

Brief comments

This intercultural training program is well-structured. The student clearly identified the issues the target audience have and designed appropriate activities to address them. Theories are applied and the rationale of different activities is justified. The names of the organisations are not real names, to protect confidentiality.

Intercultural Communication Training for Indonesian Scholarship Institution (ISI) Scholarship Awardees

I. Introduction

***Komunikasi Bersama*¹ (KB)** is a strategic communications consulting firm that assists community and stakeholders in advisory and capacity-building programs for development projects that require communication strategies based on the approaches of Communication for Development (C4D) and Intercultural Communication. KB and the Indonesian Scholarship Institution (ISI) have agreed to work together to conduct Intercultural Communication Training for ISI's scholarship awardees during the awardees' departure preparation program as of July 2017. The training, lasting for four days², has been recognised by both parties as important **to equip the scholarship awardees with intercultural communication competence** which will be crucial to their future social life in their interactions with stakeholders across countries and cultures, who will be decisive of their academic success in their countries or regions of destination. This document is made to provide an overview of the training, highlighting the topics that will be covered each day as

¹ English: Communications Together

² 4 hours per day

well as their objectives and rationales. In addition, it presents the ethical considerations for the activities carried out and evaluation tools to measure the training effectiveness.

II. Target Audience

The target for the training is the scholarship recipients of ISI who will be pursuing Masters and Doctoral Studies in national and international universities around the world. On average, these awardees age twenty to forty years old and come from various backgrounds ranging from fresh graduates, practitioners, to academics. One commonality that characterises them, however, is the fact that they are *considered* by ISI — the Indonesian government specialised body that grants national scholarship, to possess distinguished leadership quality and clear and measurable vision for advancing Indonesia in addition to excellent academic achievement.

Looking at the fact that some awardees choose to study in Indonesian universities rather than overseas for academic reasons, both ISI and KB have understood that, however, these awardees still need to be provided with intercultural communication competence given that they will by any means encounter interactions with stakeholders of different cultural backgrounds (even of the same nationality) who may have an impact on their social life and success during and after their studies. As Purwasito (2015) evokes, intercultural communication becomes especially relevant to learn in the context of Indonesia considering the highly multicultural condition of the society, which spawns both the opportunity and challenge in people cooperation. Furthermore, it is well-recognised by both parties that in this extraordinarily globalised world, intercultural communication competence becomes prerequisite for the awardees as they are to compete and work within their respective expertise with people from differing nationalities and cultures whether it is in Indonesia or overseas.

The following considerations for training materials have been made in reference to the perceived needs of ISI awardees as has been advised by ISI:

- **Knowledge of culture and diversity especially the culture of the country/region of destination**

This need is addressed considering ISI awardees will be venturing into new unfamiliar cultures that may expose them to culture shock and further social difficulties. However, it is worth noting that since hundreds of awardees trained within the limited four days (4 hours/day) go to various regions and countries all over the world, it becomes impossible for KB to cover country-specific materials on culture.

- **Homesickness due to culture shock**

Naturally part of adjustment process in a new culture, culture shock needs to be handled well so as to minimize its negative effects like homesickness.

- **Identity issue**

Identity crisis, the waning of nationalism, and prejudice issues (i.e. stereotype and racism) among others have been identified as some of the main problems concerning the mental state of awardees besides homesickness during their stay especially overseas.

- **Practice of intercultural communication (verbal and non verbal)**

Similar with the first concern, intercultural communication competence based on reliable knowledge of culture and language needs to be advocated.

III. Training Description

Day	Type	Topics	Objectives	Activities (Can cover more than one topics)
1	Seminar & Workshop	Communication & Culture: Two Sides of a Coin	<ol style="list-style-type: none"> 1. To understand the basic concepts of communication and culture and how the two are <i>interwined</i> and fundamental in human life. (Samovar, Porter, McDaniel, & Roy, 2012; Dodd, 1998; Hall, 1977) 2. To point out that communication behavior and culture are <i>learned</i> throughout life, thereby allowing one to acquire intercultural communication competence (Samovar, Porter, McDaniel, & Roy, 2012). 	<ul style="list-style-type: none"> - Quick self-introduction + writing on personal hopes and fears for following this training on a piece of paper (to be submitted) - Group discussion (divided based on regions/countries awardees will be studying in) to imagine and talk about the cultures of/and the people in those regions/countries.
2	Seminar, Workshop, & Guest Speakers	Cultural Worldviews & Values, Cultural Patterns, and Culture Shock	<ol style="list-style-type: none"> 1. A) To understand <i>worldview</i> as a culture's <i>orientation</i> toward philosophical matters pertaining to existence (i.e. God, humanity, life) (Cooke & Klopff, 1999) and identify its manifestations and origins (i.e. religion, secularism) (Samovar, Porter, McDaniel, & Roy, 2012). B) To understand <i>values</i> as a culture's underlying principles that inform members of the (dominant) culture of what is right and wrong, appropriate and inappropriate in almost every context. (Samovar, 	<ul style="list-style-type: none"> - Right or Wrong Games, whereby awardees will be shown pictures/statements on power point slides and discuss whether they think those pictures/statements are right or wrong according to Indonesian culture and (also provided) foreign cultures.

			<p>Porter, McDaniel, & Roy, 2012).</p> <p>2. To develop an ability to identify and appreciate diverse cultural values through using some prominent cultural pattern typologies as follows:</p> <ul style="list-style-type: none"> - Hofstede's set of Value Dimensions (2011) - Kluckhohn and Strodtbeck's Value Orientations (1961) as covered by Hills (2002) - Hall's High-Context and Low Context Orientations (1997), and - Ting-Toomey Face Negotiation (2005) <p>3. A) To understand culture shock as an inevitable, natural process of <i>adjusting</i> and <i>adapting</i> to a new culture, thereby becoming "part of intercultural learning leading to greater self-awareness and personal growth" (Samovar, Porter, McDaniel, & Roy, 2012)</p> <p>B) To point out basic knowledge and social skills (i.e. language, rules, roles) needed to deal with culture shock. (Samovar, Porter, McDaniel, & Roy, 2012)</p>	<ul style="list-style-type: none"> - Group discussion to compare and contrast Indonesian dominant values and worldviews with those of other specific local regions and foreign countries using the typologies presented. - Guest speakers on Culture Shock and how to handle it: <ul style="list-style-type: none"> 1) Psychologist: TBA 2) ISI Alumnae who have returned to Indonesia
3	Seminar, Workshop, & Guest Speakers	Identity in Globalised Context, Multiculturalism & Interculturalism, and Discrimination Issues	<p>1. To understand identity in the context of globalisation as an <i>abstract, dynamic, multifaceted</i> concept defining who we are and its implication in intercultural communication practice (Samovar, Porter, McDaniel, & Roy, 2012).</p>	<ul style="list-style-type: none"> - Quick individual sharing of three most meaningful words in awardees' lives - Grup discussion: can

			<ol style="list-style-type: none"> 2. To look at multiculturalism as a characteristic of the contemporary global social order and embrace the notion of <i>interculturalism</i> which allows for possession of plural identities (including national identity) and deep respect and learning of other cultures (Cantle, 2014; Schriefer, n.d.). 3. To discuss the dark side of identity including stereotyping, prejudice, racism, and ethnocentrism as a result of inability to understand and manage differences in intercultural relations. (Samovar, Porter, McDaniel, & Roy, 2012). 	<p>national identity fade away? how should we maintain it while still being open minded to other cultural differences</p> <ul style="list-style-type: none"> - Guest Speaker on the Raise of Fundamentalism & Extrimism in the World including in Indonesia (TBA)
4	Seminar & Workshop, and Reflexion	Intercultural Communication in Practice: Verbal & Non Verbal Communication	<ol style="list-style-type: none"> 1. To focusedly look at two forms of communication: verbal (language) and non-verbal (i.e. gestures, appearance, facial expressions, silence, time management) in intercultural context. 2. To point out some tips useful for improving communication skills (verbal & non-verbal) and briefly practice them. (Samovar, Porter, McDaniel, & Roy, 2012). 3. To reflect upon the training activities that have been done since day one and offer suggestions for future improvements. 	<ul style="list-style-type: none"> - Acting exercises on communication conducts of various cultures (local and international) - Reflective sharing session and review on hopes and fears submitted on day one.

IV. Rationales for Training Materials and Activities

As previously stated, the materials and objectives described in the table above have been designed based on the assessment on needs of ISI awardees which was conducted together with ISI as the program initiator. Although the materials contain many concepts and theories, the training will attempt to make them enticing through the simplification and designing of contents in the slides and handouts that will be presented as well as through the interactive and participatory exercises/activities wherein awardees will be given the opportunity to fairly apply the knowledge they have just obtained. As for the resources of the materials, syntheses of various books and journals on Intercultural Communication were formulated as the following detail of training days shows:

- **Day 1** provides a complete introduction on the concepts of communication and culture, and intercultural communication so that awardees would get the main idea of intercultural communication and the motivation to achieve intercultural communication competence
 - a) *Communication basics* (definition, uses, component, characteristics) from Samovar, Porter, McDaniel, & Roy (2012)
 - b) *Culture basics* (definition, elements, characteristics) from Samovar, Porter, McDaniel, & Roy (2012) and Dodd (1998)
 - c) *Interplay of Communication & Culture* from Hall (1977)

- **Day 2** discusses in specific the two elements of culture — worldview and values, as arguably two most contributing basis of culture that shapes patterns of communication acts, which were also exclusively discussed. Additionally, a section on culture shock being a natural result of adapting into a new culture is provided.
 - a) *Cultural worldview* (i.e. religions, secularism, spirituality) and *values* from Samovar, Porter, McDaniel, & Roy (2012) and Cooke & Klopf (1999)
 - b) *Six value dimensions* (individualism vs collectivism, high vs low uncertainty avoidance, high vs low power distance, masculinity vs femininity, long vs short-term orientation, and indulgence vs restraint) from Hofstede (2001)

- c) *Five value orientations* (human nature, person and nature, time, activity, and social relationships) from Kluckhohn and Strodtbeck (1961) in Hills (2002)

- **Day 3** highlights another determinant element of culture that metaphorically serves as *shoes* that people wear purposefully in an intercultural setting.
 - a) *Identity concept in a globalised world and the role of identity in intercultural communication* (how it is acquired, developed or changing) from Samovar, Porter, McDaniel, & Roy (2012)
 - b) *Multiculturalism as context and interculturalism as a way to deal with multiculturalism* from Cattle (2014) and Schriefer (n.d.)
 - c) *The dark side of identity* (stereotype, prejudice, ethnocentrism, racism) from Samovar, Porter, McDaniel, & Roy (2012)

- **Day 4** concludes with practicing intercultural communication by *first* looking at the two forms of communication and how to improve them in intercultural context. In addition, the last one hour of training will be allocated to reflective session.
 - a) *Verbal and non-verbal communication in intercultural context* from Samovar, Porter, McDaniel, & Roy (2012)

V. Ethical Considerations

- Cultural sensitivity and respect for cultural differences³: Both the organisers and awardees as participants need to be informed that during the training, they might encounter discussions pertaining to cultural differences that might invite them into argumentation. Critical argumentations, though encouraged, in this case need to be based on the wisdom of respect for others and their cultural

³ Which are actually the reasons why Intercultural Communication is learned

differences including opinions. This implies that one needs to be careful when conveying his or her opinions or when criticising an opinion or material so as to not hurt the personality and feeling of others.

- Respect for participations: Though the training has been designated to be interactive with participants, the organisers must realise that not all participants would be willing take part in the activities or interactions within the seminar. Some participants may be passive or even uninterested in the materials or interactions attempted and that should be accepted by the organisers as they must respect the participants' rights to do so.
- Respect for confidentiality: The materials and case studies presented are *strictly confidential* and the organisers must not disclose any identities entailed unless they obtain the consents of the related individuals.

VI. Evaluation

Evaluation will be carried out in the reflective session (Day 4) during which participants will be welcome to share their experience, improved knowledge, and feedbacks for improvement of the training. Performance questionnaire will also be distributed to help this process and to document participants' overall accomplishment on the training.

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