

Contents

	Introduction: intercultural communication in a globalized world	15
1	Culture: everywhere and nowhere	23
	Introduction	23
1.1	What is culture?	24
	1.1.1 Culture is everywhere – and nowhere	25
	1.1.2 Culture and groups	26
	1.1.3 Culture as repertoire	27
	1.1.4 Cultures and history	29
	1.1.5 Cultural heterogeneity	31
	1.1.6 Transnational cultures	33
1.2	The workings of culture	34
	1.2.1 Culture as a model <i>of</i> and <i>for</i> reality	34
	1.2.2 Culture and familiarity	35
	1.2.3 Cultural mixing	36
	1.2.4 Not every difference is cultural	39
1.3	Cultures and individuals	40
	1.3.1 Multicollectivity	40
	1.3.2 Radical individuality	42
	1.3.3 People as products <i>and</i> producers of culture	43
	1.3.4 First-order and second-order desires	44
	1.3.5 Culture and context	45
1.4	Study assignments	47
2	From intercultural competence to diversity competence	49
	Introduction	49
2.1	Intercultural perspective	50
	2.1.1 Intercultural interactions	51
2.2	Strangeness	52
	2.2.1 Strangeness and unfamiliarity	54
	2.2.2 Strangeness as a threat	55
	2.2.3 Selective perception and hostility	57
	2.2.4 'Allergic reactions'	58
	2.2.5 Strangeness and identity	61

2.3	Intercultural competence	61
2.3.1	Response patterns	63
2.3.2	Normalization	64
2.3.3	Multicollectivity and intercultural competence	66
2.3.4	Knowledge, attitude and skills	68
2.3.5	Developing intercultural competence	72
2.3.6	Complexity and not-knowing	73
2.3.7	Diversity competence	75
2.4	Study assignments	76
3	Critical diversity issues: power and ethics	77
	Introduction	77
3.1	Power	78
3.1.1	Power and culture	78
3.1.2	Power, groups and privilege	80
3.1.3	Power, professions and positions	82
3.1.4	Stories and stereotypes	83
3.1.5	Stories and power: history and present	86
3.1.6	Defining 'the other' and intercultural communication	88
3.1.7	Exclusion and unconscious bias	89
3.2	Ethics	92
3.2.1	Universalism, relativism and pluralism	93
3.2.2	Universalism (monism)	94
3.2.3	Relativism	95
3.2.4	Universalism versus relativism	97
3.2.5	Pluralism	98
3.2.6	Pluralism and dialogue	100
3.2.7	Human universals, capabilities and commonalities	103
3.2.8	Human rights	105
3.2.9	Criticizing other cultures	109
3.2.10	Ethics in practice: circle of influence	110
3.3	Study assignments	111
4	Diversity-sensitive communication and the TOPOI model	113
	Introduction	113
4.1	Discussion of concepts	114
4.2	Culturalizing is very understandable	114
4.3	Risks of a culturalizing approach	115
4.4	Intercultural communication is interpersonal communication	116

4.5	Interpersonal communication: content, relationship and common sense	119
4.5.1	Common sense as collective experiences	121
4.5.2	Common sense as prejudice and stereotype	123
4.6	Interpersonal communication: a circular process	123
4.7	The TOPOI model	125
4.8	The TOPOI model in a scheme	128
4.9	Applying the TOPOI model to a practical situation	130
4.10	Study assignments	135
5	The TOPOI area Tongue: verbal and non-verbal language	137
	Introduction	138
5.1	Context	139
5.1.1	Contextual cues	141
5.1.2	High-context and low-context communication	142
5.2	Verbal and non-verbal language	144
5.3	Verbal language	146
5.3.1	Importance of native language	146
5.3.2	Speaking in the native language	147
5.3.3	Awareness of language positions	147
5.3.4	International English	149
5.3.5	Language transfer	150
5.3.6	Pronunciation and accent	151
5.3.7	Vocabulary	152
5.3.8	Denotative and connotative meaning of words	153
5.3.9	Translation and connotation	155
5.3.10	Interpersonal verbal communication styles	156
5.3.11	Implicit language	159
5.3.12	Meanings of 'yes' and 'no'	160
5.3.13	Humour	161
5.3.14	Topics	162
5.3.15	The principle of cooperation in a conversation	162
5.3.16	Turn-taking	163
5.3.17	Giving verbal attention: backchannels	164
5.3.18	Forms of address	165
5.3.19	Politeness	165
5.3.20	Email communication	167

5.4	Non-verbal language	168
5.4.1	Perception	168
5.4.2	Forms of non-verbal language	169
5.4.3	Facial expressions	170
5.4.4	Expression of feelings and intentions	170
5.4.5	Haptics	171
5.4.6	Emblematic gestures	172
5.4.7	Giving attention non-verbally	172
5.4.8	Eye contact	173
5.4.9	'Taboo' gestures	173
5.4.10	Walking and moving	174
5.4.11	Laughing	174
5.4.12	Key	175
5.4.13	Paralinguistics or prosody	175
5.4.14	Proxemics: use of space and distance	177
5.4.15	Chronemics: the communicative value of time	178
5.4.16	Silence	179
5.4.17	Olfactics: odours and smell	181
5.4.18	Artefacts, clothing and appearance	181
5.4.19	Colour	182
5.4.20	Greetings	182
5.4.21	Non-verbal polite behaviour	183
5.5	Language and common sense	184
5.6	Core reflections on Tongue	185
5.7	Study assignments	185
6	The TOPOI area Order: views and logic	187
	Introduction	187
6.1	Punctuation: a process of ordering	189
6.2	Subjective views	190
6.3	The influence of collective world views	191
6.4	Collective world views	192
6.4.1	Utilitarianism	193
6.4.2	Confucianism	194
6.4.3	National world views	195
6.4.4	Dimensions of collective world views	196
6.5	Cognition and logic	199
6.5.1	What do you see, what do you think?	200
6.5.2	'Eastern' and 'Western' thinking	202
6.5.3	Inductive and deductive thinking	209

6.6	Core reflections on Order	210
6.7	Study assignments	210
7	The TOPOI area Persons: identity and relationship	213
	Introduction	213
7.1	Recursivity in communication	215
	7.1.1 Recursivity in groups	217
7.2	Interpersonal perspectives	218
7.3	How people want to engage with one another	220
	7.3.1 Collectivistic vs. individualistic	221
	7.3.2 Masculine and assertive vs. feminine and humanely oriented	221
	7.3.3 Division of roles between men and women	222
	7.3.4 Hierarchical and sensitive to status vs. egalitarian and informal	223
	7.3.5 Universalistic vs. particularistic	225
	7.3.6 Specific vs. diffuse	226
7.4	Face and honour	230
7.5	Multiple identity	232
7.6	Symmetrical or complementary relationship?	233
7.7	The impact of 'common senses' on interpersonal perspectives	238
	7.7.1 Norm images	240
7.8	Core reflections on Persons	241
7.9	Study assignments	241
8	The TOPOI area Organization	243
	Introduction	243
8.1	Culture or organization?	244
8.2	The macro-institutional context	245
	8.2.1 Globalization: social media	246
	8.2.2 Legislation and regulations	248
	8.2.3 The political context and structural power relations	249
	8.2.4 The socio-economic context	250
	8.2.5 The geographical context	250
8.3	The meso-institutional context	251
	8.3.1 Diversity management	251
	8.3.2 Leadership style	253
	8.3.3 Virtual international teams	257
	8.3.4 Establishing a cooperation and communication culture	258

8.4	The micro-institutional context	260
8.4.1	Meetings	260
8.4.2	Participation in meetings	261
8.4.3	Decision-making and meetings	262
8.4.4	Confirming agreements and decisions in writing	264
8.4.5	Time	264
8.4.6	The seating arrangement	265
8.4.7	Business cards	266
8.5	Core reflections on Organization	266
8.6	Study assignments	267
9	The TOPOI area Intentions: motives	269
	Introduction	269
9.1	All behaviour is communication: you cannot <i>not</i> communicate	271
9.1.1	Inner side and outer side: intentions and effects	272
9.2	The hypothesis of the best: behind every behaviour there is positive intention	274
9.2.1	When positive intentions are difficult to recognize	274
9.3	What motivates people?	275
9.3.1	The stability layers in cultures as a way to ground emotions	276
9.3.2	The value orientations of Florence Kluckhohn and Fred Strodtbeck	278
9.4	Recognition, rejection and disregard	280
9.4.1	Recognition	280
9.4.2	Rejection	281
9.4.3	Disregard	282
9.5	Common sense and intentions	283
9.6	Core reflections on Intentions	285
9.7	Study assignments	285
10	TOPOI interventions	287
	Introduction	287
10.1	Deculturalize and normalize	288
10.2	Involvement, attention and trust	289
10.2.1	'Reading the air'	290
10.2.2	Active listening	291
10.2.3	Empathy	291

10.3	The hypothesis of the best	292
10.3.1	Take a detour	294
10.3.2	Recognition	297
10.3.3	Avoiding truth battles	298
10.3.4	Reframing and transformative learning	300
10.3.5	Giving space	303
10.3.6	Focusing on the effects of communication	304
10.4	Asking for and giving clarification	306
10.4.1	Making explicit and checking	306
10.4.2	Asking for and giving feedback	307
10.4.3	Metacommunication	309
10.4.4	Observing, informing and adapting	310
10.5	Language positions and speaking one's own language	311
10.6	Attention for social contexts: common senses	312
10.7	Reflections and interventions of the TOPOI model in a scheme	313
10.8	Study assignments	315
11	Applications of the TOPOI model	317
	Introduction	317
11.1	'Cultural boundaries impacting the effectiveness of my global team'	319
11.2	Unexpected requests	323
	Literature	326
	Index	345
	Information about the authors	352