

Influential Pedagogies for Intercultural Competence

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Research can be accessed at:
<http://hdl.handle.net/2345/bc-ir:104141>



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



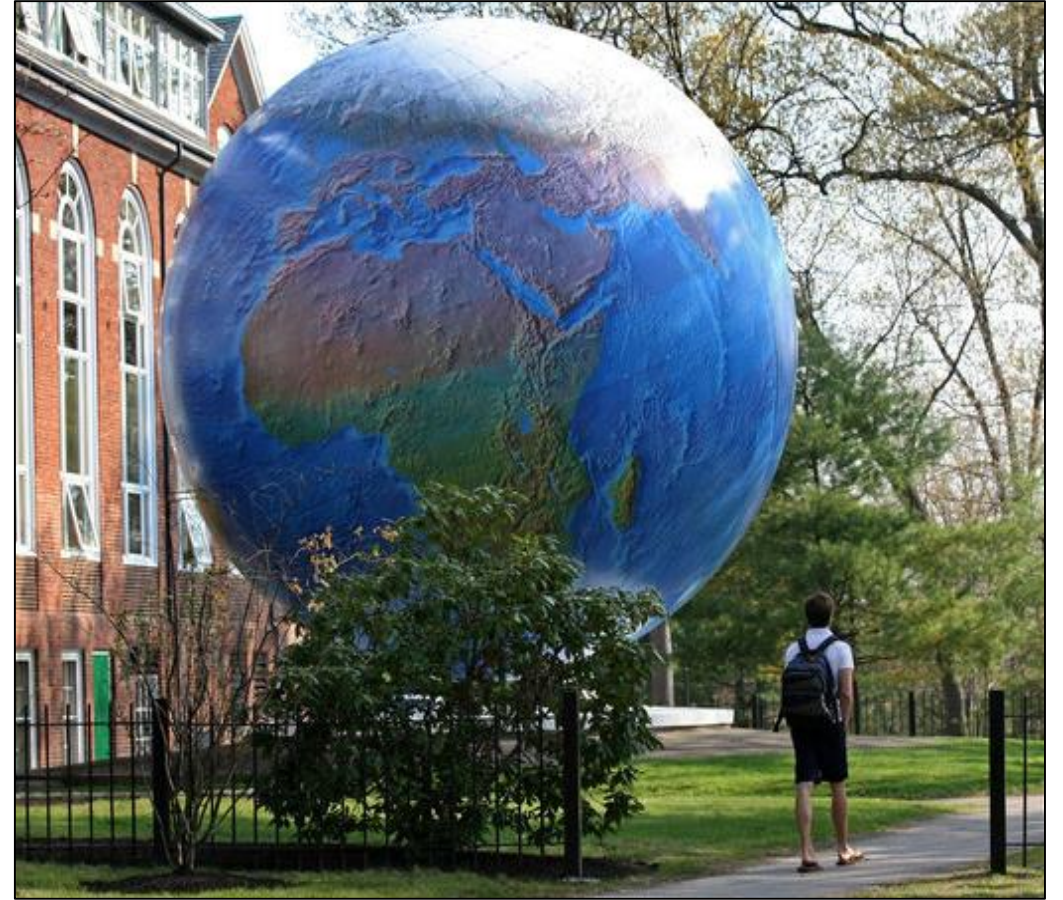
“...the globalization of business has led to huge derived demand for global business education. Indicators of globalization in business are likely to underestimate the corresponding needs for knowledge, skills, and attitudes that align with current and future needs of the business profession.”

- AACSB Report, Globalization of Management Education

INTERCULTURAL COMPETENCE & STUDY ABROAD

“Intercultural competence development is emerging as a central focus – and outcome – of many internationalization efforts”

(Deardorff & Jones, 2012)



A COMPLEX CONSTRUCT . . .

Intercultural Competence

Global Mindset

Intercultural
Maturity

Global Competence

Global Citizenship

Intercultural Sensitivity

Cosmopolitanism

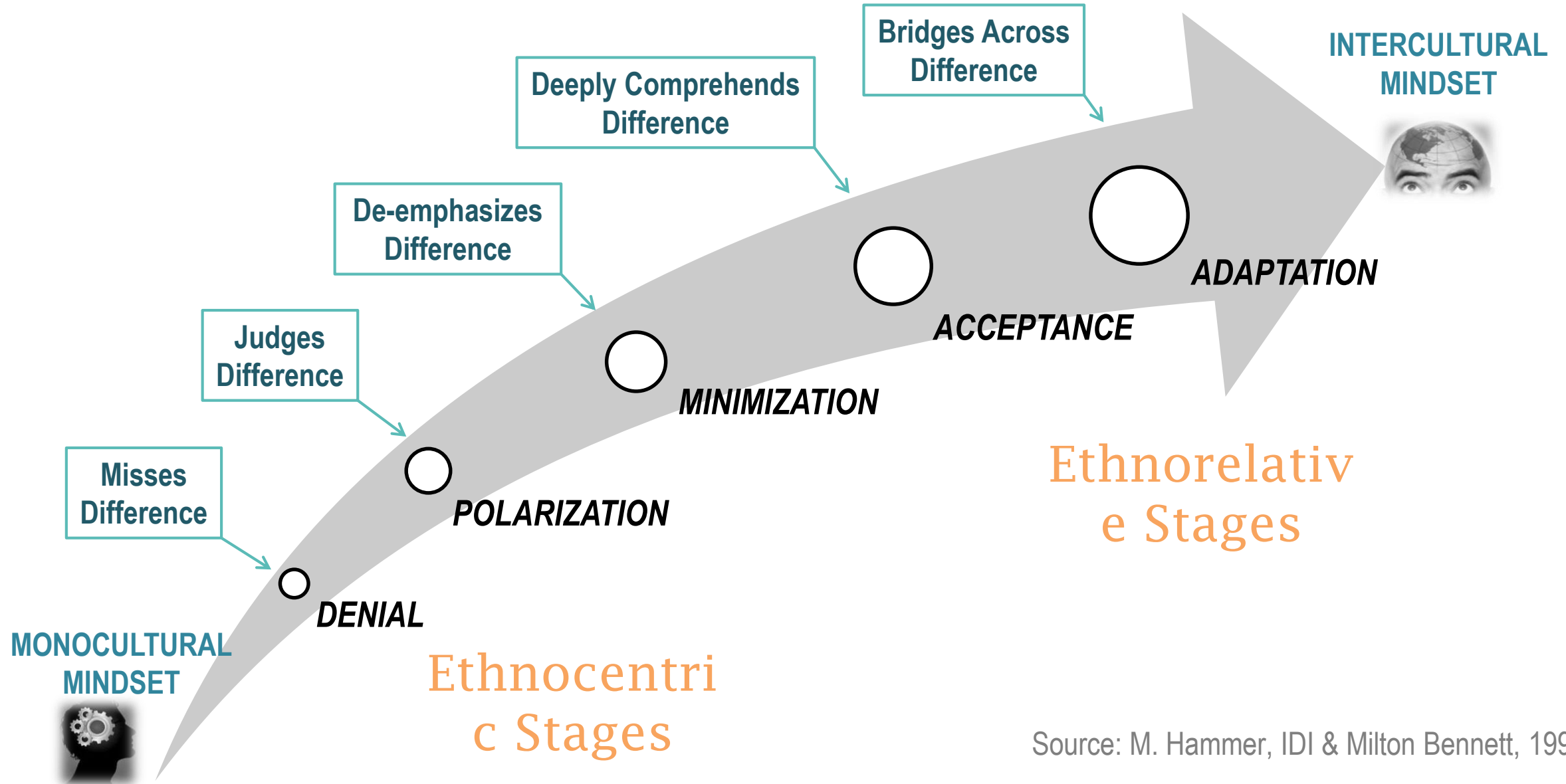
...WITH MANY
SYNONYMS

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.

INTERCULTURAL DEVELOPMENT CONTINUUM



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

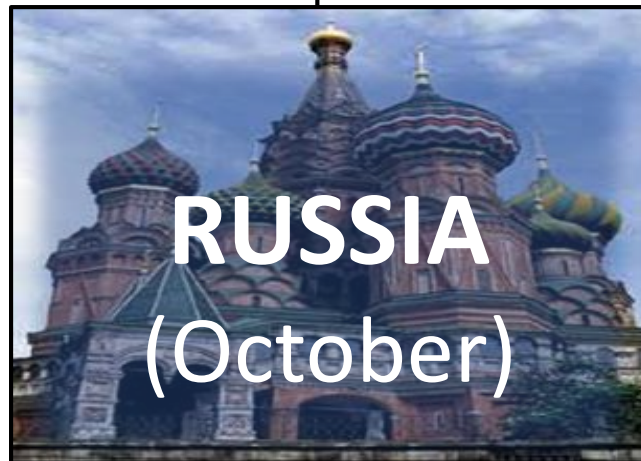
(2) What features of a multi-destination study abroad program influence students' intercultural competence?

- 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



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)

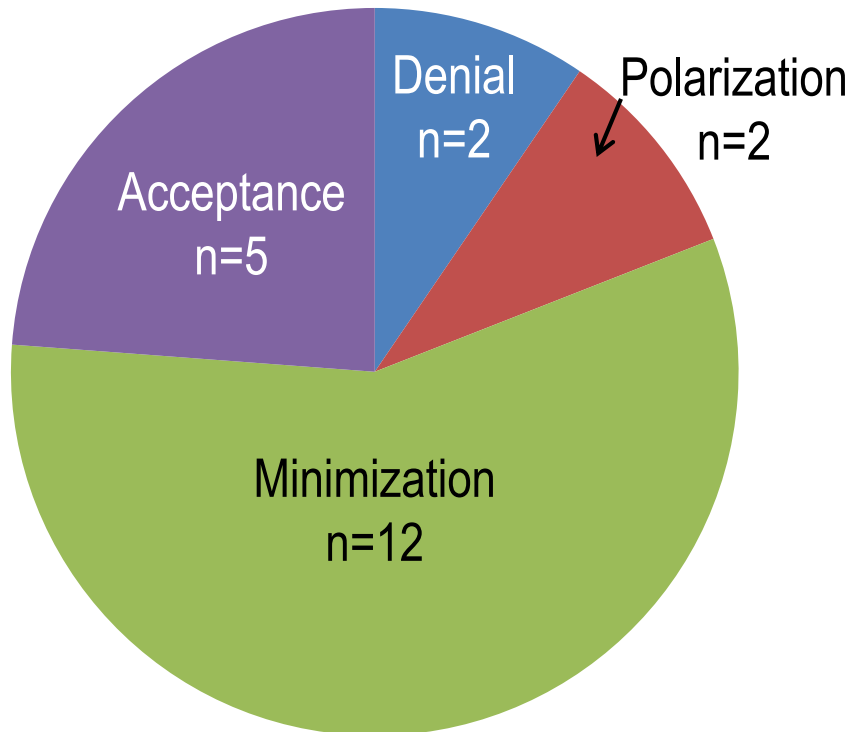
Journal Entries
(9)

Student Interviews
(November)

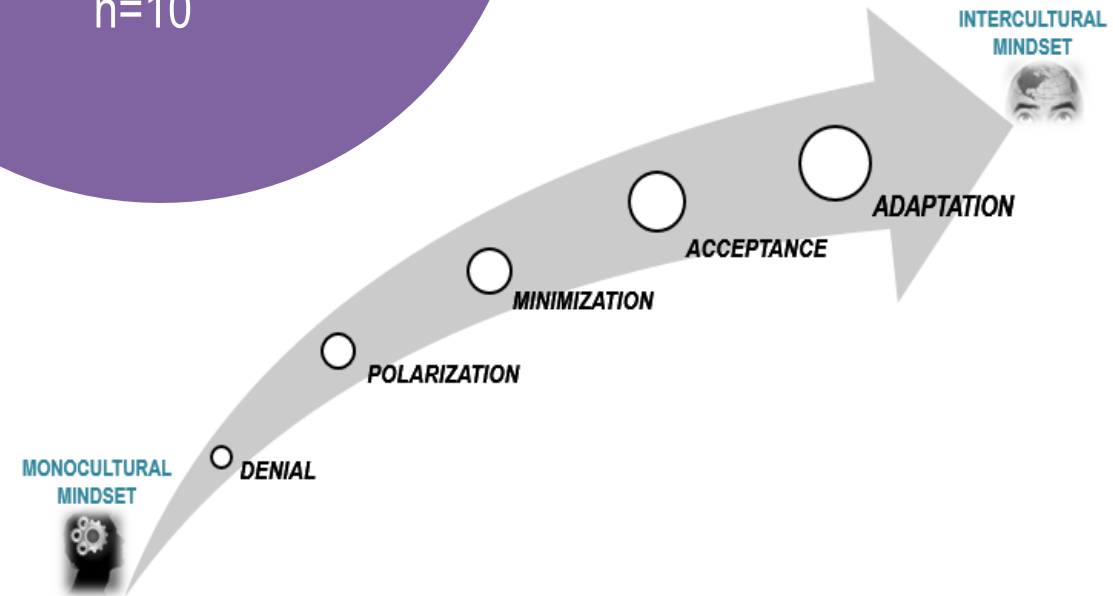
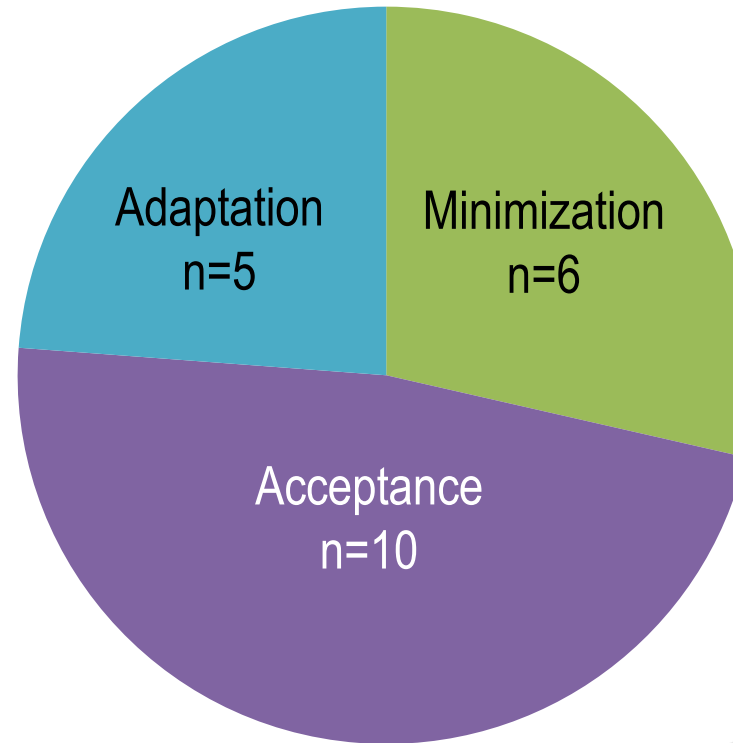
Post-Program IDI
(December)

QUANTITATIVE FINDINGS

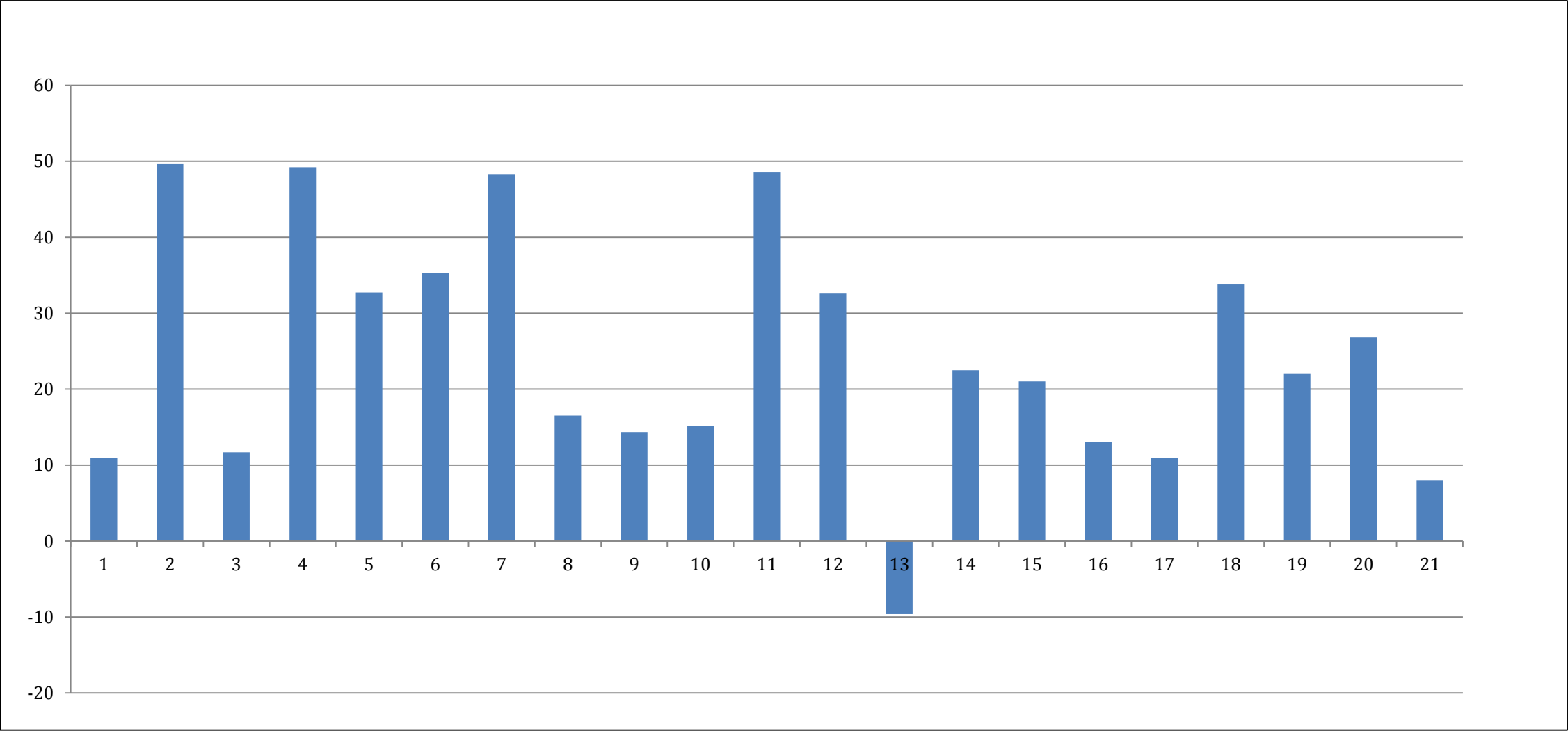
Pre-BRIC IDI Orientations



Post-BRIC IDI Orientations



CHANGE IN IDI SCORES



Average Gain: 24.45 points, a 25% increase

STATISTICAL ANALYSIS

$t = 7.011, P \leq .05$

**Cohen's effect size
value ($d = 1.68$)**

Paired Sample t-test

Cohen's d – Effect Size

One-Way Analysis of Variance

One-Way ANOVA

**No Differences in
IDI Gains**

Women vs. Men

Int'l vs. Domestic

Prior Experience Abroad

**Ability to Speak Host Country
Language**

QUALITATIVE FINDINGS

**Journal Entries
&
Interview
Transcripts**

1,482

Coded Segments of Text

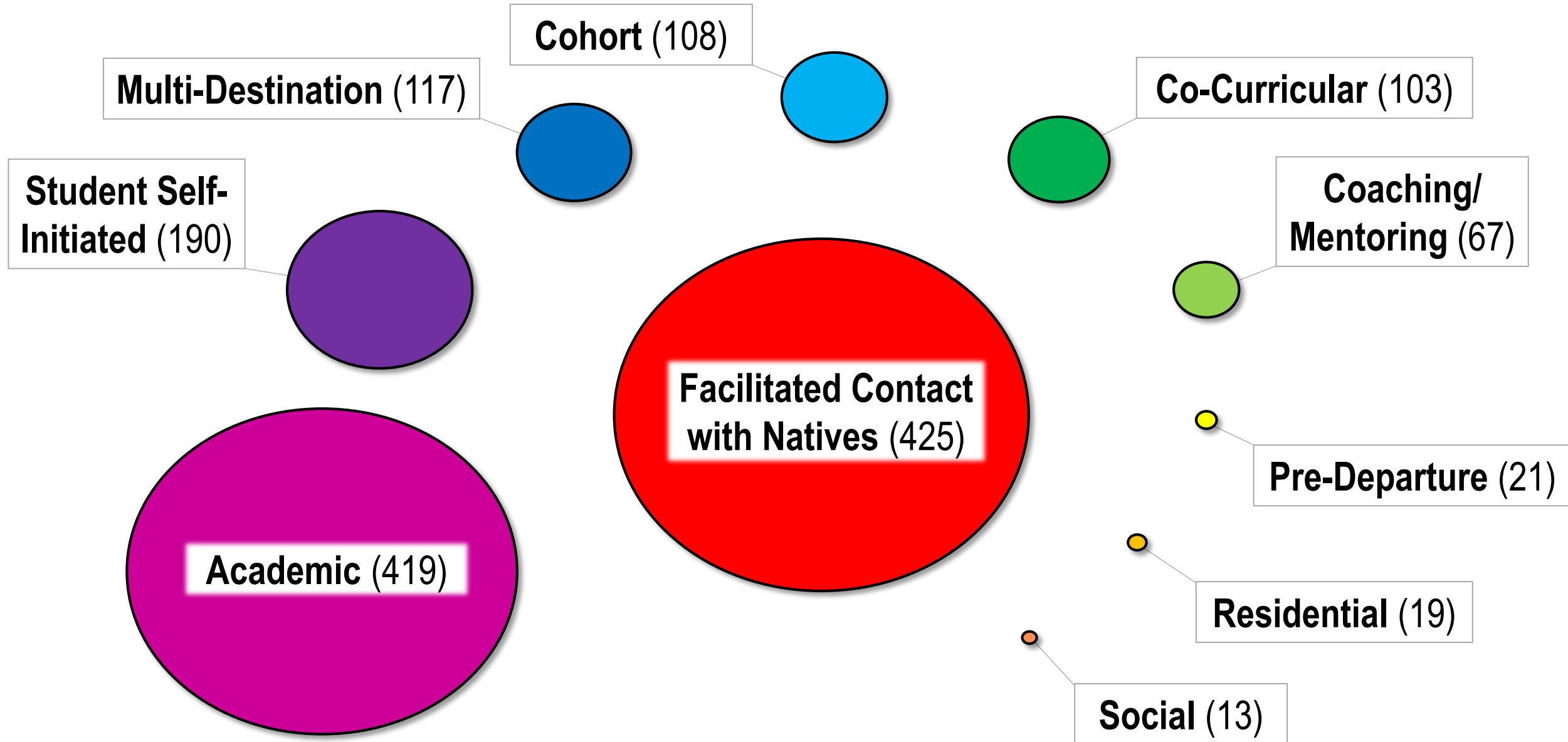
62

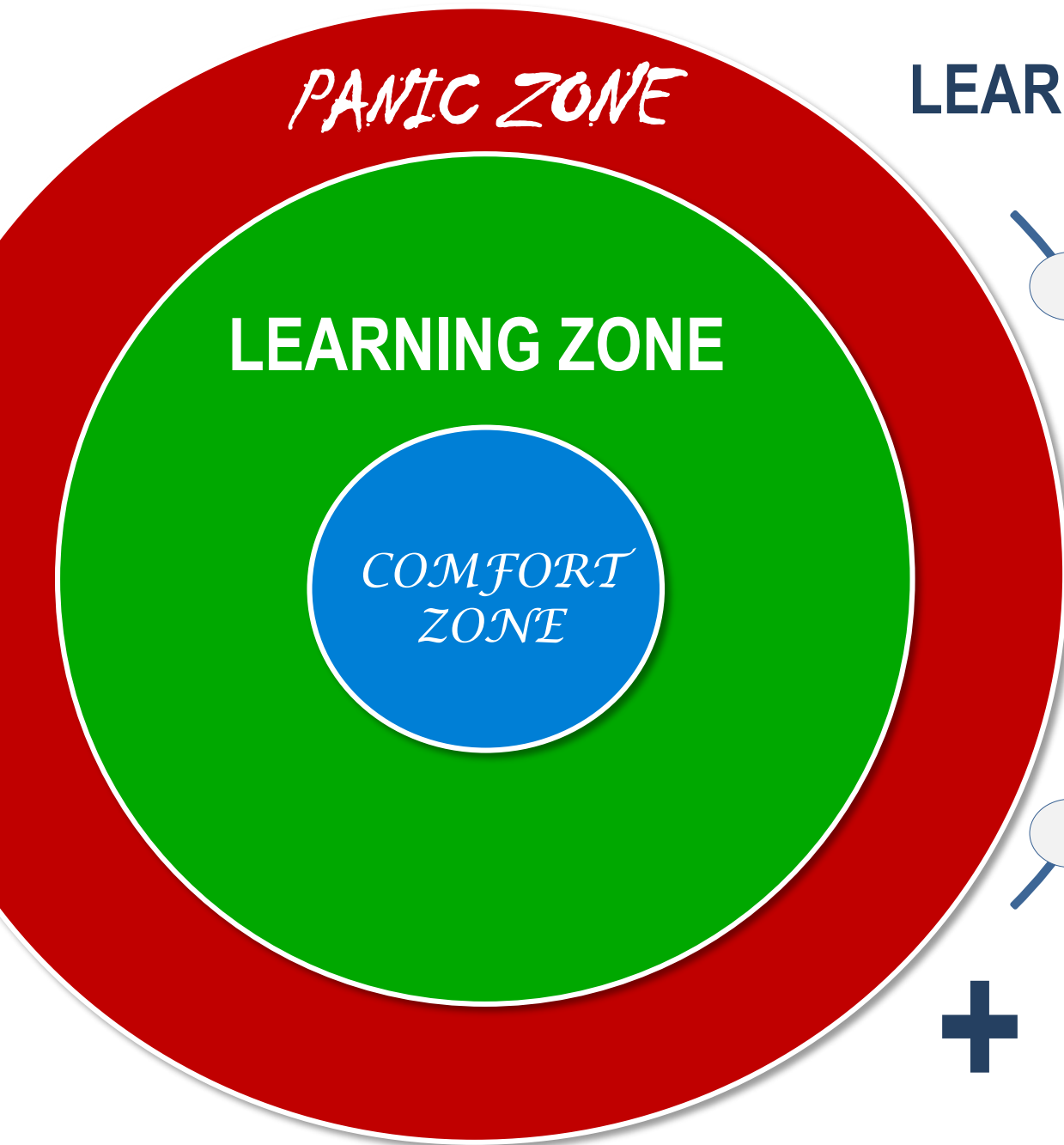
BRIC Influential Sub-Features

10

BRIC Influential Features

10 INFLUENTIAL FEATURES OF BRIC





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

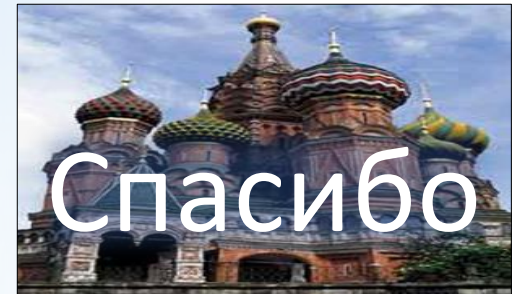
- Faculty as Mentors
- Web of Features
- Cohort Diversity



CONCLUSION



DISCUSSION & QUESTIONS



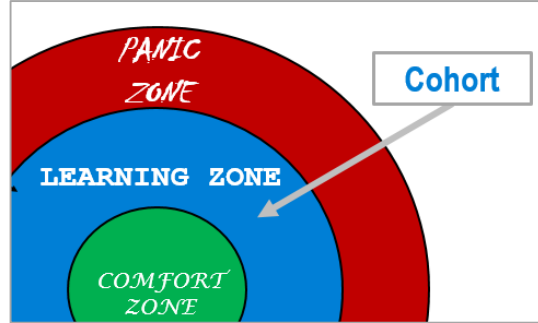
REFERENCES

- Bennett, M. J. (1993). Towards ethnorelativism: a developmental model of intercultural sensitivity. In R. M. Paige (Ed.), *Education for the intercultural experience* (pp. 21-71). Yarmouth, ME: Intercultural Press.
- Bok, D. (2009). Foreword. In D. K. Deardorff (Ed.), *The sage handbook of intercultural competence* (pp. ix-x). Thousand Oaks, CA: Sage.
- Deardorff, D. K., & Jones, E. (2012). Intercultural Competence: An emerging focus in international higher education. In D. K. Deardorff, H. de Wit, D. Heyl & T. Adams (Eds.), *The sage handbook of international higher education* (pp. 283-303). Thousand Oaks, CA: Sage.

10 INFLUENTIAL FEATURES OF BRIC

Multi-Destination (117)

Cohort (108)



COHORT DIVERSITY

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.

Gender

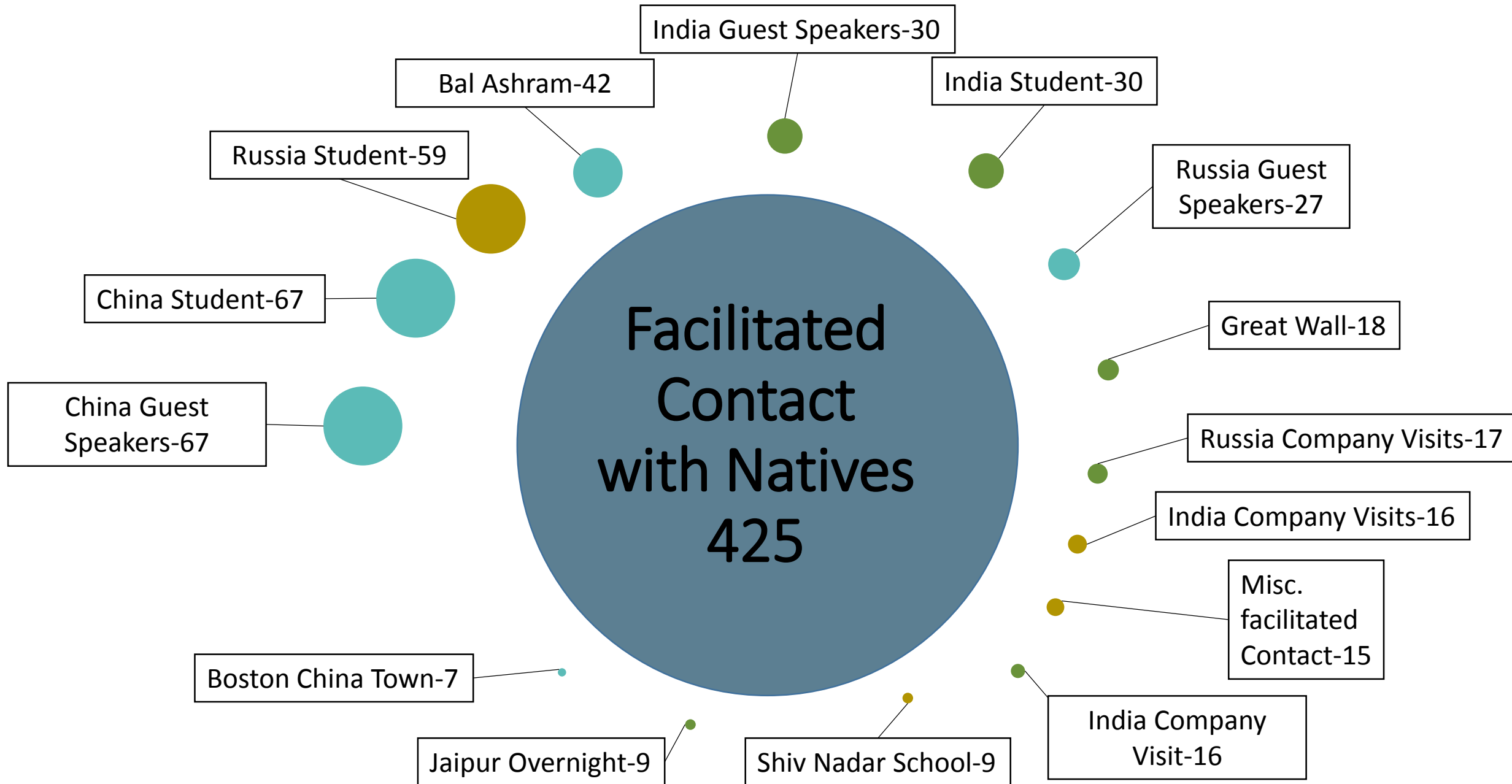
Race

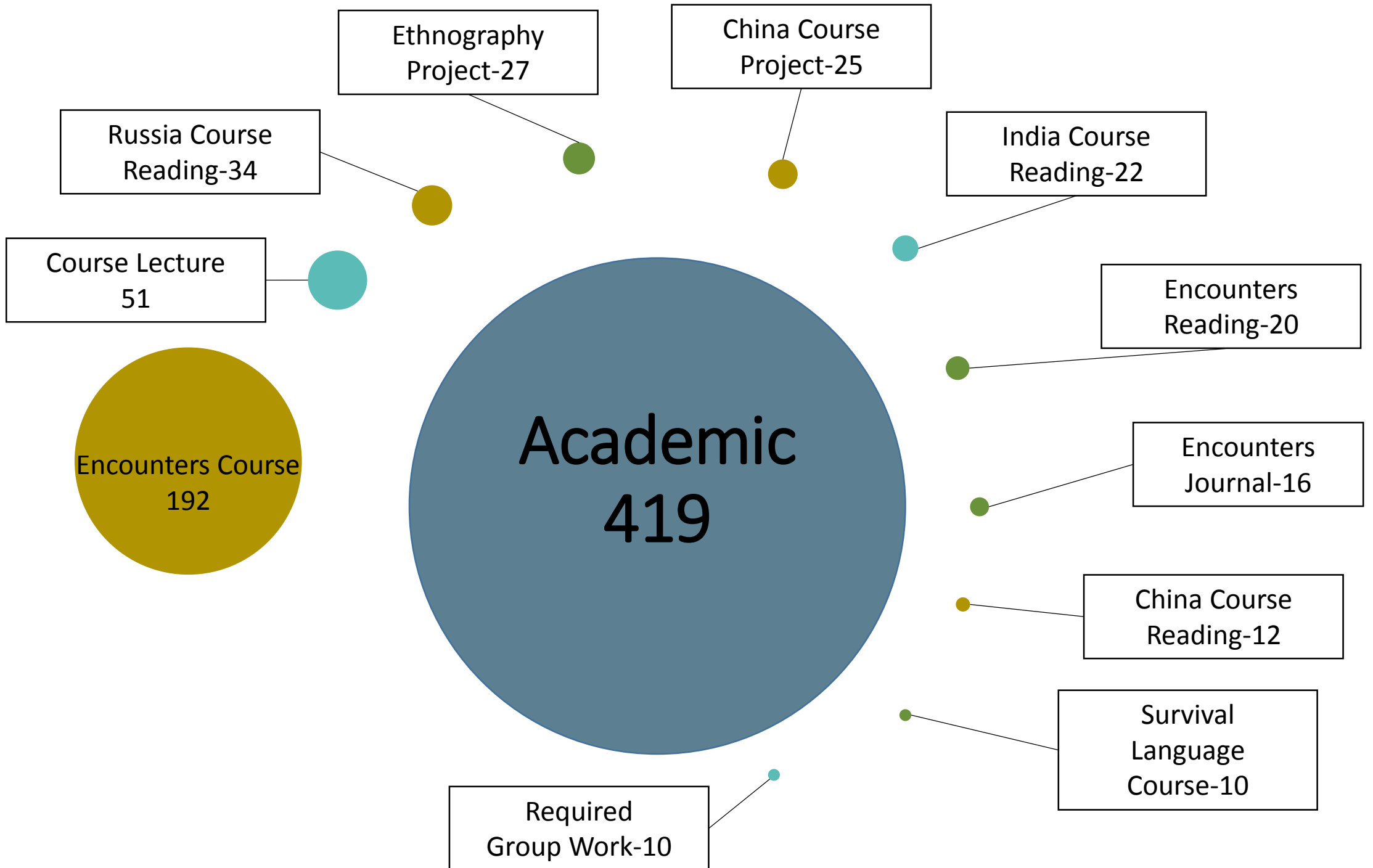
Language

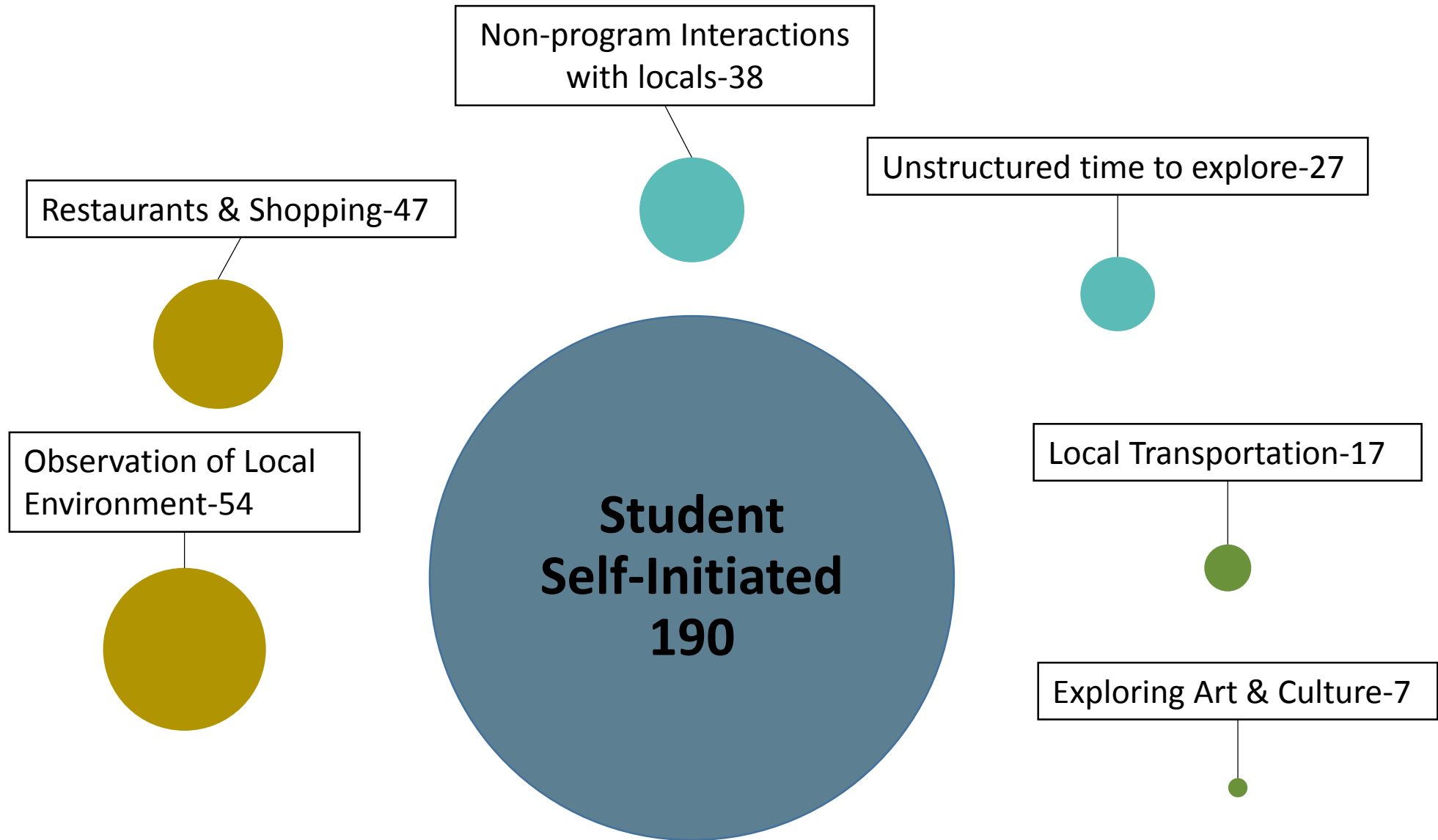
Nationality

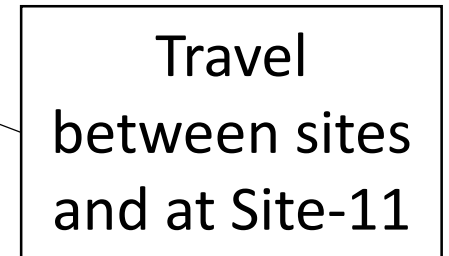
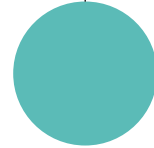
The importance of the diversity of the cohort suggests that just as diversity is a compelling educational imperative at U.S. institutions of higher education, the same is the case when students travel abroad. The diversity in the cohort created unique opportunities for learning and engaging with the environment beyond what a homogeneous group would offer.

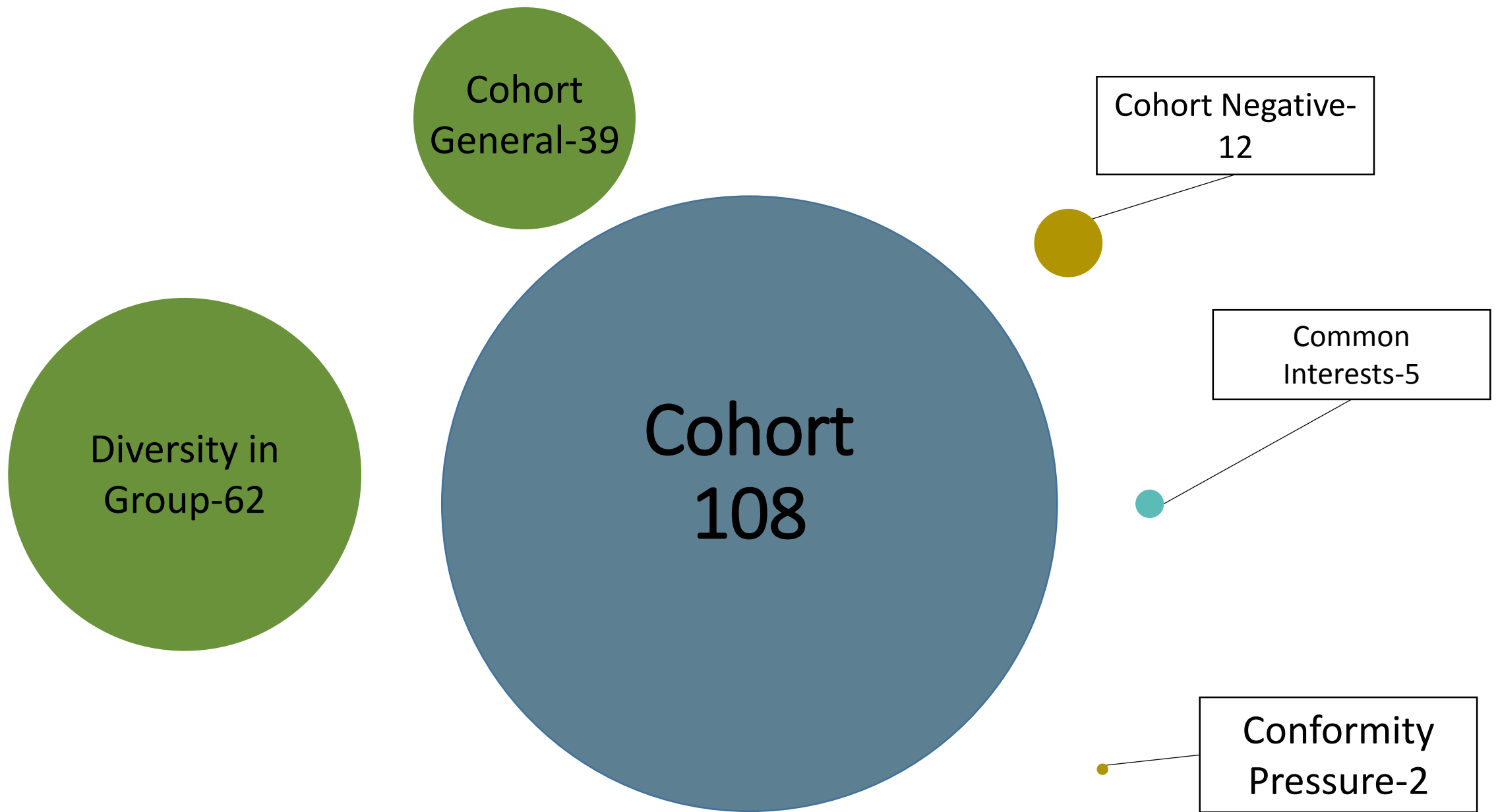


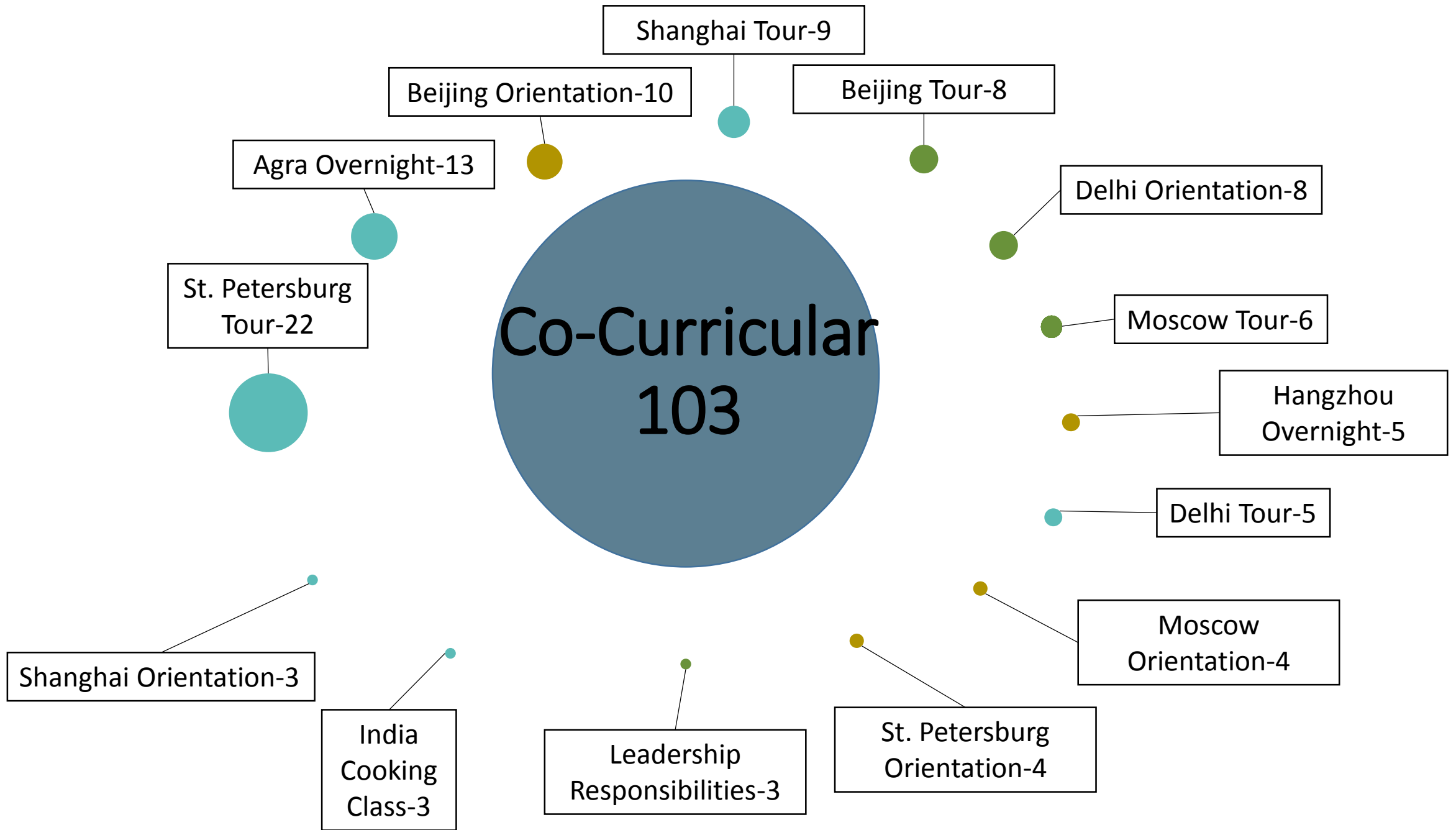















Mentoring /
Role
Modeling
42

Coaching and
Mentoring
67


IDI Feedback
25




IDI Session
5

Pre-Departure
21

Pre-departure
Orientation
16

A solid teal-colored circle.

Hotel Abroad
19

A solid dark blue-colored circle.

Residential
19

