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 a survey of US companies, 30 percent 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.”


**DISCUSSED AT INTERVIEWS:**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Studied Abroad</th>
<th>Did Not Study Abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language Competency</td>
<td>79%</td>
<td>4%</td>
</tr>
<tr>
<td>International Work or Internship Experience</td>
<td>19%</td>
<td>4%</td>
</tr>
<tr>
<td>Internationally-Related Coursework</td>
<td>24%</td>
<td>5%</td>
</tr>
<tr>
<td>International Travel</td>
<td>51%</td>
<td>11%</td>
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**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.
Process Model of Intercultural Competence

ATTITUDES

Respect
Valuing other cultures

Openness
Withholding judgment

Curiosity & Discovery
Tolerating ambiguity

KNOWLEDGE & COMPREHENSION

Cultural Self-awareness & Deep Knowledge
Adaptability
Flexibility
Ethno-relative view
Empathy

Theoretical Framework

<table>
<thead>
<tr>
<th>STEP 1:</th>
<th>STEP 2:</th>
<th>STEP 3:</th>
<th>STEP 4:</th>
<th>STEP 5:</th>
</tr>
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<tbody>
<tr>
<td>Understand One’s Own Culture</td>
<td>Learning About Other Cultures</td>
<td>Deconstruct Culture of Origin (U.S. American)</td>
<td>Recognize the Legitimacy of Other Cultures</td>
<td>Developing a Multicultural Outlook</td>
</tr>
<tr>
<td>Unconscious Incompetence</td>
<td>Conscious Incompetence</td>
<td>Conscious Competence</td>
<td>Unconscious Competence</td>
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</tr>
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Pedagogical Strategies

Combined Strategies Improve Intercultural Competence

Collaboration

Integrated Learning

Assessment & Reflection
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

<table>
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<th>Continuous Learning</th>
<th>Interpersonal Engagement</th>
<th>Hardiness</th>
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</thead>
<tbody>
<tr>
<td>Exploration</td>
<td>Global Mindset</td>
<td>Positive Regard</td>
</tr>
<tr>
<td>Self-Awareness</td>
<td>Relationship Interest</td>
<td>Resilience</td>
</tr>
</tbody>
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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

- Independent
- Interdependent
- egallitarianism
- status
- risk
- certainty
- direct
- Indirect
- task
- relationship

- Germany
- United States
- Egypt
- Czech Republic
- Japan
- China
- India
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?

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

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

Source: Culture at Work, British Council, 2013
Alejandro — A Case Study
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