



Training students for intercultural development: The Scholar Ship Study Abroad Program

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The Scholar Ship

- An academic program
- A passenger ship with 50 nationalities onboard
- 350 undergraduate and postgraduate students
- Two semesters (Fall 2007 and Spring 2008)
- The world (visited 17 countries on 5 continents)

Institutions behind **The Scholar Ship**

The Scholar Ship was developed in **collaboration** with a group of leading institutions and organizations from around the world.

CONSORTIUM OF ACADEMIC STEWARDS



Al Akhawayn University
Morocco



Cardiff University
Wales



Tecnológico de Monterrey
Mexico



Fudan University
China



University of California, Berkeley
USA

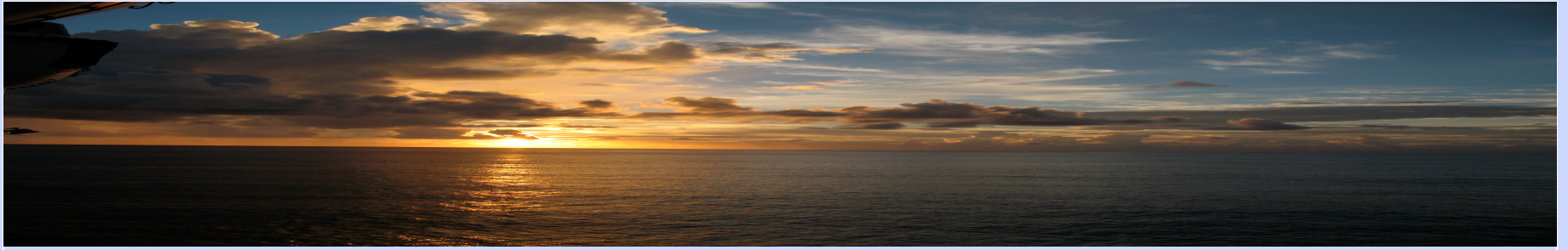


Macquarie University *
Australia



University of Ghana
Ghana

* On behalf of the consortium, Macquarie University was designated to award the academic credit for the program.



The Scholar Ship Offered

- Globally relevant learning outcomes
- Experiential education both onboard and onshore
- An intercultural “immersion” experience
- A global network of contacts
- Partnerships with international universities and institutions

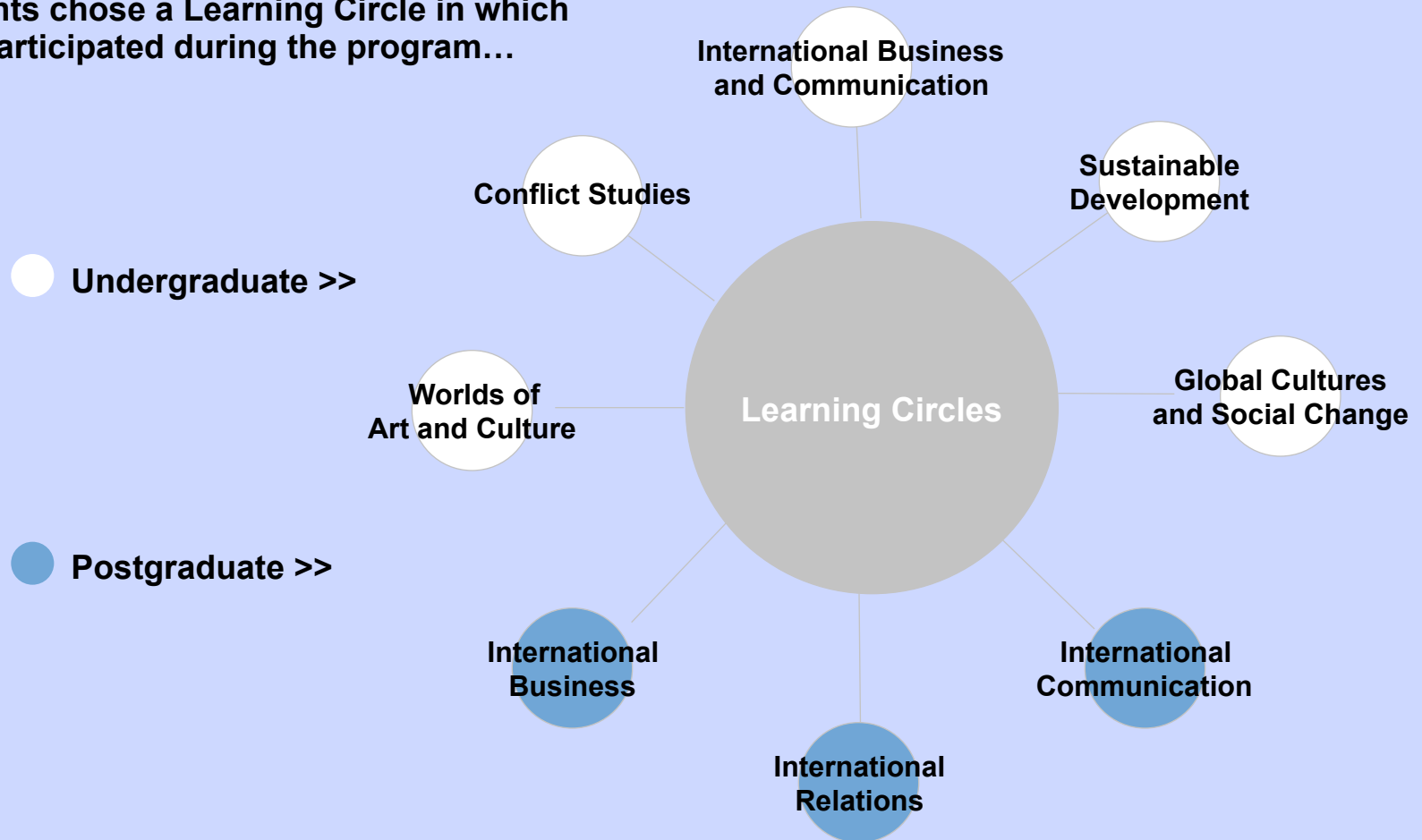
The Program was Built on Four Key Elements

- An onboard **classroom** learning environment
- A multicultural **residential** and **social** community
- An academically integrated **port** program
- A strategic **research** initiative



Academic Programs

Students chose a Learning Circle in which they participated during the program...



Click to continue >>

Onboard Life

- **Linked** Academic, Port, and Onboard Life Programs
- Led **experiential activities**, group and individual briefings
- Developed **rapport** with students to assist in the adjustment
- Assisted with policy infractions and behavioral issues
- Developed opportunities for **leadership** and **learning** through student organizations, cultural events, and intercultural programs
- Ensured a strong sense of **community**, support, and cohesion among diverse student and staff body
- Intentionally **matched roommates** based on national difference and provided direction and support through living agreements and mediations



Port Programs

Academic Field Programs

Shore Excursions

Independent Travel

Service Learning





Intercultural Programming

- Pre-voyage Staff Training
- Orientation and Re-entry Programs
- Onboard Life: Judicial
- Intercultural Communication Classes
- Intercultural Initiatives
- IDI Related Intercultural Initiatives


① Attending to Judgement

Layers covering →
Not: "This person is a pig" →
Yes: "This person likes the sandwich" →
"Remove two layers of cover up"





② Attending to Emotion

Yes: "Take time to think about it
I get back to me in am."
You always pick on me"
Not: "No way, it's ridiculous"
"I don't agree but I respect your decision"



③ Physical Sensation

Yes: "I should not walk here, b/c
I don't feel good about it"
→ gut feeling
Not: "I don't think this person will hand in
report b/c never has, I get the feeling
he won't"



Pre-voyage Staff Training

➤ Staff:

Executive and Academic Teaching Staff

Intercultural Residential Counselors (IRCs)

Academic Support Center

Mental Health Professionals

Library Staff

IT Team

Security

Port Programs

➤ Duration: 4 days and an evening

➤ Format: Plenaries and break out sessions

➤ Topics: Logistics, intercultural, job related, community building



Orientation and Re-entry Programs →

- Online & face-to-face
- Orientation programs
- Re-entry programs
- Social networking



Onboard Life: Student Conduct



- Start with intentions: Safety
- Research: Other judicial systems, norming behavior, cultural informants
- Write culturally sensitive policies while adhering to Maritime law, student affairs western culture, Royal Caribbean regulations, port security, local enforcement, national/international trends, cultural manifestations, geo-political climate, expectations
- Meeting with student: Consistent, flexible, re-frame, world view, triggers
- Link between IDI and behavior: Ethnocentric = violate policy, Ethnorelative = understand policy as community safety
- Examples: Alcohol, rules governed by, roommate/hallmates

Intercultural Communication Class

➤ Postgraduate (800-level) and undergraduate (200 & 300-level)

➤ Textbooks:

200-level: Ting-Toomey & Chung (2005). Understanding Intercultural Communication

300-level: Ting-Toomey (1999). Communicating Across Cultures.

800-level: Collection of relevant articles

➤ 20 sessions, 16-weeks

➤ Teaching methods addressing multiple learning styles

Lectures, small group activities, games, pair, triad, and small group conversations, simulations, role plays, peer teaching, movies and movie analysis (A Different Place: Intercultural Classroom, Crash, Babel, My Big Fat Greek Wedding, Spanish Apartment), inventories (IDI, ICS), port journals, collecting cultural symbols from the ports, free-writes about the class-room experiences, mini-research onboard about nonverbal differences, mid-term exam, final project and presentation

Intercultural Initiatives



- Matching roommates based on cultural difference
- Personal Leadership workshops
- Power, Prejudice, and Privilege Workshop
- Intercultural Simulations (Barnga, Dots, Zoom)
- Meeting with global SIETAR members in different parts
- Professional development on Kolb's Learning Styles and Intercultural Conflict Style Inventory (for OBL)
- All IRC attended the Intercultural Communication class
- Professional development on how to facilitate an intercultural classroom (for faculty)

Intercultural Development Inventory →

Initiatives

- IDI pre-test and post-test for students and staff
- DMIS/IDI training to OBL team
- IDI coaching mandatory for OBL team, available also for faculty
- IDI sub-groupings for each RC, IRC coaching how to use it
- Students learned about the DMIS and IDI in class
- Individualized IDI coaching available for students

Intercultural Challenges and Solutions

Challenges with colleagues:

Solutions:

Multiple organizations/organizational culture	Personal Leadership , patience, flexibility, time to discuss with one another, research, critical thinking, problem solving, ask questions
Concept of time	Understanding, put theory into practice, training on time across cultures
Different learning styles	Time to talk, Personal Leadership , listen, training on learning styles
Communication style	Reinterpret, feedback, Personal Leadership , training on communication styles, conflict styles
Power distance	Personal Leadership , feedback, different communication methods, understand power
Faculty in minimization/defense, need to build competence	Personal Leadership , intercultural communication skills, theory to practice, training on DMIS/IDI
Diverse team with diverse styles and needs	Theory to practice, shared styles, training on styles, team dynamics
Ethnocentric leaders	Personal Leadership , pause before react
Complaints about overwhelm, ambiguity, fatigue	Exercise, take time to relax, share info, support

Intercultural Challenges and Solutions

Challenges with/among students:

Solutions:

Class differential	Open discussions, feedback, support, Personal Leadership
Residential Community needs	Ask questions, approach one another, participate or not, challenge by choice, Personal Leadership
Community development needs	Set goals as group, meet one on one, gather feedback, understand needs and styles of group, re-frame
Roommate conflicts	Offer alternatives: write letter, meet one on one, mediation, roommate agreements/contract, Personal Leadership
Concept of time	Learn about cultural time paradigms and apply theory to practice
Cultural Shows/Displays	Understand issues and use cultural knowledge to facilitate dialogue, Personal Leadership

Intercultural Challenges and Solutions

Challenges between students & staff: Solutions:

Communication styles	Teach communication styles, learning styles, conflict styles, apply theory to practice, use Personal Leadership methods, IDI coaching
Differing expectations regarding dress, time, participation, faculty/staff-student engagement	Teach cultural norms, determine expectations, offer support, role model, Personal Leadership
Participation styles (experiential/debriefing)	Ask questions, approach one another, participate or not, challenge by choice, constantly flex with group, modify, offer all styles/opportunities, 3rd culture
Grading system/TSS model	Deal with dominant culture and system, be open to alternatives, balance perspectives while explaining rationales, Personal Leadership
Classroom styles: learning, communication, conflict, language proficiency	Teach styles in class, talk slowly, use power point and handouts, allow preparation time, do not dominate with one style or culture, use all learning styles, Personal Leadership

Intercultural Challenges and Solutions

Challenges in Port:

Solutions:

Cultural Norms/Rules and Behavior	Teach taboos and norms, apply theory to practice, use cultural informants, role model, provide feedback, be willing to change own style, teach rules and regulations (Teach ins)
Debriefing	Teach communication styles, learning styles, apply theory to practice, use Personal Leadership methods, use journals, mix up options, explain intentions and rationale
Port preparation	Teach cultural norms, broaden scope of information both on safety and culture, Personal Leadership
Port experiences (class differential)	Allow all options, talk about differences, offer range of options, use debriefing as opportunity to acknowledge, fundraising, teach classism, Personal Leadership

Intercultural Competencies



Knowledge

- Personal Leadership,
- Developmental Model of Intercultural Sensitivity (DMIS),
- Intercultural Development Inventory,
- DIE model,
- Culture general knowledge,
- Culture specific knowledge,
- Styles in communication, learning, and conflict

Intercultural Competencies



Skills

- Knowledge of self (edges, triggers, limitations)
- Reflection and self-reflection/processing
- Being mindful of context and dynamics of the group
- Listening at all levels & asking clarifying questions
- Attending to judgment, emotions and physical sensations
- Creating a vision
- Engaging ambiguity

Intercultural Competencies



Skills

- Fostering team work
- Giving and receiving feedback
- Utilizing the diversity of staff and students
- Giving people leadership: empowerment, validation, and support
- Embracing conflict and facilitating mediation
- Code shifting
- Finding resources

Intercultural Competencies



Attitudes

- Keeping an objective mind
- Patience
- Anticipation
- Vulnerability
- Authenticity
- Flexibility
- Adaptability
- Creativity & imagination
- Turning challenges into learning opportunities

Personal Practices

- Peer support
- Personal/spiritual practices
- Journaling
- Finding work and life balance

Fostering Intercultural Insights



- Discussed values and how students' behavior reflected those values
- Taught students how one's behavior impacts others
- Assisted students to understand the impact of communication styles
- Helped students to look at things from another point of view
- Empowered students and staff to work with one another
- Turned the challenges to learning opportunities
- Facilitated a formation of a third culture and created a community of inclusion
- Used sociograms to find the students operating under a narrow social network and helped them broaden it
- Facilitated experiential activities
- Looked for cultural informants from the staff and got them involved
- Challenged assumptions
- Asked difficult questions about representation and privilege
- Role-modeled how to be a intercultural bridge

Fostering Intercultural Insights



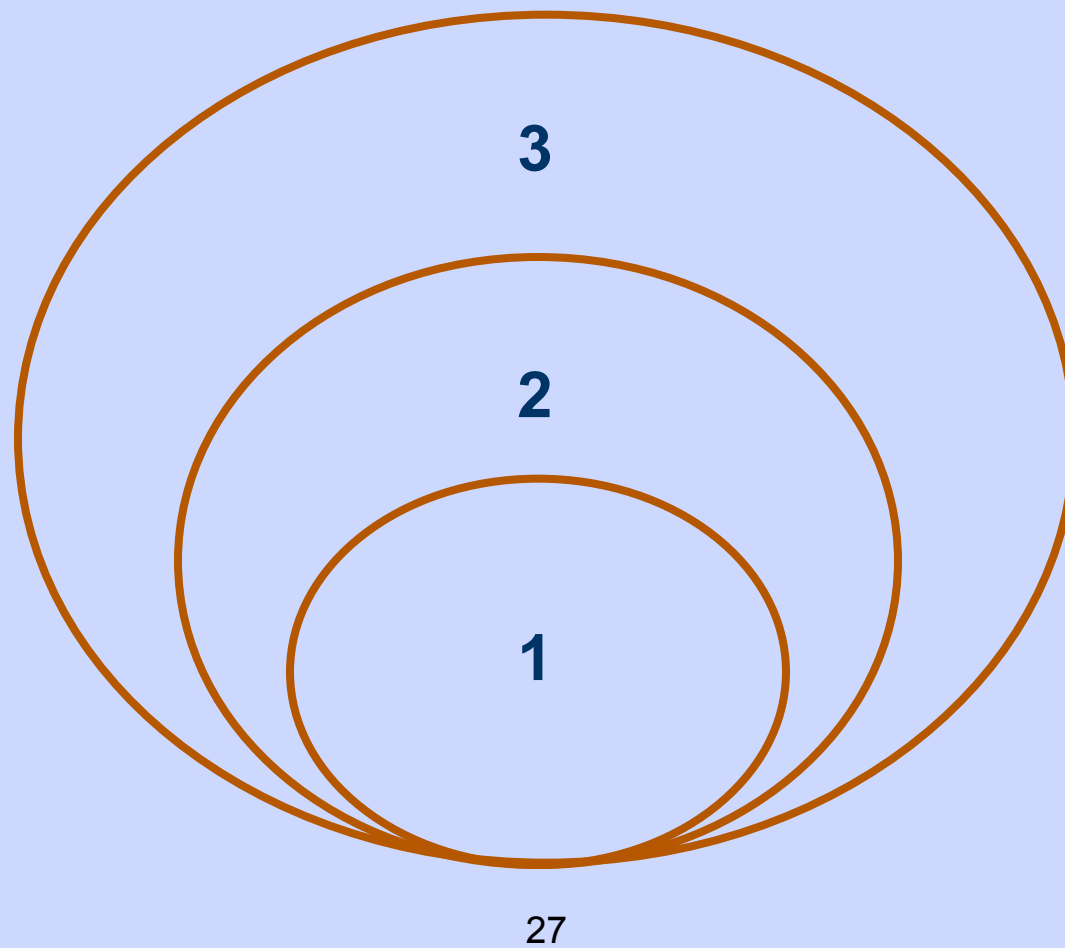
- Used the experiences in class, onboard, ports to reflect on the content of class and drew connections from conceptual framework to their lived experience, Practice-Theory-Practice Spiral Curriculum
- Applied the simulations to real life
- Taught self-reflection skills: [Personal Leadership](#)
- Normalized the experience of difference
- Encouraged curiosity instead of judgment
- Encouraged intentional inquiry
- Asked questions
- Explored interactions
- Connected the dots
- Played Devil's advocate
- Taught empathy
- Maintained a mentoring relationship



Personal Leadership

MAKING A WORLD OF DIFFERENCE

Spheres of IC Learning



Sphere #1

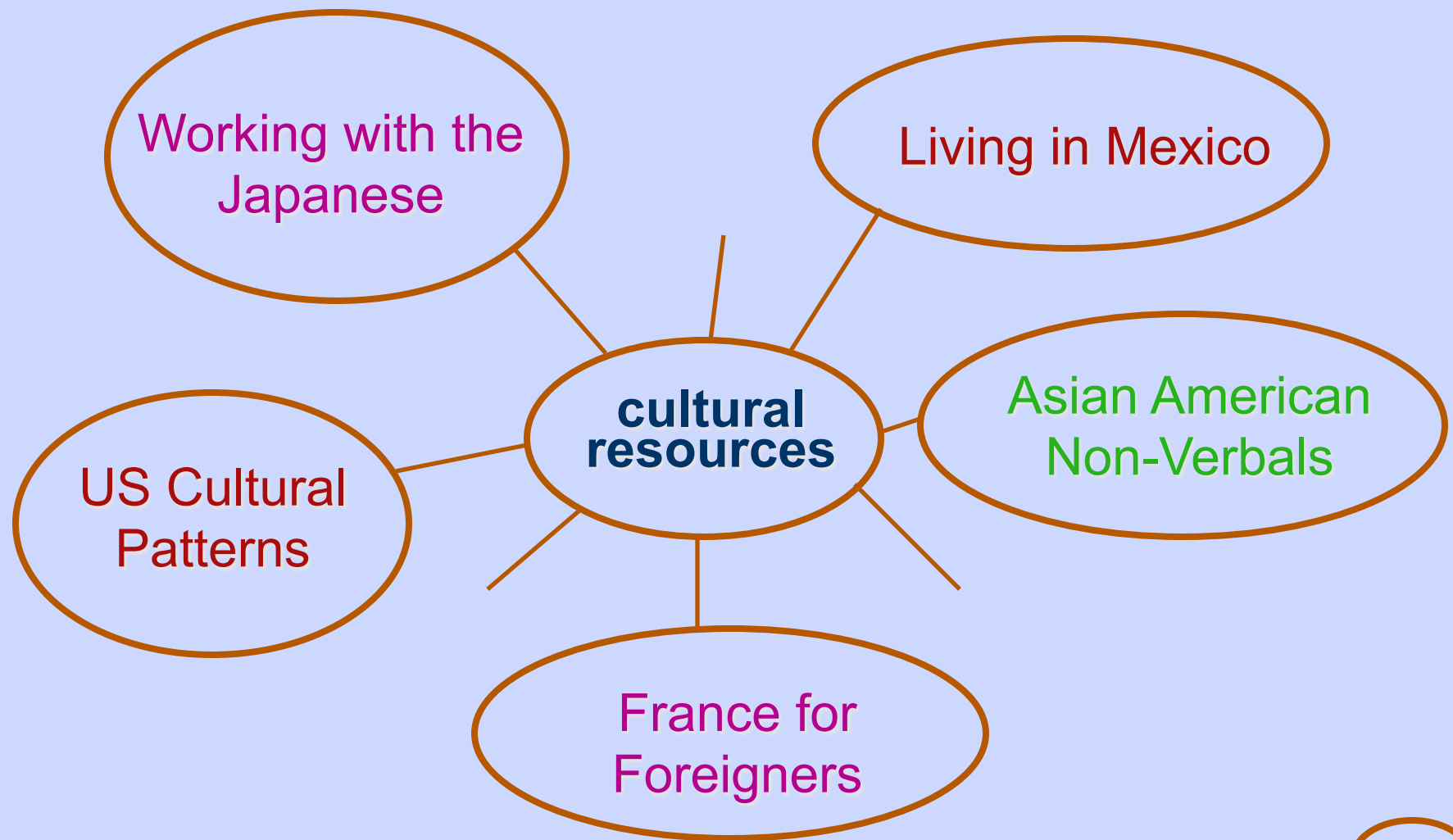
Learn about the cultures with which you come into contact:

➔ get culture-specific information



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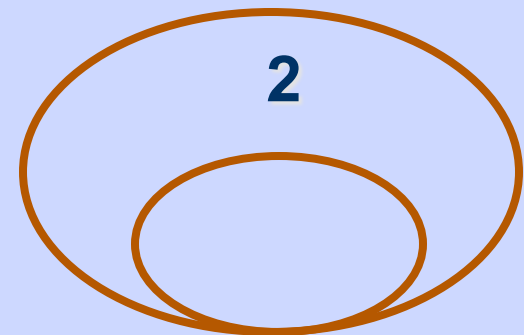
Culture-Specific Data



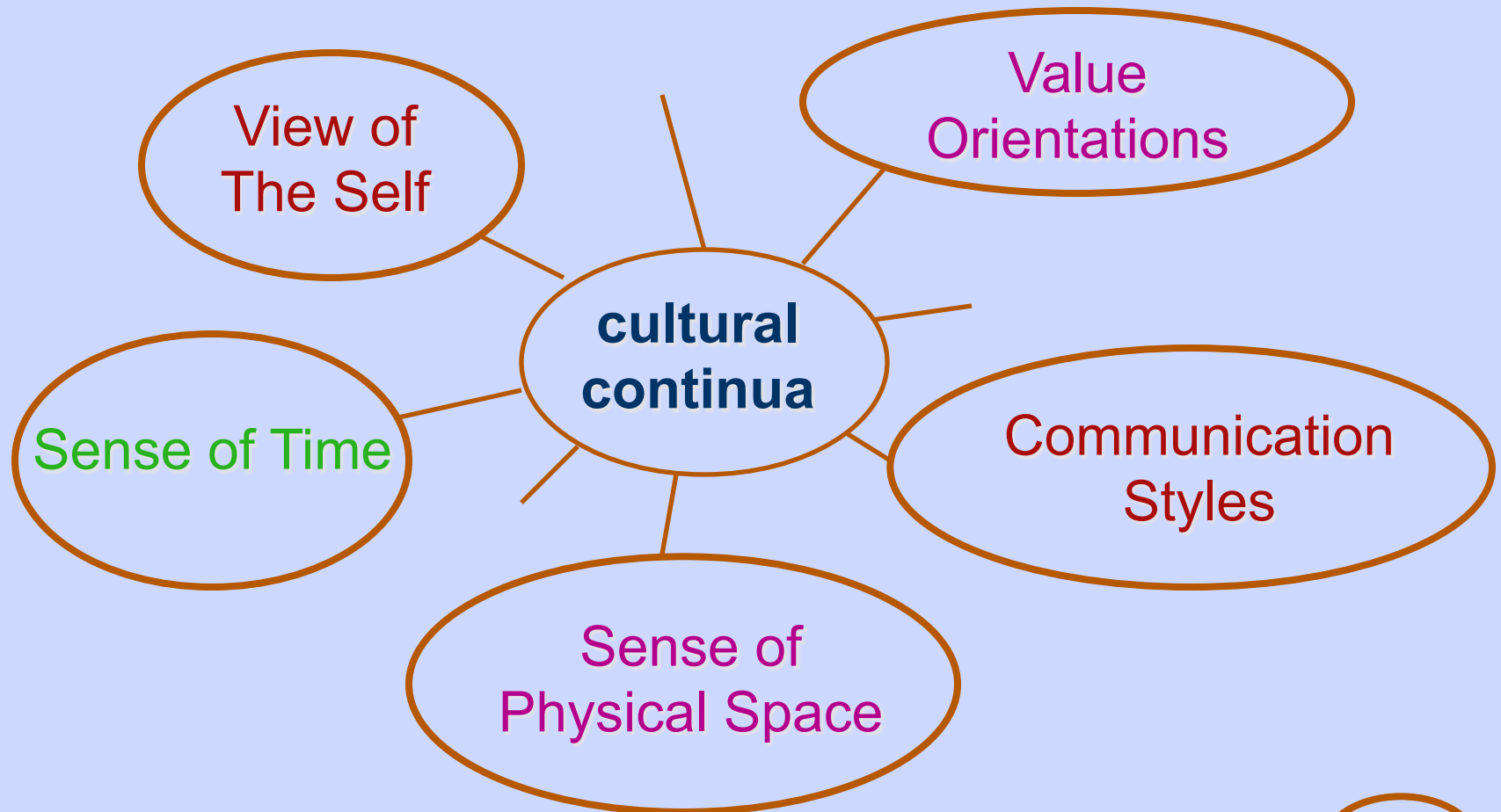
Sphere #2

Learn about the patterns by which cultural groups differ:

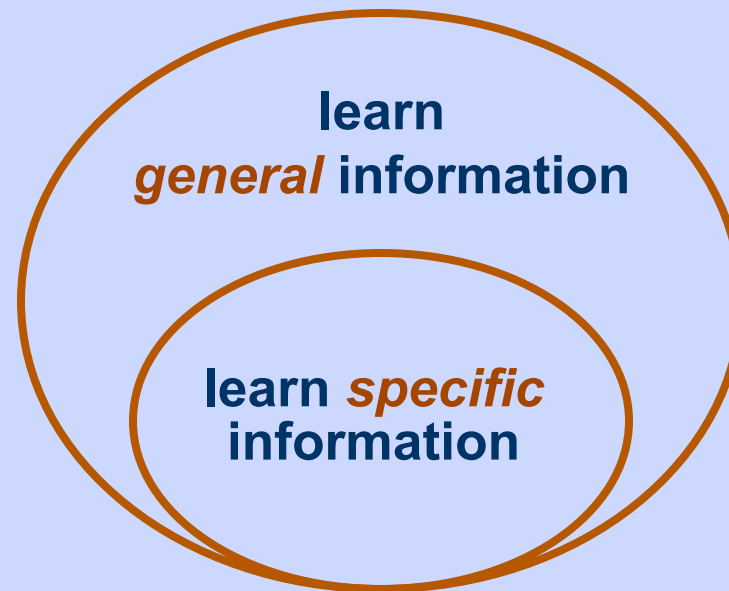
➔ get culture-general information



Culture-General Patterns



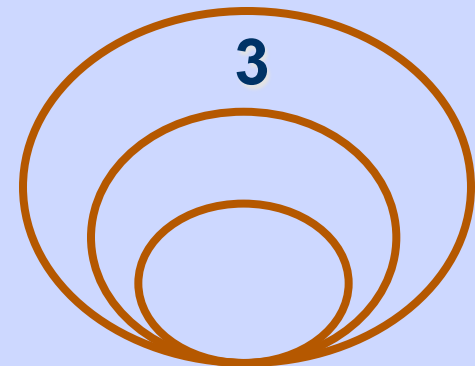
Spheres of IC Competence



Sphere #3

Practice Personal Leadership of your own cultural experience, in interaction with the cultural other:

- ➔ disentangle from your default cultural programming
- ➔ discern your right action



Spheres of IC Learning



Personal Leadership is about:

- ➔ turning theories, models, and knowledge into a personal practice for applied competence

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- ➔ turning theories, models, and knowledge into a personal practice for applied competence
- ➔ taking leadership of our habitual responses and reactions so that we can better interact with the new and unfamiliar
- ➔ discerning our ‘right action’ for the particular time and place in which we find ourselves

PL's Choice Point

In the face of the uncomfortable, ambiguous and unknown; navigating your experience abroad; interacting with person, place, or event?

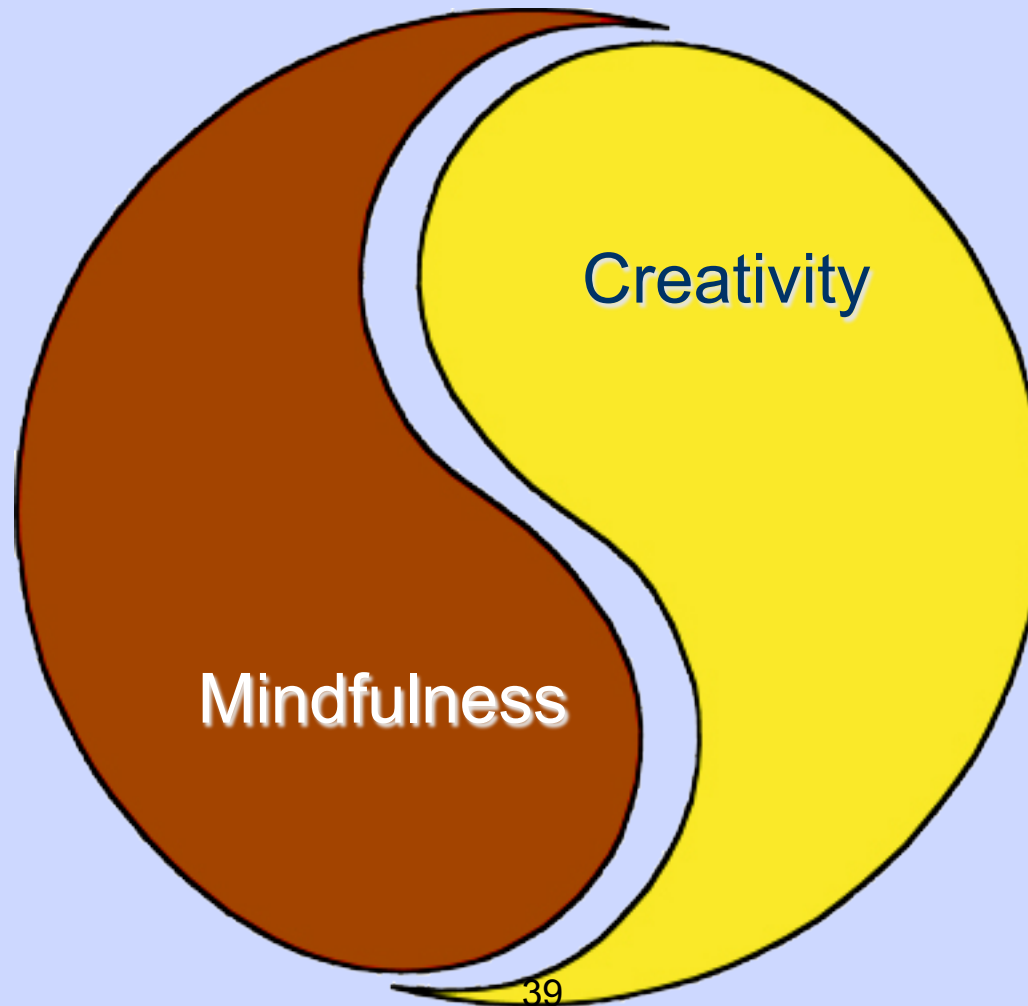
Do What You've Always Done

Operate from automatic pilot, from your habitual cultural perspective.

Practice Personal Leadership

Respond mindfully and creatively to the unique situation.

Principles of Personal Leadership



Practices of Personal Leadership

**Aligning with
Vision**

**Attending to
Judgment**

**Engaging
Ambiguity**



**Attending to
Emotion**

**Cultivating
Stillness**

**Attending to
Physical Sensation**

Crafting A *Powerful* Vision

The “Five P’s” of a Powerful Vision:

- ⇒ **Personal** — it’s about you, not about anyone else
- ⇒ **Present** — it’s in the present tense, not a conditional future (even if you don’t model it all the time)
- ⇒ **Positive** — it’s what you are committed to, rather than what you’re not
- ⇒ **Passionate** — it’s alive to you; it makes your spine tingle and gives you ‘goose bumps’
- ⇒ **Purpose** — it’s about the bigger picture of your intention, and the difference you expect your way of being to make in the world.

Example

- As an effective interculturalist and PL practitioner at my highest and best, I am caring, playful, loving and well; so that I help others become aware of their cultural programming and handle cultural differences productively.

Contact me if interested in having a workshop:
medina@umbc.edu

Book: Schaetti, B., Ramsey, S., & Watanabe, G. (2008).
Personal leadership: A methodology of two principles and six practices. Seattle, WA: FlyingKite Publications.

Website: <http://plseminars.com/>

Thank you for your attention!

