

# OFFICE OF ACADEMIC ADVISING INTERCULTURAL COMPETENCY TRAINING PLAN

*\*Informed by on Deardoff's Process Model of Intercultural Competence (2009); Bennett's Developmental Model of Intercultural Sensitivity (1993), & AAC&U Intercultural Knowledge and Competence VALUE Rubric*

## Glossary

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- *Culture*: All knowledge and values shared by a group.
- *Cultural rules and biases*: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- *Empathy*: "Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position)". Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In *Basic concepts of intercultural communication*, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press.
- *Intercultural experience*: The experience of an interaction with an individual or groups of people whose culture is different from your own.
- *Intercultural/ cultural differences*: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.
- *Suspends judgment in valuing their interactions with culturally different others*: Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one self. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- *Worldview*: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

<b>Intercultural Competency</b> <i>Key Characteristic</i>	<b>Milestones</b> 4 (capstone) – 1 (benchmark)	<b>Lead Presenter; Date, Time, Location</b>	<b>Training Activities and Duration</b>	<b>Training Goals</b>
<b>Knowledge</b> <i>Cultural self-awareness</i>	4 – Articulates insights into own cultural rules and biases (seeking complexity) 3 – Recognizes new perspectives about own cultural rules and biases (not looking for sameness; comfortable with differences) 2 – Identifies own cultural rules and biases (with preference for own cultural group) 1 – Shows minimal awareness of own cultural rules and biases	1. Denise Balfour Simpson – Director of Academic Initiatives; <b>May 9</b> 2. Jennifer Kuang and Ben Xie – Office of Academic Advising Staff; <b>May 10</b> 3. Yan Li, Psy. D. – Assistant Director of DKU CAPS; <b>June 5</b>	1. In-person workshop; Intro to Intercultural Competence pt. 1 (3hrs) 2. In-person workshop; Intro to Intercultural Competence pt. 2 (3hrs) 3. In-person workshop; Identity Exploration; Identity Wheel Activities (1.5hrs)	1. Introduce and discuss four diversity dimensions (identities – primary, secondary, organizational, cultural) 2. Self-identity exploration activities; Introduce concept of assumptions with work-relevant case studies 3. Increase sense of self-identity articulate characteristics of identity to others; explain differences between how I see others and how they see themselves; define stereotypes, how we develop them and how they affect others
<b>Knowledge</b> <i>Knowledge of cultural worldview frameworks</i>	4 – Demonstrates sophisticated understanding 3 – Demonstrates adequate understanding 2 – Demonstrates partial understanding 1 – Demonstrates surface understanding of the complexity	1. Denise Balfour Simpson – Director of Academic Initiatives; <b>May 9</b> 2. Yan Li, Psy. D. – Assistant Director of DKU CAPS; <b>June 5</b>	1. In-person workshop; Intro to Intercultural Competence pt. 1 (3hrs) 2. In-person workshop; Identity Exploration; Identity Wheel Activities (1.5hrs)	1. Develop shared definition of diversity and why the topic is important. 2. Further understanding various identity groups/cultures; continued dialogue about cultural differences with others

	of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices			
<b>Skills</b> <i>Empathy</i>	4 – Interprets intercultural experience from the perspectives of own and more than one worldview; demonstrates ability to act in a supportive manner 3 – Recognizes intellectual and emotional dimensions of more than one worldview; sometimes uses worldviews in interactions 2 – Identifies components of cultural perspectives, but responds in situations only with own worldview 1 – Views the experiences of others only through own worldview.	1. Jennifer Kuang and Ben Xie – Office of Academic Advising Staff; <b>wk of July 15</b>  2. Denise Balfour Simpson – Director of Academic Initiatives; <b>September TBD (ongoing devo)</b>	1. Ted Talk – “Why It’s Worth Listening to People We Disagree With”; Online video (approx. 10 mins)  2. In-person workshop; Courageous Conversations Workshop (2hr)	1. Hear the cultural experience of someone different from oneself and how that worldview helped them learn how to build empathy; Reflect on how the experiences of others can provide lessons for learning how to demonstrate empathy  2. Learn skills necessary to lead courageous conversation; Articulate how empathy supports interaction across differences; increase capacity for asking questions about differences; practice leading courageous conversations based on pre-designed topics
<b>Skills</b> <i>Listening</i>		1. Jennifer Kuang and Ben Xie – Office of Academic Advising Staff; <b>September TBD (ongoing devo)</b>  2. Jennifer Kuang and Ben Xie – Office of Academic Advising Staff; <b>October TBD (ongoing devo)</b>	1. Ted Talk – “5 Ways to Listen Better”; Online video (approx. 10 mins)  2. Ted Talk – “Why It’s Worth Listening to People We Disagree With”; Online video (approx. 10 mins)	1. Define listening, articulate tools to improve listening skills and ways to demonstrate listening  2. Articulate how we can use listening to develop a deeper understanding of those different from us
<b>Skills</b> <i>Verbal and nonverbal communication</i>	4 – Articulates a complex understanding of cultural differences in verbal and nonverbal communication; is able to skillfully negotiate a shared understanding based on those differences. 3 – Recognizes and participates in cultural differences in verbal	1. Inclusive Language Articles pt. 1 and pt. 2 and Discussion; <b>wk of June 24</b>  2. LCC Staff; <b>July 24</b>	1. Online articles and staff meeting discussion  2. In-person workshop; 2 hours	1. Define concepts, expressions, and words that are inclusive of multiple identities; Explain principles that support an inclusive environment through language use  2. Exploring intercultural communications and differences between our DKU student

	<p>and nonverbal communication; begins to negotiate a shared understanding based on those differences.</p> <p>2 – Identifies some cultural differences in verbal and nonverbal communication; is aware that misunderstandings can occur based on those differences, but is still unable to negotiate a shared understanding.</p> <p>1 – Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.</p>			<p>population. Box resources: <a href="https://duke.box.com/s/f8n7nr0w0ke5xkdeizfjsdbj9vvmobj">https://duke.box.com/s/f8n7nr0w0ke5xkdeizfjsdbj9vvmobj</a>.</p>
<p><b>Skills</b> <i>Conflict Management</i></p>	<p>4 – Able to adopt conflict management skills and strategies to different contexts</p> <p>3 – Identify and utilize conflict management skills and strategies that are effective for one’s self</p> <p>2 – Able to list a number of conflict management skills and strategies</p> <p>1 – Is unable to articulate conflict management skills or identify conflict management strategies</p>	<p>1. Denise Balfour Simpson – Director of Academic Initiatives; <b>September TBD (train the trainer activity to the staff can train the Peer Tutors)</b></p>	<p>1. In-person workshop; Effective conflict management (2 hrs)</p>	<p>1. Conflict management style assessment; conflict management skills; case studies</p>
<p><b>Attitudes</b> <i>Curiosity and Discovery</i></p>	<p>4 – Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives</p> <p>3 – Asks deeper questions about other cultures and seeks out answers to these questions</p> <p>2 – Asks simple or surface questions about other cultures</p> <p>1 – States minimal interest in learning more about other cultures</p>	<p>1. Denise Balfour Simpson – Director of Academic Initiatives, <b>September TBD (train the trainer activity to the staff can train the Peer Tutors)</b></p>	<p>1. In-person workshop; Courageous Conversations Workshop (2hr)</p>	<p>1. Learn skills necessary to lead courageous conversation; Articulate how empathy supports interaction across differences; increase capacity for asking questions about differences; practice leading courageous conversations based on pre-designed topics</p>

<p><b>Attitudes</b> <i>Openness</i></p>	<p>4 – Initiates and develops interactions with culturally different others; suspends judgment in valuing her/his interactions with culturally different others. 3 – Begins to initiate and develop interactions with culturally different others; begins to suspend judgment 2 – Expresses openness to most, if not all, interactions with culturally different others; has difficulty suspending any judgment in her/his interactions with culturally different others, but is aware of own judgment and expresses a willingness to change 1 – Receptive to interacting with culturally different others; has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment</p>	<p>Potentially required “application” activities – attend peer leader training, attend an activity on campus related to a topic of choice; facilitate a workshop related to advising/tutoring and a topic of choice...</p>		
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