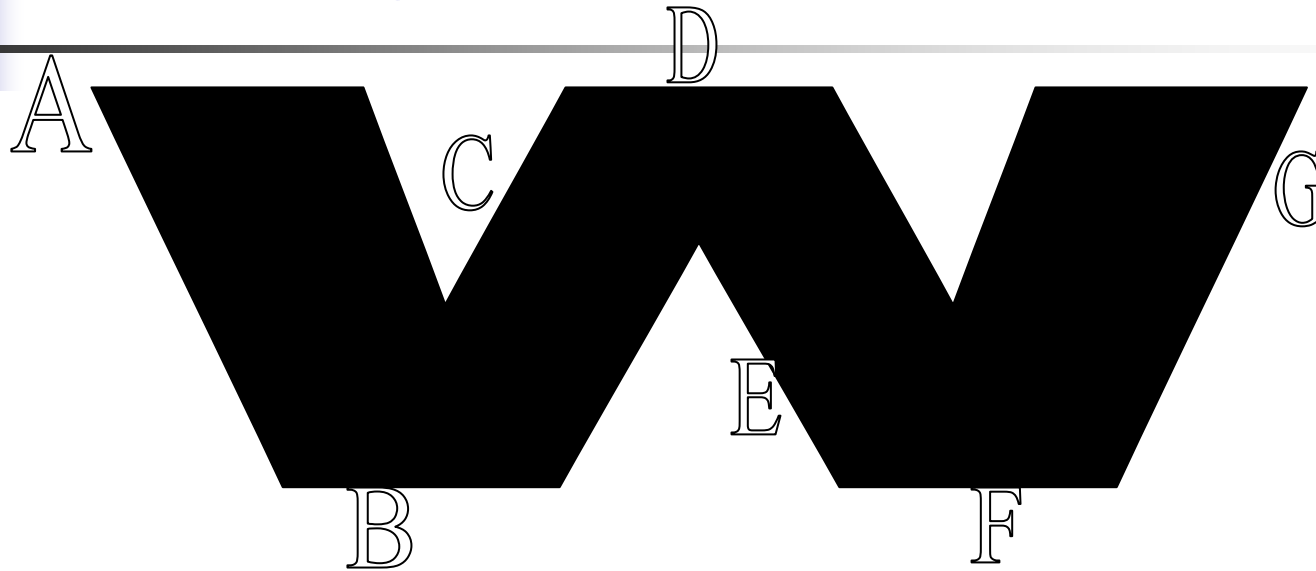
---

- *Acquiring Culture-Sensitive Knowledge to Motivate*
- *Developing an Ethnorelative Mindset or Attitude*
- *Cultivating Cultural Self-Awareness & Other-Awareness and Diverse Communication Styles*
- *Practicing Competent IC Communication Skills*
  
- *Holding an Integrative Systems Lens on Global, Local, Organizational, & Personal Culture Levels*

# Four-Stage Intercultural Communication Competence: A Staircase Model



# *Understanding Intercultural Adjustment Patterns . . .*



A: Honeymoon Stage

B: Hostility Stage

C: Humorous/Rebounding Stage

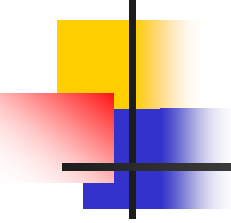
D: In-sync Stage

E: Ambivalence Stage

F: Re-entry culture shock Stage

G: Re-socialization Stage

Revised W-shaped adjustment model—by Stella Ting-Toomey, 2005



# *The A. B. C. D. of Culture Shock*

---

- *Affective Overloads and Anxiety*
- *Behavioral Bumps & Clashes*
- *Cognitive Disorientations & Uncertainty*
- *Decoding & Meaning Mismatches*

# Culture refers to....



---

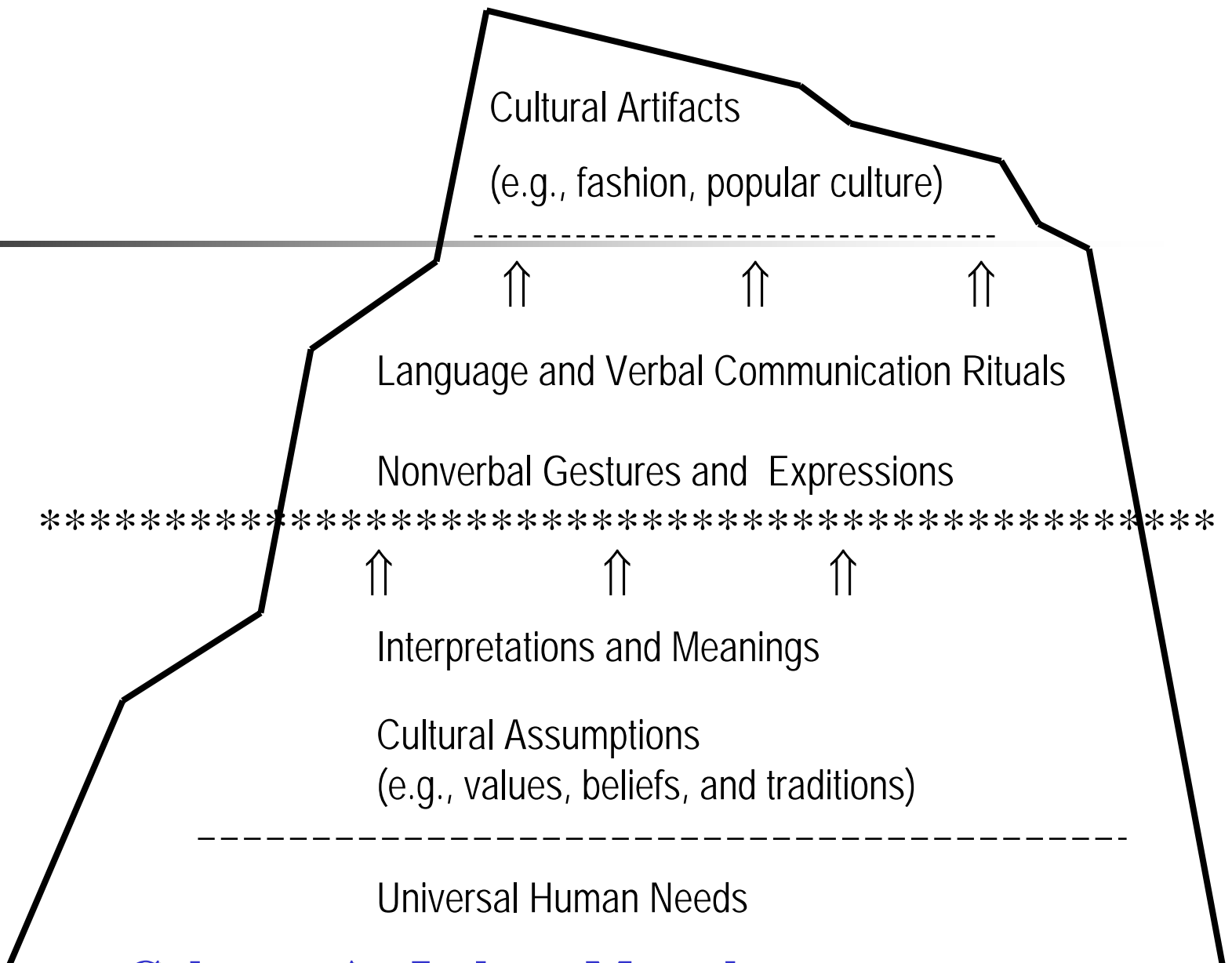
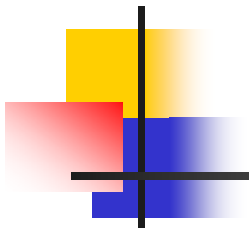
H. : Habits

A. : Assumptions

B. : Behaviors

I. : Interpretations

T. : Traditions



## Culture: An Iceberg Metaphor



## Western-Individualistic Values

## Collectivistic Cultural Values

- "I" identity
  - Individual rights
  - Immediate family
  - Doing orientation
  - Competitive sensibility
  - Short/medium-term goals & trust
- "We" identity
  - Ingroup goals
  - Extended family
  - Relational obligations
  - Harmony sensibility
  - Long-term goals & trust + loyalty

## Western-Small Power Distance Values

## Large Power Distance Cultural Values

- Horizontal interaction
- Individual credibility
- Respect for individuals
- Emphasize informality
- Expect initiatives & proving oneself

- Vertical interaction
- Seniority, age, title
- Respect for experts
- Emphasize formality
- Expect directions & coaching

## Low-Context Verbal Rituals

## High-Context Verbal Rituals

- Direct style
- Linear logic
- Individual-based
- Instrumental talk
- Self-enhancement style
- Verbal intentions



- Indirect style
- Spiral logic
- Status-based
- Facework talk
- Self-effacement style
- Nonverbal nuances





## Low-Context Nonverbal Expressions

- Face/Gestures
  - Complementary
- Eye Contact
  - Moderate Gaze
- Time
  - Monochronic Time
- Space
  - Medium Space

## High-Context Nonverbal Expressions

- ◆ Face/Gestures
  - Disciplined to Expressive
- ◆ Eye Contact
  - Low/Intense Gaze
- ◆ Time
  - Polychronic Time
- ◆ Space
  - More/Less Space



## *A Competent IC Communicator....*

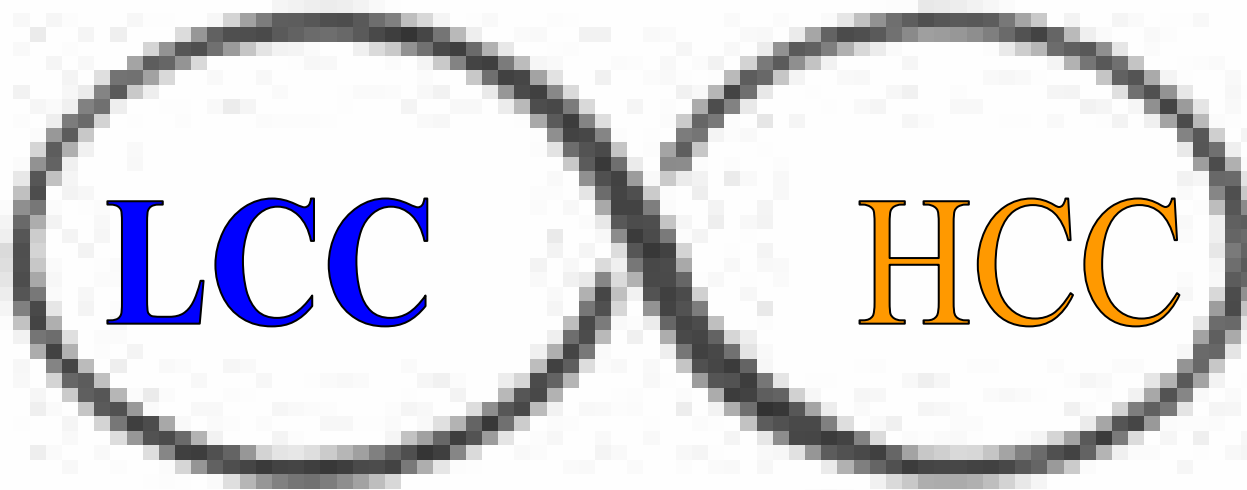
---

- **Ability to manage change and transition in self and others**
- **Ability to be reflexive about self and also organizational ethnocentric tendencies**
- **Ability to develop dynamic, hybrid communication styles**
- **Ability to code-switch verbal and nonverbal styles with particular cultural & workplace situations + interaction goals' analysis**



# *Developing A Flexible-Hybrid Communication Style*

---





# Identity Dialectics Themes: Identity Process Negotiation

---

- ☞ **Identity Security.....Identity Vulnerability**
- ☞ **Identity Inclusion.....Identity Differentiation**
- ☞ **Identity Consistency.....Identity Change**
- ☞ **ID Validation/Respect.....ID Invalidation/Reject.**
  
- ☞ **Within Complex, Multilayered Eco-Systems -- [Macro-Level]**
- ☞ **Cultural Worldviews, Historical, Political, Economic, Social Class**
- ☞ **Community/Institutional Level [Exo-Level]**
- ☞ **Particular Organizational/Social Agency Level [Meso-Level]**
- ☞ **Interpersonal & Individual System Level... [Micro-Level]**

---

## Cultural Identity

Strong

Weak



**Ethnic  
Identity**

Strong

Bicultural  
Identity

Ethnic-Oriented  
Identity

Weak

Assimilated  
Identity

Marginal  
Identity

---

**A Cultural-Ethnic Identity Typological Model.**





# Layering Our Intercultural Understanding

---

- *For example.....*
- **Assim.-Based Id. <<<<<<<>>>>>> Ethnic-Based Id.**
- **<<<Assim. Transitional Id.<<<>>>Ethnic Bridge Id.>>>**
- **Individualism.....Collectivism Value Pattern**
- **Small Power Distance.....Large Power Distance Value**
- **Low-Context Comm.....High-Context Comm.**
- **.....Dynamic vs. Functional Bicultural Identity.....**



# Understanding Identity Diversity: Self and Others

---

- 👉 **Group-membership Identities in Sociocultural, Historical, Intergroup Relations Contexts**
- 👉 **Salient Social Membership Identities**
- 👉 **Personal Individual-level Identities**
- 👉 **Primary Identities vs. Secondary Id.**
- 👉 **Situational Features as Mediating Variables**



# Dimensions of Identity Diversity

## Some examples of Primary Identity Dimensions

- ❖ **Race, ethnic identity, cultural identity**
- ❖ **Sex, gender identity, sexual orientation**
- ❖ **Spiritual identity, physical/mental abilities**
- ❖ **Generation, language, age, social class**
- ❖ **Family role, relationship identity, professional role**
- ❖ **Salient individual attributes, passions, etc.**

## Some examples of Secondary Identities

- ❖ Personal habits, recreational habits
- ❖ Educational experience, secondary work role etc.



# Affirming Communication Diversity in the Classroom, Workplace, and Beyond

---

- **Understand the complexity of layered identities and multiple ethnic-cultural group memberships.**
- **Probe deeper into our own & the other person's ethnic and personal value patterns.**
- **Respect ethnic identity & personal communication style differences... Uncover common ground and build common interest.....**
- ***Understand the difference between ethnocentric mindset vs. ethnorelative mindset***



# *Ethnocentric Tendencies*

---

- *Viewing our cultural way of living and communicating as “natural” and “logical.”*
- *Using the communication values and norms of our own cultural group as the standard.*
- *Evaluating the other cultural group’s norms and practices as “less of” or unimportant.*



## ***Ethnorelative Attributes . . .***

---

- ***Understand different cultural and ethnic value systems on an equality basis.***
- ***Respect cultural differences and value the differences as diverse & creative ways of problem-solving.***
- ***Promote an inclusive interaction climate via transcultural competence skills– e.g., code-switching skills, mindful listening, & dialogue.***



# *Mindful Listening...*

---

- ***“TING”* –Listening with your Ears, Eyes, & a Focused Heart**
- **Listening with a culture-sensitive mindset**
- **Listening to the content meaning, relational meaning, identity meaning of both the verbal & nonverbal-level messages**
- **Listening to the silence or the “ma” of the exchanged message**
- **Listening to build trust and rapport**

# Intercultural Interaction: Two Approaches



## A Monologue Approach

- **Self-Interest Focus**
- **Emphasize Positional Difference**
- **Fixed Objectives**
- **Win-Lose to Lose-Lose Outcome**

## A Dialogue Approach

- **Mutual-Interest Focus**
- **Emphasize Common Ground & REFRAME**
- **Creative Options**
- **Win-Win Synergistic Outcome**

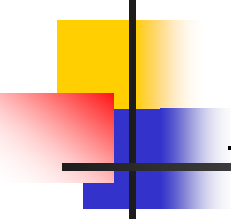




# *Crossing Boundaries: A Mindful Intercultural Communicator*

---

- **Develops Appropriate & Effective IC Verbal & Nonverbal Interaction Skills**
- **Flows with Adjustment Changes, Transitions, and Ambiguities in the Unfamiliar Cultural Community**
- **Understands Deeply the Unfamiliar Culture's Beliefs, Value Systems, and Communication Styles**
- **Deepens Cultural/Ethnic Self-Awareness & Other-Awareness and Systems-level Communication Issues**
- **Fully-Present and In-the-Moment**



©**Stella Ting-Toomey, Ph.D., 2006. All rights reserved.** Instructional concepts and ideas in this packet are from: Stella Ting-Toomey (1999, 2006). Communicating Across Cultures. New York: Guilford.

---

Contact Address:

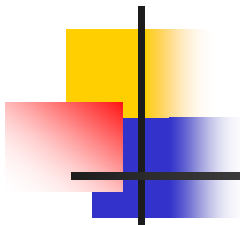
Dr. Stella Ting-Toomey

Department of Human Communication

California State University, Fullerton

Fullerton, CA 92834-6868, USA

**e-mail: [sting@fullerton.edu](mailto:sting@fullerton.edu)**



Educação e cultura

# Leonardo da Vinci

## Competências linguísticas



Education and Culture

### 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.