

INTERCULTURAL COMPETENCE

AN INDIVIDUAL AND DYNAMIC CAPABILITY

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MINDFULNESS EXERCISE

Intercultural Competence
requires Awareness and Self-Governance



VOCABULARY

Diversity:

"The People"

- Presence of differences
- Assessed by representation (e.g., how many...)

Inclusion:

"The Feeling"

- Leveraging differences to increase access and opportunities
- Assessed by retention and climate

Cultural Knowledge:

"The Information"

- Cognitive - ongoing learning and understanding
- Assessed by knowledge and drive.

Intercultural Competence:

"The Action"

- Using knowledge, skills and behaviors to achieve inclusion
- Assessed by affective and behavioral factors

INTERCULTURAL COMPETENCE

- Having the capacity to work effectively and interact with people from cultures different than our own while giving consideration to their cultural perspectives and minimizing harm.



ELEMENTS OF IC

What We Think

- Awareness
- Attitude

What We Do

- Learning
- Skills

ELEMENTS OF IC

- **Awareness** of own cultural worldview
- **Attitude** toward cultural differences
- **Learning** about different cultures
- **Skills** to understand, communicate & interact with other cultures.

DYNAMIC COMPETENCY

Use of those knowledge and skills to move in and out of varied settings and groups to:

- Develop meaningful connection with others
- Gain awareness of the ways culture operates in communication and conflict
- Be able to respond effectively to these differences.

STRATEGIES



Engage in self-awareness and self-reflection regarding individual preferences, values and worldview

THE MULTICULTURAL SELF



SELF ASSESSMENT

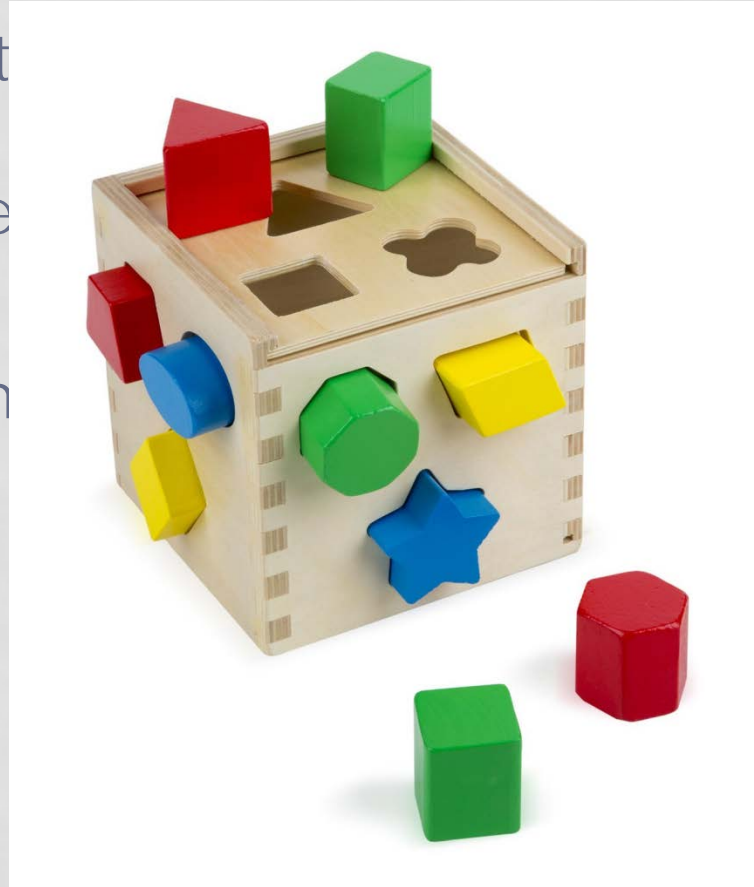
- How did you learn about your culture?
- What values or beliefs do you hold that are a result of your culture?
- How might others have learned about your culture?
- How do those things differ?
- What conflicts has this created in your life?

BARRIER: SCHEMAS

- Pattern of thought or behavior that organizes categories of information and the relationships among them.
- How we understand some aspect of the world, or a the system we use to process new information and interpret it.

BARRIER: SCHEMAS

- Pattern of the categories among the
- How we use the system interpret it.



organizes relationships

of the world, or a information and

SCHEMAS

"Mommy, you're wrong, ducks don't fly. That picture is silly it's not real," 4 year old know it all! Lol



Image: Plain Duck Flying | for drawing |
Pinterest | Photos, Galleries ...

images.google.com



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Comment



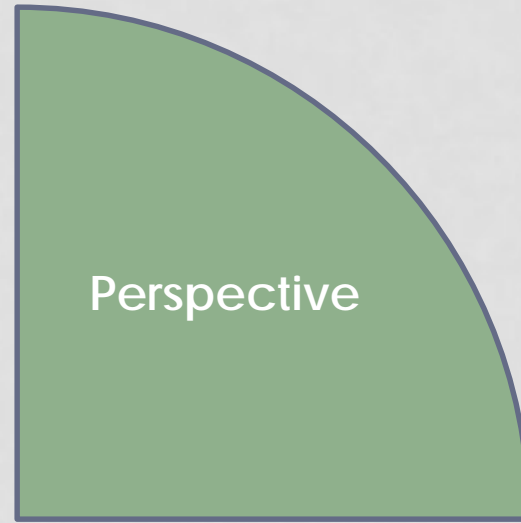
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SCHEMAS



FAKE
NEWS

STRATEGIES



Apply a continuous and a non-judgmental perspective when exploring others' cultural norms with respect to views, values and behaviors

BARRIER: IMPLICIT BIAS (UNINTENTIONAL INTOLERANCE)

Mindlessness + Repetition
=
Unintentional Intolerance

-source: Steve Robbins, Ph.D.

STRATEGIES

Work consciously and intentionally to create social environments that promote productive and mutually constructive relationships between individuals



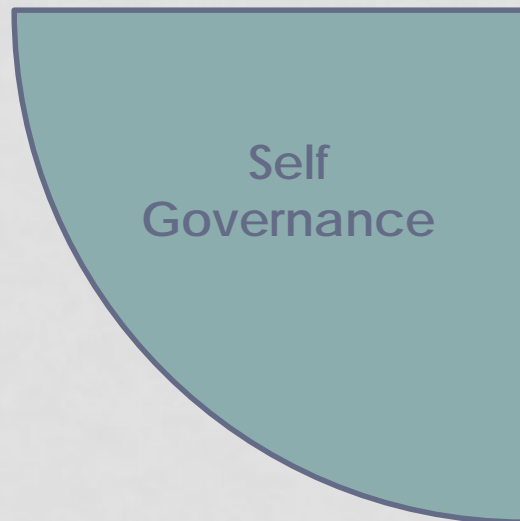
Social
Environment

SOCIAL ENVIRONMENT

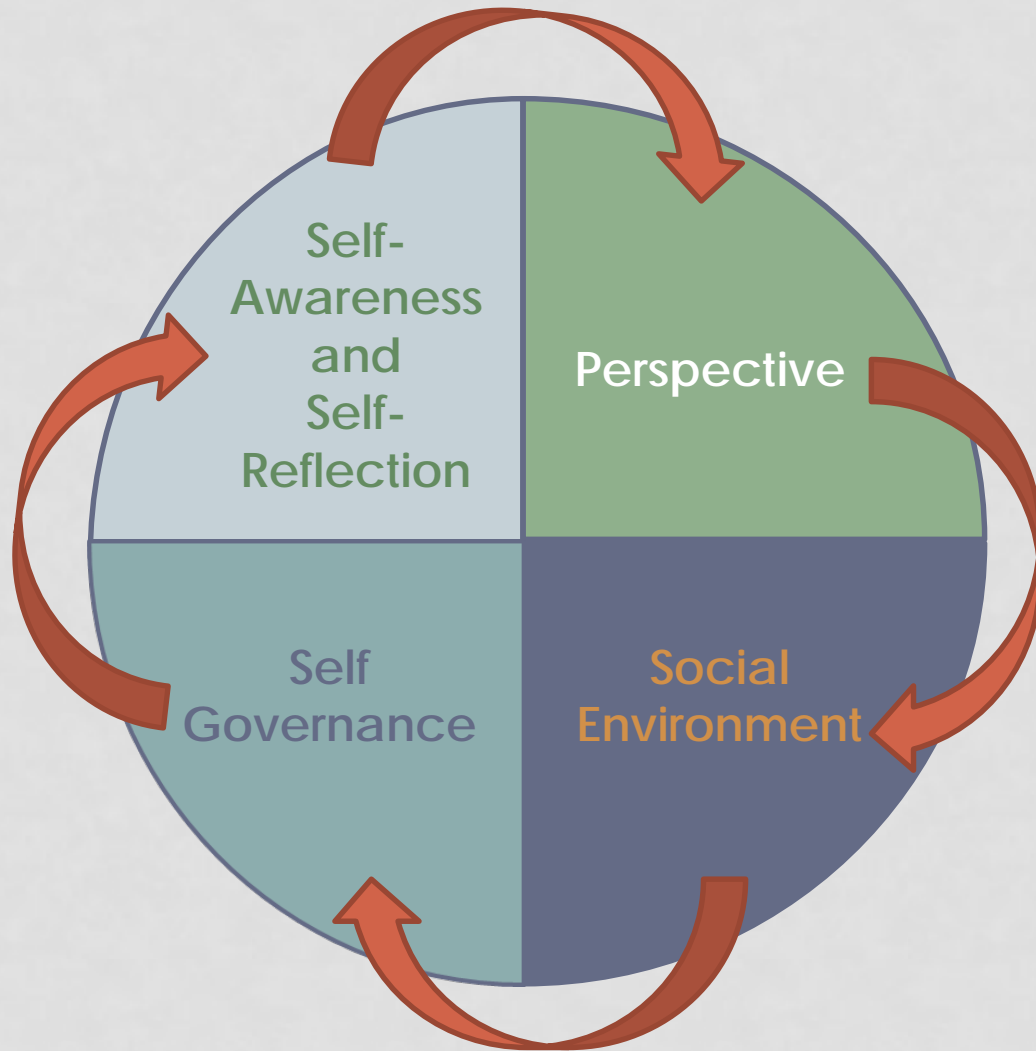
- Microaggressions: Microassaults, Microinsults, Microinvalidations
- Policies
- Systemic and Structural Barriers to Inclusion
- Education and Training
- Avenues for Redress
- Conflict Resolution
- Vocal Commitment from Leadership

STRATEGIES

Control emotional reactions to differences and engage in behavioral responses likely to produce positive effects.



THE INTERCULTURALLY COMPETENT SELF



Thank you!

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