



---

## INTERCULTURAL COMMUNICATION SKILL BUILDING AND THE CRITICAL ROLE OF FACULTY IN TODAY'S WORLD

---



2016 WISE KEYNOTE | DR. JAMES PELLOW

# WELCOME!



# AGENDA

- CIEE mission & history
- WISE focus on practitioners
- Trends in study abroad
- Faculty matter more than ever
- Practitioner: Embracing trends and engaging faculty

# CIEE MISSION AND HISTORY



CIEE  
1947



# CIEE

## 1961

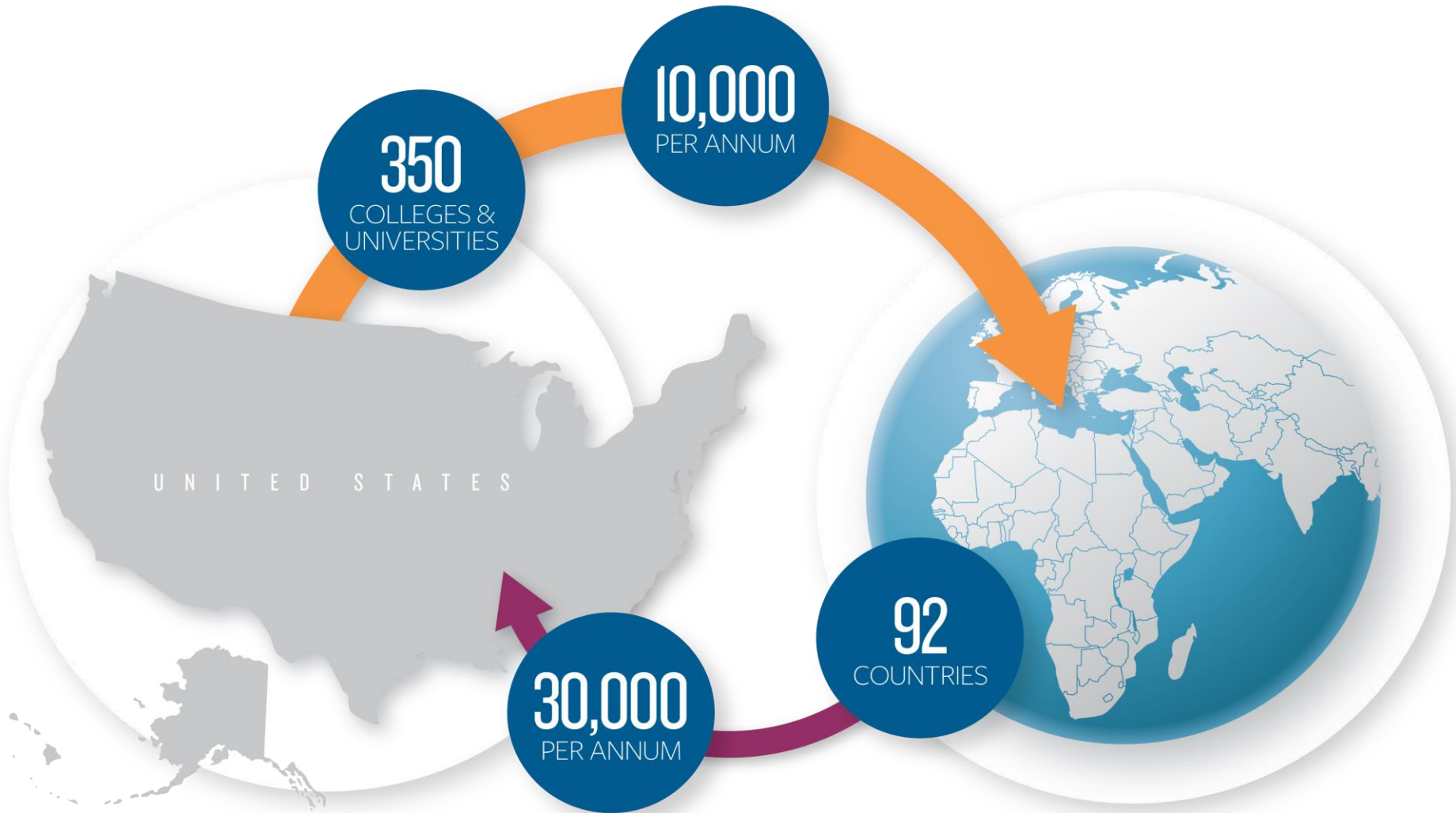
A black and white photograph of Senator J. William Fulbright. He is an older man with receding hair, wearing a dark suit, white shirt, and patterned tie. He is holding a pair of dark-rimmed glasses in his right hand, with the frames resting on his lower lip. He is looking directly at the camera with a slight smile. The background is out of focus, showing what appears to be a desk with some papers and a lamp.

**Educational exchange can turn nations into people, contributing as no other form of communication can to the humanizing of international relations. To this purpose I believe the Council of International Education Exchange is dedicated.**

– SENATOR J. WILLIAM FULBRIGHT



# CIEE Today







**Spelman College: Going Global!**





Department of State & CIEE Access Scholars



# Boston Latin School & Global Navigator Scholars





# WISE CONFERENCE FOCUS ON PRACTITIONERS

# Previous WISE keynote speakers



**Dr. Penelope Pynes**  
2013



**Dr. Mick Vande Berg**  
2014



**Dr. Janet Bennett**  
2015



**Dr. Mark Scheid**  
2015



# Previous WISE Keynote Messages

---

## Dr. Penelope Pynes - 2013

- Milton Bennett's Development Model of Intercultural Sensitivity (DMIS)
- Michael Hammer's Intercultural Development Continuum (IDC) & IDI Profiles

## Dr. Mick Vande Berg - 2014

- "Three stories we tell" framework
  - Humans learn by being exposed, immersed & (immersed + reflecting + re-framing)
  - Positivist & hierarchical, collectivists, cultural relativism, theories of immersion
  - Georgetown study – little evidence that immersion tactics had student impact
  - Need for educators to facilitate learning – "immerse, reflect, reframe"

## Dr. Janet Bennett - 2015

- The Transformative Educator
  - Definition of intercultural competence; goals for student learning
  - Importance of integrating diversity and inclusion and intercultural learning
  - Importance of focusing/training on both domestic and global diversity

## Dr. Mark Scheid - 2015

- Transformation in practice

# TRENDS IN STUDY ABROAD



# Benefits of Study Abroad

- Improvement in student performance
- Improvement in job prospects and placement
- Rapidly becoming seen as a core university experience



# CULTURE AT WORK: THE VALUE OF INTERCULTURAL SKILLS IN THE WORKPLACE - British Council Report - 2012



## Employers define intercultural skills:

- Understand different cultural contexts and viewpoints
- Demonstrate respect for others
- Accept different cultural contexts and viewpoints
- Being open to new ideas

## Intercultural skills promote:

- Smooth international business transactions
- Develop long term relationships with customers and suppliers
- Enhance team work
- Foster creativity
- Improve communication
- Reduce conflict

## Employers most valued skills?

- Respect and teamwork rated higher than qualifications related to the job and expertise.



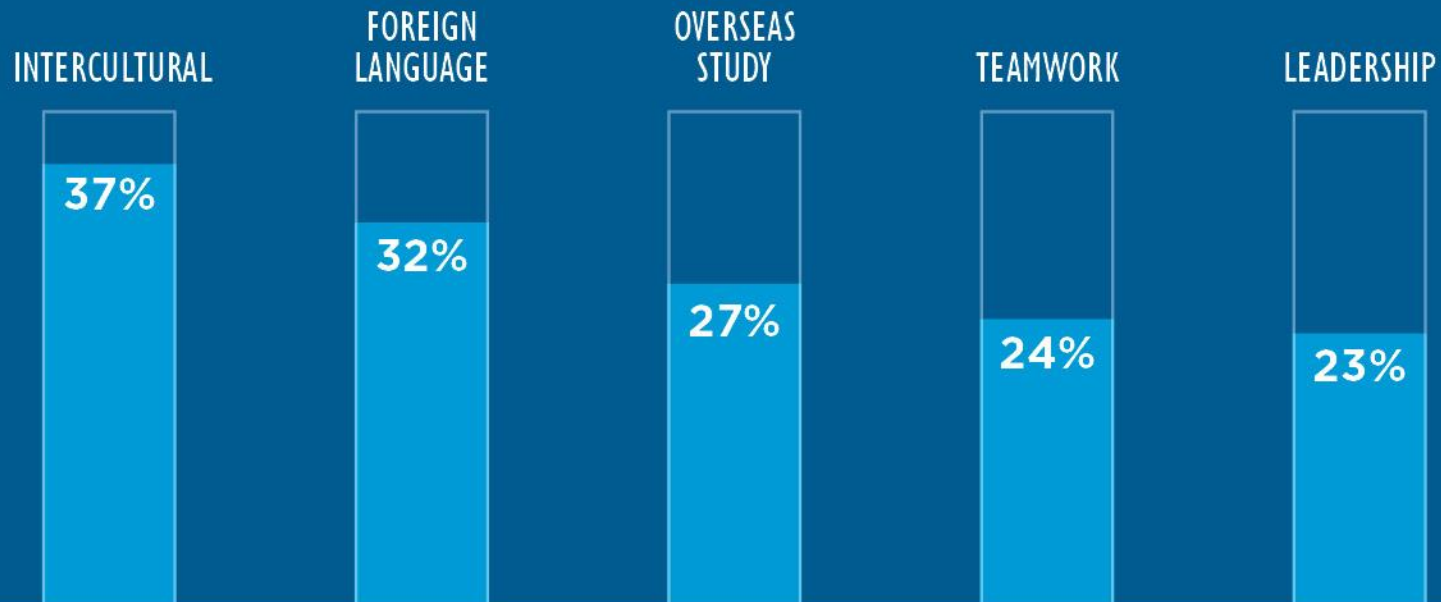
# CULTURE AT WORK: THE VALUE OF INTERCULTURAL SKILLS IN THE WORKPLACE - British Council Report - 2012

Organizations with workforces that possess strong intercultural skills experience:

- Greater efficiency
- Stronger brand identity
- Enhanced reputations
- Improved bottom lines



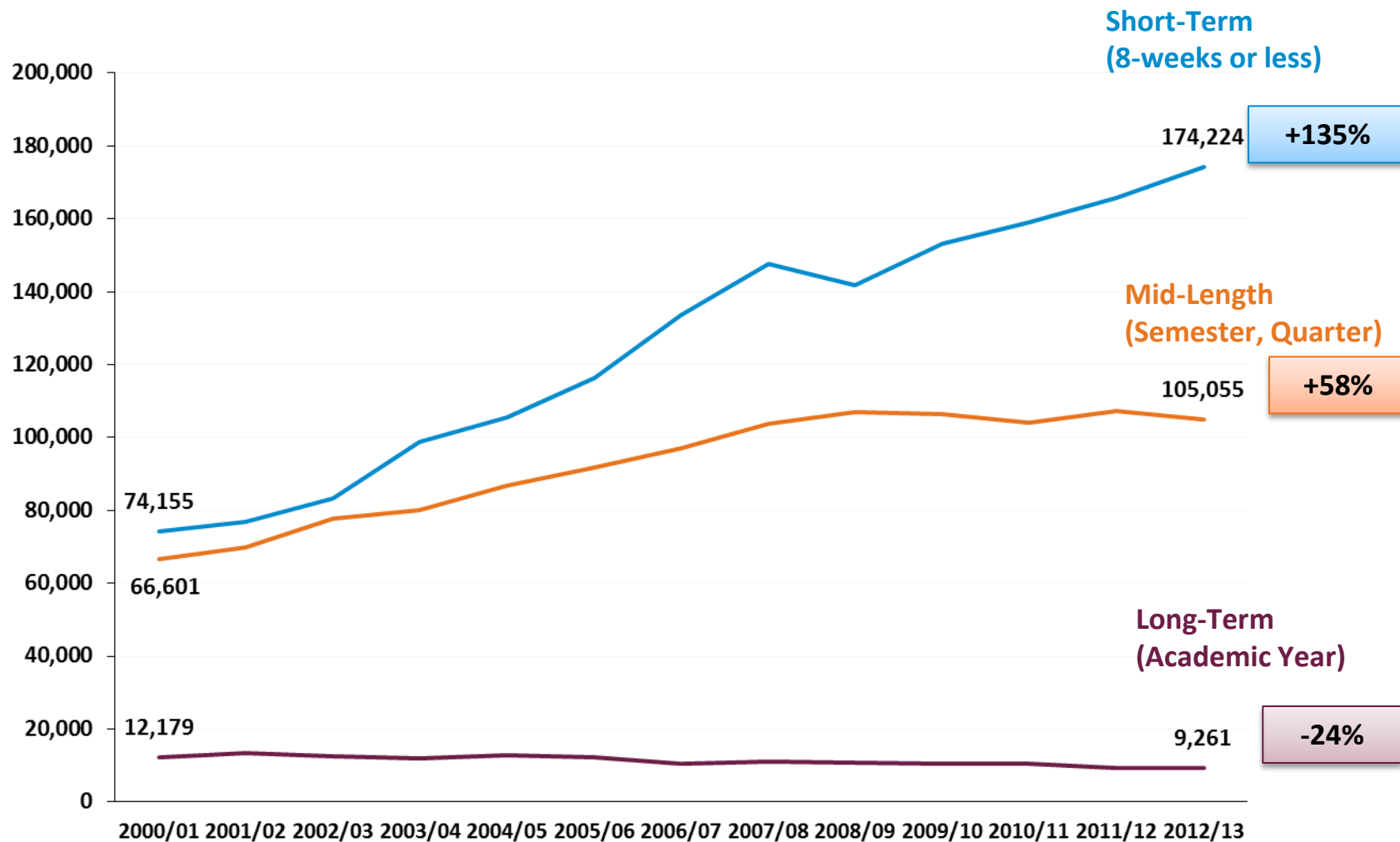
## GLOBAL EMPLOYERS TOP 5 SKILLS



Booz | Allen | Hamilton

Source: Culture at Work, Booz | Allen | Hamilton, British Council

# Open Doors- Trends in Program Duration



\*Percent change since 2000/2001



# Open Doors – Trends in Academic and Socio-economic profiles

## Student Trends

1. More short term
2. More faculty-led
3. More diverse population, (but still wide gap in non-traditional groups):
  - Academic diversity – business, STEM, health science
  - Socio-economic diversity – income, ethnic background, gender



# Calls for more US-style learning approaches & more students

**Presidents, Provosts, Deans, Chairs want more US higher education elements in international programs:**

1. Internships /experiential learning
2. u/g research
3. community service and academic service learning

**Industry Challenge – Generation Study Abroad**

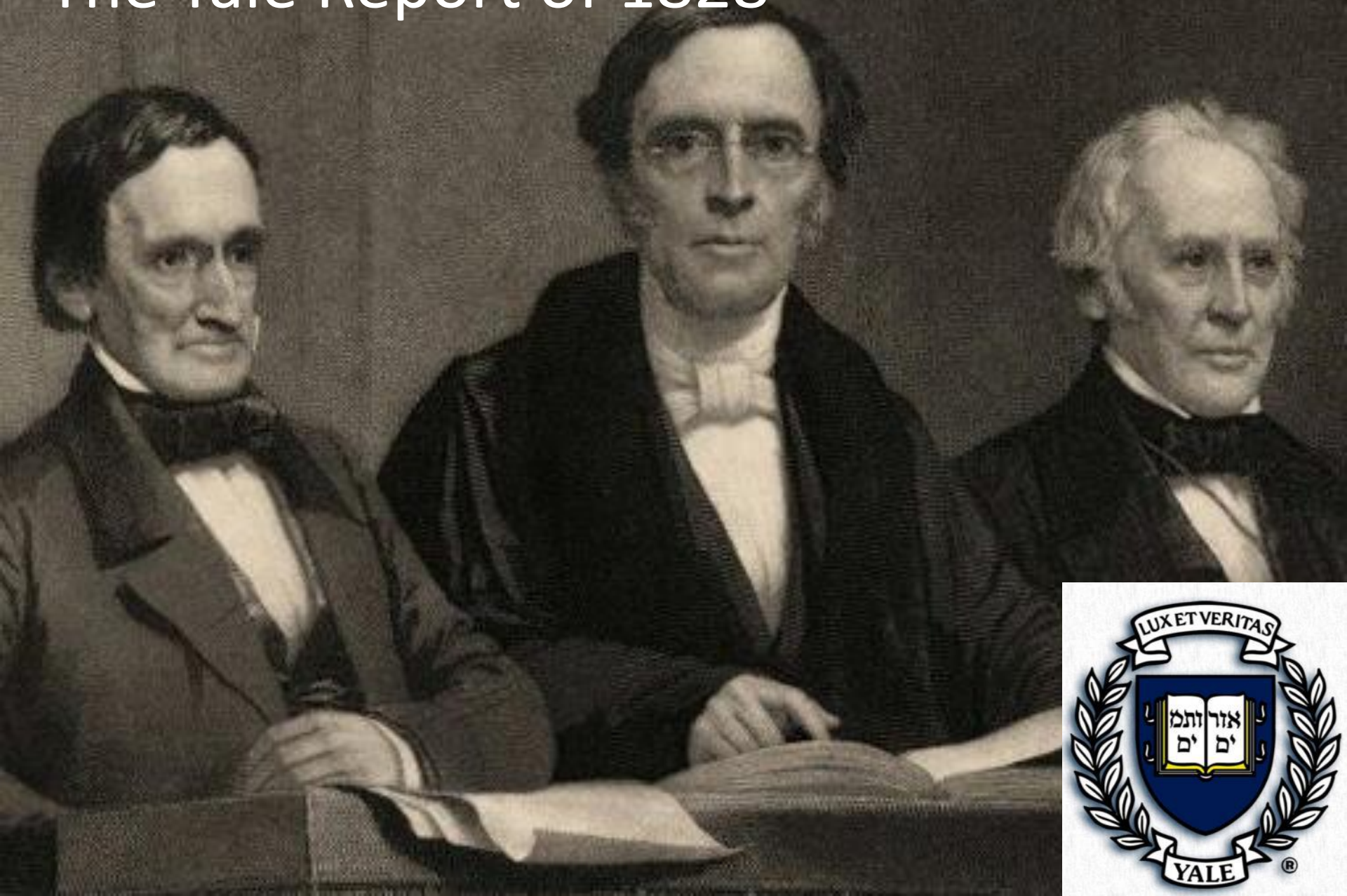
1. Double study abroad by 2020
2. Requires 14% annual growth (vs. 2-3% historical)
3. Fastest growing area is short-term and faculty-led



**FACULTY  
MATTER MORE  
THAN EVER**



# The Yale Report of 1828



# Faculty and curriculum development



# NSSE & High Impact Experiences

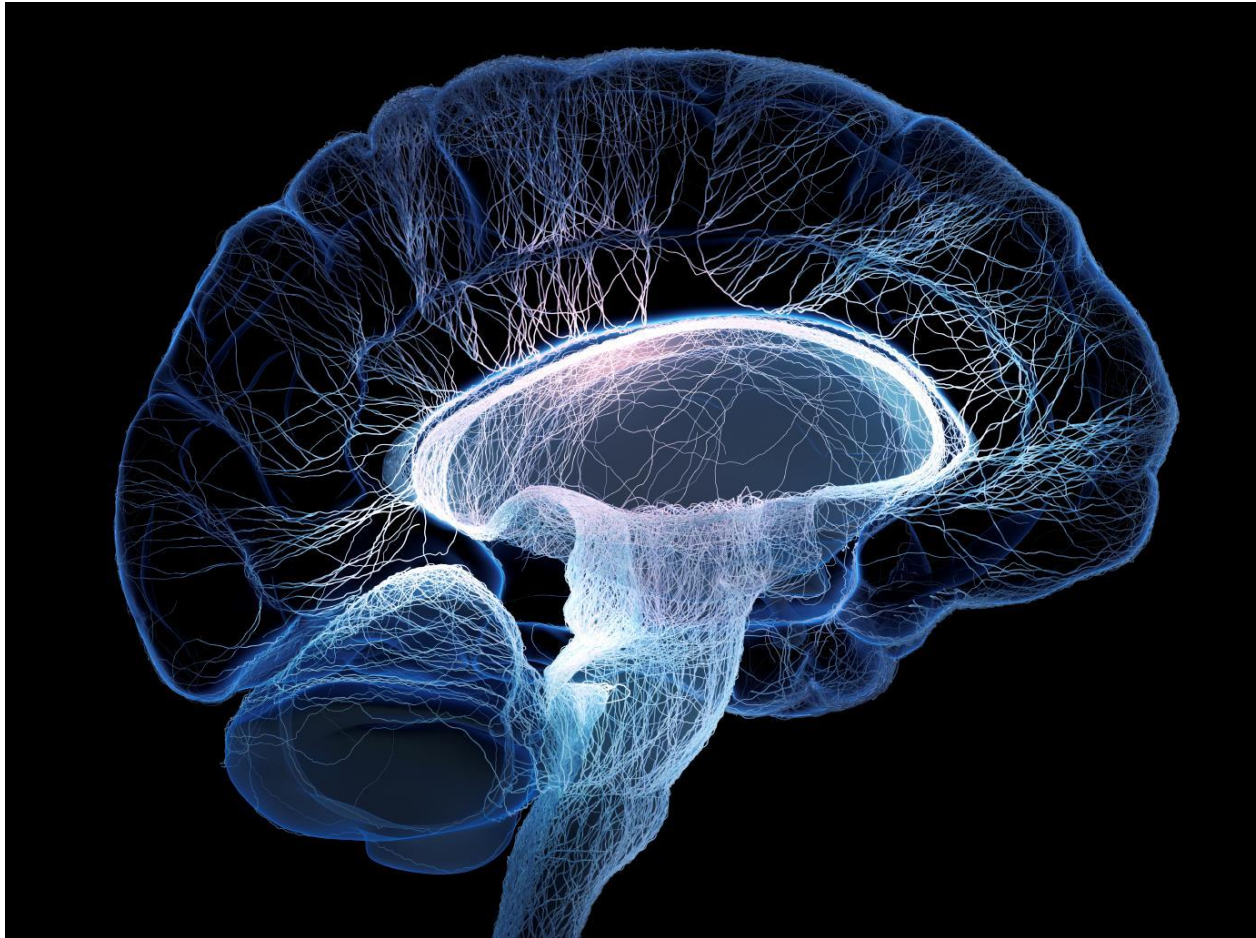
---





# Emerging neuro-science on biology and culture

---





# Intercultural Skill Building: 101





# Intercultural Communications: 201





**Global Intercultural Skills: 301**















# CIEE: PRACTITIONER'S STRATEGY TO EMBRACE TRENDS AND ENGAGE FACULTY/MENTORS



# Organization-wide Commitment to Intercultural Communication and Skill-building

---

- Revise and expand the program for college students – immersion, reflection and re-framing (Dr. Vande Berg WISE 2014)
- Add intercultural communication and skill building elements to all CIEE programs - domestic & international, integrating diversity and intercultural learning (Dr. Bennett WISE 2015)
- Train all CIEE worldwide staff on basic intercultural communication theory, skill-building and practice
  - Train-the-trainer approach: 25 international CIEE staff
  - 30 month plan to train entire global workforce of 700 ee
  - Currently at 56% trained; cohort 13
  - Using DMIS, IDC and IDI (Dr. Pynes WISE 2013)

# STUDENT LEARNING

## *Abroad*

What Our Students  
Are Learning,  
**What They're Not,**  
and What We  
Can Do About It

EDITED BY  
MICHAEL VANDE BERG  
B. MICHAEL PAIGE  
KRIS HEMMING LOU



# Foundations of Intercultural Learning at CIEE - 2007

---

- **“Seminar on Living and Learning Abroad”** launched 2007:
  - Two-credit, semester-long intercultural course
  - Curriculum developed by CIEE (led by Dr. Mick Vande Berg)
  - Taught on-site by resident staff
  - Developmental, experiential, holistic
  - Listed as Cultural Studies
- Growing realization in the international education field and at CIEE that a **physical experience in another culture does not automatically lead to intercultural competence.**
- **Need to actively facilitate** students' intercultural learning.



# Revising CIEE's Intercultural Learning - 2013

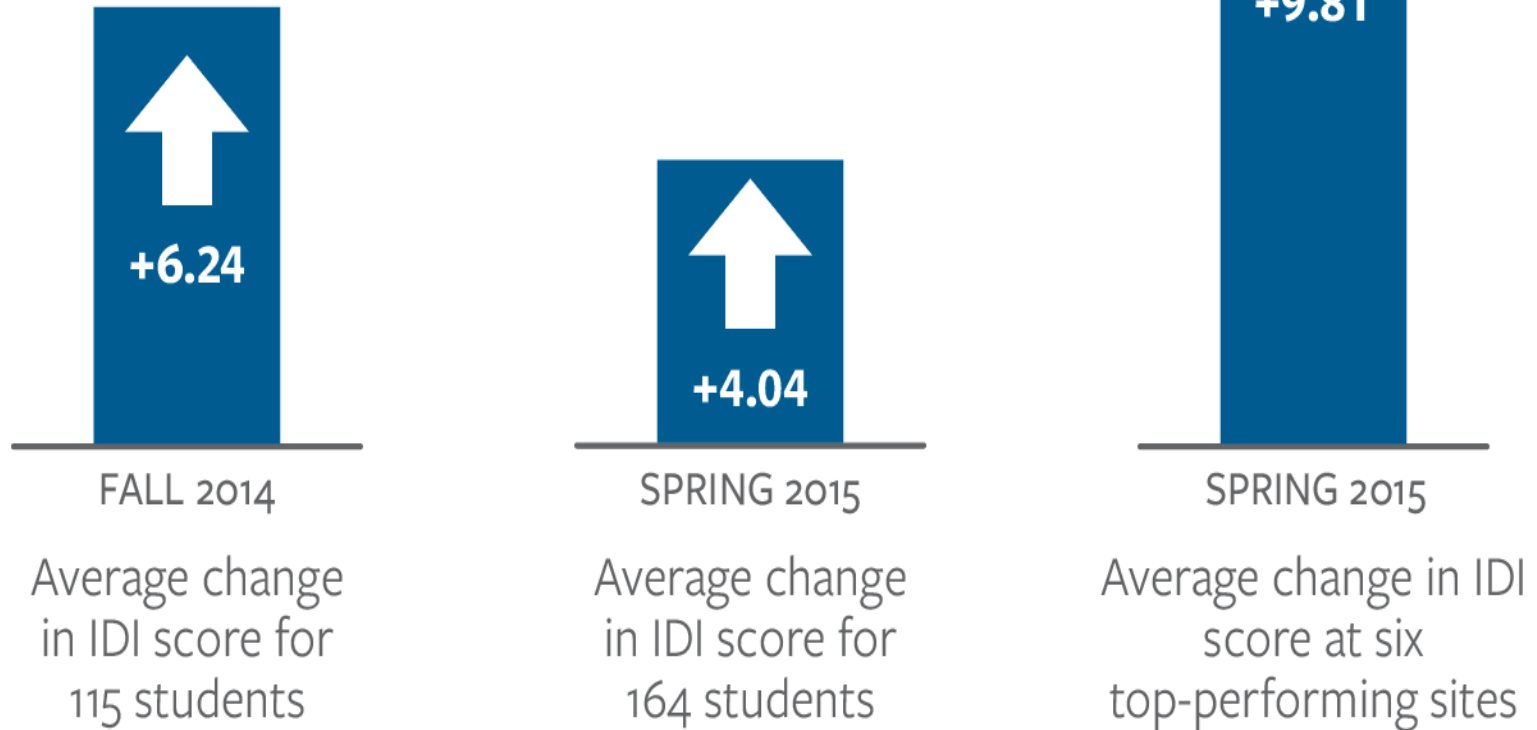
---

- Realization well-designed curriculum is a necessary but insufficient condition for success in student learning
- The faculty/ instructor's own intercultural development is **key** to facilitating students' intercultural learning
- Students and home institutions need more clarity on course equivalents, mapping to majors/minors, to increase participation

# UPDATED Intercultural Learning at CIEE - 2014

Embedded Intercultural Learning	Intercultural Communication and Leadership course	Faculty Training and Support
<ul style="list-style-type: none"><li>• Intercultural learning framework embedded into each CIEE program</li><li>• Intended to reach all students on a CIEE program</li><li>• Approximately 12 hours over semester</li><li>• Not-for-credit</li></ul>	<ul style="list-style-type: none"><li>• Advanced three-credit (45 contact hours) intercultural elective course</li><li>• Curriculum builds on the embedded component</li><li>• Listed as Communication course</li><li>• Emphasis on leadership, especially leadership of self</li><li>• Increased academic rigor</li></ul>	<ul style="list-style-type: none"><li>• Online development course for faculty</li><li>• Emphasis on developing instructors' own intercultural leadership practice</li><li>• Builds an intercultural teaching &amp; learning community and a shared language about intercultural development</li><li>• Continued one-on-one coaching and support</li></ul>

## ASSESSMENT - INTERCULTURAL DEVELOPMENT INVENTORY



Compared to 1.32 average change in IDI score for U.S. students who did not take an intercultural course while abroad, as found in the Georgetown Study (Vande Berg, Paige & Lou, 2012)









# CIVIC LEADERSHIP SUMMIT

PRESENTED BY CLEE

AUGUST 1<sup>ST</sup> - 4<sup>TH</sup> 2016

OPEN TO	1,000 APPLICANTS
<b>18,000</b>	70 ATTENDEES
PARTICIPANTS	







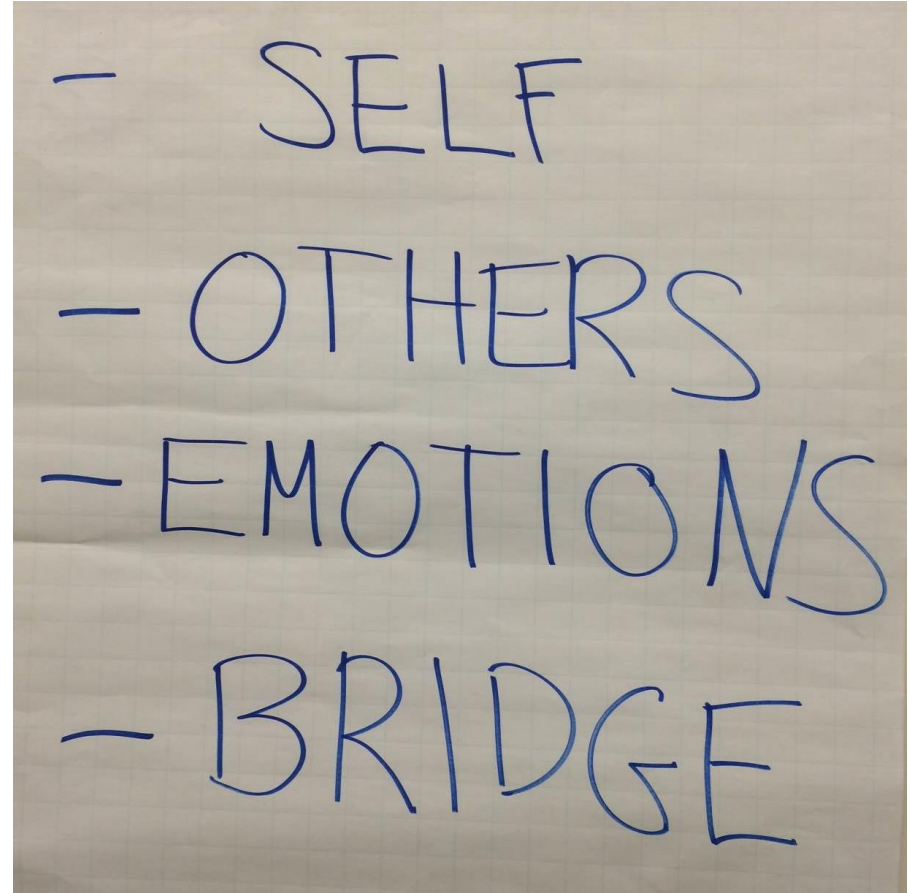
Higher percentage of young males in J1 Visa programs





# Four Core Intercultural Competencies

- Increasing cultural and personal **self awareness** through reflecting on our own experiences, past and present;
- Increasing **awareness of others** within their own cultural and personal contexts;
- Learning to **manage emotions** in the face of ambiguity, change, and challenging circumstances & people; and
- Learning to bridge cultural gaps – learning to **shift frames and adapt behaviors** to other cultural contexts.



*Michael Vande Berg, ©2014*



# James Pellow



cïee

The world is our classroom.





**“WE DON’T  
SEE THINGS  
AS THEY ARE,  
WE SEE THEM  
AS WE ARE.”**

*Anais Nin*



**“I walk ahead of  
myself in  
perpetual  
expectancy of  
miracles.”**

*Anais Nin*







Faculty are the key...







Thank you! Questions?