

**EDUCATIONAL SYSTEM ORIENTATION TO REQUIREMENTS  
OF REAL ESTATE BUSINESS ENVIRONMENT.  
ACCENTS AND LIMITS IN INTERCULTURAL  
COMMUNICATION**

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# KARL JASPERS

„Die Menschheit zur Freiheit bringen, das heißt, sie zum Miteinander reden bringen.“

(To bring freedom to mankind means to get them to talk to each other.)

# INTRODUCTION

- One of the fundamental characteristic of the current real estate business environment evolution is the increasing globalization.
- While we are facing the emphasis on economy globalization marked by the increasing number of multinational companies and cultural diversity within these companies, the need of communication between people from different cultures is becoming more evident.

# INTRODUCTION

- Ignoring or not accepting the cultural identity specific features may cause barriers in intercultural communication. This may have negative effects on employee efficiency or even on multinational companies' financial results.
- In this context, the higher education system must adapt its curricula to the requirements of global real estate business environment and multinational corporations in order to enable graduates to acquire desired skills.

# REAL ESTATE HIGHER EDUCATION ORIENTATION FOR COMPETENCY BASED EDUCATION

- ◎ The penetration of real estate multinational corporations in Romania led to radical changes in the labour market. Therefore appears the need to reconfigure the Romanian higher educational system in terms of its orientation towards real estate business environment demands. This meant setting up a competency-based education.
- ◎ Competency-based education focuses on outcomes (competencies) that are related to labour market needs as defined by employers and the profession obtained after graduation.

# REAL ESTATE HIGHER EDUCATION ORIENTATION FOR COMPETENCY BASED EDUCATION

The competencies are divided in two main categories:

- professional competencies;
- transversal competencies.


# REAL ESTATE HIGHER EDUCATION ORIENTATION FOR COMPETENCY BASED EDUCATION

- *The professional competencies* mean the proven ability to select, combine and use appropriate knowledge, skills and other acquisitions (values and attitudes) to successfully solve a certain type of work or learning situations, regarding profession, under effectiveness and efficiency conditions.
- *The transversal competencies* are those capacities that transcend a particular area, or a study program and have a trans-disciplinary nature.



# **REAL ESTATE HIGHER EDUCATION ORIENTATION FOR COMPETENCY BASED EDUCATION**

It is appreciated that acquiring the next 8 key competencies ensure employability and social cohesion and increases the degree of adaptability to change and integration of graduates in the social environment.





# REAL ESTATE HIGHER EDUCATION ORIENTATION FOR COMPETENCY BASED EDUCATION

## Key competencies :

- Communication in the mother tongue;
- Communication in foreign languages;
- Mathematical competence and basic competencies in science and technology;
- Digital competence;
- Learning to learn;
- Social and civic competences;
- Sense of initiative and entrepreneurship;
- Cultural awareness and expression.

# ROMANIAN HIGHER EDUCATION SYSTEM

- Reconfiguring the Romanian higher educational system consists of switching its orientation from focusing on teacher towards focusing on student and labour market needs in terms of future employees' qualifications, skills and knowledge.
- In Romania currently training competencies in real estate field is achieved through master study programs or doctoral studies.

# ROMANIAN HIGHER EDUCATION SYSTEM

Faculty of Economics and Business Administration, West University of Timisoara, Romania

- The Master in “Real Estate Assessment and Administration” from Faculty of Economics and Business Administration, West University of Timisoara provides an optimum equilibrium between academic theory and the valuation practice.
- Currently, the curriculum of the master program “Real Estate Assessment and Administration” is configured focusing on professional competencies acquired by graduates, giving it a lower weight to transversal competencies.

# ROMANIAN HIGHER EDUCATION SYSTEM

Faculty of Economics and Business Administration, West  
University of Timisoara, Romania

Master in “Real Estate Assessment and Administration”

This master program graduates can practice as:

- real estate expert appraiser
- real estate manager
- real estate developer
- real estate transactions agent
- real estate consultant.


# GLOBALIZED REAL ESTATE BUSINESS ENVIRONMENT

In a globalized real estate business environment, practicing these professions at a performance level involves holding competencies as interactive communication, interpersonal communication, working in a multidisciplinary teamwork, professional development, so a *plurality of transversal competencies*.



# HIGHER IMPORTANCE FOR TRANSVERSAL COMPETENCIES

In the approach of reconfiguring the master program curriculum in order to focus the educational process on student and real estate labour market needs, granting a higher importance for transversal competencies acquired by graduates will be considered.



# HIGHER IMPORTANCE FOR TRANSVERSAL COMPETENCIES

As the number of multinational real estate companies is growing and the world becomes more interconnected, *problems of communication* between people from different cultures are becoming more common. *Intercultural communication issues* arising in the real estate organization can generate serious difficulties in the operation of the company and achieving its goals. Therefore this is an issue that deserves the attention of specialists.

# CULTURAL ISSUES

- ◎ Think about the following situation: the employees of an U.S. company perform in Europe a real estate valuation for a Chinese company.

How can we manage this complex situation?

- ◎ First of all it is a cultural issue that requires understanding of cultural features and overcoming intercultural barriers.



# SOME DEFINITIONS AND THE MAIN VISIONS IN INTERCULTURAL COMMUNICATION TODAY

- ◎ The definition of culture must include the conceptual tandem 'culture and civilization'
- ◎ The concept is used in every-day-life as: "arts and culture", „gastronomical culture“, „organizational culture“ etc.
- ◎ People who share organizational culture are the same who define it at the same time. (Stephan Dahl, Intercultural skills for business)

# SOME DEFINITIONS AND THE MAIN VISIONS IN INTERCULTURAL COMMUNICATION TODAY

- “Culture is a fuzzy set of attitudes, beliefs, behavioural norms, and basic assumptions and values that are shared by a group of people, and that influence each member's behavior and his/her interpretations of the “meaning” of other people's behavior.”

Helen Spencer-Oatey (2000): *Culturally Speaking: Managing Rapport through Talk across Cultures*

# SOME DEFINITIONS AND THE MAIN VISIONS IN INTERCULTURAL COMMUNICATION TODAY

## ◎ Cultural scientist Geert Hofstede:

- > culture one – includes academical formation, literature, arts
- > culture two – “mental software” – which refers to an extension of the concept up to social anthropologie

(Geert Hofstede: Cultures and Organizations: Software of the Mind)

# SOME DEFINITIONS AND THE MAIN VISIONS IN INTERCULTURAL COMMUNICATION TODAY

Management consultants Trompenaar and Hampden-Turner – 10-years research: interviews with over 40.000 managers in about 40 countries – the results are known as 'the seven dimensions of culture'.

Trompenaar & Hampden-Turner: Riding the Waves of Culture

# THE SEVEN DIMENSIONS OF CULTURE

- ◎ *Universalism versus particularism* – typical universalist cultures: USA, Canada, the UK a.o./typical particularist cultures includes China, Russia, Eastern Europe States, Latin–America
- ◎ *Communitarism versus individualism*: typical communitarist cultures: Africa, Japan, Latin–America; typical individualist cultures: USA, Canada, the UK, Scandinavia, Australia, New Zealand, Switzerland

# THE SEVEN DIMENSIONS OF CULTURE

- ◎ ***Neutral versus emotional***: typical neutral cultures are: the UK, the USA, Finland, Sweden, Germany – emotional cultures include Latin–America, Poland, Italy, Spain, France.
- ◎ ***Specific versus diffuse*** (of how far get people involved): typical specific cultures are in: Argentina, Russia, India, China, typical specific cultures involves: Switzerland, Germany, Netherlands, US, the UK, Scandinavia.
- ◎ ***Achievement versus ascription*** – typical achievement cultures are the US, Scandinavia, Australia, Canada, ascription cultures include: Japan and Saudi–Arabia, but also Italy, Spain.

# THE SEVEN DIMENSIONS OF CULTURE

- *Sequential time versus synchronous time*: China, Russia, Mexico/ the UK, the US, Canada, Japan
- *Internal direction versus outer direction* – or how people are related to their environment: Israel, the US, the UK, Australia, New Zealand/ China, Russia, Saudi-Arabia.

## CONCLUSION

- Growing international activity of real estate companies involves new requirements for those who participate in cross-cultural activities. They must deal with issues such as the interpretation of the actions and attitudes of individuals or organizations that operate in a context different from that they have been familiar.



## CONCLUSION

- ⊙ Therefore, in an interconnected world, the educational process has to be reconfigured.
- ⊙ The *curriculum* of real estate master programs has to be focused on student and real estate labour market needs, granting a higher importance for transversal competencies acquired by graduates.
- ⊙ In this context, intercultural communication is a “must have” transversal competence for real estate specialists.

THANK YOU FOR YOUR ATTENTION!

