



InterculturalATL

Intercultural Competencies and the International Educator

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- How is the internationalization effort measured at your institution?
 - Is intercultural competence being used as an indicator that the campus is internationalized?

- What is your understanding of intercultural competence?

Intercultural Communication Competencies for the International Educator



NAFSA International Education Professional Competencies (2015), p. 38

	DIRECT SERVICE	MANAGEMENT	STRATEGY AND POLICY
RESPONSIBILITIES	<ul style="list-style-type: none"> Adapt to other cultural norms when appropriate. Appreciate multiple perspectives. Assist sojourners with the process of cultural adjustment. Champion diversity, equity, and inclusion. Communicate to avoid assumptions by using intercultural and cross-cultural skills and sensitivity. Identify and articulate cultural similarities and differences. Learn about and respect other cultures, norms, and values. Reflect on own culture and identity. Use intercultural encounters as educational opportunities. 	<ul style="list-style-type: none"> Adapt to other cultural norms when appropriate. Appreciate multiple perspectives. Assess relations between international students and host nationals as well as between subgroups of international students. Champion diversity, equity and inclusion. Communicate to avoid assumptions by using intercultural and cross-cultural skills and sensitivity. Ensure staff has adequate training and experience in intercultural communication. Identify and articulate cultural similarities and differences. Learn about and respect other cultures, norms, and values. Recognize and confront implicit and explicit cultural biases. 	<ul style="list-style-type: none"> Adapt to other cultural norms when appropriate. Champion diversity, equity, and inclusion. Communicate using intercultural and cross-cultural skills and sensitivity. Identify and articulate cultural similarities and differences. Lead others in appreciating multiple perspectives. Learn about and model a respect for other cultures, norms, and values. Model inclusive behavior and coach others. Provide intercultural communication training for constituencies. Review policies and procedures for cultural bias.
KNOWLEDGE	<ul style="list-style-type: none"> Principles of interpersonal and intercultural communication. Understand different learning and behavior styles and the way they are expressed in different cultures. 	<ul style="list-style-type: none"> Principles of interpersonal and intercultural communication. Understand different learning and behavior styles and the way they are expressed in different cultures. 	<ul style="list-style-type: none"> Principles of interpersonal and intercultural communication. Understand different learning and behavior styles and the way they are expressed in different cultures.

Outline of Presentation



- I. Knowledge: Central concepts in intercultural communication

- I. Skills: Tools for building intercultural competence

- I. Next Steps & Resources



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I. Knowledge: Central concepts in intercultural communication

Intercultural Competence



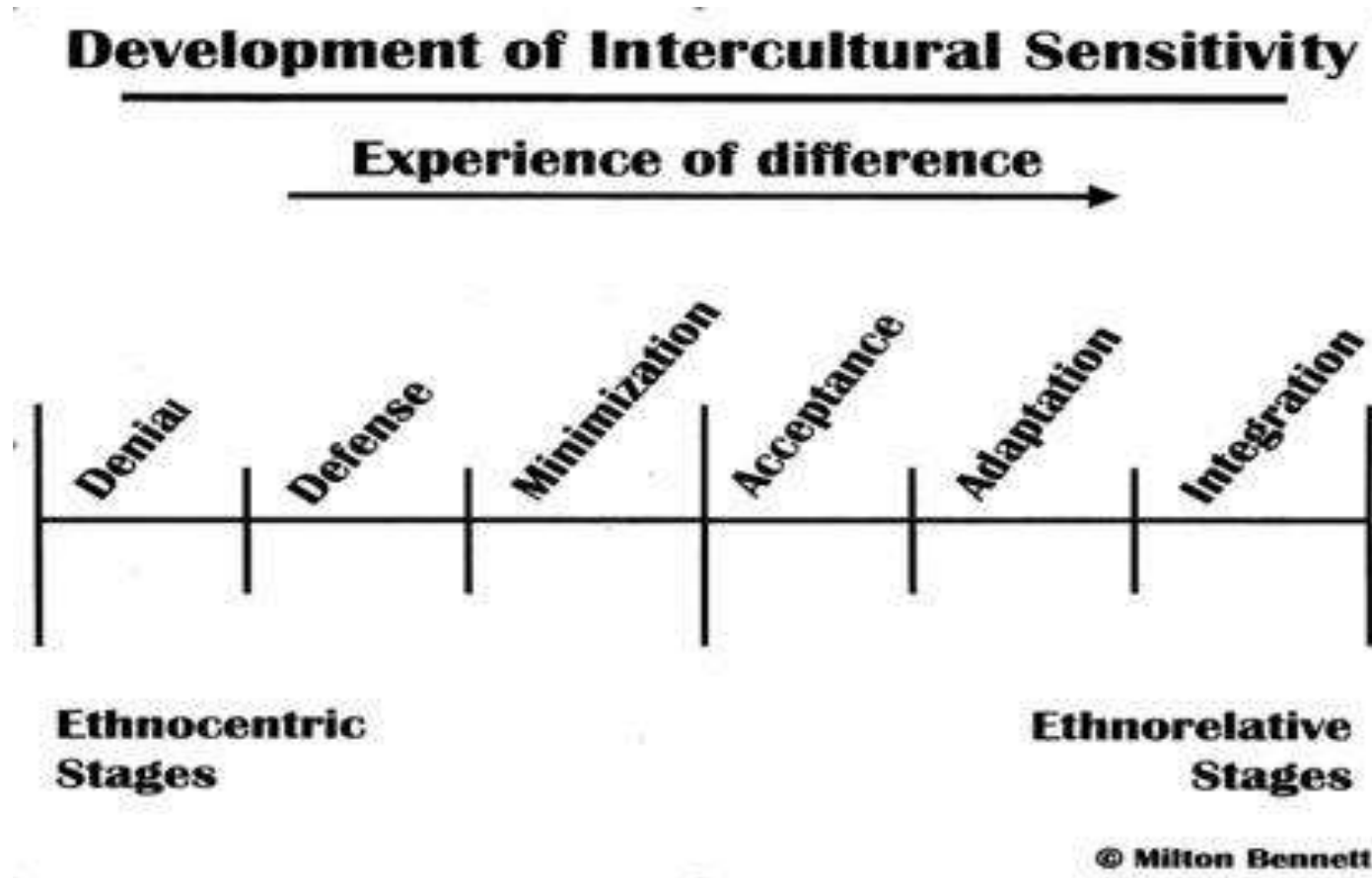
“While other terms represent intercultural competence -- global citizenship, cultural intelligence, global learning, and so on – they all infer the *knowledge, skills and attitudes needed to interact successfully with others from different backgrounds.*” (Deardorff, 2014)

“Intercultural competence is “*the effective and appropriate behavior and communication in intercultural situations.*”

It is also important to understand the implications of “effective” and “appropriate” behavior and communication:

- *Effectiveness* can be determined by the *individual* while the *appropriateness* can only be determined by the *other person* – with appropriateness being directly related to cultural sensitivity and the adherence to cultural norms of that person. (Deardorff, 2008)

DMIS: Developmental Model for Intercultural Sensitivity



Get out of autopilot!
This way



EVERYTHING
COVERED
BUT HER EYES,
WHAT A CRUEL
MALE-
DOMINATED
CULTURE!

NOTHING
COVERED
BUT HER EYES,
WHAT A CRUEL
MALE-
DOMINATED
CULTURE!

Elms

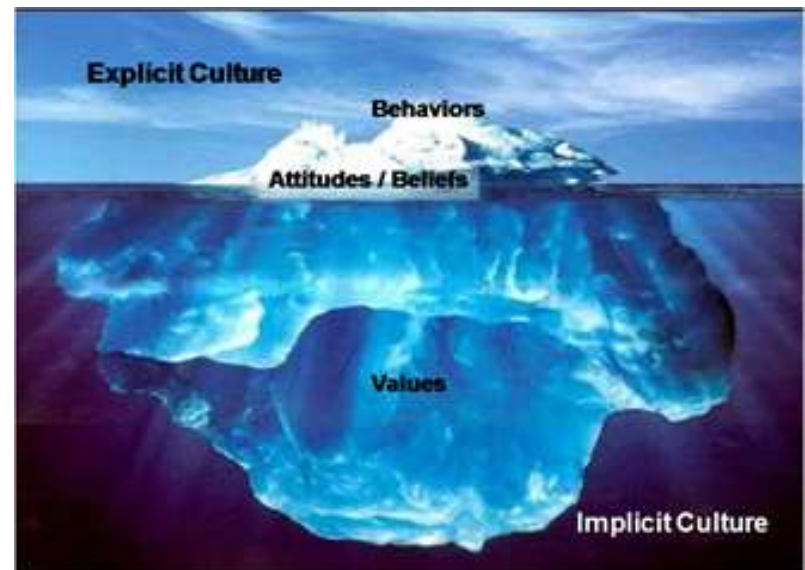
Where does our ethnocentrism come from?



“Culture” is defined as values, beliefs and norms held by a group of people. Culture shapes how individuals communicate and behave, that is, how they interact with others. (Deardorff, 2008)

- Culture largely creates your “autopilot” common sense of how you navigate through daily life
- An individual can identify with various cultural groups, depending on the current interaction

The iceberg analogy was first proposed by Edward T. Hall in his 1976 book, *Beyond Culture*.



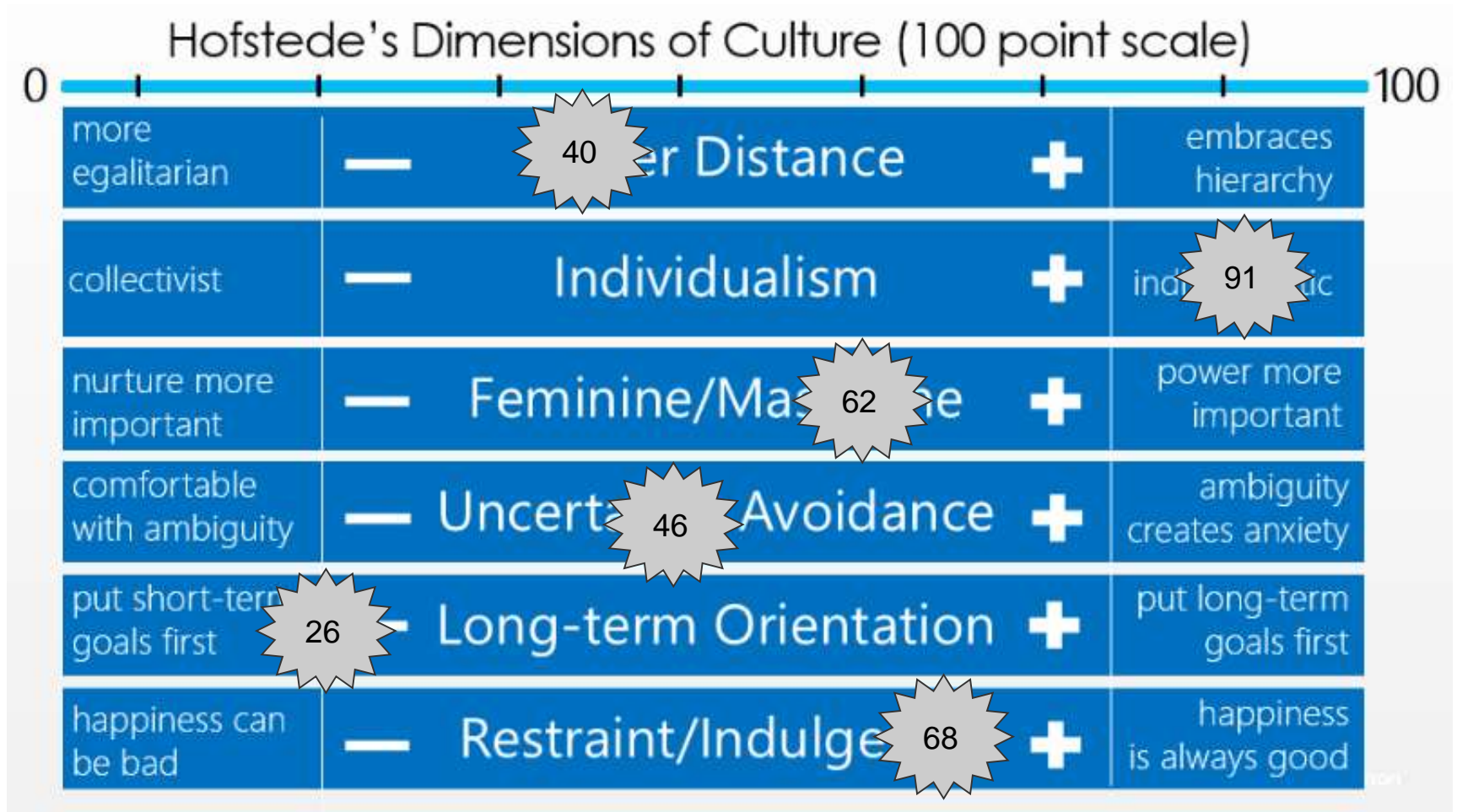
Intercultural Communication Concepts



You try to make sense of it.

- Observable: Nonverbal interpersonal communication (E.T. Hall, 1959)
 - tone, space, gestures, eye movements, etc
 - ie: High/low context; direct/indirect communication
- Below the surface: National cultural value dimensions (Hofstede, 1984; Kluckhohn and Strodtbeck, 1961)
- Unconscious Bias & Brain State Management (BrainSkills@Work, 2015)

Hofstede National Dimensions



This is Jim.



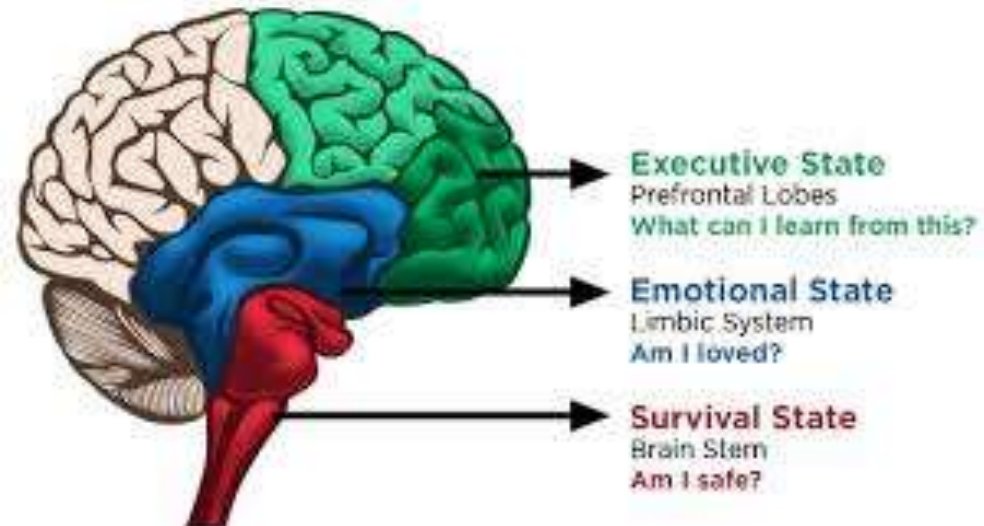
- What does he do for a living?
- What is his favorite sport?
- What type of boss is he?
- Do you trust him?



The Brain and Unconscious Bias



- We all have biases; brain is a bias making machine
 - Survival: prefer people who look like us; difference = threat; fear (milliseconds)
 - Emotional: decreased ability to see options; increased confidence that you are right
 - Executive: brain region necessary for managing biases and the unconscious threat response
-
- Recognize that unconscious, deeply patterned bias often come out when we are under pressure or stress
 - We can learn new patterns, but the old ones never go away

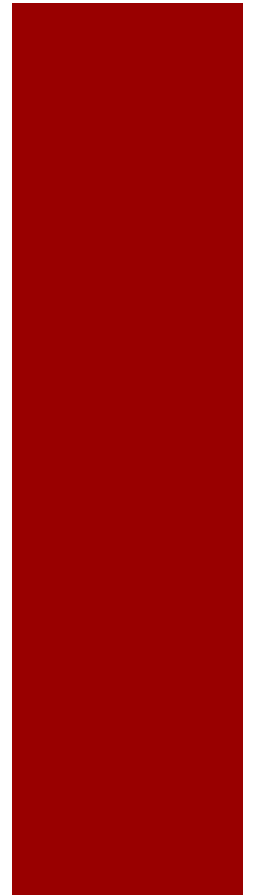


(BrainSkills@Work, 2015)

http://consciousdiscipline.com/about/brain_state_model.asp



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II. Skills: Building Intercultural Competence

The Brain & Intercultural Skills



- Key brain skills for intercultural effectiveness (BrainSkills@Work, 2015):
 - Manage the defensive (survival) brain
 - Understand the unconscious (emotional) brain
 - Engage the higher (executive) brain
- When using your neocortex (executive) you are (BrainSkills@Work, 2015):
 - accessing higher self-awareness
 - managing bias and moving “towards” differences, not away from them
 - appreciating others’ needs and perspectives - even those we don’t like
 - more able to change your behavior, manage discomfort with differences, and create connections and build trust

Remember: You are not able to always stay in your executive brain, stress/threats will make your autopilot kick in -- goal is to work towards operating from your higher brain more often to help create a new autopilot mode

Skills to Build



- Mindfulness (of mental, physical, emotional reactions)
- Curiosity (ask questions, open-minded)
- Suspend judgement (don't assume)
- Manage discomfort with ambiguity
- Develop a “what’s up?” intercultural lens
- Flexible and adaptable in behaviors
- Reflection (*during* and after interaction)
- Self-awareness and other-awareness

A few techniques to try:

- Avoid slang, idioms, regional sayings
- Use non-defensive language to help others shift gears
- Work to decrease threat/fear by making the unfamiliar familiar
- Smile more! (It reduces bias for yourself!)

Critical Incident



- Critical Incident: a tool for building IC competence
 - Source: Cultural Detective Online (subscription-only)

- Please take 2 quick minutes to read the Critical Incident Handout quietly to yourself

Critical Incident Debrief



D.I.E. = Describe, Interpret, Evaluate

- a tool to develop IC competence

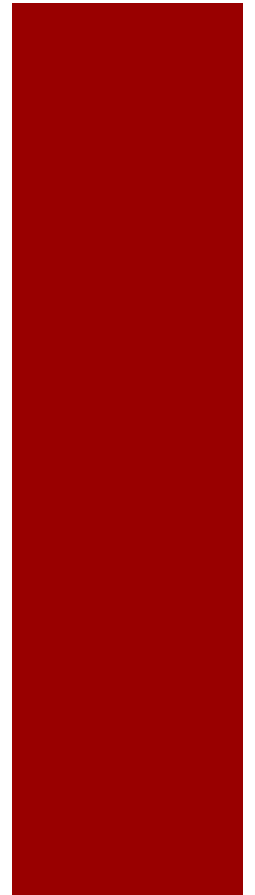
Describe (Conscious: Words, Actions)

Interpret (Unconscious: Values, Beliefs aka “common sense”/assumptions)

Evaluate (Navigate: transform conflict into productivity)



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III. Next Steps & Resources

Next Steps



What activities can you do to increase your intercultural knowledge and skills?

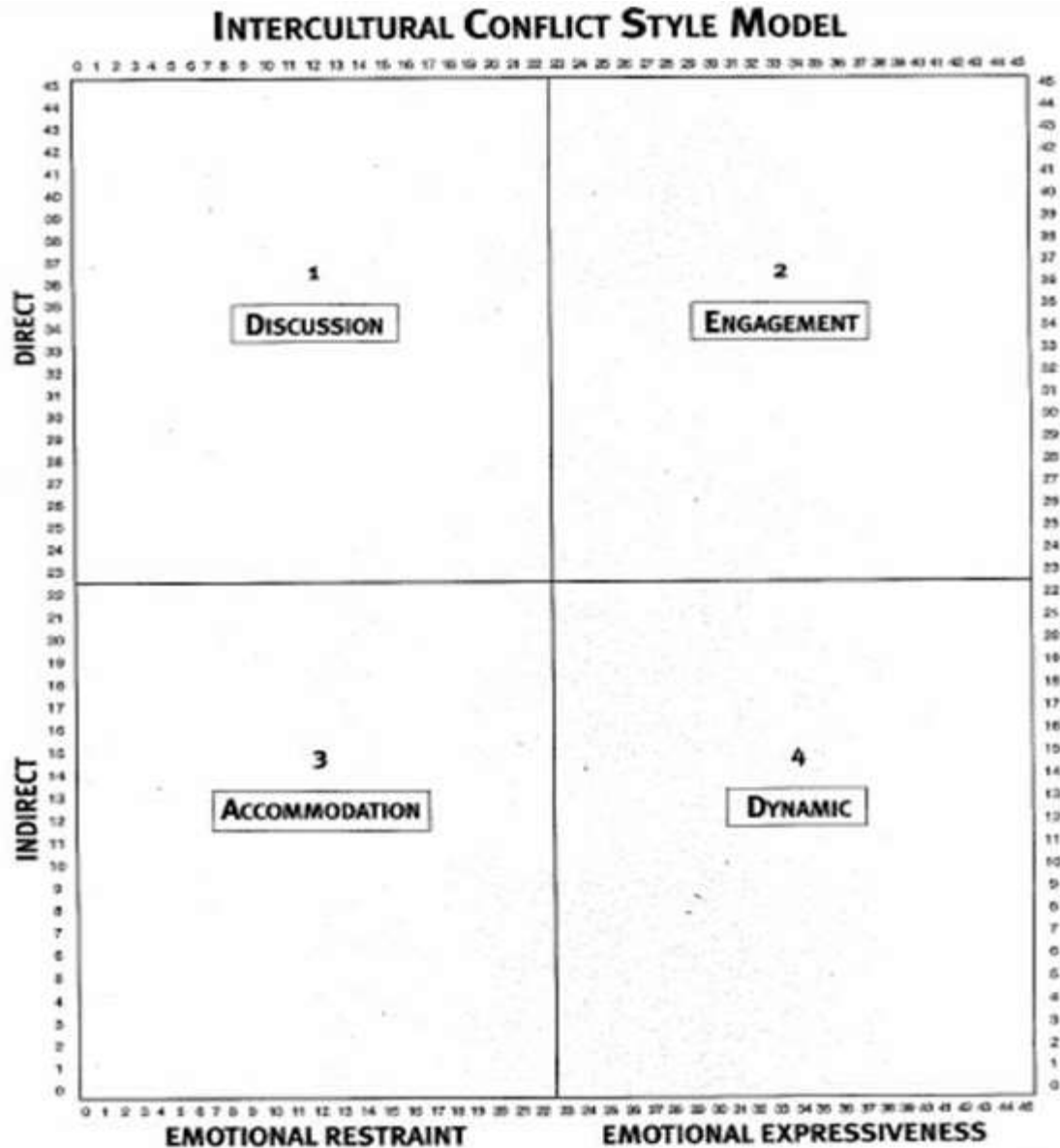
- 1) _____
- 2) _____

What could your institution do to facilitate the building of intercultural competence among its faculty and staff?

- 1) _____
- 2) _____

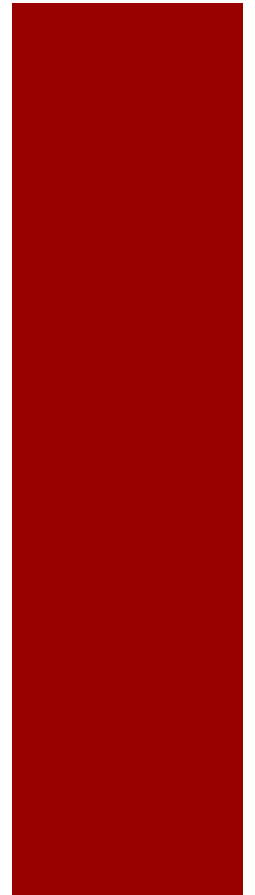
Intercultural Conflict Style Tool

From: Intercultural Conflict Style Inventory by Mitchell Hammer





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Questions/ Comments?



Key Points

- Intercultural competence is an on-going developmental process
- An individual can enact different cultural identities, based on the current interaction (ie: gender, ethnicity, education, profession, organization, generation, family, religion...)
- Evaluate interactions and switch from unconscious “autopilot” to conscious “thinking” brain (executive, cognitive state)
- Stop, Look, and Listen! (and then Describe, Interpret and Evaluate)

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