Assessing Intercultural Competence:
Case Studies from the Field - Part A

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2014 Assessment Institute, in Indianapolis
Agenda

- What is it?
- How to recognize it?
- How to assess it?
- Your questions!
Culture is the Software of the Mind
What is a Competency?

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

http://www.visualthesaurus.com/
Intercultural Competency:

• A Mind set: *Knowledge*

• A Heart set: *Attitude*

• A Skill set: *Abilities*
Gap vs. Competency Assessments

GAP

COMPETENCY
Intercultural Adaptation Model

High-Performing People in Cross-Cultural & Diverse Contexts

- Relevant Operational Knowledge
- Personal Competencies
- Technical Expertise
THE BUCKET (FACTOR) MODEL

PERSONAL COMPETENCIES

- Learn & Understand Effectively
- Develop & Manage Relationships Effectively
- Manage Self Effectively in Challenging Situations
## Intercultural Effectiveness Scale

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

Self-Awareness & Exploration
IES – Interpersonal Engagement

Global Mindset & Relationship
IES – Hardiness

Positive Regard & Resilience
## IES Results Report

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<thead>
<tr>
<th></th>
<th>Low</th>
<th>Moderate</th>
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<tr>
<td>Overall IES Score</td>
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# IES Group Report

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## A. Continuous Learning

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<td>Self-Awareness</td>
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## B. Interpersonal Engagement

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<tbody>
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<td>Global Mindset</td>
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<td>4</td>
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<td>2</td>
<td>2</td>
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## C. Hardiness

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## Overall IES Score

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Properties of a Good Assessment Instrument
Intercultural Knowledge & Competence Rubric

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

- **Skills**
  - Empathy
  - Verbal and nonverbal communication

- **Attitudes**
  - Curiosity
  - Openness
Case Studies
Assessing A Pilot Program to Create Higher Impact Short Term Study Abroad

Marty Petrone petronmc@miamioh.edu
Motivation: Results of the Miami University Global Assessment Project

Challenge: How can we encourage study abroad students to engage below the water line?
Goal: To incorporate “stealth” interventions in select study abroad programs intentionally designed to both enhance and assess student cultural competence.
Reverse Engineering Process

1. Identifying the learning outcomes students are to achieve while studying abroad and...

2. Then work backward to identify and build in the designed to facilitate the achievement of those outcomes.

Engle, L. & Engle, J. 2004
Desired Learning Outcomes

- Greater awareness of one’s own cultural norms and unique worldview
- Increased understanding of the values underpinning other cultural perspectives
- Ability to apply cultural competency in daily interactions
- Better preparation for effective participation in an interconnected, ever-changing world
The Pilot Program

- 28 students studying abroad for six weeks during summer term in Florence, Italy
Assessment Strategies

- Intercultural Effectiveness Scale Pre and Post
- Individual Personal Development Planning
- AAC&U Knowledge and Competence VALUE Rubric
- Contact & Reflection on Private Facebook Site
- Weekly group meetings with cultural mentor
- Peer Assessment/Observation
- Self-Reporting
Four Critical Components

1. Students create a personal development plan based on their IES scores.

2. They report their PDP progress on a frequent basis (could be a journal or blog).

3. They have a truly immersive experience where they form relationships with locals and ideally accomplish a joint task(s) with them at some point.

4. They participate in mediated learning with facilitated discussions to help them make sense of what they encounter.
Sample Interventions

• A two-part pre-departure orientation

• Intercultural training while in Florence including two days of orientation activities

• Reflective assignments designed to fostering independence, self-direction, and personal safety when in Florence or traveling to other locations.

• Survival Italian using LAMP Method

• Weekly structured activities for local engagement

• Re-entry training and post-program debriefing
Midterm Self-Assessment

“I feel like I am on my way to achieving these goals. Through all exploration, I am starting to understand Italian culture. My new goal is to start to feel comfortable with Italian culture. I am in the 2nd level of culture shock and am feeling really out of place here. In order to achieve this goal I’m going to continue to talk to locals and ask them about their culture and try to immerse myself more.”
IES Post Test Results

- **Overall score increase** 19
  - 1 point 5
  - 2 points 3
  - 3 points 3
  - 4 points 4
  - 5 points 4

- **Overall score maintained** 5

- **Overall score lower** 4
In what ways do you feel more culturally competent than when you first arrived in Italy?

- *I have a stronger desire to adapt and fit into other cultures. Also, I have a greater sense of respect and empathy towards people who may not be in a place they feel comfortable.*

- *I observe how people interact/how I interact with people. Learning how things work here gave me a new perspective and patience.*

- *I am not afraid to start a conversation with someone that doesn’t speak English as their native language. I do not fear communication setbacks.*
What is the most significant thing you learned in the past six weeks either in or out of the classroom?

• *To me, the most important thing I’ve learned is self-awareness, specifically relating to my American background.*

• *That even though I was nervous about using the language and sounding dumb, I did it anyways and when I was done I felt accomplished.*

• *I have learned how my personality and choices affect other people of my own culture and of other cultures. Also [I] developed more awareness of my strengths and weaknesses.*
Discovering Global Citizenship

• Assessing Intercultural Competence at TCU
TCU Fast Facts

• **Mission**
  
  To educate individuals to think and act as ethical leaders and responsible citizens in the global community.

• **Students**
  
  - Enrollment of 10,033 (8,647 undergraduates; 1,386 graduate students)
  - 117 undergraduate areas of study, 62 master’s level programs, 25 areas of doctoral study

• **The University**
  
  - 2014-2015 annual budget of $547 million
  - Endowment as of June 30, 2014, of $1.44 billion
  - Freshman-to-sophomore retention rate of 90 percent
  - Student/faculty ratio approximately 13 to 1
• Developed as a result of the university’s Quality Enhancement Plan
• Increased effort toward comprehensive internationalization
• Focused on developing countries and communities where TCU has minimal engagement

qep.tcu.edu
Student Learning Outcomes

• Foundational Level
  Students will **identify** global issues from the perspectives of multiple disciplines and cultures

• Engagement Level
  Students will **discuss** critical questions about the impact of global issues on domestic and global communities

• Understanding Others Level
  Students will **develop** cultural empathy and intercultural competence

• Action and Application Level
  Students will **make** responsible decisions about global issues
Assessment Methods

- **Pre-Test/Post-Test**
  Intercultural Effectiveness Scale (IES)

- **FrogFolio**
  Reflection work using online ePortfolio software provided by Digication

- **Artifact Collection**
  Application of AAC&U Global Learning VALUE Rubric on student products

- **Capstone Projects**
  Observed measurable progress through academic or programmatic projects
Implementation of Methods

• The University Experience
  • Build individualized Mentor-Mentee relationships
  • Review individual IES reports
  • Prepare Personal Development Plans
  • Introduce FrogFolio to students

• Intercultural Effectiveness Scale
  • All incoming students are asked to complete the IES (72% completion rate: 2013 – 1,355 & 2014 – 1,373)
  • Graduating seniors are asked to complete the IES (43% completion rate: 2014 – 561)

• Other Data & Database Warehouse
  • Purple People Counters
  • Student surveys after programs
  • Academic and programmatic artifact collection
INTERCULTURAL EFFECTIVENESS ASSESSMENT: A COMPREHENSIVE PROGRAM DESIGN

Dr. Iris Berdrow
Bentley University
iberdrow@bentley.edu
• University within a business school
• Accredited by AACSB, EQUIS, NEASC
• Undergraduate Curriculum:
  – General education core (freshmen to senior yrs)
  – General business core (freshmen to senior yrs)
  – Majors/minors (including Liberal Studies Major)
• Graduate Curriculum
  – 3 MBA, 7 MS Programs, MBA+MS
• PhD Program
  – Accountancy, Business
UG General Business Core Goals and Learning Objectives...

Goal: Our students will be knowledgeable about domestic and global business practices.
   Learning Objective: Our students will identify the challenges of operating in an international environment.

Goal: Our students will be able to function effectively in cross cultural situations.
   Learning Objective: Our students will demonstrate personal competencies associated with environments where there are cultural norms and behaviors different from their own.
Are student’s global competences improving as a result of our efforts to provide cognitive and experiential international education opportunities? Is it working?
ASSESSMENT IN CONTEXT

Assessment Strategy:
Reflecting and acting on the learning outcomes of our undergraduate and graduate curricula in the context of learning opportunities provided, pedagogies used, as well as students’ incoming characteristics, non-curricular experiences and graduation aspirations.
Intercultural Effectiveness Assessment

ENVIRONMENT
IEIA
International Education Experiences

INPUTS
IEIA
Student Demographics and Prior International Experience

OUTCOMES
IES
What are student intentions, motivations and behaviors relative to IEO’s?

Is there a correlation between engaging in IEO’s and IES?

2 Instruments:
IEIA (Intercultural Effectiveness Impact Assessment)
IES (Intercultural Effectiveness Scale)

Are there differences in IES between gender, GPA, choice of major, national background?
The Intercultural Effectiveness Scale (IES)

Measures personality predispositions associated with effectiveness in intercultural situations.

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

* Developed and administered by The Kozai Group, Inc.*
Student Intercultural Evaluation Assignment

• Part 1: IES self assessment and reflection
• Part 2: Creating an IES Profile
• Part 3: General Tendencies
• Part 4: Personal Development Plan
• Part 5: Reflection
# DATA ANALYSIS DESIGN

## YEAR 2
- Intention Behavior
- Motivation
- Demographics
- IES Score

## YEAR 4
- Intention Behavior
- Motivation
- Demographics
- IES Score

## LONGITUDINAL ANALYSIS
- International program effectiveness
- Instrument and design testing.
- Development of pedagogical materials to support education and development efforts.

## CORRELATION ANALYSIS
- Student self reflection, development, and career planning.
- Assessment of global competencies.
- Predisposition Assessment.
DATA COLLECTION

- Pilot I: 2006, 2007 with 514 students
- 2008: IEIA revision
- Pilot II: 2009 (235 students), 2010 (144 students)
- Longitudinal assessment program rollout:
  - Pre assessment in 2010 with sophomores
  - Post assessment in 2012 with Seniors
  - By 2012 could match pre and post
- Current analysis based on 2,096 responses collected between 2010 and 2014:
  - 1632 sophomores
  - 464 seniors
Preliminary Descriptive Findings

• Being at Bentley longer?
  – Seniors scored significantly higher than Sophomores on all dimensions

• Being an International Student?
  – International students scored higher than Domestic students on Exploration, Global Mindset, Relationship Interest, Continuous Learning, Interpersonal Engagement, and Overall IES.
  – Domestic students scored higher than International students on Positive Regard and Hardiness.

* Results based on independent sample t-tests. Significance assessed at P<.05.
PRELIMINARY DESCRIPTIVE FINDINGS

• Having an International Education Experience while at Bentley?
  – Students who had an IE scored higher on all dimensions.

• Planning on an International Education Experience?
  – Students who were not planning on having an IE scored lower on Exploration, Global Mindset, Relationship Interest, Interpersonal Engagement, and Overall IES.

• Gender?
  – Men scored higher on Self-Awareness, Global Mindset, Emotional Resilience, and Hardiness.

* Results based on independent sample t-tests. Significance assessed at P<.05.
Lessons Learned

- Faculty Commitment
- Student response to results
- Providing peer and aspirant comparisons
- Data management
- Institutional priorities
- Office of International Education Partnership
oboigado  Dank U  mahalo  Köszí

Cnacu60  Grazie  Mauruuru  Takk

Grazias  Dz6ikuje  D6ikuju  danke  Kiitos
Intercultural Effectiveness Assessment Questions

1. Does just being at Bentley longer correlate with higher IES scores?
2. Does taking an international education experience at Bentley correlate with higher IES scores?
3. Do certain international education experiences correlate differently? I.e. does intensity of experience or cultural distance from home matter more?
4. Does previous international experience influence scores and movement in scores?
5. Do student intentions, motivations and behaviors influence scores?
6. Do some student groups (i.e. honors, LSM, higher GPA’s) just score differently?
Assessing Intercultural Competence: Case Studies from the Field - Part B

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Agenda

- What is it?
- How to assess it?
- Why assess it?
- What if – we assess it?
- Questions!
Fish is Fish

By Leo Leoni
Perspective
Perspective
Things We Know About Intercultural Competence:

• Cultural knowledge
• Cultural contact
• Reduction of stereotypes
• Language
Individual Development

Requires:

- **Self**-motivation
- Learn & Transform
- Experiential Learning & Reflection
- Crucible Experiences
- Cross-Cultural Exposure
- Extensive Practice
What Can Campuses Do?

Provide & Leverage Experiences:

- Multicultural teams
- Local cultural immersions
- Study abroad & diverse field work
- Global/diverse projects
- Mentors/coaches
- Behavioral + Pre & Post assessment
What Leads to Intercultural Competence?

- Intentional Design
- Balance
- Book End
DEVELOPMENTAL METHODOLOGIES

- Classroom (20%)
- Info Exchanges w/ Culturally Different others (30%)
- Personal Study/Work Experience (50%)
- Highest Potential For Re-mapping

RIGOR

Low

High

FEEDBACK
How do YOU know THEY know?
Discussion

• How do (or would) you assess ICC?

• Why do (or would) you assess ICC?

• What if you assessed ICC?
“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)
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