

S-PYFO

0749-1

Appendix C International/Intercultural Competencies¹

Summary of Literature

What competencies do students need to become world citizens and succeed in today's global workforce? What learning outcomes should institutions of higher learning focus on to enable students to meet the challenges of the 21st century? There is no easy answer and, while there have been many attempts to answer these questions, there is no consensus. Part of the problem, as is evident through the list below, is the interdisciplinary nature of the competencies. Each field brings to the debate its own perspectives and there has been little discussion among them. This list shows the range of competencies that have been discussed to date; it is not exhaustive. The first section is a summary of the extended section, which follows. Headings have been created for organizational purposes but with an awareness that some of the competencies could appear under multiple headings.

Knowledge

- Knowledge of world geography, conditions, issues, and events.
- Awareness of the complexity and interdependency of world events and issues.
- Understanding of historical forces that have shaped the current world system.
- Knowledge of one's own culture and history.
- Knowledge of effective communication, including knowledge of a foreign language, intercultural communication concepts, and international business etiquette.
- Understanding of the diversity found in the world in terms of values, beliefs, ideas, and worldviews.

Attitudes

- Openness to learning and a positive orientation to new opportunities, ideas, and ways of thinking.
- Tolerance for ambiguity and unfamiliarity.
- Sensitivity and respect for personal and cultural differences.
- Empathy or the ability to take multiple perspectives.
- Self awareness and self-esteem about one's own identity and culture.

¹ Prepared by Laura Siaya, Assistant Director for Research, ACE Center for Institutional and International Initiatives, for the ACE Internationalization Collaborative Annual Meeting, March 15-17, 2001.

Skills

- Technical skills to enhance the ability of students to learn about the world (i.e., research skills).
- Critical and comparative thinking skills, including the ability to think creatively and integrate knowledge, rather than uncritical acceptance of knowledge.
- Communication skills, including the ability to use another language effectively and interact with people from other cultures.
- Coping and resiliency skills in unfamiliar and challenging situations.

Extended Review of the Literature

The terms used below are those utilized by the various authors and were included to facilitate your future searches for materials. Please note this is an not exhaustive list and the author would welcome any additions.

Knowledge

- Political Knowledge includes knowledge of one's own political system, players, and events as well as international systems, leaders, and events. It also includes a knowledge of geography, institutions and their processes, and economics (Caprini and Keeter).
- "State of the Planet" Awareness is understanding of prevailing world conditions, developments, and trends associated with world issues such as population growth, economic conditions, inter-nation conflicts, and so forth (Hanvey). The Knowledge Dimension in the ETS study includes awareness of such topics as trade arrangements, energy, human rights, and population issues (ETS).
- Foreign Language Acquisition refers to knowledge of another language as a way to increase one's understanding of another culture (Bonham).
- Knowledge of International Etiquette is understanding of appropriate international etiquette in situations with colleagues, to cover greetings, thanking, leave taking, gift-giving, and paying and receiving compliments (Stanley).
- Knowledge of Global Dynamics means comprehension of the hidden complexity that can alter the interpretation of world events (systems thinking) (Hanvey). It is linked to critical-thinking skills (Mestenhauser).
- Knowledge of Global and National Interdependence is knowledge of key elements of interdependency (Bonham).
- Awareness of Human Choices is an awareness of the problems of choice confronting individuals, nations, and the world (Hanvey).
- Perspective Consciousness is an awareness that one has a view of the world that is not universally shared, that there is a distinction between opinion and perspective (worldview) (Hanvey).

International Learning Outcomes Ranking Document¹

What knowledge, attitudes, and skills do students need to be world citizens and to succeed in today's global workforce?

We are asking you to draw upon your international expertise and your knowledge of your institutional culture to identify the most important international learning outcomes for undergraduates graduating from your institution. The following list of learning outcomes has been organized into three categories: knowledge, skills and attitudes. Please use the following procedures to rank the learning outcomes:

Step One:

Select either knowledge, attitudes or skills as your table focus for discussion

Step Two :

Identify the 5 most important outcomes from the selected category by placing a X within the box in front of those five outcomes.

Rank your top 5 choices by placing a number to the left of the box for the outcomes you deem most important. Please use a 1 to 5 scale, with 5 being the most important item of your five top choices. (Example: 5 A.)

When ranking the outcomes, please keep in mind you are describing what is desirable for students graduating from your institution. You need not consider at what level students should master these outcomes.

Step Three :

Share your individual rankings & tabulate.

Discuss the results and prepare to share with the full group.

¹ Adapted from the American Council on Education/FIPSE Planning Grant
<http://www.acenet.edu/programs/international/fipse/>

Knowledge

A globally competent student graduating from our institution

- X? ~~one~~
- A. demonstrates knowledge of global issues, processes, trends and systems (i.e., economic and political interdependency among nations; environmental-cultural interaction; global governance bodies).
- B. demonstrates knowledge of the relationship between local and global issues.
- C. demonstrates knowledge of one's own culture (beliefs, values, perspectives, practices, and products).
- D. demonstrates knowledge of other cultures (beliefs, values, perspectives, practices and products).
- X? E. understands his/her culture in global and comparative context—that is, recognizes that his/her culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences.
- X? F. understands how his/her intended field (academic/professional) is viewed and practiced in different cultural contexts.
- G. demonstrates knowledge of world geography and conditions.
- H. understands how historical forces have shaped current world systems.
- I. understands intercultural communication concepts.
- X? J. understands the nature of language and how it reflects diverse cultural perspectives—that is, understands the way a language organizes information and reflects culture.

Skills

A globally competent student graduating from our institution....

K. uses knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems.

L. adapts his/her behavior to interact effectively with those who are different.

M. uses a foreign language to communicate—that is, may be able to perform one or more of the following skills:

- speaks in a language other than his/her first language.
- listens in a language other than his/her first language.
- reads in a language other than his/her first language.
- writes in a language other than his/her first language.

N. identifies and uses information from other languages and/or other countries—that is, may demonstrate one or more of the skills listed below:

- uses language skills to enhance learning in other academic areas.
- uses the study of a foreign language as a window to cultural understanding.
- uses learning in other academic areas to enhance language and cultural knowledge.
- can name ways to maintain or improve his/her language skills over time.
- uses technology to participate in global exchange of ideas and information.

O. demonstrates coping and resiliency skills in unfamiliar and challenging situations.

P. interprets issues and situations from more than one cultural perspective.

Q. is engaged in global issues; plays an active role in community organizations within and beyond campus.

R. mediates cross-cultural interactions—that is, facilitates intercultural relations for and between others.

Attitudes

A globally competent student graduating from our institution....

S. accepts cultural differences and tolerates cultural ambiguity.

X T. is willing to learn from others who are culturally different from him/her.

U. is willing to engage in diverse cultural situations.

V. appreciates the language, art, religion, philosophy and material culture of different cultures.

W. demonstrates movement from being sympathetic to being empathetic towards people from other cultures.

7 X. demonstrates resistance to cultural stereotyping.

Y. demonstrates an *ongoing* willingness to seek out international or intercultural opportunities.

Y Z. displays curiosity about global issues and cultural differences.

AA. demonstrates an interest in learning or further refining communication skills in a language other than his/her first language.

BB. is flexible, open to change and seeks personal growth.

Demographics: The following identifying information will be used in the aggregate to explain the range of expertise of our subject matter experts when documenting the rating process.

Your Institution:

Your Position:

Your Department/Unit:

Your Primary Cultural/Linguistic Area of Expertise: _____