

Intercultureel werken in Living Labs

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Areas

Eigen ervaringen

- Internationale projecten
- Intercultureel
- Living Labs



Living Labs



Different concepts of Living Labs

- International Dutch Living Labs in Higher Education

<https://www.youtube.com/watch?v=e1XCZMM5iRQ>

1. Logistics & water – Indonesia
2. Biobased economy – Brazil
3. Creative industries – Korea
4. Hospitality & tourism – China





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members

Conference Proceedings of OpenLivingLab Days 2016 awarded on behalf of the Living Lab movement.

Conference Proceedings (academic papers) of OpenLivingLab Days 2016 are out! The "Research Day - Conference proceedings 2016" reports findings presented during the OpenLivingLab Days 2016, annual summit of the Living Lab community held in Montreal, in Amsterdam, awarded with the Innovation Luminary Award for Open Innovation Infrastructure Creation on...

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NEWS

Conference Proceedings of OpenLivingLab Days 2016

SUBMITTED BY ENOLL ON THU, 2016-08-18 17:04

ENoLL Summer School Presentation video

SUBMITTED BY ENOLL ON MON, 2016-08-08 15:10

Open Living Lab Days 2016 Agenda

SUBMITTED BY ENOLL ON TUE, 2016-07-26 10:28

ENoLL at 7th European Summit of Regions and Cities

OpenLivingLab Days 2016

23 – 26 August 2016,
Montreal Canada

Connect, Share & Collaborate

The banner features a central illustration of a person standing at a whiteboard, surrounded by a group of people sitting on the floor. The scene is set against a background of stylized trees and a sun. To the left, a red speech bubble says "save the date". To the right, there is a globe with location pins and a silhouette of a person running.



- Living Lab: user-centred open innovation ecosystem



Living Labs definition

“ Physical regions or virtual realities where stakeholders form public-private-people partnerships (4Ps) of firms, public agencies, universities, institutes, and users all collaborating for creation, prototyping, validating, and testing of new technologies, services, products and systems in real-life contexts”

(Westerlund and Leminen, 2011).



Four design principles for Living Labs: 1

Achieving socio-ecological sustainability in real-life environments requires a transdisciplinary, multi-stakeholder approach for collaboration and learning between science, governance, business and users.

→ Fostering inclusive 'quadruple helix' participation.



Fostering inclusive quadruple helix participation



Visual Problem Appraisal VPA Kerala's Coast



Four design principles for Living Labs: 2

Living Labs provide opportunities to bring the aspirations of the SDGs on a shared agenda of stakeholders in education, civil society and the private sector.

Limited impact if sustainability issues are not addressed as explicit focus of the specified assignments of the Living Labs.

→ Creating authentic learning environments that focus on a sustainable future.



Authentic learning environments that focus on a sustainable future



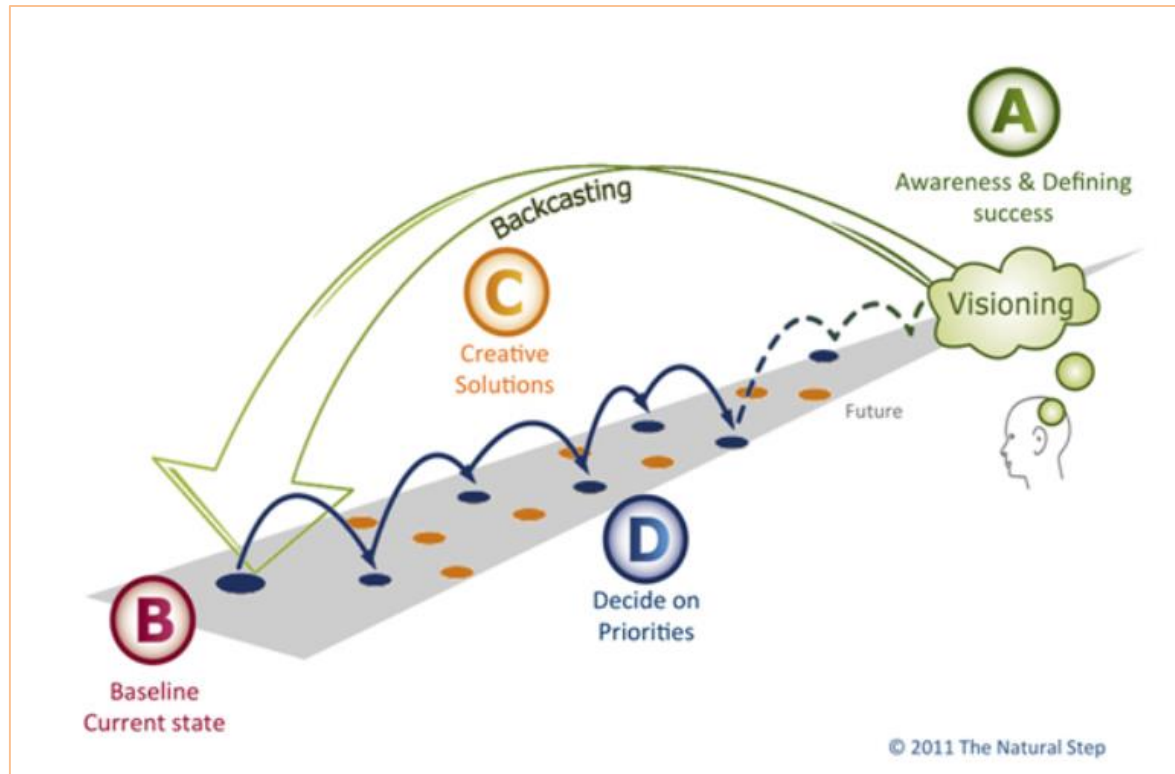
Four design principles for Living Labs: 3

The process itself is part of scientific knowledge development, new knowledge is developed in a community with involvement of all stakeholders, with dynamic learning agenda's, focusing on reflexivity.

→ Stimulating reflexivity in learning and innovation for sustainability.



Stimulating reflexivity in learning and innovation for sustainability



Four design principles for Living Labs: 4

Flexibility, openness, changing cultures and aspects as openness, reflection, deeper conversations, shared visions principles of relationships, respect and reciprocity as crucial elements for learning in organizations.

→ Facilitating interaction, knowledge sharing and open system management.



Facilitating interaction, knowledge sharing and open system management



Living Lab Van Hall Larenstein – Baramati India



Four design principles for Living Labs

- Fostering inclusive ‘quadruple helix’ participation.
- Creating authentic learning environments that focus on a sustainable future.
- Stimulating reflexivity in learning and innovation for sustainability.
- Facilitating interaction, knowledge sharing and open system management.



Conclusions

- Living Labs offer innovative learning configurations and action-research opportunities for achieving socio-ecological sustainability.
- The Living Lab learning configuration challenges both students and teacher roles and competences.
- The imperative of cross cutting, transdisciplinary competences related to learning, communication, reflexivity and innovation combined with subject matter competences. (T shape competences)
- Intercultural communication and language competences of students and lecturers require due consideration.



Intercultureel werken



Cultuur

“De collectieve mentale programmering die de leden van één groep of categorie mensen onderscheidt van die van andere.”

(Geert Hofstede, 1991)



Dimensies van nationale culturen (Hofstede, 1998)

1. Maatschappelijke ongelijkheid houding t.o.v. gezag
 2. Verhouding individu en groep
 3. Rolverdeling man – vrouw
 4. Omgaan met onzekerheid, beheersen agressie/uiten emoties
- Hofstede G., 1991, Allemaal andersdenkenden, Omgaan met cultuurverschillen, Amsterdam.
 - Hofstede, Gert Jan, 2002, Exploring culture: exercises, stories and synthetic cultures.



Maatschappelijke ongelijkheid houding t.o.v. gezag: large power distance

Core value: respect for status

Core distinction: powerful/dependent

1. Might makes right
2. Power=status=privilege
3. Less powerful dependent on more powerful
4. Centralization
5. Subordinates expect direction (micromanagement!)
6. Ideal boss: benevolent autocrat 'good father'
7. Style of speech is formal, hierarchical

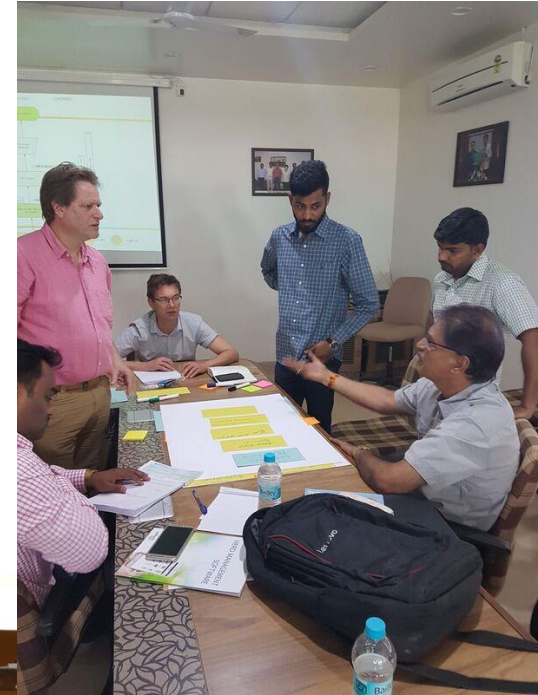


Maatschappelijke ongelijkheid houding t.o.v. gezag: low power distance

Core value: equality

Core distinction: (not)responsible for task X

1. No inequalities, frowned upon status and privileges
2. Interdependence between less and more powerful
3. Hierarchy means different roles for efficiency
4. Decentralization
5. Subordinates and children expect consulted
6. Anyone can take lead in discussion
7. Powerful try to appear less powerful



Verhouding individu en groep: extreme collectivism

Core value: group harmony

Core distinction: ingroup/outgroup

1. Members of in group are very close, outgroup is distant
2. Harmony maintained, confrontations avoided
3. Relationships more important than task, rituals
4. Law, rights, opinion differ per group
5. Trespassing leads to shame for entire group
6. Relationship employer-employee in moral terms 'family'
7. Discrete non-verbal clues in comm.



Verhouding individu en groep: extreme individualism

Core value: individual freedom

Core distinction: me/others

1. Honest people speak their mind
2. Explicit concept-low context communication
1. Tasks precedes relationships
2. Laws and rights same for all
3. Trespassing leads to guilt
4. Everyone is supposed to have a personal opinion
5. Relationship employee-employer based on contract and mutual advantage



Rolverdeling man – vrouw: extreme Masculinity

Core value: winning

Core distinction: man/woman

1. Material success and progress are dominant
2. Bigger and faster are better
3. Man are supposed to be assertive, ambitious, women subservient and tender
4. Admire exceptional achievements
5. Failing is a disaster
6. Conflicts resolved by arguing or fighting
7. The best student, worker sets the norm



Rolverdeling man – vrouw: extreme Femininity

Core value: caring for others

Core distinction: caring/needing care

1. Dominant value is caring for the weak
2. Small and slow are beautiful
3. Everybody supposed to be modest and empathetic
4. Play down exceptional achievements
5. Conflicts resolved through compromise and negotiation
6. Equality, solidarity and quality of work
7. Society is permissive



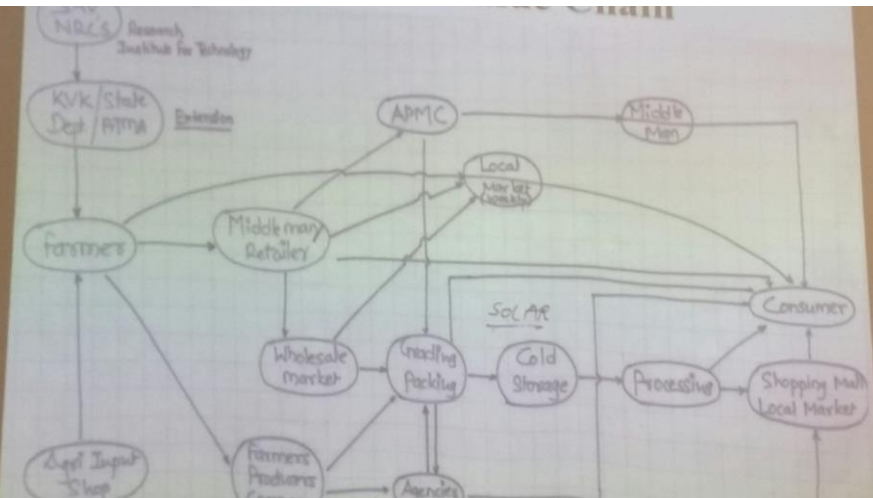
Bouwstener

Omgaan met onzekerheid: uncertainty avoidance

Core value: certainty

Core distinction: true/false

1. What is different is dangerous
2. Ambiguous situations and unfamiliar risks are feared
3. Rules are important, even if they don't work
4. Rigid taboos on what is dirty, wrong, indecent
5. Time is money
6. There is only one truth and we have it
7. Experts and specialization are valued



Omgaan met onzekerheid: uncertainty tolerance

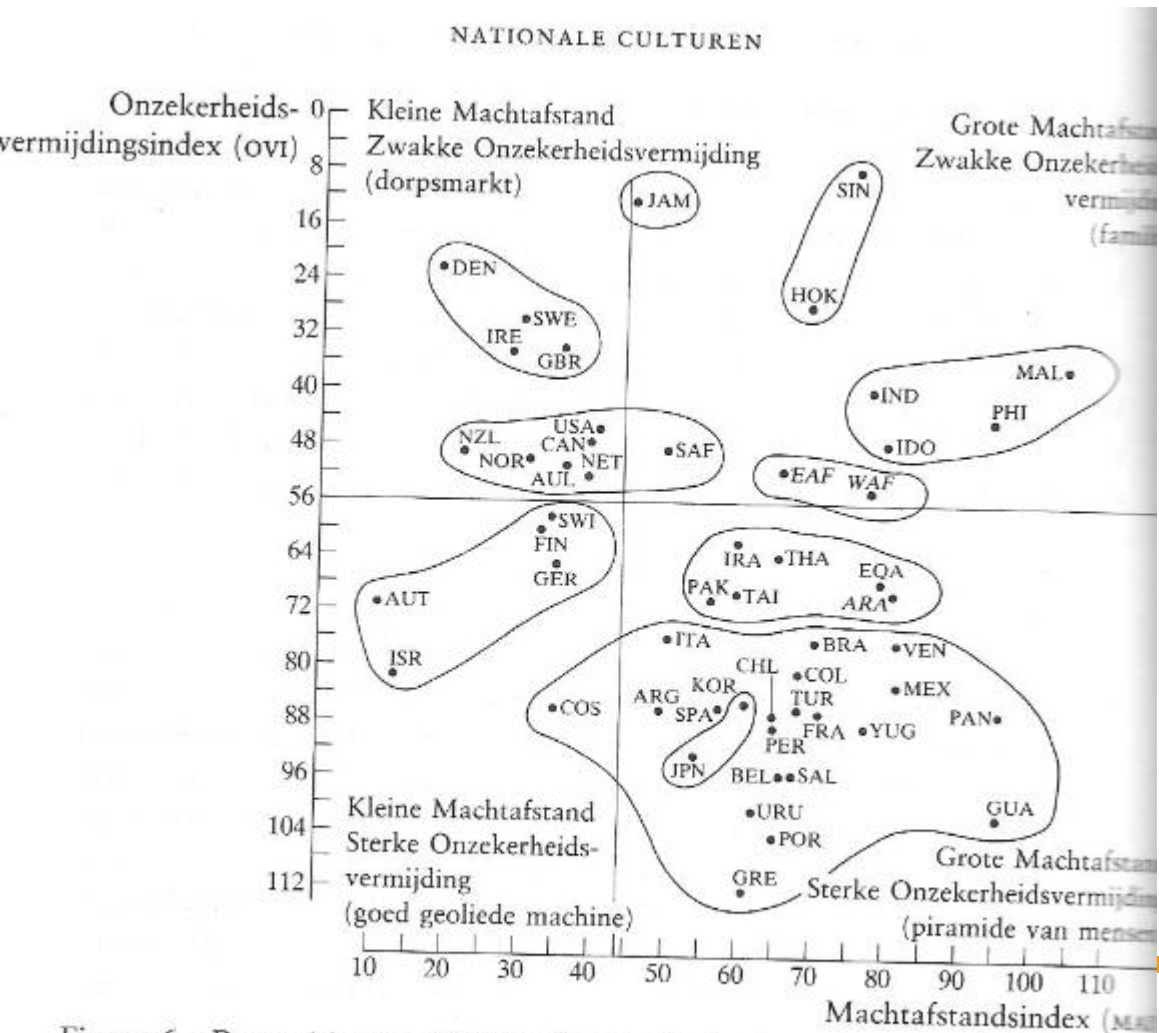
Core value: exploration

Core distinction: urgent/can wait

1. What is different causes curiosity
2. Ambiguous situations and unfamiliar risks cause no discomfort
1. Rules should be limited to absolutely necessary
2. Agression and emotions should be hidden
3. Being lazy feels good; working hard when ne
4. Deviant ideas and behaviour are tolerated
5. Generalists are valued, as is common sense



Bouws



Figuur 6.1 De positie van vijftig landen en drie landengroepen op de dimensies Machtafstand en Onzekerheidsvermijding



7 grootste fouten intercultureel management

1. Cultureel hokjesdenken
2. Eéndimensionale communicatie
3. Blindheid voor kleine verschillen
4. Teveel zelfstandigheid
5. Teveel gelijkheid
6. Indringend oogcontact
7. Angst om te discrimineren

<https://www.mt.nl/leiderschap/nieuw-leiderschap/het-nieuwe-aansturen/grootste-fouten-intercultureel-management/532787>

