Contents

1 Introduction 17

2. Approaching the diffuse topic of intercultural learning and development 25

2.1 Changes in the economic landscape 25

2.2 Intercultural learning and development as a generally accepted goal 27

2.3 Current measures for promoting intercultural learning 31

2.4 Shortcomings and failures of current intercultural learning measures 34

2.5 Consequences of a narrow view on "culture" 41

2.6 Challenges for a broader view of "culture" 43

2.7 Intercultural learning and development – a re-conceptualization for a broader view of "culture" 49

2.8 Central goals of the study 53

3. Framework for intercultural learning and development 57

3.1 Module 1: Engeström's *activity theory* 57

3.1.1 Reasons for choosing the module 57

3.1.2 Introducing the module 58

3.1.3 Summary and critical reflection 74

3.2 Module 2: Ting-Toomey's *mindful identity negotiation* 81

3.2.1 Reasons for choosing the module 81

3.2.2 Introducing the module 83

3.2.3 Summary and critical reflection 112

3.3 The *intercultural framework* – merging modules 1 and 2 113

3.4 Concept of an *intervention study* for initiating intercultural learning and development in the field of economics and business education 117

3.4.1 Intervention as design experiment 117

3.4.2 Outline of the intervention study 122

3.4.3 Critical reflection 129

4. Implementation and results of the intervention study **131**
4.1 Overview and getting started 131
4.2 Introduction phase 132
4.2.1 Tools of intervention: Local newspaper, handout 132
4.2.2 Tool of intervention: Mona & Lisa/Peter & Paul Story 134
4.2.3 Tool of intervention: Value list 146
4.2.4 Summary of the introduction phase 150
4.3 Expansive Learning Cycle 151
4.3.1 *Phase 1: Charting the situation* 151
4.3.1.1 Overview 151
4.3.1.2 Tool of intervention: Microworld 152
4.3.1.2.1 Description and implementation of the microworld 152
4.3.1.2.2 Empirical results 161
4.3.1.2.2.1 Checking role-taking and understanding as preconditions 162
4.3.1.2.2.2 Provoking and evaluating the "need state": triangle (tensions), 17-item questionnaire, fortune lines, triangle (results) 172
4.3.1.3 Summary of Phase 1 195
4.3.2 *Phase 2: Analyzing the situation* 196
4.3.2.1 Overview 196
4.3.2.2 Tool of intervention: Mirroring 196
4.3.2.3 Summary of Phase 2 200
4.3.3 *Phase 3: Creating a new model/'vision'* 201
4.3.3.1 Overview 201
4.3.3.2 Tool of intervention: Handouts 201
4.3.3.3 Tool of intervention: Action plan for figuring out an inter-cultural misunderstanding in real life situations 205
4.3.3.4 Summary of Phase 3 207
4.3.4 *Phase 4: Concretizing and testing the new model* 207
4.3.4.1 Overview 207
4.3.4.2 Tool of intervention: Practice task 208
4.3.4.3 Summary of Phase 4 217

4.3.5 *Phase 5* and *Phase 6* as a final discussion with the students 218
4.3.5.1 Overview 218
4.3.5.2 Tool of intervention: Second mirroring 219
4.3.5.3 Summary of Phases 5 and 6 225
4.4 *Pre-post* comparison 226
4.4.1 Overview 226
4.4.2 Tool of measurement: Mona & Lisa / Peter & Paul Story 226
4.4.2.1 Triangle (tensions), *intercultural framework* 226
4.4.2.2 Summary 238
4.4.3 Tool of measurement: Value list 239
4.4.3.1 Positions and deviations of value preferences 240
4.4.3.2 Summary 247
4.4.4 Summary of the *pre-post* comparison 247
4.5 Comparison of the *experimental group* with the *control group* 248
4.5.1 Overview 248
4.5.2 Tool of measurement: Mona & Lisa /Peter & Paul Story 249
4.5.3 Tool of measurement: Value list 254
4.5.4 Summary of the comparison of the experimental group with the control group 257
4.6 Final discussion with the teachers and school principals 257

5. Conclusion 259
5.1 Summary 259
5.2 Critical reflection 263
5.3 Outlook 266

References 269