



2016

**Association of International
Education Administrators
ANNUAL CONFERENCE**

A large, semi-transparent globe is positioned on the left side of the slide, showing the continents of North and South America. The globe is overlaid on a background of a grid of latitude and longitude lines. The text of the title is centered over the right side of the globe.

**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.

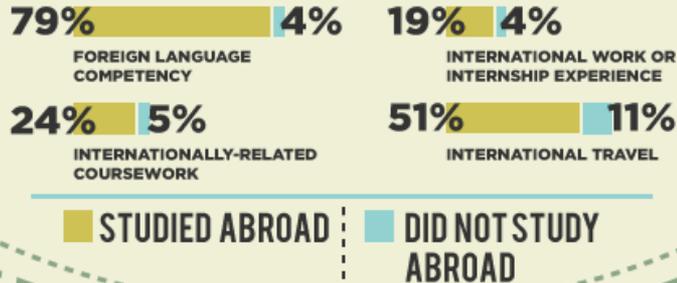


EMPLOYERS VALUE CULTURAL EXPERIENCE

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

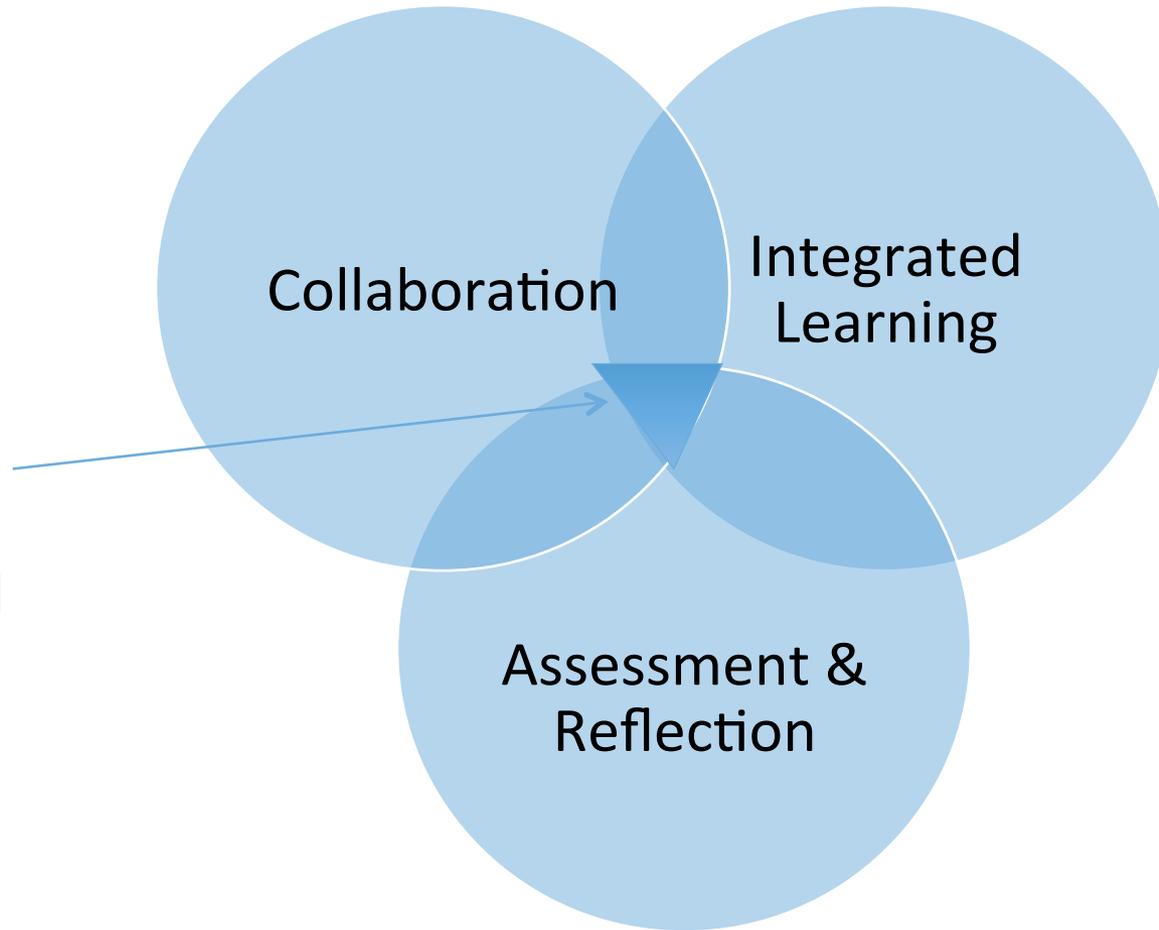
adapted by M. Petrone from Ortiz, A.M. & Rhoads, R.A. (2000). *Journal of College Student Development*, 41. & The Four Stage Intercultural Communication Competence Model, Stella Ting-Toomey, 1999.

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

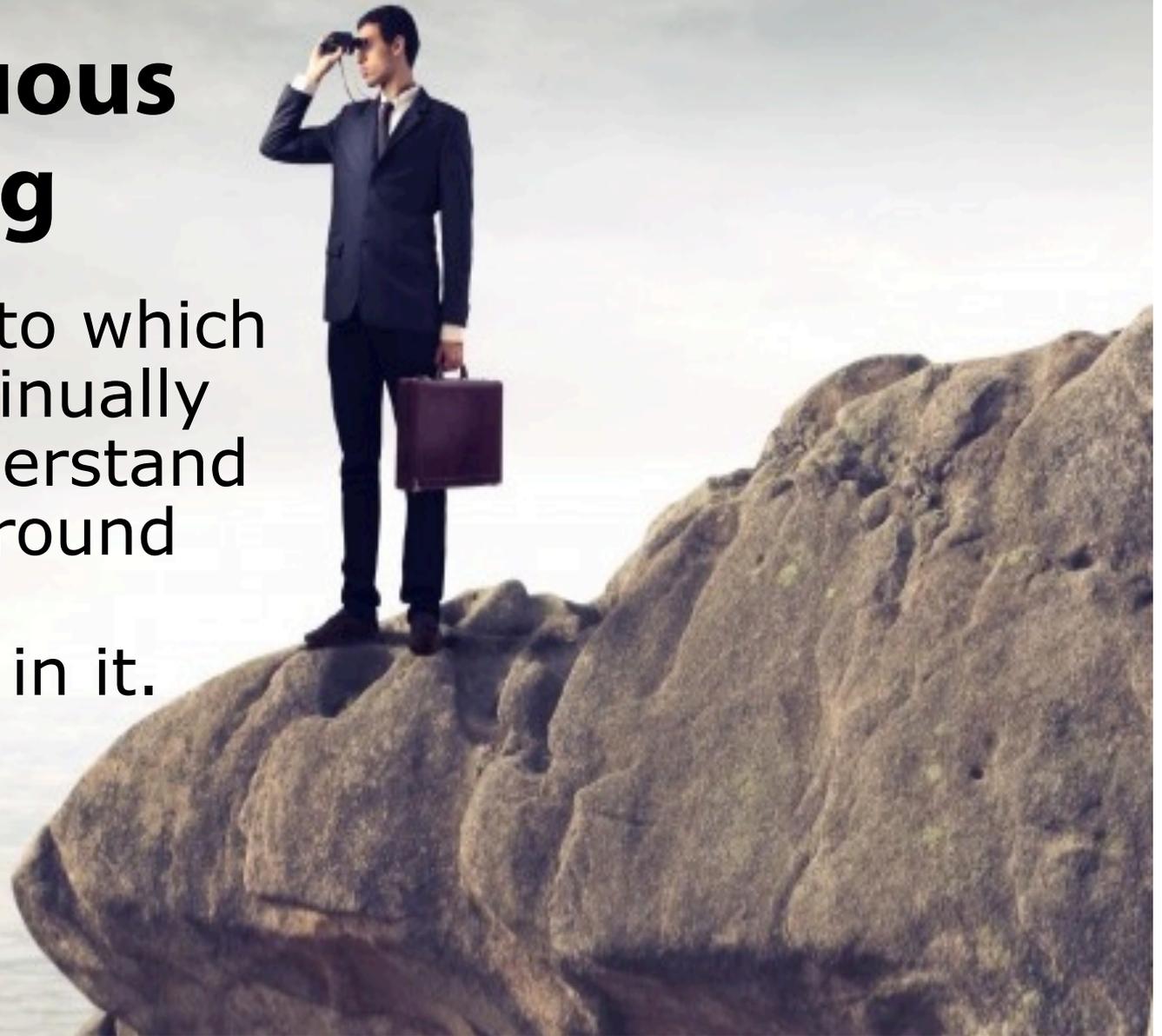
Continuous Learning	Interpersonal Engagement	Hardiness
Exploration	Global Mindset	Positive Regard
Self-Awareness	Relationship Interest	Resilience

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.

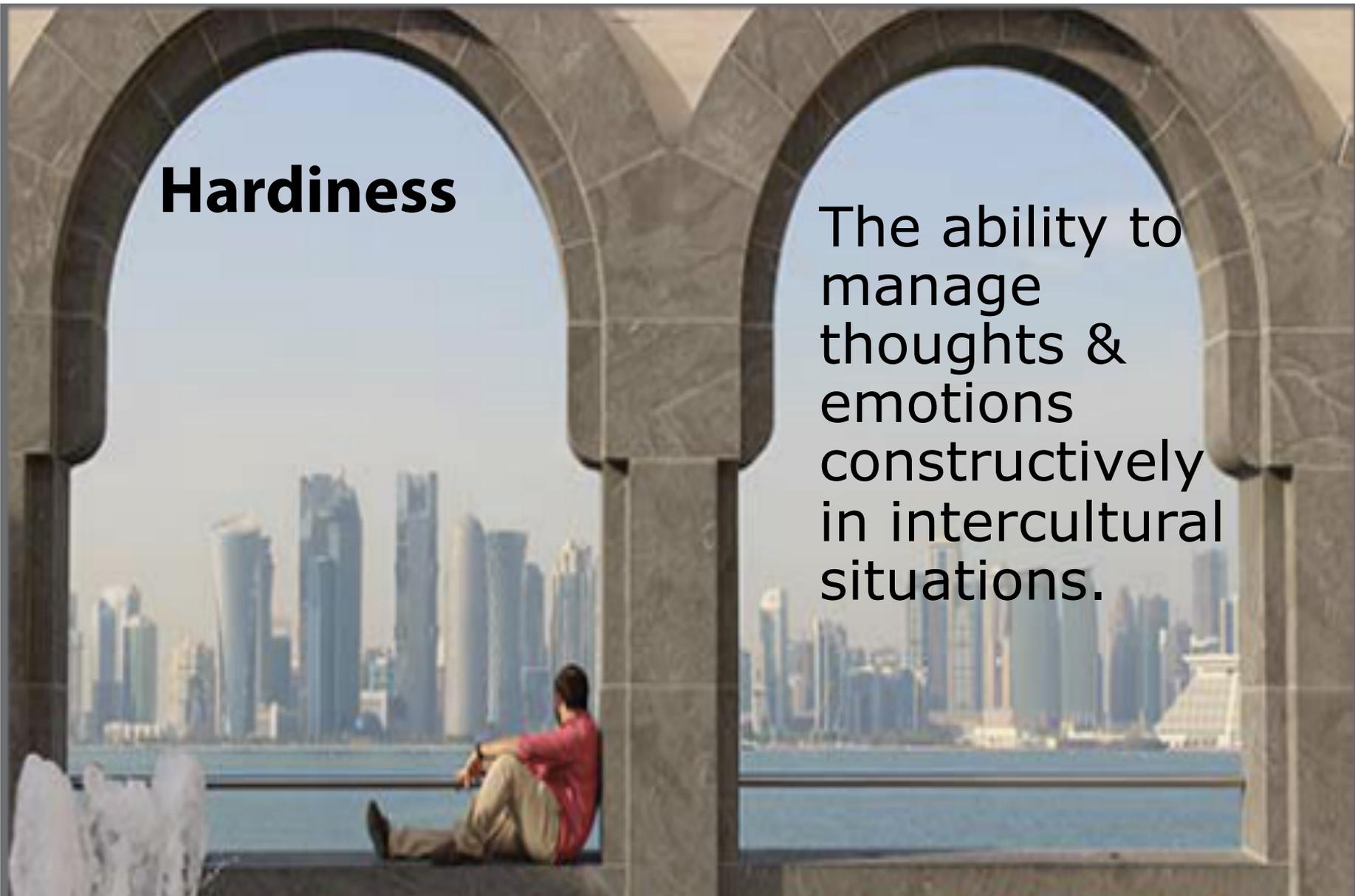
I like to figure out why people do the things they do.

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[®] 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

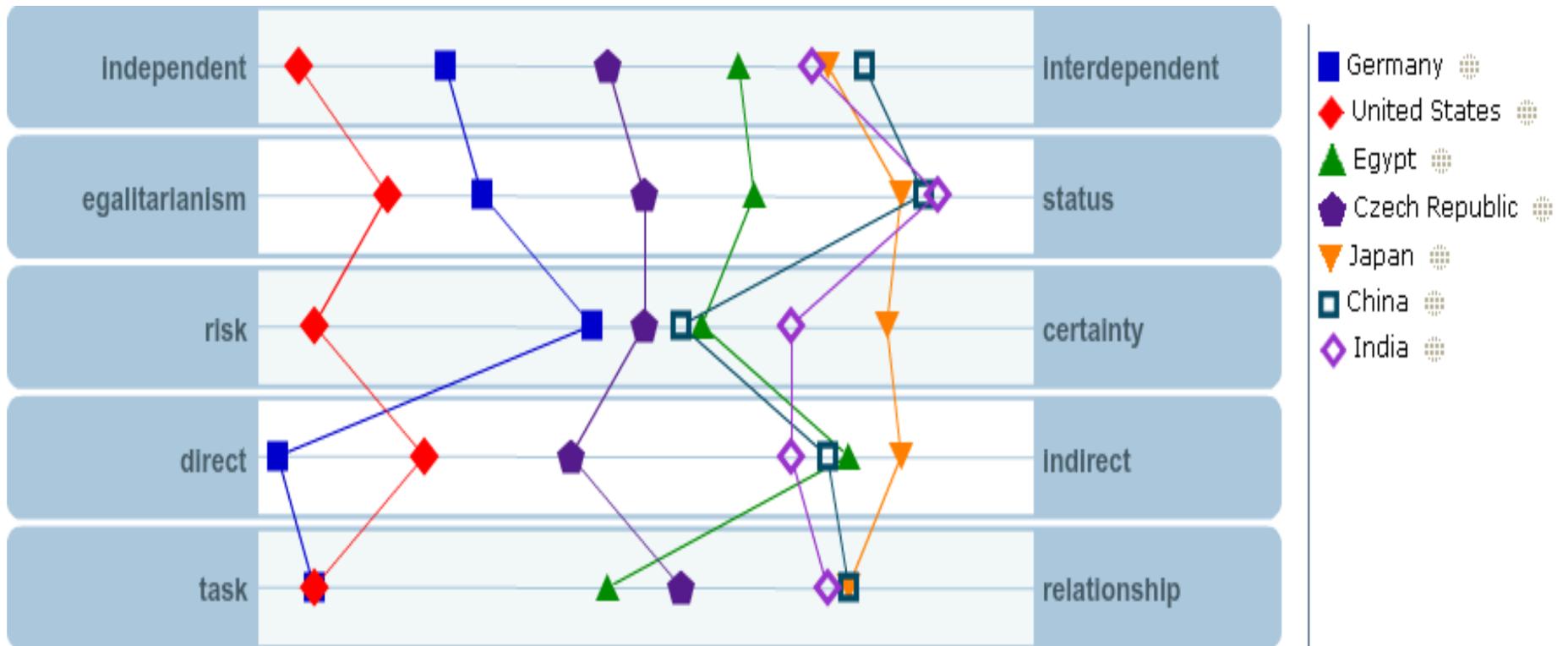
There is no “right” or “wrong” style

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



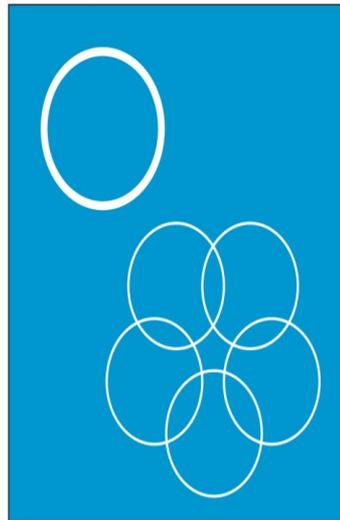
Key Dimensions of Culture

How do I derive my identity?



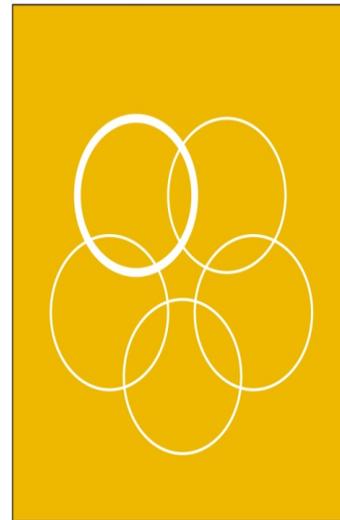
Independent

- 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



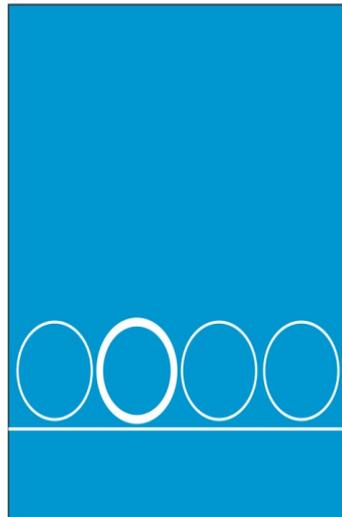
Key Dimensions of Culture

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



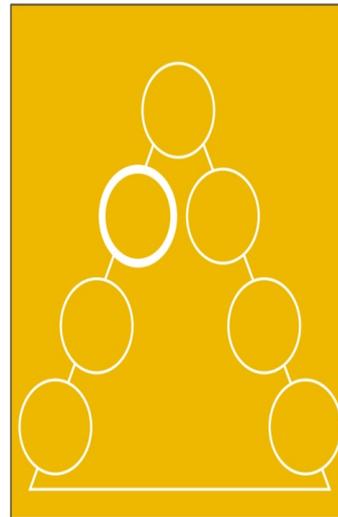
Egalitarianism

- 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



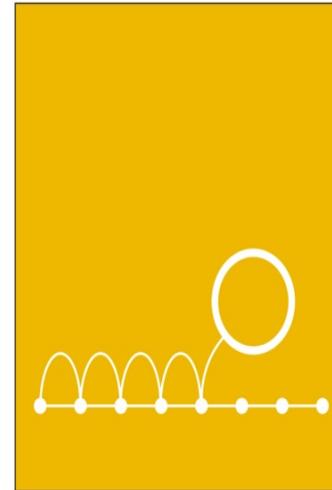
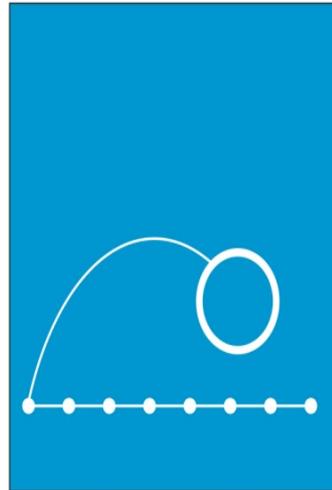
Key Dimensions of Culture

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

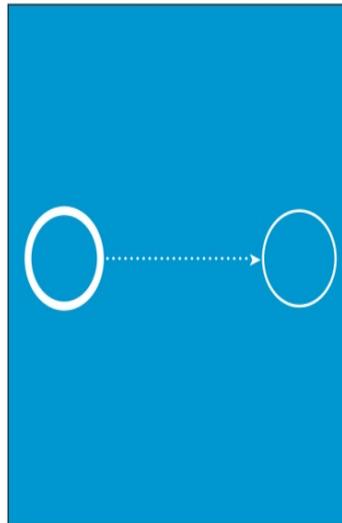
Key Dimensions of Culture

How do I communicate requests, tasks, & feedback?



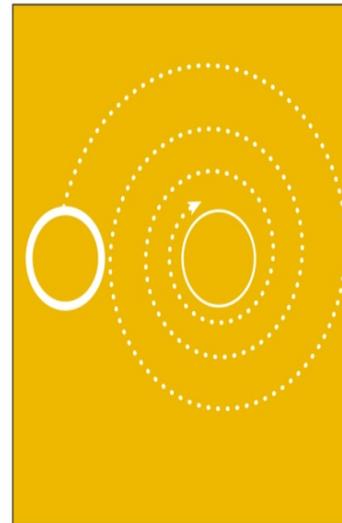
Direct

- 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



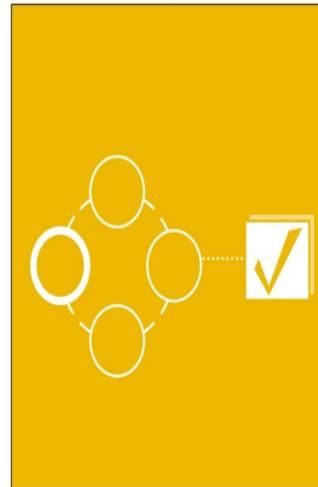
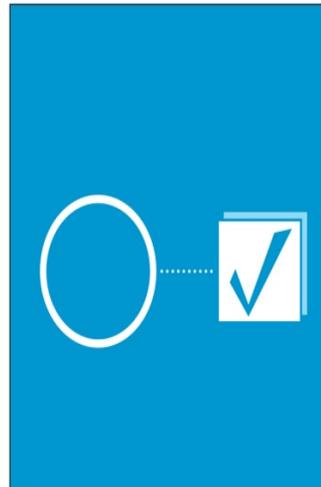
Key Dimensions of Culture

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

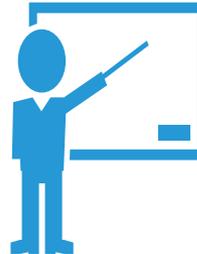
- View time building relationships as key to achieving good results
- Prioritize maintaining relationships over accomplishing tasks on time
- Focus on who people know as much as what they themselves can achieve

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



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Global



