Influential Pedagogies for Intercultural Competence

Amir Reza, Ph.D.
Babson College [areza@babson.edu]
Research can be accessed at:
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Outline

- One Definition for Intercultural Competence
- Outline Research & Program
- Quantitative & Qualitative Results
- Findings related to Influential Features
- Student Narratives
- Q&A
Intercultural Competence: Critical for Business Education

“...the globalization of business has led to huge derived demand for global business education. Indicators of globalization in business are likely to underestimate the corresponding needs for knowledge, skills, and attitudes that align with current and future needs of the business profession.”

- AACSB Report, Globalization of Management Education
“Intercultural competence development is emerging as a central focus – and outcome – of many internationalization efforts”

(Deardorff & Jones, 2012)
A COMPLEX CONSTRUCT . . .

Intercultural Competence

Intercultural Maturity

Intercultural Sensitivity

Global Mindset

Global Competence

Cosmopolitanism

...WITH MANY SYNONYMS
And OVERLAPPING DEFINITIONS
One Definition for Intercultural Competence

The ability to **communicate and behave appropriately and effectively** in an intercultural situation utilizing **attitudes, knowledge and skills** to bridge across differences for innovation and to explore commonalities that united us.

Adapted from Deardorff’s (2006) definition of Intercultural Competency
INTERCULTURAL DEVELOPMENT CONTINUUM

Ethnocentric Stages

MONOCULTURAL MINDSET

DENIAL

POLARIZATION

MINIMIZATION

ACCEPTANCE

ADAPTATION

INTERCULTURAL MINDSET

Ethnorelativistic Stages

Deeply Comprehends Difference

Bridges Across Difference

De-emphasizes Difference

Judges Difference

Misses Difference

Source: M. Hammer, IDI & Milton Bennett, 1993
RESEARCH QUESTIONS

(1) Does participation in a multi-destination study abroad program influence student’s intercultural competence?
   • Pre/Post IDI Scores

(2) What features of a multi-destination study abroad program influence students’ intercultural competence?
   • Student Perceptions (Interviews)
   • Student Reflections (Journals)
BRIC: Multi-Destination Study Abroad Program

- Intensive pre-departure program on home campus in August
- Designed by and led throughout by home institution faculty

CHINA (September)
RUSSIA (October)
INDIA (November)
DATA COLLECTION

21 Undergraduate Participants:

- Female (11) Male (10)
- 6 Faith Groups
- Int’l (6) Domestic (5)
- Black, Asian, White, Multi-Racial
- Juniors & Seniors
- Traditional Age
- 8 Languages

Pre-Program IDI (August)

Journal Entries (9)

Student Interviews (November)

Post-Program IDI (December)
QUANTITATIVE FINDINGS

Pre-BRIC IDI Orientations

- Minimization: n=12
- Acceptance: n=5
- Denial: n=2
- Polarization: n=2

Post-BRIC IDI Orientations

- Minimization: n=6
- Acceptance: n=10
- Adaptation: n=5
- Denial: n=2

Intercultural Mindset

- Adaptation
- Acceptance
- Minimization
- Polarization
- Denial

Monocultural Mindset
Average Gain: 24.45 points, a 25% increase
STATISTICAL ANALYSIS

Paired Sample t-test

Cohen’s d – Effect Size

One-Way Analysis of Variance

t = 7.011, P ≤ .05

Cohen’s effect size value (d = 1.68)
One-Way ANOVA

No Differences in IDI Gains
QUALITATIVE FINDINGS

Journal Entries & Interview Transcripts

1,482 Coded Segments of Text

62 BRIC Influential Sub-Features

10 BRIC Influential Features
10 INFLUENTIAL FEATURES OF BRIC

- Facilitated Contact with Natives (425)
- Academic (419)
- Multi-Destination (117)
- Cohort (108)
- Co-Curricular (103)
- Coaching/Mentoring (67)
- Pre-Departure (21)
- Residential (19)
- Social (13)
- Student Self-Initiated (190)
LEARNING THROUGH A COMBINATION OF:

- ACADEMIC
- MULTI-DESTINATION
- COHORT
- STUDENT SELF-INITIATED
- FACILITATED CONTACTS WITH NATIVES

+ REFLECTION
“This must be how black or Muslim people feel in the U.S. It was an unsettling feeling…I worried about the implications – did this mean it would be more difficult for me to find a job in Russia? Or to find friends or girlfriends?

This experience and the consequent reflection helped me realize that the act of racial profiling at a check point might be supporting the continuation of racial discrimination, even if it is beneath the surface.”
“I realized how much I had in common with this boy. It was at this point where my global mindset completely changed. Instead of the view of all of the poor kids in India as completely different than me – I realized that we really were quite similar. It made me think a lot about the life I was born into – and the responsibilities I have as a very privileged individual to give back, help, and empower my peers like Ragav.”
DESIGN WITH INTENTION

• Faculty as Mentors
• Web of Features
• Cohort Diversity
DISCUSSION & QUESTIONS

THANK YOU
REFERENCES


The Diversity of the participants was a salient theme in the qualitative data regarding the Cohort feature.

Many participants remarked that they would not have had the experience, discussion, reflections, and learning regarding privilege, empathy, minority status, and social inequalities had their group been homogeneous.
The importance of the diversity of the cohort suggests that just as diversity is a compelling educational imperative at U.S. institutions of higher education, the same is the case when students travel abroad. The diversity in the cohort created unique opportunities for learning and engaging with the environment beyond what a homogeneous group would offer.
Facilitated Contact with Natives 425

- India Company Visits-16
- Russia Company Visits-17
- Great Wall-18
- India Guest Speakers-30
- Russia Guest Speakers-27
- China Guest Speakers-67
- China Student-67
- Russia Student-59
- Bal Ashram-42
- India Student-30
- Boston China Town-7
- Jaipur Overnight-9
- Shiv Nadar School-9
- Misc. facilitated Contact-15
- India Company Visit-16

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Facilitated Contact with Natives 425
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Student Self-Initiated

190

Observation of Local Environment - 54

Restaurants & Shopping - 47

Non-program Interactions with locals - 38

Unstructured time to explore - 27

Local Transportation - 17

Exploring Art & Culture - 7
Multi-Destination

Adjustment to New Site-25

Travel between sites and at Site-11

General MD 81
Coaching and Mentoring

Mentoring / Role Modeling 42

IDI Feedback 25
Hotel Abroad 19

Residential 19
Social

13

Alumni Interaction
7

Athletic Participation
3

Night Life
3