

Assessing Intercultural Competence:

An Essential Learning Outcome in Global Learning



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Learning Objectives

How do YOU know THEY know?

- Why ICC?
- What is it?
- How to measure it?
- Tools
- Case-Study



Survey Says

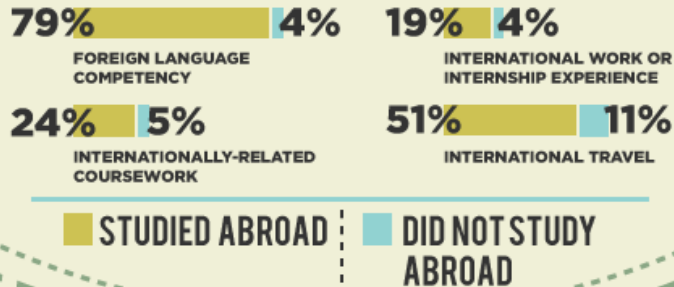
In another study, companies, global CEO admit they have failed to exploit their international business opportunities because of “unable to pursue a market opportunity” or have had to “cancel or delay a competent personnel.” “insufficient internationally strategic initiative because of talent constraints”.

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.



DISCUSSED AT INTERVIEWS:



EMPLOYERS VALUE CULTURAL EXPERIENCE

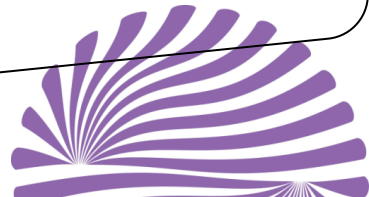
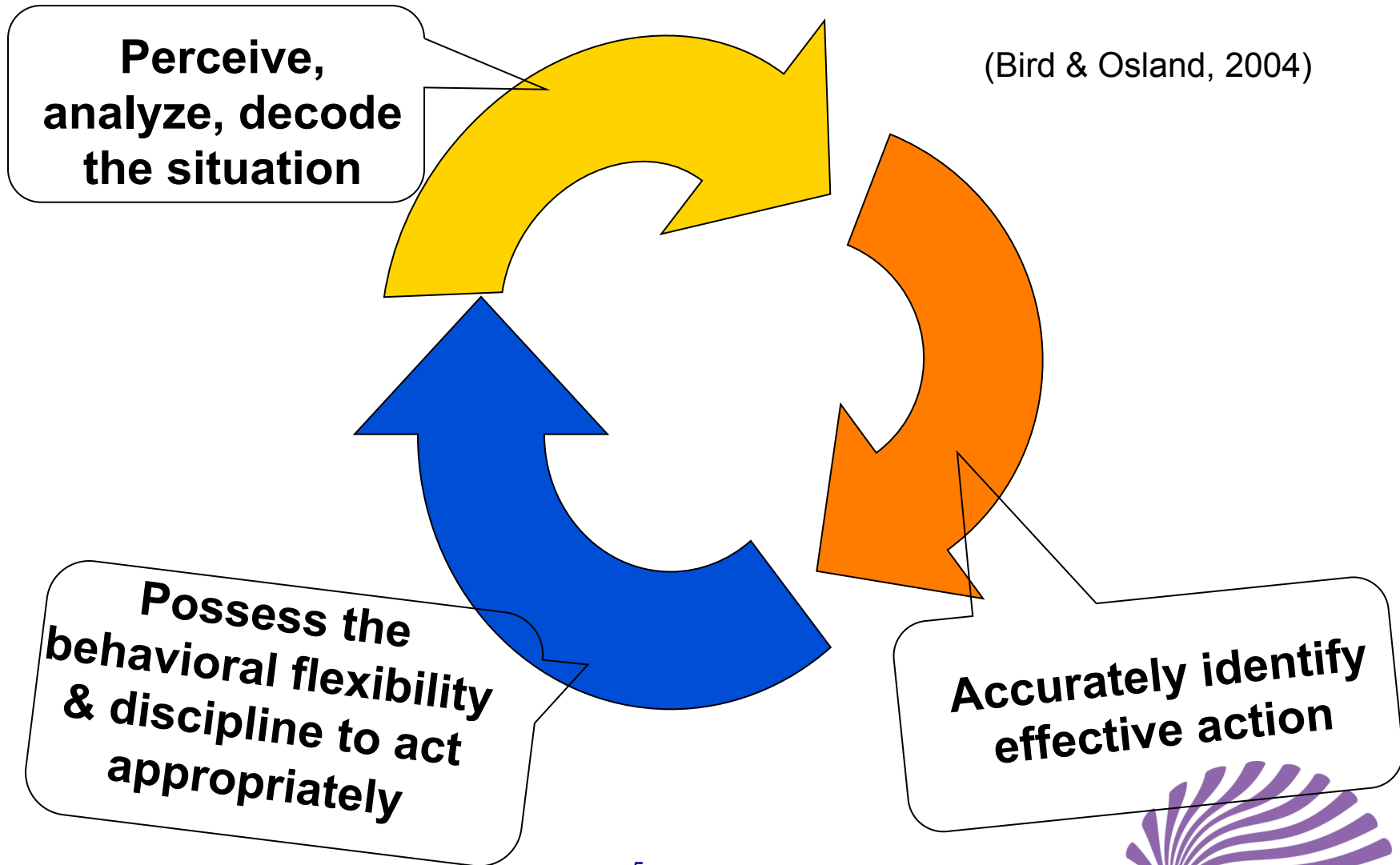
While having the diverse background that studying abroad provides is certainly helpful for conversation at an interview, do employers actually value the experience?

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.

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%

The Effectiveness Cycle



Confluence of Difference



Where is the Difference?



Why is Intercultural Competence valuable to you?



VisualsSpeak™



What is a Competency?



The quality of being adequately or well-qualified physically & intellectually.

<http://www.visualthesaurus.com/>



What is Intercultural Competency?



The ability to communicate *effectively* & *appropriately* in a variety of cultural contexts.



Intercultural Competency Requires:

- **A Mind set:**
Knowledge
- **A Skill set:**
Abilities
- **A Heart set:**
Attitudes



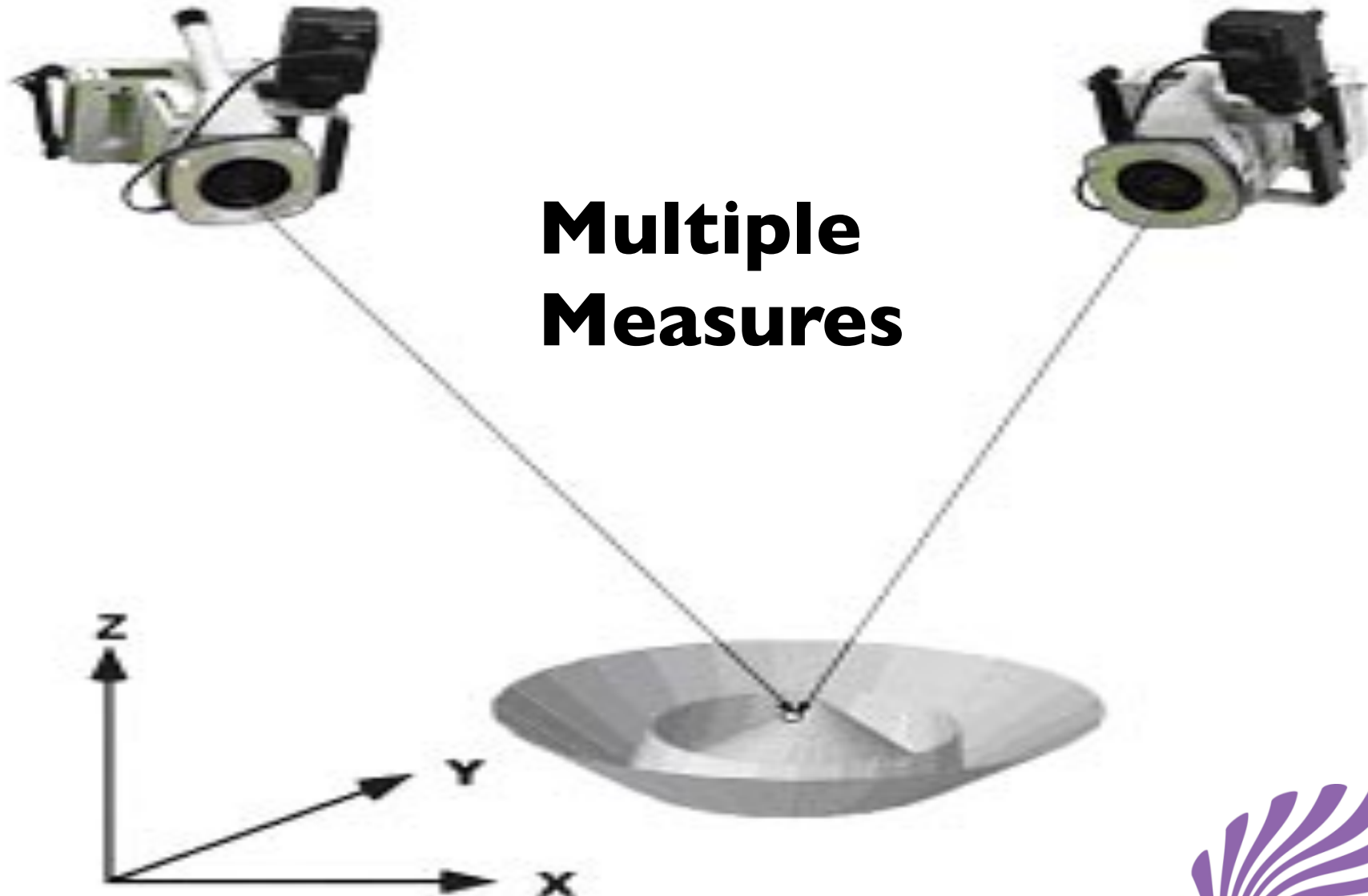
Intercultural Competence



Complex!



Requires Perspective!



ASSESSING THE INTERCULTURAL



Measuring the Gap

Vs.

**Determining
the level of
Competency**



Intercultural Adaptation Model



Intercultural Effectiveness Scale

Continuous Learning:



- *Exploration*
- *Self-Awareness*

Interpersonal Engagement:



- ***Global Mindset***
- ***Relationship Interest***

Hardiness:

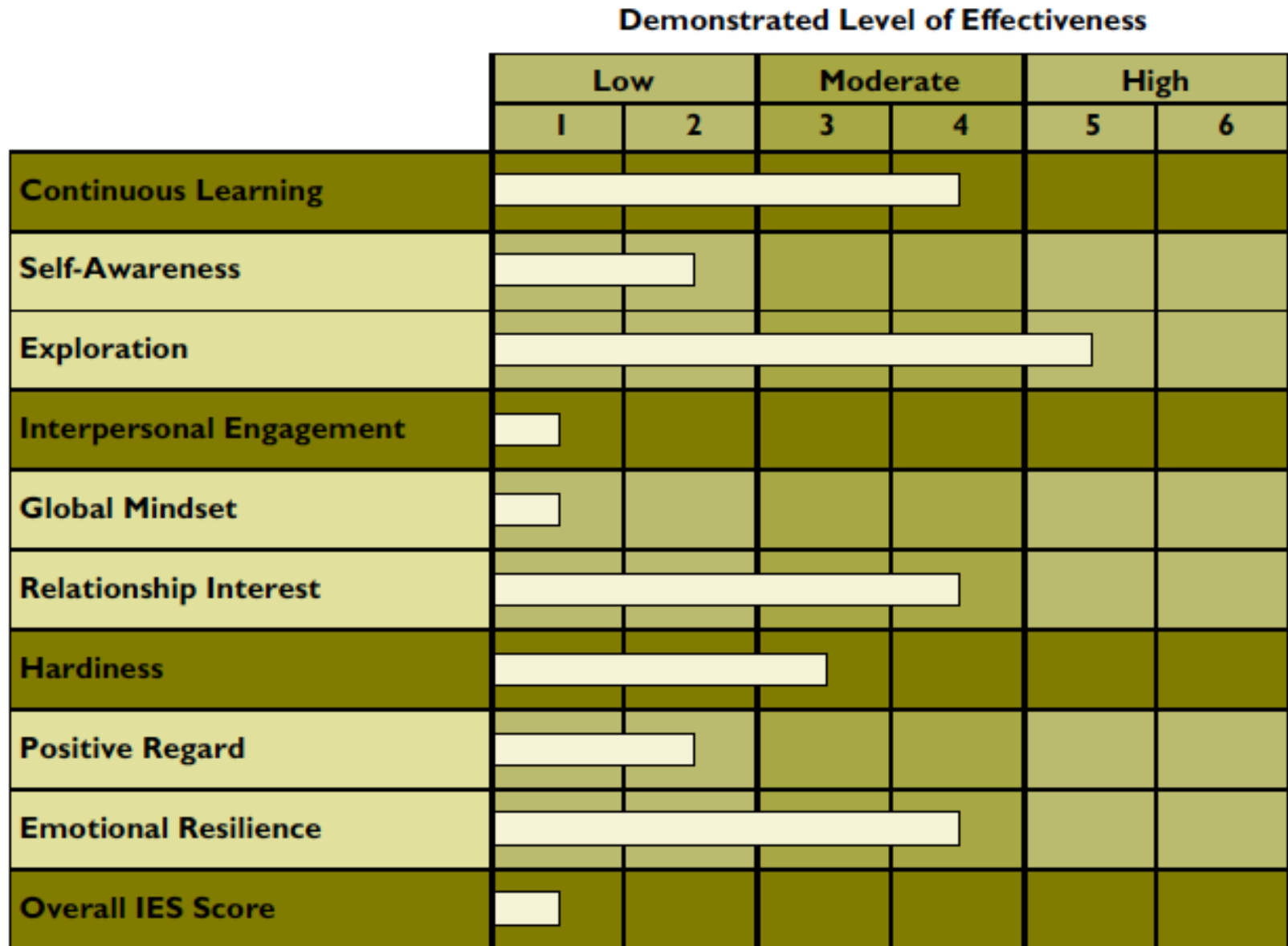


- ***Positive Regard***
- ***Emotional Resilience***

Properties of a Good Assessment Instrument

- Must be ***reliable***
- Should demonstrate these types of ***validity***:
 - Content validity
 - Predictive validity
 - Convergent/divergent validity
 - Differential validity
 - Face validity

IES Results



IES Group Report

	Low		Moderate		High	
	1	2	3	4	5	6
A. Continuous Learning	1	3	1	1	3	7
Exploration		3	1	2	3	7
Self-Awareness	2		1	2	2	9
B. Interpersonal Engagement			3	4	4	5
Global Mindset		1		4	2	9
Relationship Interest		2	2	1	6	5
C. Hardiness			1	2	2	11
Positive Regard					8	8
Emotional Resilience	3	1	1	1	3	7
Overall IES Score				1	4	11

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

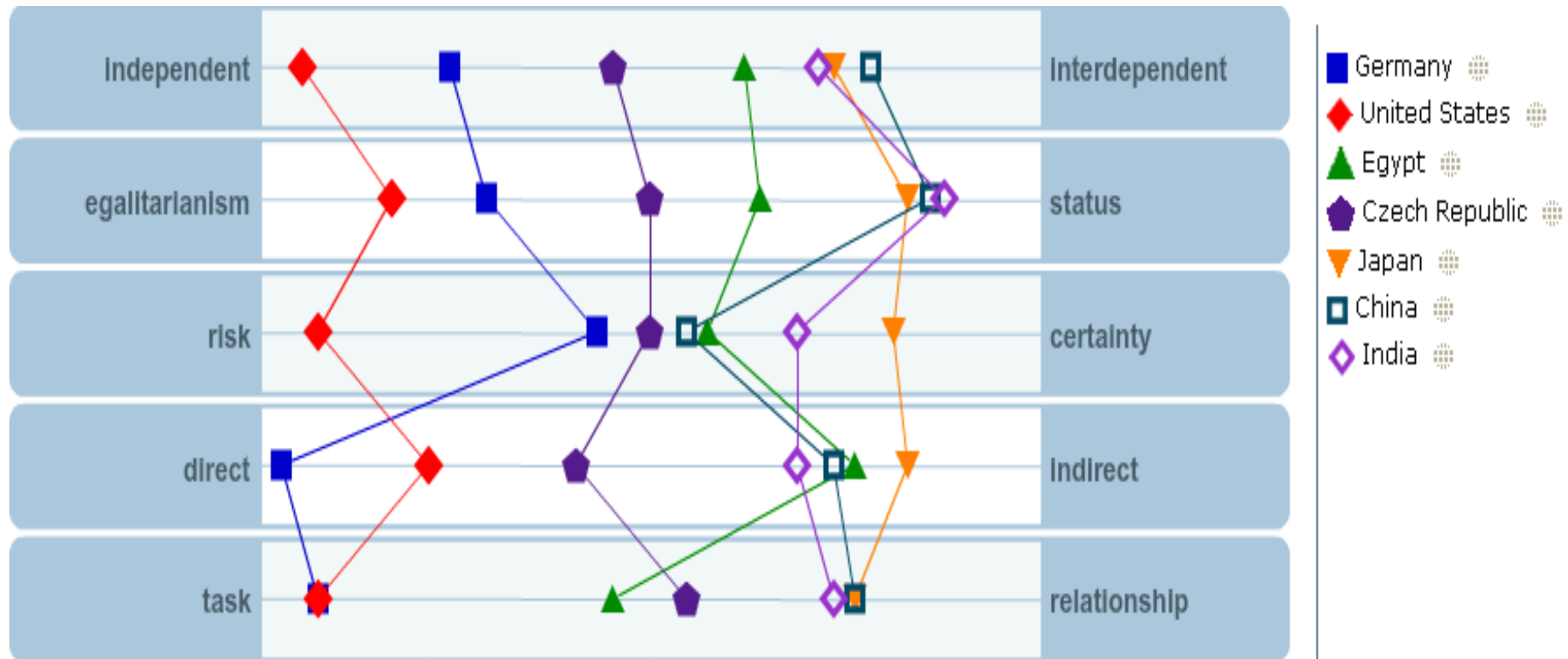
There is no "right" or "wrong" style

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

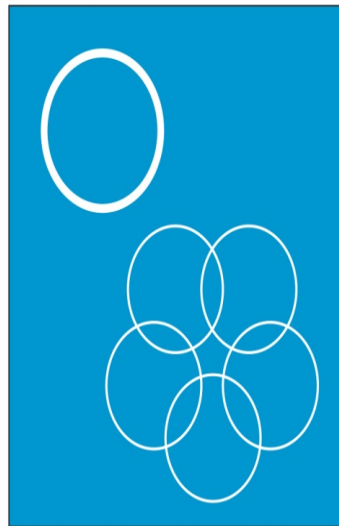


Cultural Identity

How do I derive my identity?

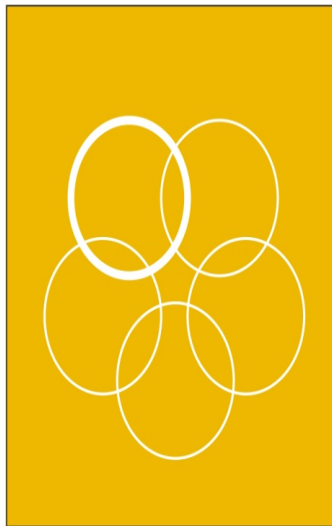
Independent

- 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



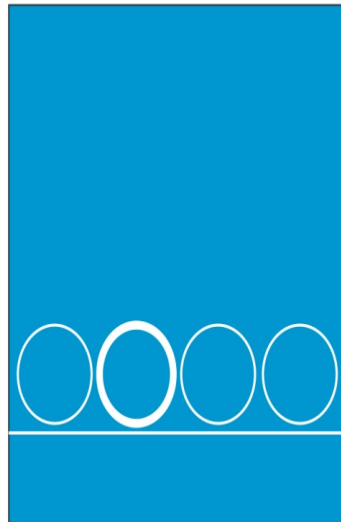
Cultural Structure

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



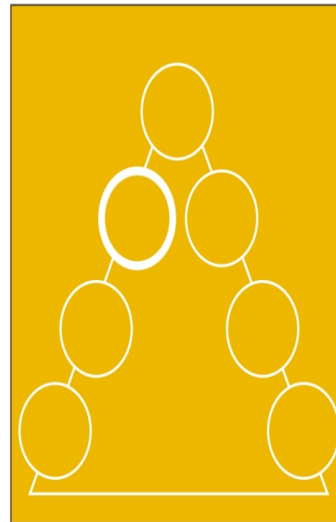
Egalitarianism

- 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

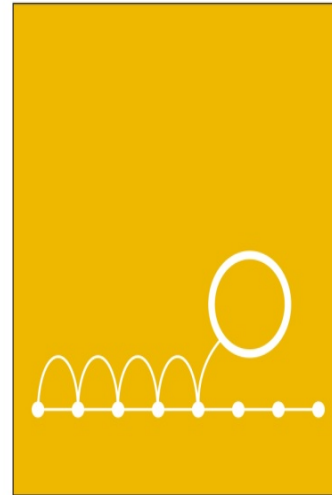
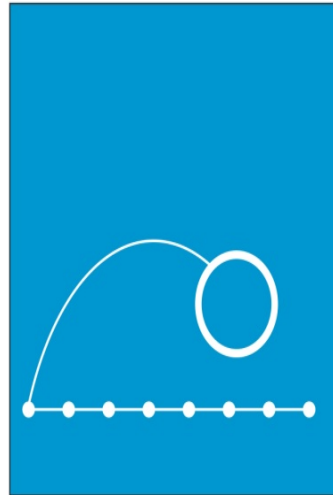


Culture Decision Making

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



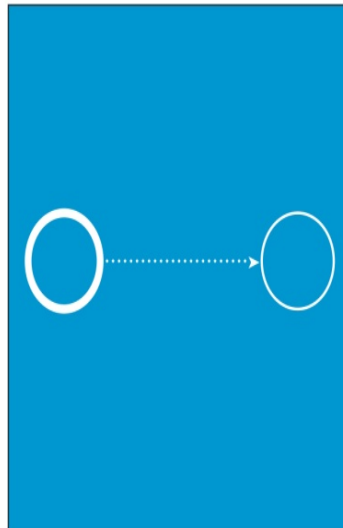
Cultural Communication Style

How do I communicate requests, tasks, & feedback?



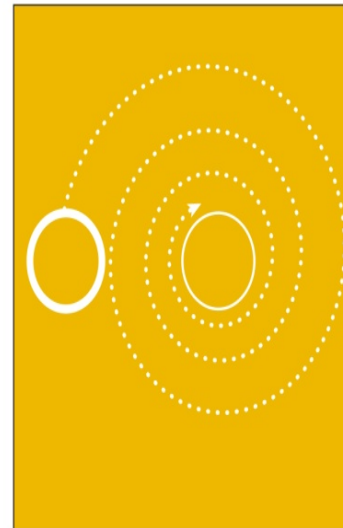
Direct

- 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



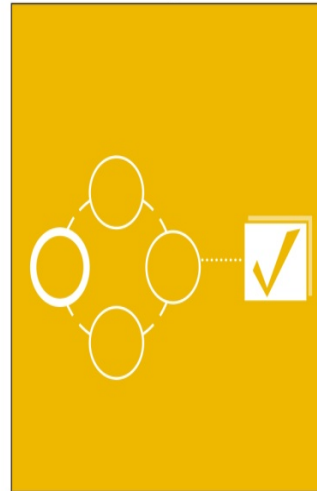
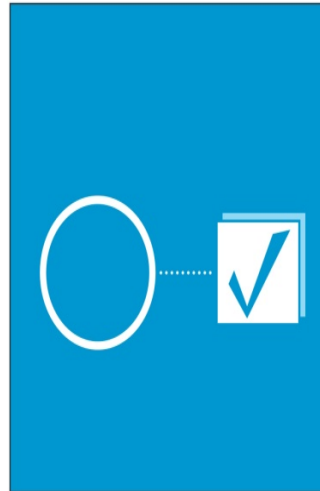
Cultural Work Style

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



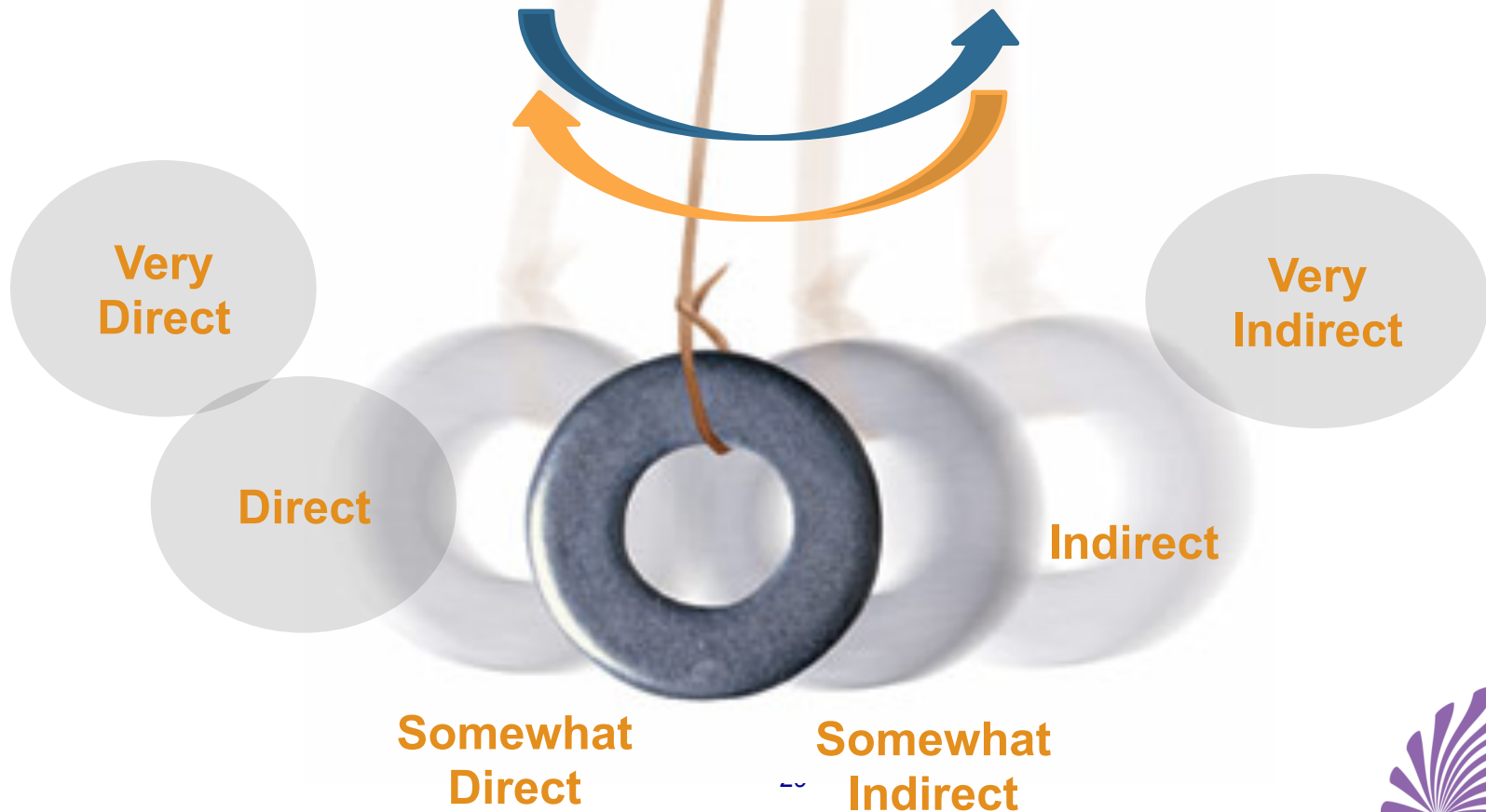
Relationship

- 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



Style Switching & Frame Shifting

*Tactics to adapt
your style to bridge
cultural gaps*



Case Study: Germán

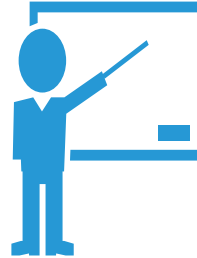


IES Applications



Assessing

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



Coaching

- As a guide for developing critical competencies



Self-directed Learning

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

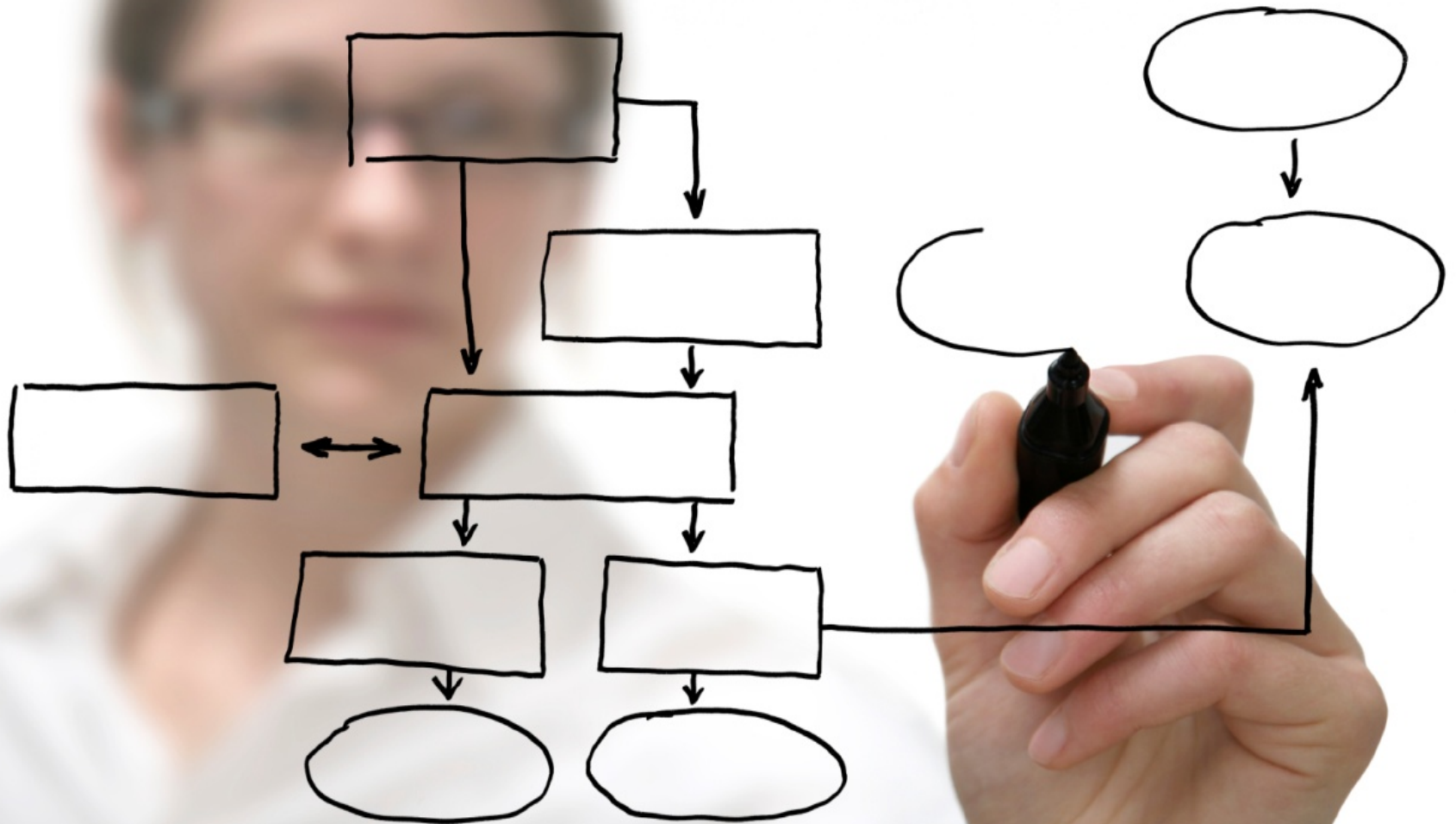
GSP Applications

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



Assessment Instruments



Intercultural Knowledge & Competence Metarubric





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<http://www.aacu.org/value/rubrics/index>



Intercultural Knowledge & Competence Rubric



Knowledge

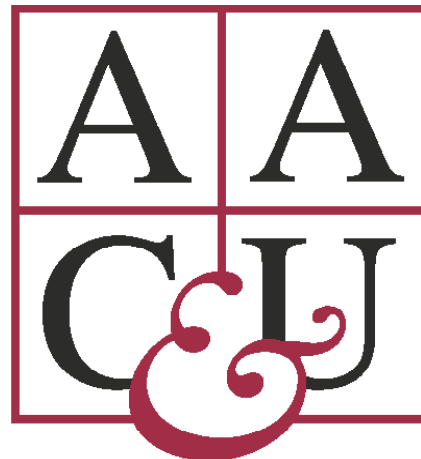
-  *Cultural self- awareness*
-  *Knowledge of cultural worldview frameworks*

Skills

-  *Empathy*
-  *Verbal and nonverbal communication*

Attitudes

-  *Curiosity*
-  *Openness*



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of American
Colleges and
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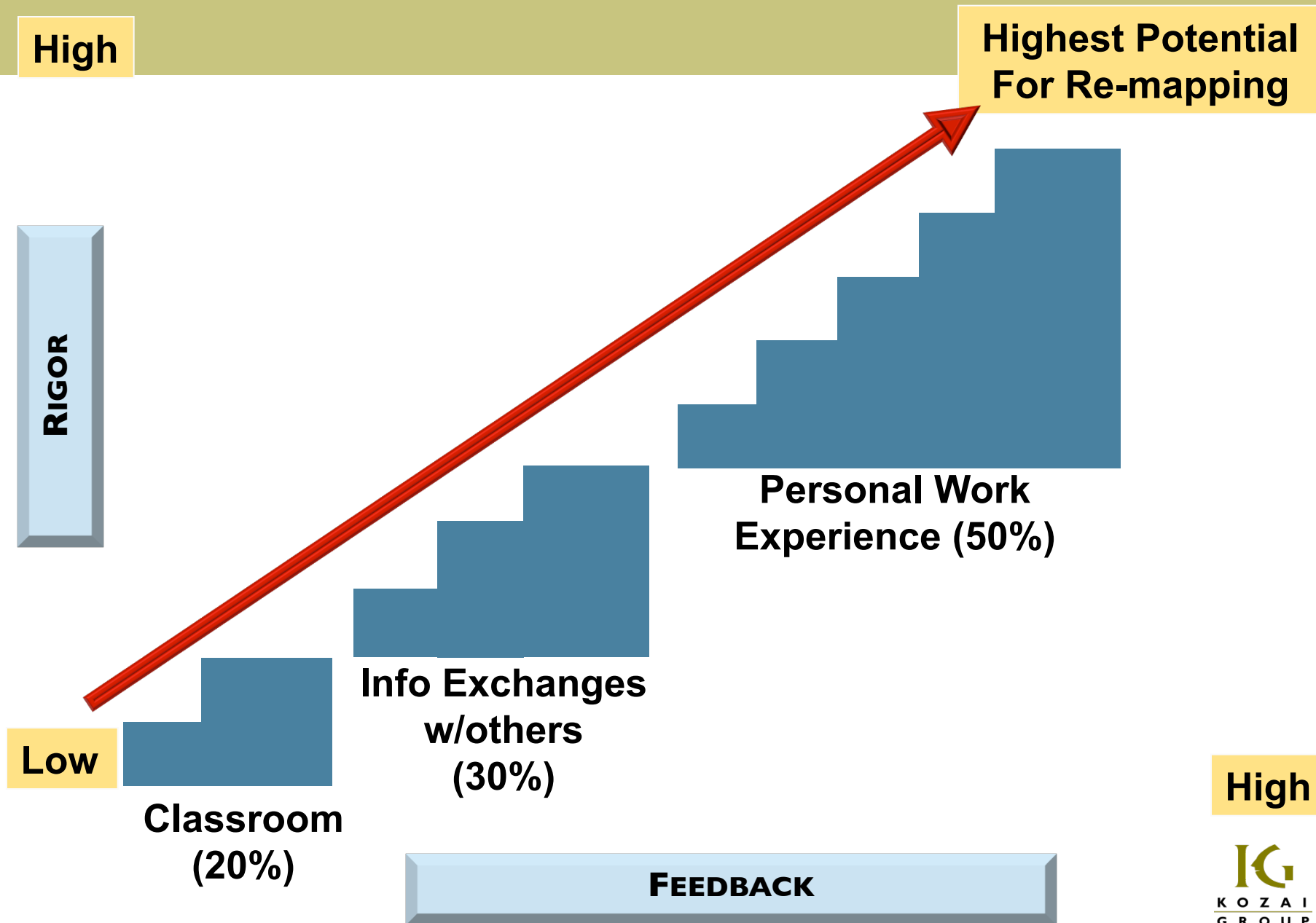
Theoretical Framework

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

adapted by M. Petrone from Ortiz, A.M. & Rhoads, R.A. (2000). *Journal of College Student Development*, 41, p85
& the Four Stage Intercultural Communication Competence Model, Stella Ting-Toomey, 1999.



DEVELOPMENTAL METHODOLOGIES



Discussion



Closing

“There is wisdom in turning as often as possible from the familiar to the unfamiliar: it keeps the mind nimble, it kills prejudice, and it fosters humor.”

*-George Santayana,
philosopher, (1863-1952)*

