



**2016**

**Association of International  
Education Administrators  
ANNUAL CONFERENCE**

A large, stylized globe is positioned on the left side of the slide. It is rendered in shades of purple and blue, with a grid of latitude and longitude lines. The globe is semi-transparent, allowing the background grid to be seen through it. The background of the entire slide is a dark purple with a subtle, repeating grid pattern.

# **Profiles that Expand Global Citizenship: Approaches that Develop Intercultural Competence in Higher Education**

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# Session Objectives

- *Understand* - culture impacts interactions
- *Recognize* – characteristics contribute competence
- *Learn* - components of culturally-influenced style
- *Utilize* - valid & reliable profile data
- *Analyze* - implications cultural style & competence gaps



# Global Assessment Project



The practices in place were not fostering the development of intercultural competence in our students.



# At Miami University Faculty Leaders...

*“are expected to facilitate cross-cultural awareness and cultural competency development in students enrolled in these programs.”*

Usually in 3-6 weeks

# Would you also like fries with that?



# Shared Definition

The ability to communicate effectively & appropriately across a range of cultural contexts.



- culturally sensitive knowledge
- a motivated mindset
- a skill set

# Recommendation

- Identify and implement multiple measures of intercultural competence
- Including mechanisms for student self-assessment



# Survey Says

In another study, companies, global CEOs admit they have failed to exploit their international business opportunities because of **“unable to pursue a market opportunity”** or have had to **“cancel or delay a strategic initiative because of talent constraints”**.

*Sources: McKinsey Quarterly, “Developing Global Leaders: Companies must cultivate leaders for global markets”, June 2012.*

*Price Waterhouse Cooper, “15th Annual Global CEO Survey 2012: Delivering Results, Growth and Value in a Volatile World”, 2012.*

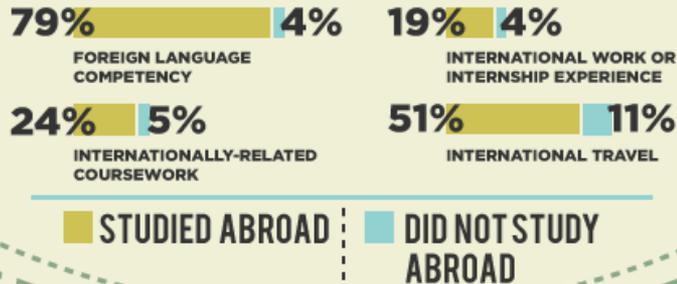


## EMPLOYERS VALUE CULTURAL EXPERIENCE

While having the diverse background that studying abroad provides is certainly helpful for conversation at an interview, do employers actually value the experience?

Studies say yes: A whopping 73 percent of employers say that cited study abroad as important when evaluating the résumés of a job candidate for a junior-level position.

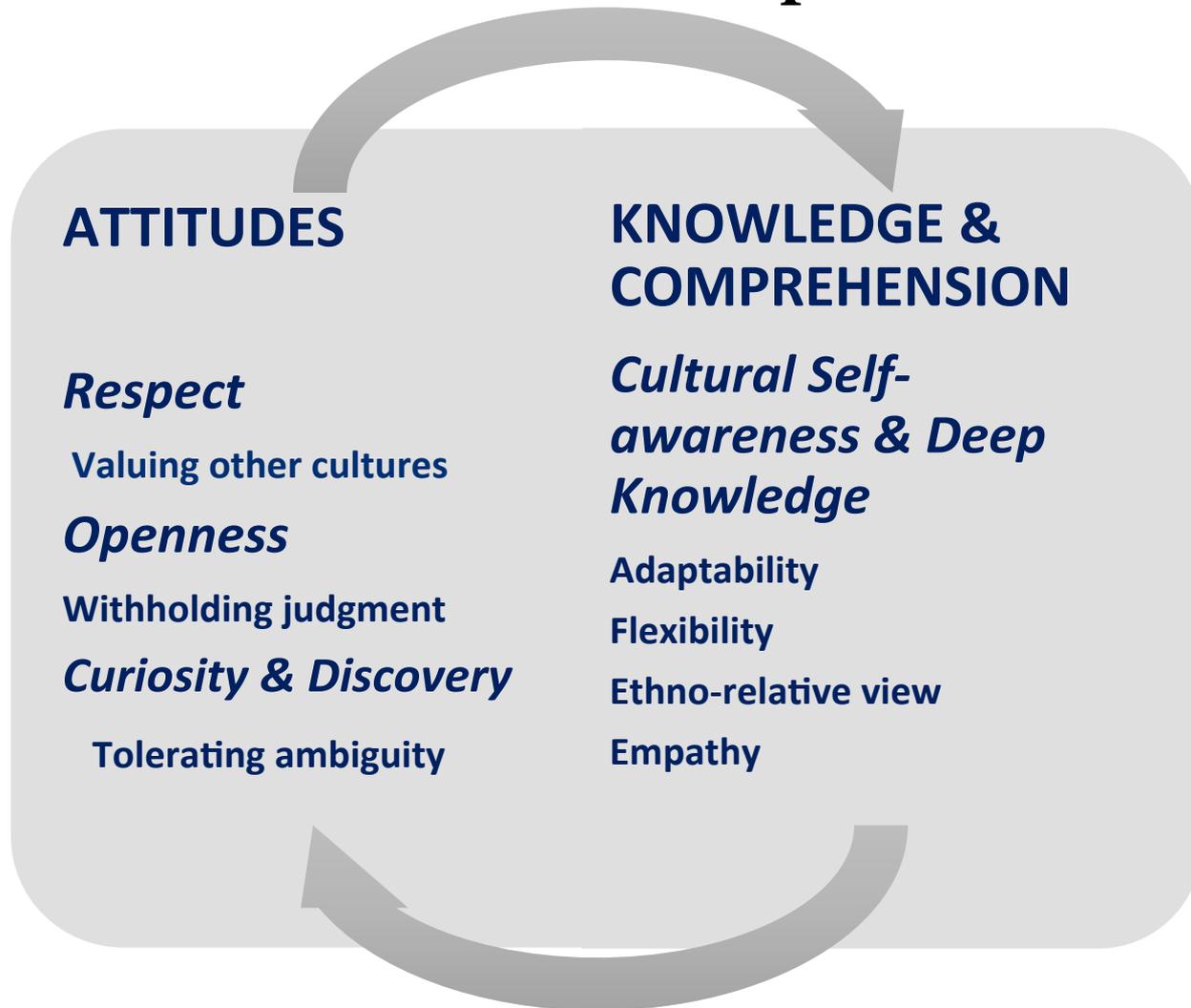
### DISCUSSED AT INTERVIEWS:



For those students with aspirations of working in another country, **8 in 10 HR executives** say that study abroad experience was an important factor for overseas job placement within their companies.

73%

# Process Model of Intercultural Competence



Dr. Darla Deardorff in **The SAGE Handbook of Intercultural Competence**,  
2009 (Thousand Oaks: Sage).



# Theoretical Framework

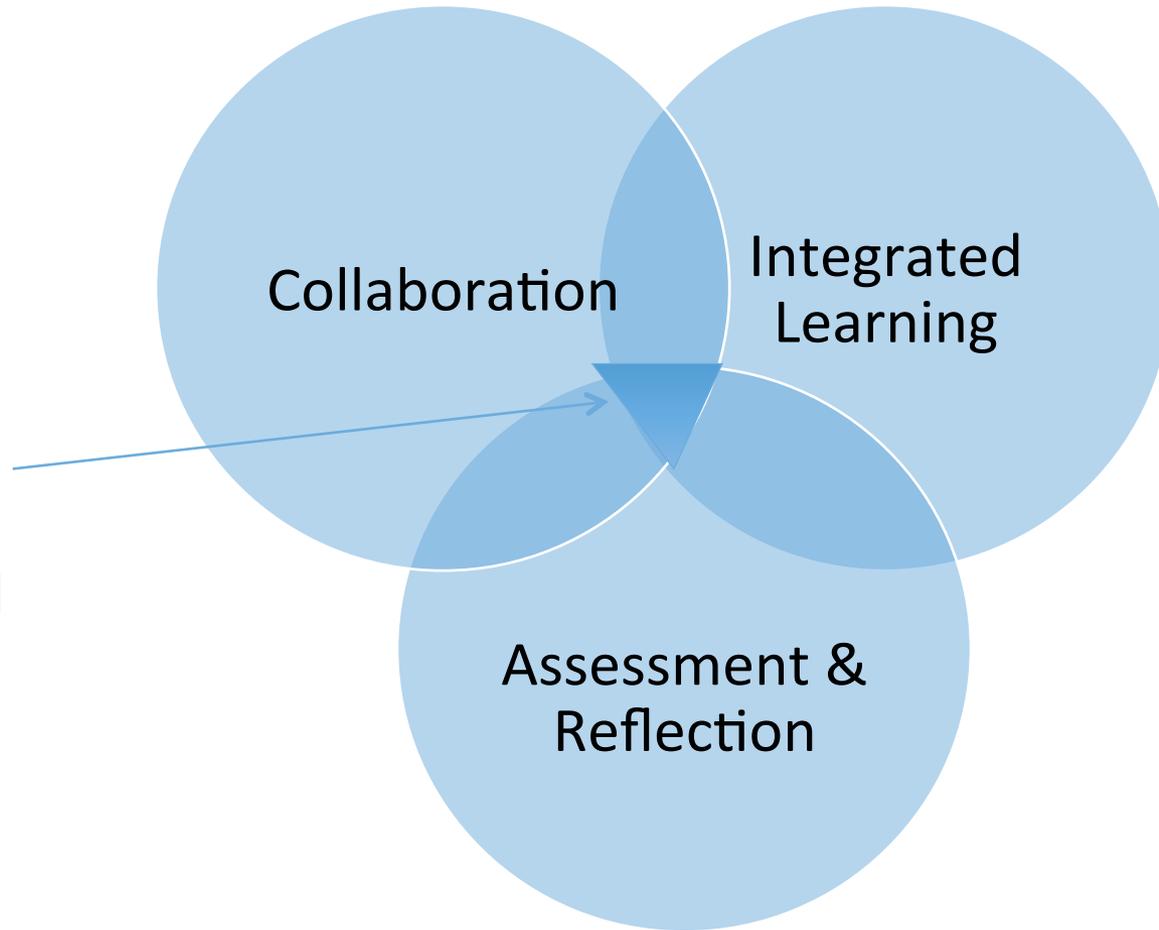
adapted by M. Petrone from Ortiz, A.M. & Rhoads, R.A. (2000). *Journal of College Student Development*, 41. & The Four Stage Intercultural Communication Competence Model, Stella Ting-Toomey, 1999.

STEP 1:	STEP 2:	STEP 3:	STEP 4:	STEP 5:
Understand One's Own Culture	Learning About Other Cultures	Deconstruct Culture of Origin (U.S. American)	Recognize the Legitimacy of Other Cultures	Developing a Multicultural Outlook
Unconscious Incompetence		Conscious Incompetence	Conscious Competence	Unconscious Competence



# Pedagogical Strategies

**Combined  
Strategies  
Improve  
Intercultural  
Competence**



# CULTURE GENERAL

## The Intercultural Effectiveness Scale



# The Intercultural Effectiveness Scale (IES)

Measures how well individuals are equipped for global work

Provides a path for developing global talent

Evaluates individual competencies critical for effective interaction with people from different cultures



# Examines Three Main Dimensions of Intercultural Adaptability

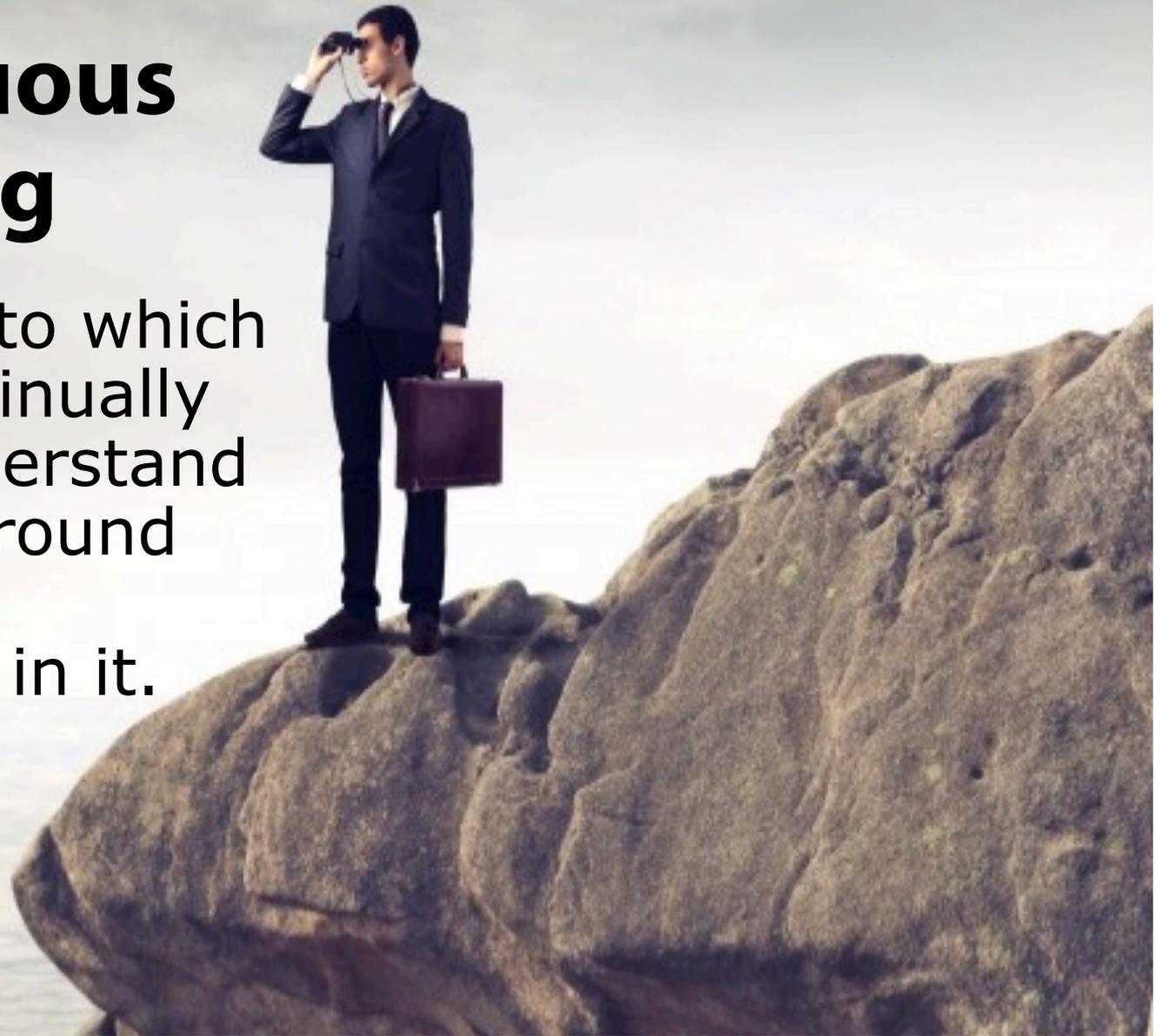
Continuous Learning	Interpersonal Engagement	Hardiness
Exploration	Global Mindset	Positive Regard
Self-Awareness	Relationship Interest	Resilience

An *Overall IES* score is generated by combining the scores of the six sub-dimensions



# Continuous Learning

The extent to which people continually seek to understand the world around them and themselves in it.



# Continuous Learning

## Exploration

- Openness to ideas, norms, behaviors & situations different from one's own.
- Fundamental inquisitiveness, curiosity and desire to learn new things and gain new perspectives.
- Ability to learn and make adjustments to personal strategies to ensure success.

## Sample Statements

I treat all situations as an opportunity to learn something.

I have developed significant new skills over time.

I learn from mistakes.



# Continuous Learning

## Self-Awareness

- The degree of awareness of one's interpersonal style, values, behavior as well as their impact on others.
- The degree of reflection on this knowledge in order to engage in learning and personal development.

## Sample Statements

I'm aware of my interpersonal style and can easily describe it to others.

Thinking about my strengths and weaknesses is a good use of my time.

Usually I can tell what impact my behavior has on others.



# Interpersonal Engagement

General interest in other cultures and the ability to develop positive relationships with their people.



# Interpersonal Engagement

## Global Mindset

- Degree of interest in learning about other cultures and the people who live in them.
- Actively seeking to expand one's global knowledge generally and in relation to others.

## Sample Statements

I routinely read, watch, or listen to international news.

My friends would say I know a lot about world geography.

Every now and then I watch television programs about other countries and cultures.



# Interpersonal Engagement

## Relationship Interest

- The ability to develop strong positive relationships with people who are different from us.
- Willingness to use other languages in developing new relationships.

## Sample Statements

I'm not that interested in meeting people from other cultures.

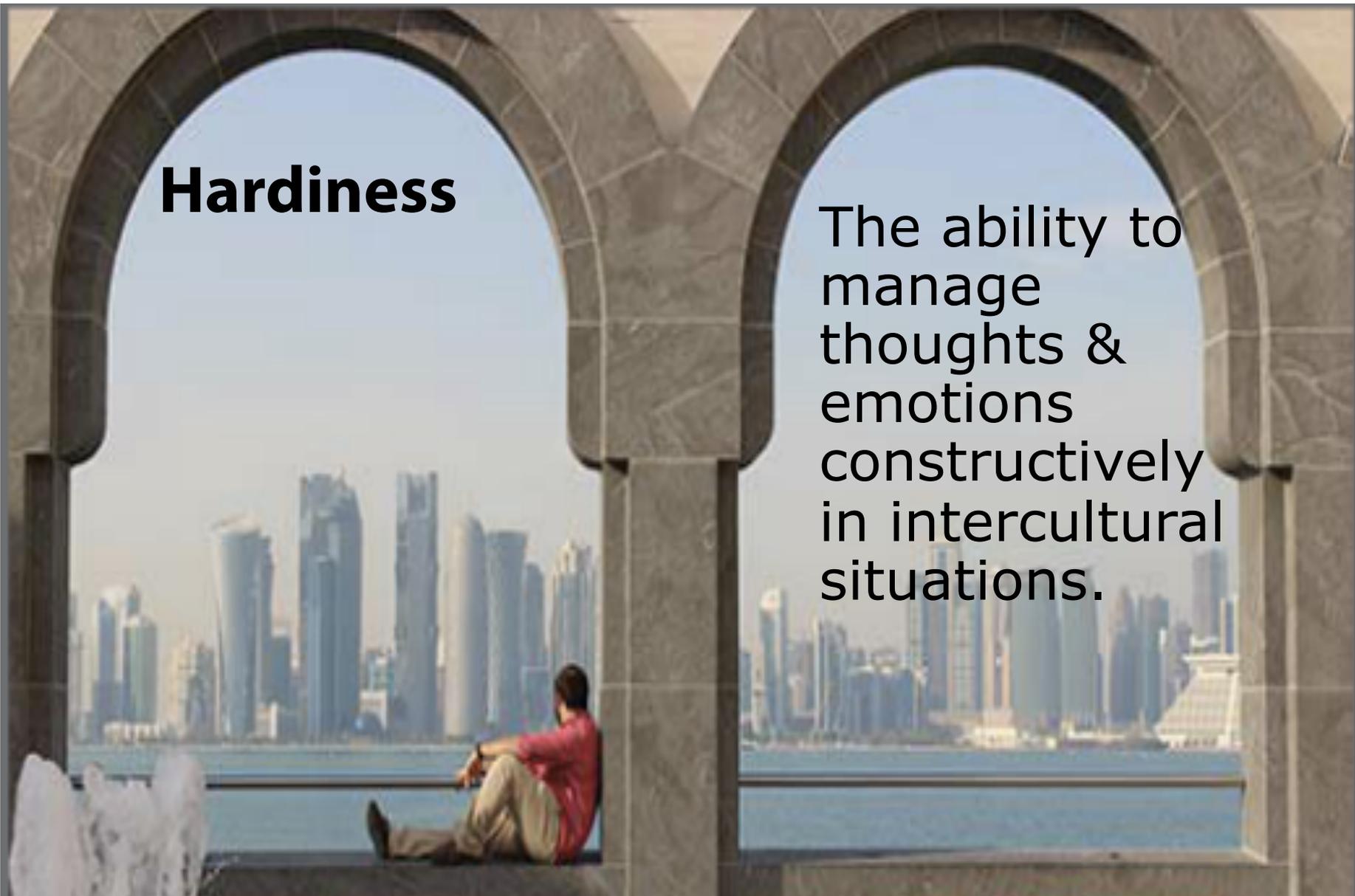
I like to figure out why people do the things they do.

Getting to know other people teaches you a lot of valuable things.



# Hardiness

The ability to manage thoughts & emotions constructively in intercultural situations.



# Hardiness

## Positive Regard

- Assuming the best about people.
- Accepting different behaviors as having intrinsic merit.
- Not resorting to negative stereotypes about other cultures or people.

## Sample Statements

I can always find something good in any situation.

My friends would say I always look on the bright side of things.

If I were lost, someone would probably stop and help me.



# Hardiness

## Emotional Resilience

- Emotional strength and ability to cope with challenging emotional experiences.
- Capacity to recover quickly from psychologically and emotionally challenging situations.

## Sample Statements

It takes me a long time to get over a particularly stressful experience.

I find that little things often bother me.

I have never been good at coping with negative emotions.



# CULTURE SPECIFIC

GlobeSmart



# The GlobeSmart<sup>®</sup> Profile

Your  
GOAL

To know the profile of you and your colleague in order to leverage similarities and bridge gaps



## REMEMBER

Dimensions are on a continuum

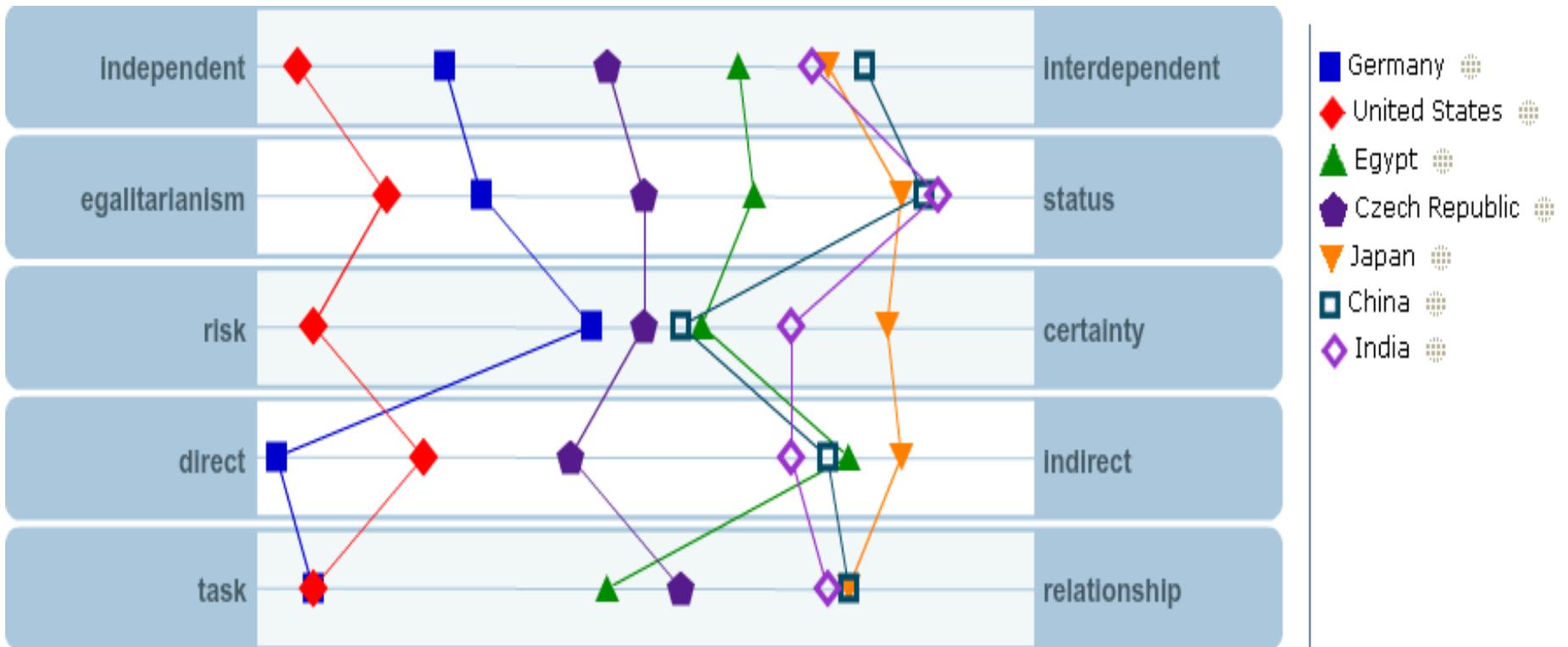
There is no “right” or “wrong” style

Profile result is not a predictor of success



# GlobeSmart® Cultural Dimensions

Aspects of culture that represent a range of work styles in a multicultural work environment

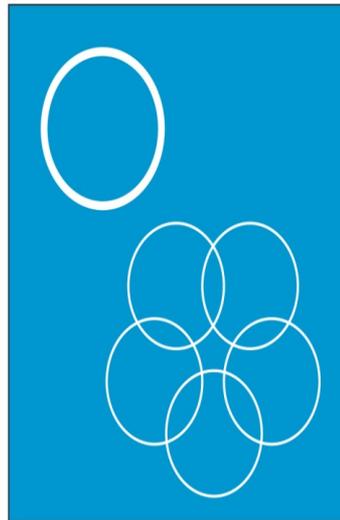


# Key Dimensions of Culture

*How do I derive my identity?*

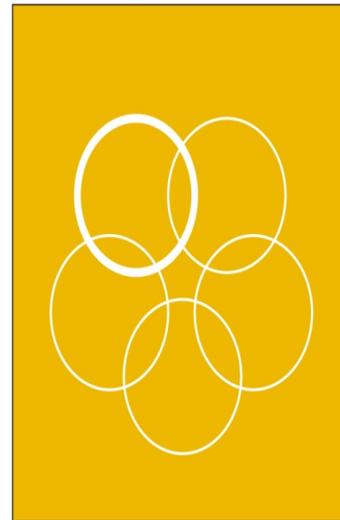
## Independent

- Place great importance on individual identity
- Derive identity from personal choices and achievements
- Prefer taking action on one's own



## Interdependent

- Place great importance on group harmony and cooperation
- Derive identity from group affiliation
- Feel a sense of duty, obligation, and loyalty to ascribed groups



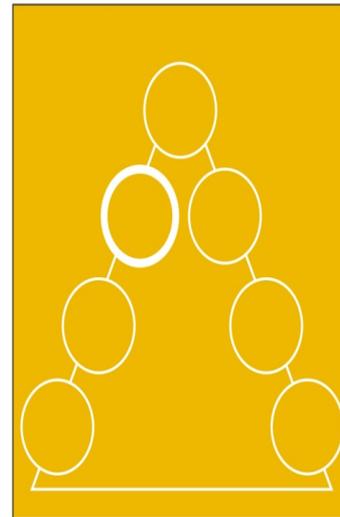
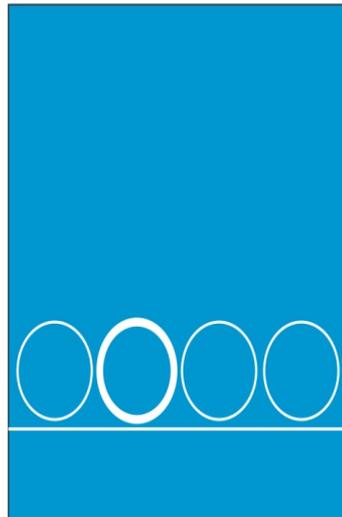
# Key Dimensions of Culture

*What is my preference for how my group should be structured, and how power should be distributed?*



## Egalitarianism

- Be comfortable challenging the views of superiors
- Be flexible about roles
- Treat everyone much the same
- Assume power and authority should be shared broadly among a group



## Status

- Prefer not to challenge those above them
- Be deferential to superiors
- Adapt behavior depending on relative status
- Assume power and authority should be reserved for a few members of a group

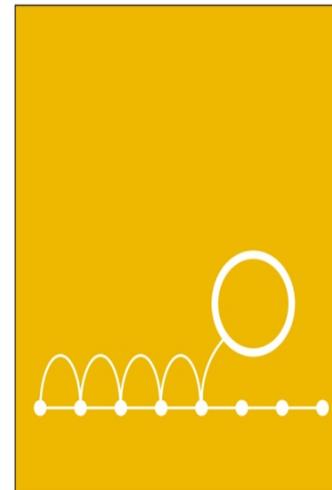
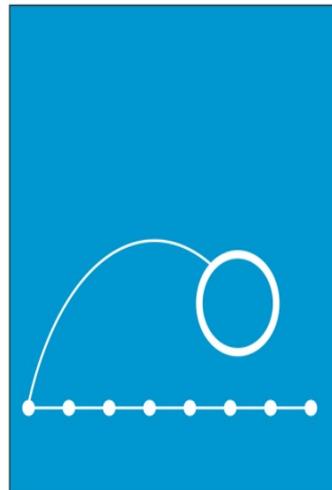
# Key Dimensions of Culture

*How do I make decisions in uncertain or ambiguous situations?*



## Risk

- Prefer rapid decision-making and quick results
- Place great importance on flexibility and initiative
- Value speed over thoroughness



## Certainty

- Spend significant time on background research
- Establish proper procedures before starting a project
- Value thoroughness over speed

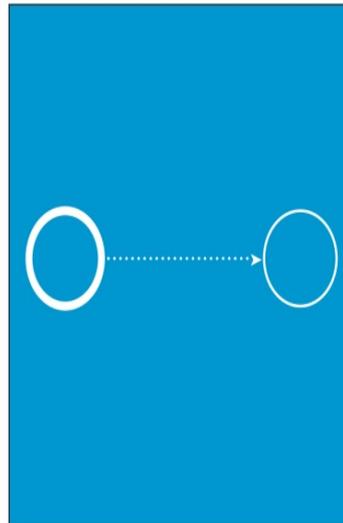
# Key Dimensions of Culture

*How do I communicate requests, tasks, & feedback?*



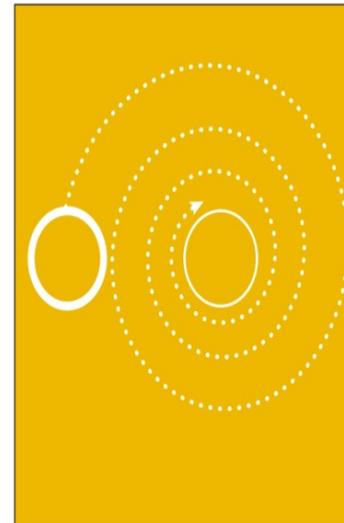
## Direct

- Come to the point quickly
- Be forthright in asking questions in most settings
- Be comfortable making requests, giving direction, or disagreeing with others
- Give negative feedback directly



## Indirect

- Spend time explaining the context before coming to the point
- Avoid asking questions in public settings
- Express disagreement in subtle ways
- Give negative feedback indirectly



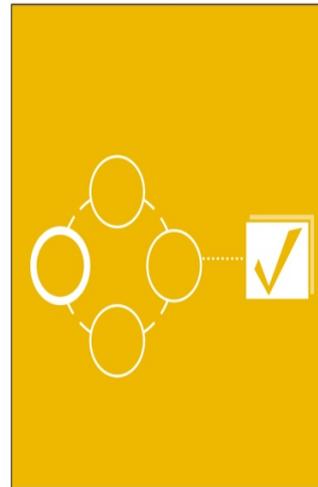
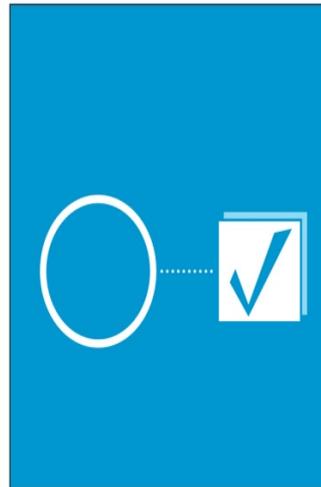
# Key Dimensions of Culture

*When working on new projects, do I prefer to address tasks first, or relationships first?*



## Task

- Place high value on reaching goals and objectives on schedule
- Prioritize accomplishing tasks over maintaining relationships
- Focus on what people achieve more than who they know



## Relationship

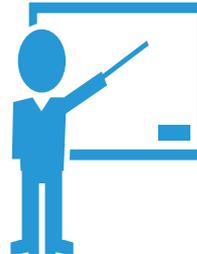
- View time building relationships as key to achieving good results
- Prioritize maintaining relationships over accomplishing tasks on time
- Focus on who people know as much as what they themselves can achieve

# IES Applications



## Assessing

- Individuals for competencies critical for global work or study
- Outcome measurement for global study abroad programs
- Baseline data for training programs or course design



## Coaching

- As a guide for developing critical competencies



## Self-directed Learning

- As a comprehensive guide for self-reflection and personal action planning.



# GSP Applications

## ACADEMIC

- **Pre-Test:** Compare individual style to cultural groups to be engaged.
- **Study Abroad:** self-awareness leading up to, and during, international trips
- **Team Projects:** encourages self-awareness, understanding of others, and collaboration among academic cohorts



# University/Employer Alignment-What's Missing?



Job seekers must pay attention to the intercultural skills needed by employers.

Employers must improve the ways they assess job candidates' intercultural skills.

*Source: Culture at Work, British Council, 2013*

# Alejandro — A Case Study



# Please Contact Us

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Global



A word cloud of "Thank You" in various languages and scripts, including: Diolch Kiito, Sheun, umesc, Kasin, Mamnoon, Totah, Shnorhakalutun, Shokriya, Dziękuje, Spaas Mul, Gamsahapnida, Te'ekkir, Dekuju/Dekujeme, Ngiyabonga, Cam, Dziajaj, Shokran, Dank, Tak, Hvala, Gra, or al, Xie, Dakujem, Waad, Kop, Salam, Merci, Dankie, Dhanyavaad, Dhanyavaad, Kruthagnathalu, Faleminderit, krap, Dhanyavaad, Khopjai, Arigatou, Tack, Thank You, Kun, Shukriya, ederim, Dhonnobaad, Grazzi raibh, Gracias, Nandree, godariya, Gomapsupnida, Terima, Danke, Enkos, danke, ixaristo, Kun, Shukriya, Hain, Asante, Dhan.

