Intercultural Competence in the Digital Age: AI, ChatGPT, and the Future of Business Education

A Talk by Prof. Dr. Yuliya Shtaltovna (Professor, HS Fresenius)

Prof. Dr. Yuliya Shtaltovna

YULIYA SHTALTOVNA

EDUCATION BACKGROUND

2006
BACHELOR OF ARTS

English and Ukrainian Language Teaching, Dnipro State University 2002-2006

2007
MASTER OF ARTS

English and Ukrainian Language Teaching, Dnipro State University, 2006-2007

2009
MASTER OF EDUCATION

Pedagogy for Higher Education, Dnipro Polytechnic Uni 2007-2009

2015
DOCTOR OF PHILOSOPHY

Linguistics – English Philology, Zaporizhzhia State University 2012-2015

2022-25

MLM & MGM

MASTER OF LEADERSHIP AND MANAGEMENT

Thunderbird School of Global Management, Arizona State University May 2024

MASTER OF GLOBAL MANAGEMENT

American University Kyiv powered by Arizona State University January 2025

Prof. Dr. Yuliya Shtaltovna
Ph.D and M.A in Linguistics, M.Ed in
Higher Education

Professor of Intercultural and International
Management. Program Director of International
Business Management (IBM). Leadership Skills
Trainer, Researcher

Google Scholar Profile

ORCID ID

Semantic Scholar Profile

Publons Profile

ResearchGate Profile

LinkedIn Profile

CHAPTERS

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Makhachashvili, Rusudan; Semenist, Ivan; Shtaltovna, Yuliya; Bakhtina Anna (2021). **Soft Skills and ICT Tools for Final Qualification Assessment in Universities of Ukraine and India in COVID-19 Framework.** Psychology and Education Journal 58, 849–861. DOI: 10.17762/pae.v58i2.1959

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Teaching Digitally-Ready Soft Skills for Employability

DigCompEdu in Europe: Recognized for assessing competence, identifying training needs, and offering targeted training (Punie & Redecker, 2017) for **Evaluating and identifying digital competence among educators.**

- Focus 1:
  Digital Communication & Collaboration
- Focus 2:
  Digital Content Creation & Media Literacy
- Focus 3:
  Digital Problem-Solving

ISSN 2732-3781   DOI: 10.52398/gjsd.2021.v1.i2.pp58-67

GiLE Journal of Skills Development

**Teaching Digitally-Ready Soft Skills for Employability:
A review of the COVID-semester online-teaching
strategies**

Yuliya Shtaltovna
University of Europe for Applied Sciences, Berlin

Christina Muzzu
University of Europe for Applied Sciences, Iserlohn

Shtaltovna, Y., & Muzzu, C. (2021). Teaching Digitally-Ready Soft Skills for Employability:
A review of the COVID-semester online-teaching strategies. GILE Journal of Skills
Development, 1(2), 58–67. https://doi.org/10.52398/gjsd.2021.v1.i2.pp58-67

Prof. Dr. Yuliya Shtaltovna

FIGURE 8. AN ANALYTICAL SUMMARY OF THE OUTCOMES OF THE UE EMPLOYABILITY COURSE ACCORDING THE DIGCOMPEDU FRAMEWORK - EUROPEAN FRAMEWORK FOR THE DIGITAL COMPETENCE OF EDUCATORS BY THE EUROPEAN COMMISSION'S JOINT RESEARCH CENTRE

06	Facilitating Digital Competence	Supporting students to use digital tools creatively and responsibly to find, interpret, classify, evaluate and co-create project-based content
05	Teaching and Learning	Teaching, coaching, facilitating, and assessing the development of digital competencies along with discipline-related tasks, encouraging students' online collaboration to support the individual learning journey
04	Empowering Students	Providing room for an informed choice on digital tools that correspond best to learning objectives and tasks, improving students' digital skills, collaboration and autonomy
03	Assessment	Critically analyzing students' progress in using various collaborative digital tools, proving a platform for peer assessment and room for growth, building regular feedback into the classroom
02	Digital Resources	Using various ICT tools and sources to maintain synchronous and asynchronous communication and collaboration by co-creating and editing digital resources
01	Professional Engagement	Leveraging in-classroom collaboration and discussion to foster asynchronous communication both on a corporate and personal level between students and teachers, sharing knowledge, experience, found topic-related resources, building curiosity into constant professional development

Source: analysis and design by Shtaltovna & Muzzu (2021); framework by Punie & Redecker (2017)

Shtaltovna, Y., & Muzzu, C. (2021). **Enhancing students' digital competencies within the Employability module of the University of Europe's skills-based curricula.** In *Proceedings of the first GiLE4Youth International Conference: The Development of Competencies for Employability* (pp. 71-89). GiLE Journal of Skills Development.
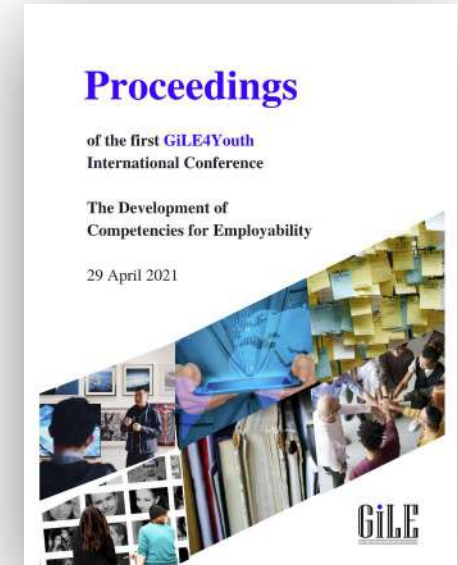
Prof. Dr. Yuliya Shtaltovna

Answering the Research Question:
"How can universities enhance students' capabilities for life?"

● ***There is a need for an 'ontological turn' in education*** (Barnett, 2015a, 219), i.e., to teach students how to be and operate successfully in a rapidly changing world and the ever-changing world of work

● ***There is a need for evolutionary and enacting pedagogies in HE*** (Gidley, 2012). University education should focus on the formation of human beings, enhancing their authenticity, responsibility, attitude, and values, i.e., on the personal becoming of students.

● ***The nature and quality of the relationships between educators and students vastly depend on the HE context, macro-environment, and university ecosystems.***

● ***The role of universities is to enhance personal skills development,*** including critical thinking, creativity, problem-solving, public speaking, digital literacy, leadership skills, work ethics, intercultural fluency, respect, fairness, personal and social responsibility, integrity, self-awareness, attitude, how to manage stress and career shocks or how to respond to global challenges (Akkermans et al., 2018; Blokker et al., 2019; OECD, 2019; Seibert et al., 2012; WEF, 2022)."
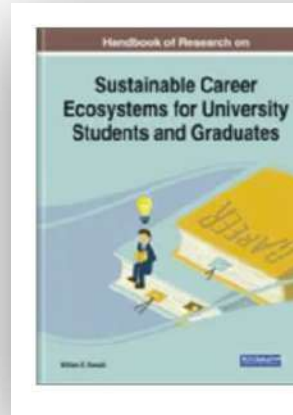
The Role of Universities: Enhancing Students' Capabilities for Work and Life

Maria Jakubik, Judit Beke, Yuliya Shtaltovna

Source Title: Handbook of Research on Sustainable Career Ecosystems for University Students and Graduates

Copyright: © 2023 | Pages: 23

DOI: 10.4018/978-1-6684-7442-6.ch002

Jakubik, M., Beke, J., & Shtaltovna, Y. (2023). The Role of Universities: Enhancing Students' Capabilities for Work and Life. In *Handbook of Research on Sustainable Career Ecosystems for University Students and Graduates* (pp. 15-37). IGI Global.

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By embracing an 'ontological turn' in education:

1. **AI-Powered Chatbots as Learning Companions**
   a. *Virtual Mentors:* Guidance and support for personal and professional development.
   b. *Strengthening Critical Thinking:* Encouraging self-reflection and critical thinking skills.

2. **VR Simulations for Experiential Learning**
   a. *Immersive Role-Playing:* Navigating intercultural conflicts and innovative problem-solving.
   b. *Safe Learning Environment:* Providing controlled scenarios for skill development.

3. **AI-Driven Feedback Systems**
   a. *Instant Results & Feedback:* Interactive testing with immediate feedback.
   b. *Enhancing Intercultural Competence:* Providing constructive feedback and tailored recommendations.
   c. *Personalized Growth:* Highlighting areas for improvement and offering relevant course materials for further development.

By enacting evolutionary pedagogies in higher education (HE)

1. **AI-Powered Personalized Learning**
   a. *Adaptive Learning Pathways:* AI-driven systems creating personalized learning routes for students.
   b. *Individualized Support:* Personal reminders, time management tools tailored to student needs.

2. **AI-Based Recommendation Systems**
   a. *Diverse Learning Resources:* Recommending materials that broaden global understanding and intercultural competencies.
   b. *Enhancing Cultural Awareness:* Suggesting articles, books, multimedia to foster a broader perspective.

3. **Immersive VR Experiences for Global Insight**
   a. *Virtual Workplace Exposure:* Providing glimpses into international business environments.
   b. *Cross-Cultural Insights:* Understanding cross-cultural management and decision-making processes.

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By nurturing the nature and quality of educator-student relationships

1. **Integrating AI, VR, and ChatGPT for Engaging Interactions**
   a. *Dynamic Teacher-Student Interaction:* Using technology to enhance engagement and collaboration.
   b. *Personalized Feedback & Guidance:* Facilitating mentorship in an inclusive learning environment.

2. **AI-Powered Learning Assistants**
   a. *24/7 On-Demand Support:* AI chatbots as readily available learning assistants.
   b. *Resources for Intercultural Competencies:* Offering additional materials and answers related to global understanding.

3. **Virtual Collaboration Platforms with AI Features**
   a. *Breaking Geographical Barriers:* Real-time discussions, teamwork, and cross-cultural projects enabled by AI-enhanced platforms.

4. **AI-Driven Automated Grading and Assessment**
   a. *Efficient Assessment Processes:* Automating grading to free up educators' time.
   b. *Focus on Personalized Mentorship:* Allowing educators to provide tailored feedback and guidance to students.

By developing essential personal skills

1. **AI, VR, and ChatGPT for Skill Enhancement**
   a. *Realistic Simulations:* AI and VR providing immersive experiences for skill acquisition.
   b. *Intercultural Communication Platforms:* Fostering intercultural fluency and digital literacy.

2. **AI-Based Data Analysis and Visualization**
   a. *Enhancing Critical Thinking:* Tools aiding in understanding complex intercultural issues and decision-making.
   b. *Informed Decision-Making:* Using data analysis to equip students with problem-solving skills.

3. **Virtual Reality for Skills Development**
   a. *Simulating Diverse Scenarios:* VR environments aiding in cross-cultural negotiations, leadership, and ethical dilemmas.
   b. *Developing Leadership & Ethical Skills:* Enhancing decision-making in diverse contexts.

4. **AI Language Processing for Self-Reflection**
   a. *Analyzing Reflections:* AI tools assessing students' intercultural experiences for self-awareness.
   b. *Prompting Further Development:* Insights fostering attitudes, values, and intercultural fluency.

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How to teach students AI-resilient, durable skills from 2025 onwards?
AI highlights the shortcomings of traditional lecture-and-exam models.
A new education model that prepares students to effectively and critically use AI is needed.

Future of Jobs Report 2025

WORLD ECONOMIC FORUM

Core skills in 2025

1. Analytical thinking
2. Resilience, flexibility and agility
3. Leadership and social influence
4. Creative thinking
5. Motivation and self-awareness
6. Technological literacy
7. Empathy and active listening
8. Curiosity and lifelong learning
9. Talent management
10. Service orientation and customer service

● Cognitive skills ● Self-efficacy ● Working with others ● Management skills ● Technology skills ● Engagement skills

Note: The skills selected by surveyed organizations to be of greatest importance to workers at the time of the survey.
Source: World Economic Forum. (2025). *Future of Jobs Report 2025*.

Future of Jobs Report 2025

WORLD ECONOMIC FORUM

Top 10 fastest growing skills by 2030

1. AI and big data
2. Networks and cybersecurity
3. Technological literacy
4. Creative thinking
5. Resilience, flexibility and agility
6. Curiosity and lifelong learning
7. Leadership and social influence
8. Talent management
9. Analytical thinking
10. Environmental stewardship

● Cognitive skills ● Self-efficacy ● Working with others ● Management skills ● Technology skills ● Ethics

Note: The skills selected by surveyed organizations to be increasing most rapidly in importance by 2030.
Source: World Economic Forum. (2025). *Future of Jobs Report 2025*.

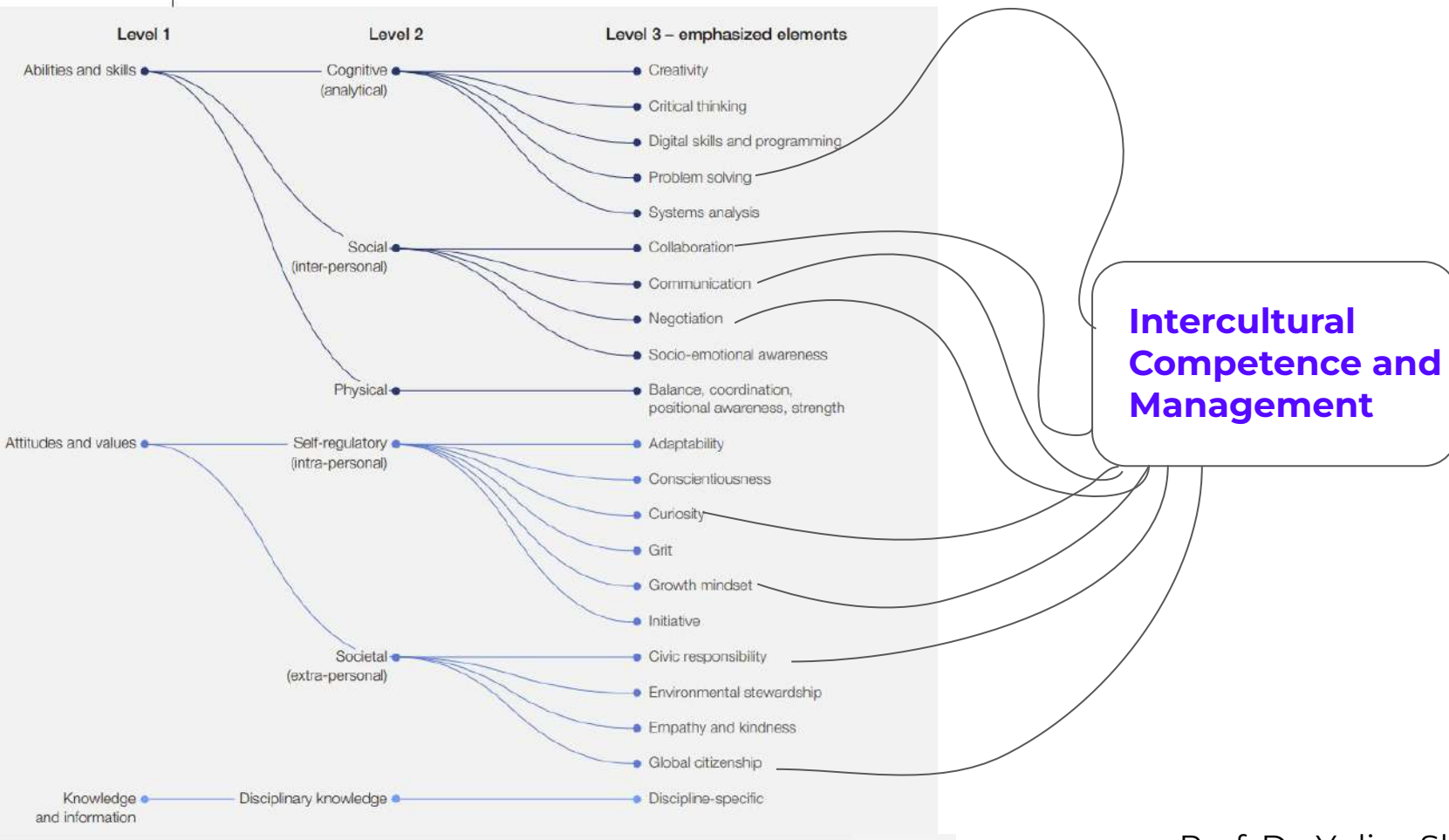Dr. Yuliya Shtaltovna

White Papers

Defining Education 4.0: A Taxonomy for the Future of Learning

Download PDF ⬇

The Education 4.0 learning taxonomy presents a comprehensive set of skills, attitudes, and values to prepare young learners for well-being in the economies of the future. This white paper outlines the philosophy behind Education 4.0, as well as the specific taxonomy structure of skills, attitudes and values, and their respective definitions, synthesizing and building on contemporary research and established education taxonomies. This document unifies the World Economic Forum's broader Education 4.0 initiative behind a common foundation and understanding of how to reimagine education systems, and serves as an instrument to facilitate that transformation.
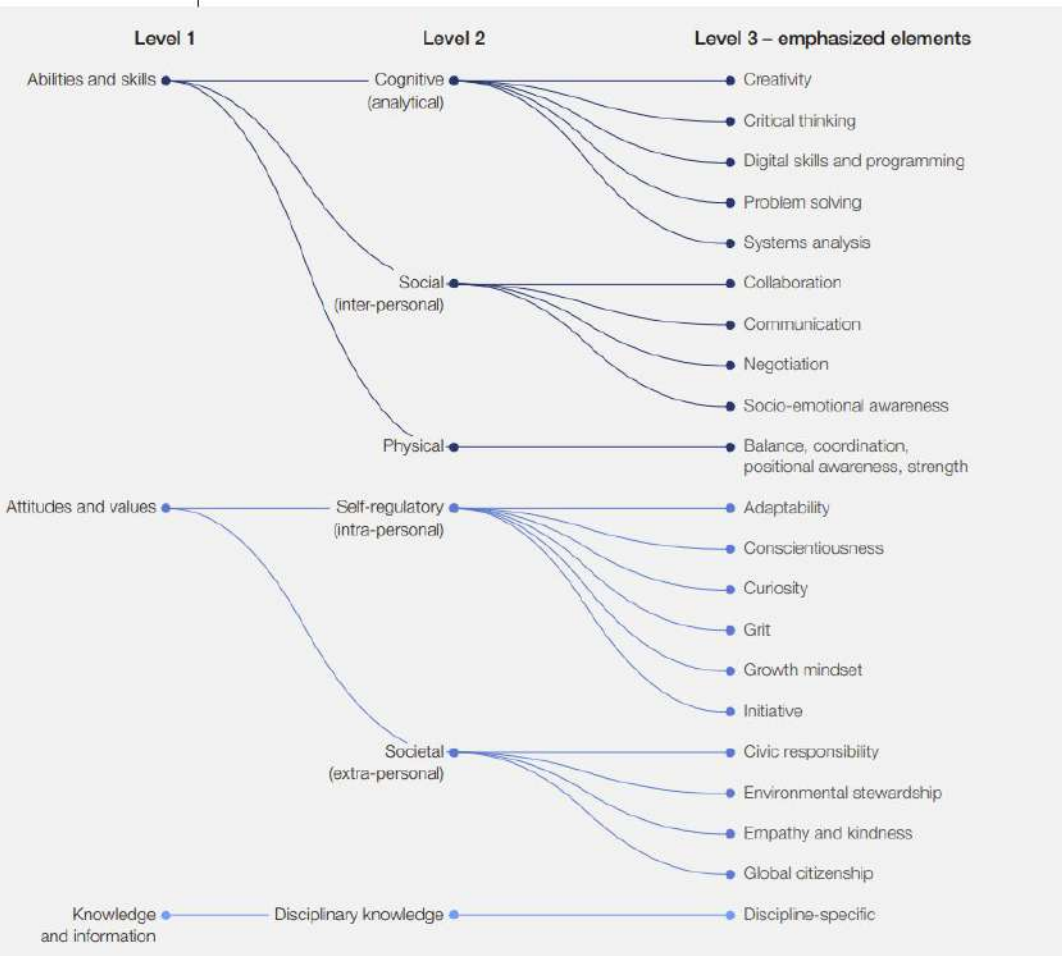
FIGURE 2: The Education 4.0 Taxonomy

Level 1	Level 2	Level 3 – emphasized elements
Abilities and skills	Cognitive (analytical)	Creativity
		Critical thinking
		Digital skills and programming
		Problem solving
		Systems analysis
	Social (inter-personal)	Collaboration
		Communication
		Negotiation
		Socio-emotional awareness
	Physical	Balance, coordination, positional awareness, strength
Attitudes and values	Self-regulatory (intra-personal)	Adaptability
		Conscientiousness
		Curiosity
		Grit
		Growth mindset
		Initiative
	Societal (extra-personal)	Civic responsibility
		Environmental stewardship
		Empathy and kindness
		Global citizenship
Knowledge and information	Disciplinary knowledge	Discipline-specific

Defining Education 4.0: A Taxonomy for the Future of Learning

Intercultural Competence and Management

Prof. Dr. Yuliya Shtaltovna

Defining Education 4.0: A Taxonomy for the Future of Learning   7

AI-proof ICC skills in Education 4.0? 5.0?

- **Cultural Competence:** Sensitivity, lateral thinking, and innovation in intercultural contexts.
- **Bias Recognition:** Identifying biases and addressing them in cross-cultural situations.
- **Digital Adaptability:** Proficiency in global technology platforms and tailored digital strategies for diverse cultures.
- **Conflict Resolution:** Understanding culturally-rooted issues and addressing intercultural challenges.
- **Organizational Analysis:** Identifying cultural influences on structures and optimizing intercultural processes.
- **Intl Team Building:** Creating diverse and inclusive teams for improved collaboration.
- **Emotional Intelligence:** Recognizing and responding to emotional cues in diverse settings.

Prof. Dr. Yuliya Shtaltovna

**Successful
Business Schools**
are combining several
megatrends in one successful
business model or approach?

- **Digitalization** without digital divide
- **Silver society engagement** without age-ism
- **Connectivity** without exclusion
- **Individualization & collaboration**
- **Knowledge culture & knowledge economy, 4.0 & 5.0**

www.zukunftsinstitut.de

GPTs

Discover and create custom versions of ChatGPT that combine instructions, extra knowledge, and any combination of skills.

🔍 intercultural

All

Intercultural Scholar
Graduate scholar in intercultural communication, aiding in study and research.
By Beatrix Battelle 💬 50+

Educator intercultural
Advise educators in planning, adapting, designing, implementing and evaluating e...
By Institutul Intercultural Timisoara 💬 20+

Intercultural coporations
By Caroline Weldingh 💬 10+

Multilingual Intercultural Specialist
Facilitates effective communication across languages and cultures
By yunus emre inci 💬 10+

College Intercultural Communication
🌐 💬 Enhance your College Intercultural Communication skills with your AI guide!...
By NileCode 💬 20+

Mediador/a intercultural
Agente de Mediación Intercultural para jóvenes en contextos migratorios
By NURDZHAN NASUFOV 💬 7

Intercultural Communication Craftsman
Master the art of intercultural dialogue in public speaking. Gain the confidence to c...
By uni.com.ai 💬 30+

Expert interculturel
Spécialiste interculturel pour contenus en français sur la mobilité et management i...
By community builder 💬 20+

Interculturalite Pro
specialiste de la diversité et du dialogue Interculturel
By ICAP Conseil 💬 70+

Research & Academic Support

- **Intercultural Scholar**: Can assist in researching **intercultural theories, case studies, and communication frameworks**, useful for academic papers or presentations.
- **Educator Intercultural**: Provides guidance on **designing educational materials**, making it useful for creating lesson plans, assignments, or business school case studies.

Practical Application & Business Context

- **Intercultural Communication Craftsman**: Helps students develop **public speaking skills in intercultural settings**, which is essential for business presentations and negotiations.
- **College Intercultural Communication**: Offers tailored advice to **improve communication skills among diverse teams**, a key competency in international business.

Corporate & Professional Intercultural Training

- **Intercultural Corporations**: Likely focuses on **intercultural business strategies**, helping students analyze real-world corporate cases of global expansion, leadership, and HR management.
- **Expert Interculturel & Interculturality Pro**: Likely support understanding **diversity, inclusion, and cultural intelligence**, which are important for HR and leadership roles in multinational firms.

Cross-Cultural Mediation & Communication

- **Multilingual Intercultural Specialist**: Helps students navigate **language barriers** and adapt messages to different cultural norms—useful for international marketing and negotiation.
- **Mediador/a Intercultural**: Could be useful for understanding **conflict resolution and adaptation strategies** in diverse business environments, particularly in migration or expatriate settings.

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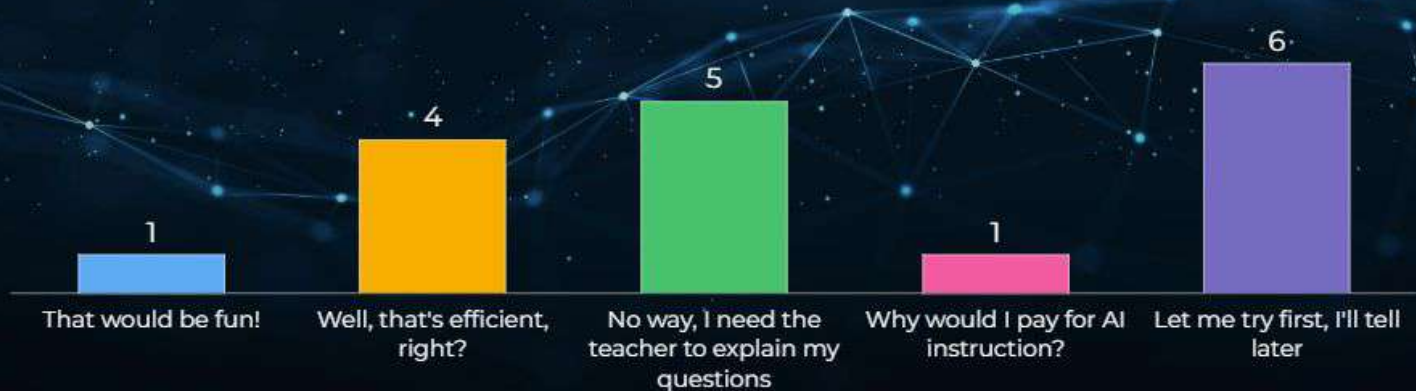
HOW MUCH CAN YOU TRUST CHATGPT?

Legend:
- Data and links
- Grammar & Vocab
- Essays & assignments
- Exams and tests
- Private & financial data

Values shown: 3.7, 5.1, 6.4, 6.9, 8.7

Axis: 1 ... 10, Most

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Prof. Dr. Yuliya Shtaltovna

UK universities warned to 'stress-test' assessments as 92% of students use AI

Survey of 1,000 students shows 'explosive increase' in use of generative AI in particular over past 12 months

⌖ The report's author said such dramatic changes in behaviour in just 12 months were almost unheard of. Photograph: Nicolas Economou/NurPhoto/REX/Shutterstock

British universities have been warned to "stress-test" all assessments after new research revealed "almost all" undergraduates are using generative artificial intelligence (genAI) in their studies.

A survey of 1,000 students – both domestic and international – found there had been an "explosive increase" in the use of genAI in the past 12 months. Almost nine out of 10 (88%) in the 2025 poll said they used tools such as ChatGPT for their assessments, up from 53% last year.

The proportion using any AI tool surged from 66% in 2024 to 92% in 2025, meaning just 8% of students are not using AI, according to a report published by the Higher Education Policy Institute and Kortext, a digital etextbook provider.
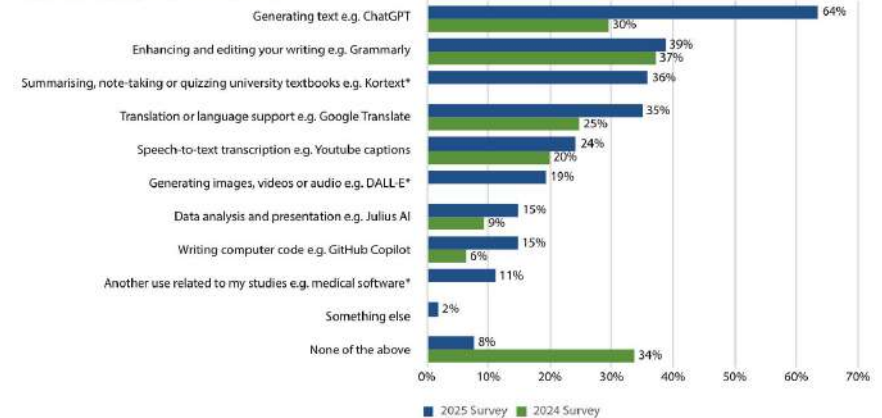
hepi
Higher Education Policy Institute

Kortext

Student Generative AI Survey 2025

Josh Freeman

HEPI Policy Note 61   **February 2025**

Figure 1 What have you used AI for?

Use	2025 Survey	2024 Survey
Generating text e.g. ChatGPT	64%	30%
Enhancing and editing your writing e.g. Grammarly	39%	37%
Summarising, note-taking or quizzing university textbooks e.g. Kortext*	36%	
Translation or language support e.g. Google Translate	35%	25%
Speech-to-text transcription e.g. Youtube captions	24%	20%
Generating images, videos or audio e.g. DALL-E*	19%	
Data analysis and presentation e.g. Julius AI	15%	9%
Writing computer code e.g. GitHub Copilot	15%	6%
Another use related to my studies e.g. medical software*	11%	
Something else	2%	
None of the above	8%	34%

■ 2025 Survey ■ 2024 Survey

'Which of the following have you used artificial intelligence (AI) for this academic year? (Include AI used for any purpose, including your studies, employment, hobbies and so on.)' * indicates the option is new in 2025. Some options have been updated in small ways to reflect technological developments

Prof. Dr. Yuliya Shtaltovna

Christian Lengfeld · 1st
Professor of Management (in leave)
6mo · 🌐

Today, the first version of the "AI Gallery Walk" has been accomplished. Out International Master Students at Hochschule Fresenius Berlin have presented their AI technological insights, AI Tool Grid, and AI Industry Grid, as well as many use cases, ethical and regulatory subjects, and own creations based on AI applications.

Fantastic to see and an amazing presentation.

Next step... "Advanced AI Gallery Walk" on June 26, 2023 at the Hochschule Fresenius 175 Anniversary Celebration at our AMD Campus at Pappelallee (Faculty of Design)!!! Feel free to join :-)

#ai #students #innovationen #mastersdegree #masterprogram #university #gallerywall #futureofai

Prof. Dr. Yuliya Shtaltovna

It is so wonderful to see how talented and interested young people open up to new topics and make them their own.

The Case Study Projects at Hochschule Fresenius in Berlin have started and the International Master students are working on business concepts, feasibility studies, and strategies for the whole semester. Until June we are fully dedicated to #ArtificialIntelligence. Thanks this semester to Accenture - Coca-Cola Europacific Partners - Siemens Gamesa - Truffls GmbH - DLiWR Technologies GmbH

Here are a few impressions of the kick-off and the first sessions. On April 27, the first pitch will take place in the form of an #AI Gallery Walk at the campus. The second AI Gallery Walk with the final results will follow at the end of June.

I am looking forward to it and see you soon 😊

Thanks to Alisha Lara Wallat Jan Lengfeld Steffen

Prof. Dr. Yuliya Shtaltovna

Case study: Transforming your Business School into a Metaverse learning centre

HOCHSCHULE FRESENIUS
UNIVERSITY OF APPLIED SCIENCES

Business schools explore teaching in the metaverse | Financial Times

Higher Education Transformation for Artificial Intelligence Revolution: Transformation Framework

Within the course of **International Business & Management Consulting**, we create a case to engage stakeholders by using Kotter's framework.

What are the actions needed for each stage, what are the pitfalls and what to learn from the mistakes of others.

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✅ KSE prioritizes **hands-on AI training** across business disciplines.
✅ AI is **not just an elective** but is integrated into **core business courses**.
✅ **Ethical AI use** is emphasized, ensuring **transparency & student accountability**.

1 AI-Related Electives

- **AI Tools for Business Leaders**
    - **80% practice, 20% theory** – Focuses on AI-driven **branding, startup launches, product acceleration, decision-making, strategic research, and functional improvements** (finance, marketing, HR, etc.).
- **Entrepreneurship in the Digital Age**
    - Encourages **AI tool usage** for enhancing efficiency while ensuring students remain **primary authors** and fully understand their outputs.

2 AI in Business Analytics & Data Science

- **Business Analytics for Management**
    - Covers **machine learning, AI-driven analytics, CRISP-DM methodology**, & industry applications.
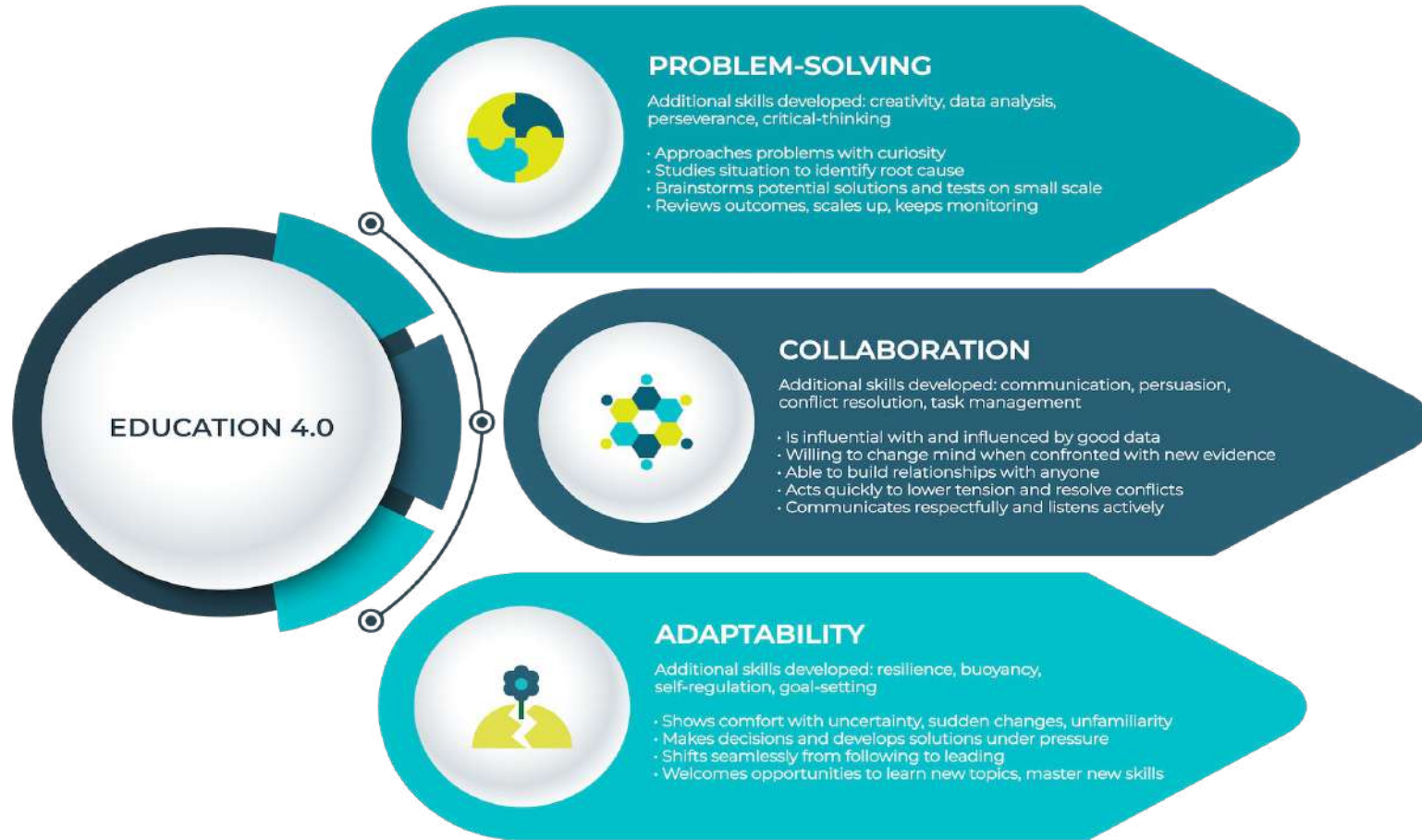   - Examines AI's impact on **job markets and business functions**.

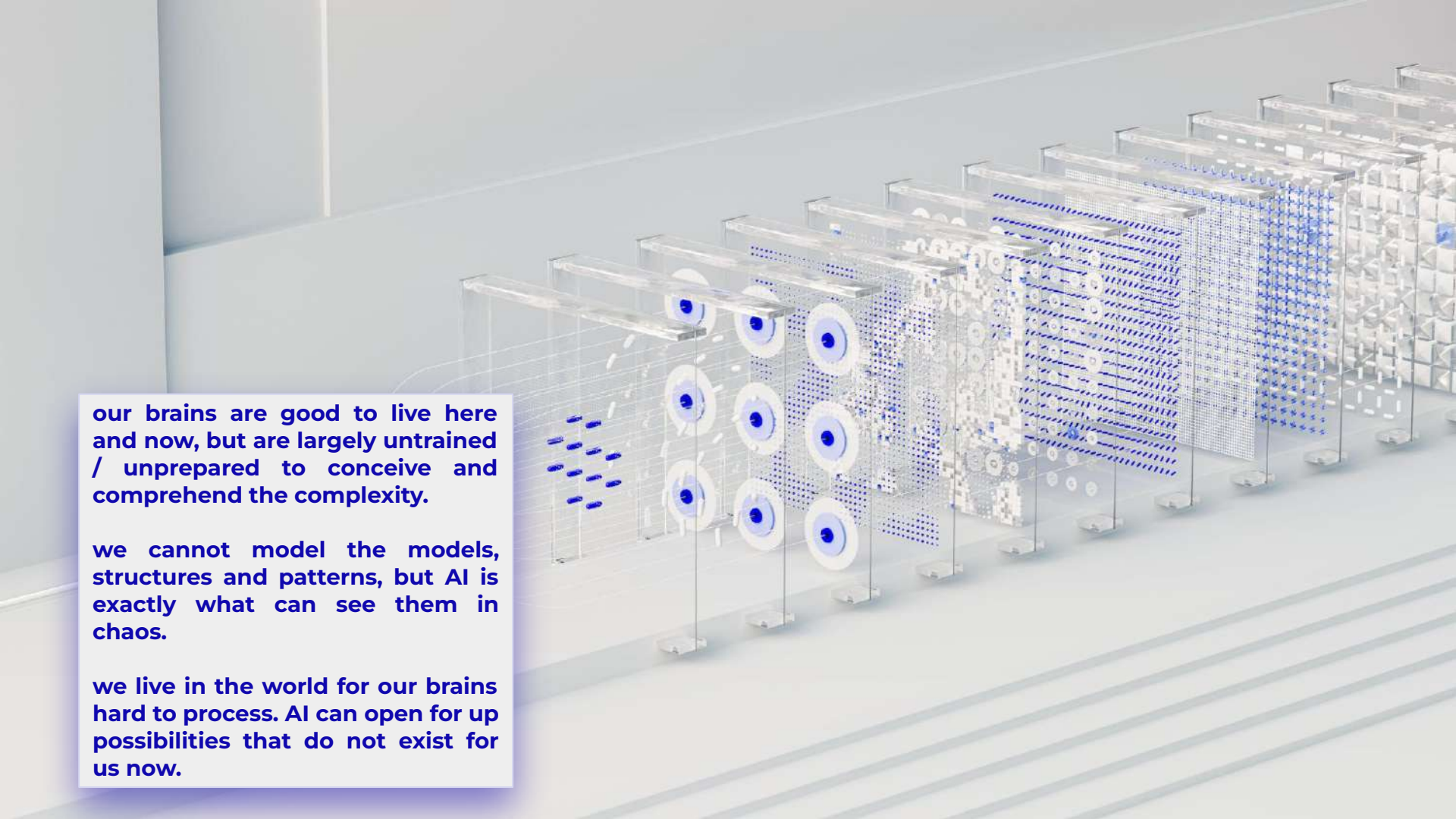**3 AI-Driven Solutions in Core Business Courses**

- **Project Management**: AI is explored in course projects, such as **"AI tools to boost project management performance."**
- AI is embedded in **mandatory courses** to solve real-world business problems.

4 Ethical AI Use & Accountability

- **Courses like Organizational Behavior, Leadership & People Management** require AI-assisted assignments to include:
    ✅ **AI tool disclaimer**
    ✅ **Table specifying AI-generated content**
    ✅ **List of prompts used**

MBA

PROBLEM-SOLVING

Additional skills developed: creativity, data analysis, perseverance, critical-thinking

· Approaches problems with curiosity
· Studies situation to identify root cause
· Brainstorms potential solutions and tests on small scale
· Reviews outcomes, scales up, keeps monitoring

COLLABORATION

Additional skills developed: communication, persuasion, conflict resolution, task management

· Is influential with and influenced by good data
· Willing to change mind when confronted with new evidence
· Able to build relationships with anyone
· Acts quickly to lower tension and resolve conflicts
· Communicates respectfully and listens actively

ADAPTABILITY

Additional skills developed: resilience, buoyancy, self-regulation, goal-setting

· Shows comfort with uncertainty, sudden changes, unfamiliarity
· Makes decisions and develops solutions under pressure
· Shifts seamlessly from following to leading
· Welcomes opportunities to learn new topics, master new skills

EDUCATION 4.0

WEF: Education 4.0: Here are 3 skills that students will need for the jobs of the future

Prof. Dr. Yuliya Shtaltovna

our brains are good to live here and now, but are largely untrained / unprepared to conceive and comprehend the complexity.

we cannot model the models, structures and patterns, but AI is exactly what can see them in chaos.

we live in the world for our brains hard to process. AI can open for up possibilities that do not exist for us now.

As ICC Researchers, teachers and learners?

1. **Include** discussions on digital poverty and technology access in your curriculum.
2. **Advocate** for technology inclusion to bridge the digital divide and ensure GenAI resources are accessible to all.
3. **Integrate** ethics and responsible AI practices into your cross-cultural and diversity training.
4. **Welcome** critical conversations about ethical AI use and the need for diverse voice protection.
5. **Train** students to recognize cultural biases in AI models and their impact on underrepresented groups.
6. **Promote** cultural competence when utilizing AI tools, for sensitivity to diverse perspectives.
7. **Teach** media literacy, including fact-checking and bias recognition, for navigating GenAI-generated content.
8. **Highlight** the role of AI in amplifying or silencing voices and encourage the promotion of underrepresented voices and cultural diversity.
9. **Educate** about the risks of deep fakes and their impact on diverse communities.
10. **Engage** in advocacy for culturally sensitive and diverse AI development, ensuring technology reflects a broad range of voices and experiences.
11. **Facilitate** creative use of GenAI in ICC education and research
12. **Focus on SDG & IDG** - Sustainable Development Goals and Inner Development Goals

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Leveraging Large Language Models in 2023:

Simplifying explanations and learning plans:

Example 1: Utilize language models to create **concise cultural guides** for students, offering an **overview of key cultural aspects of different regions.**

Example 2: Develop **simplified infographics or visual aids highlighting cultural norms and communication styles for specific countries.**

Example 3: Create **customized study plans** for **each student/major** that incorporate cross-cultural competence development alongside their academic curriculum.

Generating self-check questions, exam questions, flashcards and quizzes:

Example 1: **Generate flashcards with cultural dimensions tips** for different countries, helping students learn and **internalize cross-cultural norms.**

Example 2: Create quizzes that test students on their knowledge of global business etiquette, **using language models to generate diverse question sets.**

Example 3: Develop **interactive quizzes that simulate cross-cultural negotiation** scenarios, allowing students to **practice and receive feedback.**

Finding answers to questions:

Example 1: **Encourage students to use language models to research** and provide answers to students' questions about **specific cultural practices or traditions.**

Example 2: Encourage students to utilize language models to **explore cultural background information** before engaging in cross-cultural business interactions.

Example 3: **Task students with researching and summarizing cultural insights from academic articles and books using language models.**

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ChatGPT fundamentally changes the classroom **in 2024** where **classroom becomes a space of experiment,** of **debate, of fantasy, of expertise** expelled from routine information transfer or slides-karaoke.
But what it changes even more critically is the **examination and questions** we use.

📌 Simplifying explanations and **creating learning plans for concepts, both for teachers and self-study.**

📌 **Generating flashcards** based on theory text, engaging in conversations with books, and creating **quizzes** based on the material.

📌 Rewriting students' essays for **improved results**, with services for teachers being able to detect the use of AI.

📌 **Generating lesson plans (goals, timing, tasks), project plans, icebreakers, and reflection.**

📌 **Exploring career paths (skills, universities, courses, job descriptions).**

📌 Searching for answers to questions about a database of scientific papers and viewing references.

📌 **Interacting with historical figures (Napoleon, Van Gogh, Einstein).**

📌 Conducting **self-reflection for teachers** from recorded sessions.

📌 Teaching English or any other target language and its **register**

📌 **Recognizing and translating audio into text and summarizing notes.**

📌 **Personalizing learning for students. Evaluating tasks and tests using AI.**

[AI tools in Education](#) ©

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The Future of AI-Enhanced Intercultural Business Education

✅ AI-Enhanced Learning in an Intercultural Management Class

🌐 Cultural Intelligence (CQ) & AI

- ✅ AI-powered simulations for **decision-making in culturally ambiguous situations**
- ✅ AI-generated **role-playing scenarios** to practice intercultural leadership
- ✅ Using **ChatGPT to compare cultural perspectives** on business dilemmas

💬 Managing Polarization & Ethical Business Communication

- ✅ AI sentiment analysis of **global business messages** for cultural sensitivity
- ✅ AI-generated **biased vs. neutral corporate statements** for critical comparison
- ✅ Case studies of AI-driven brand communication failures & successes

🔐 Digital Intercultural Leadership & Virtual Teams

- ✅ AI-assisted **virtual team collaboration simulations**
- ✅ Using **AI to refine business emails** for intercultural communication effectiveness
- ✅ Training on **power distance and hierarchy management** in AI-led teams

📊 AI & Ethical Bias in Global Business

- ✅ Auditing AI-driven **hiring algorithms for cultural bias**
- ✅ Using AI to **analyze diversity representation** in global marketing campaigns
- ✅ Case studies on AI's impact on inclusivity in international business

🚨 Crisis Management & AI in Intercultural Negotiations

- ✅ AI-generated **crisis response simulations** for global PR issues
- ✅ Training on **AI-enhanced conflict resolution** in cross-cultural business settings
- ✅ Comparing **AI vs. human-led business negotiations** in diverse markets

🛠 Practical AI Tools for Intercultural Management

- ✅ **ChatGPT & Claude AI** – Role-playing negotiations & communication scenarios
- ✅ **DeepL & Google Translate** – Analyzing AI translation accuracy in different languages
- ✅ **IBM AI Fairness 360** – Detecting cultural biases in hiring & leadership decisions
- ✅ **X-Culture AI Simulations** – AI-driven teamwork & cross-border business collaboration
- ✅ **Sentiment Analysis AI (MonkeyLearn, Brandwatch)** – Evaluating brand reputation across cultures

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"The answer is not to standardize education, but to personalize and customize it to the needs of each student and each community. There is no alternative. There never was."
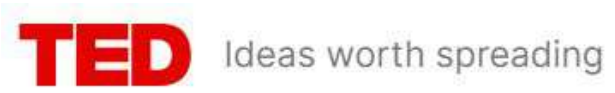
Student-Centric Education

Client-centered Business

Human-centric Leadership

Bring on the learning revolution!
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Ideas worth spreading

Prof. Dr. Yuliya Shtaltovna

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