

“Creating encounters with difference that make a difference”

Larry A. Braskamp



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KNOWLEDGE OF CULTURAL SELF-AWARENESS ASSIGNMENT



KNOWLEDGE OF CULTURAL SELF-AWARENESS

The knowledge of cultural self-awareness is, at the minimum, understanding your own culturally determined identity, rules, and biases. As you develop cultural self-awareness not only can you articulate your own cultural identity, rules, and biases, but you also begin to move from strongly preferring only your own cultural view to becoming more comfortable with new cultural perspectives. Cultural self-awareness leads you to progress from looking for sameness to seeking complexity based on cultural differences.

The following exercise is adapted from Stella Ting-Toomey and Leeva Chung's workshop at the Summer Institute for Intercultural Communication, July 2013, in Portland, OR.

This assignment first asks you to fill in at least 12 identities for yourself on a figure (shown on the following page). Please feel free to add additional lines for more than 12 identities.

| Rubric | High (2) | Med (1) | Low (0) |
|--------------------|--|---|--|
| "Who am I?" figure | completed 12 lines or identities or more | completed 12 lines or identities | completed less than 12 lines or identities |
| Identity dialogue | completed 6 items with clarity, depth, and self-perception | completed 4 to 5 items with clarity, depth, and self-perception | did not complete 4 items; thinking is unclear and shallow; lacks self-perception |

Fill in at least 12 identities for yourself on the following figure:

Who am I ?????



Next complete, as a Word document or other file, the following 6 short essay items:

WHO AM I??? Identity Dialogue

1. In reviewing the figure, which three identities are the most important to you?
2. Which one identity, in particular, is shaped by the values of your ethnic/ cultural membership? In what ways?
3. Looking at the figure again, which one identity are you most comfortable with? Why?
4. Which one identity are you most proud of? Why?
5. Which one identity are you least comfortable with? Why?
6. If someone wanted to find out more about who you are, how should they approach you? How should they begin? What are the best ways to get to know you?







OPTIONAL THINK PAIR SHARE

After answering the questions, please pair up with a partner, feel free to share whatever you are comfortable in sharing and keep private whatever you are not comfortable in revealing. Try to listen for both similarities and differences in your identity dialogue. What is the one insight you've learned

INTERCULTURAL KNOWLEDGE AND EFFECTIVENESS RUBRIC

Definition

A set of behaviors, attitudes, and policies that come together to enable systems, agencies, or professionals to work effectively in cross-cultural situations.

| | | Proficient 3 | Emerging 2 | Developing 1 |
|---|--|---|--|---|
| Knowledge <i>Cultural self-awareness</i>  | | Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.) | Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.) | Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.) |
| Knowledge <i>Knowledge of cultural worldview frameworks</i>  | | Demonstrates understanding of the complexity of the world, including its history, styles, and values. | | |
| Skills <i>Empathy</i>  | | Interprets perspectives from a cultural worldview in a supportive and empathetic manner. | | |
| Skills <i>Verbal and nonverbal communication</i>  | | Articulates cultural communication styles and understands how they affect communication. Uses direct/indirect communication styles appropriately. | | |
| Attitudes <i>Curiosity</i>  | | Asks questions of others, seeks out and articulates answers to these questions that reflect multiple cultural perspectives. | and seeks out answers to these questions. | other cultures. |
| Attitudes <i>Openness</i>  | | Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others. | Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others. | Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change. |

Emerging 2

Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)

Developing 1

Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)

• Adapted from AAC&U Core Value Rubrics

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KNOWLEDGE OF CULTURAL WORLDVIEW FRAMEWORKS ASSIGNMENT

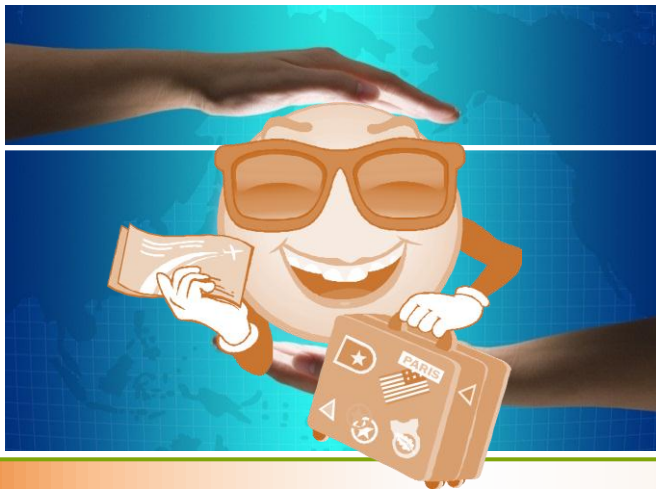
KNOWLEDGE OF CULTURAL WORLDVIEW FRAMEWORKS

When you have knowledge of cultural worldview frameworks, you can understand the elements important to members of another culture. These elements can relate to the culture's history, values, politics, communication styles, economy, beliefs, and practices.

In this assignment you are required to look up the answers to the following topics on the country or countries you will be visiting. In addition to writing the answers as a Word document or other file to these topics, please provide images from the Internet, links or websites to add clarity to your learning. For example, the first topic is the name of the head of state, perhaps the president, king, queen, etc. Please look up an image of this person and insert it into your Word document or other file.

The following list of topics comes from pages 129 -130 in [Preparing to Study Abroad: Learning to Cross Cultures](#) by Steven T. Duke. This fun and easy to read book is highly recommended reading and the text book for Intercultural Learning 101: Study Abroad.

| Rubric | High (2) | Med (1) | Low (0) |
|-------------------------|--------------------------------|---------------------------------|--|
| Responses | Completely answered all topics | Completely answered most topics | Incompletely answered all or most topics |
| Images, photos or links | Provided for most topics | Somewhat provided | Rarely provided |



“Strength lies in differences,
not in similarities”

Stephen R. Covey

For the country or countries you will visit, what are the:

Political Systems

Name the head of state (president, king, queen, etc.) and the prominent members of his or her family (include images or photos)

Names of other key government leaders (prime minister, foreign minister, minister of internal affairs, etc. (include images or photos)

Format and function of the national government and national legislature

Names of major political parties

Name of the mayor or leader of the city where you will stay (include image or photo)

Are national elections held, how frequently, and when was the last election

Religions and faith Traditions

Names of leaders of major religions or faith systems (include images or photos)

Key beliefs or traditions (include images or photos)

What each religion or faith tradition teaches regarding life, death, and interaction with others

Economy

Names of major companies that operate in the country or countries you will visit and what they produce (include links to websites)

Major exports or imports common predictions for how well the economy will perform in the next few years

Sports and Exercise

Name of the sports leagues and teams located in the city or region you will visit (include images, photos, and websites)

Colors, emblems, and logos of those sports teams (include images)

Common forms of exercise among the general population (include photos)

Languages and Ethnic groups

Names of the major ethnic groups

Rough proportion of the population that speaks a dominant language

What are the dominant language and the non-dominant languages of the country or countries you will visit? (include a link to a video of persons speaking these languages)

Languages used to conduct official business and why

Languages taught most commonly in schools and why

Holidays

Name of major holidays and when they take place (include images or photos)

How do people generally celebrate these holidays? (include images or photos)

What are the meanings of these holidays?

Common foods, music, art associated with those holidays (include images and photos)

Music and Art







Names of major artists and musicians (include images or photos)

Names of famous artists whose works appear in museums or art galleries (include images of photos)

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Definition

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| | | Proficient 3 | Emerging 2 | Developing 1 |
|---|---|--|--|---|
| Knowledge <i>Cultural self-awareness</i> |  | Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.) | Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.) | Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.) |
| Knowledge <i>Knowledge of cultural worldview frameworks</i> |  | Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. | Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. | Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. |
| Skills <i>Empathy</i> |  | Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group. | Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses worldview in interactions. | Identifies components of own or cultural perspectives but not in relation to others. |
| Skills <i>Verbal and nonverbal communication</i> |  | Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences. | Recognizes and partially articulates differences in verbal communication and shared understanding of differences. | |
| Attitudes <i>Curiosity</i> |  | Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives. | Asks deeper questions about other cultures and seeks out answers. | |
| Attitudes <i>Openness</i> |  | Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others. | Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others. | Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change. |

Developing 1

Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

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INTERCULTURAL COMMUNICATION ASSIGNMENT



SKILLS OF **INTERCULTURAL** VERBAL AND NONVERBAL COMMUNICATION

When we think about verbal and nonverbal communication in a different culture, we often consider challenges associated with language. However, much of what it takes to negotiate a shared understanding between different languages and to be effective in a different cultural context means you can detect subtle differences in how people behave and the ways they interact.

The source of this assignment is Engineering Cultures East Asia – China Learning Activities, Spring 2013 by Dr. Brent K. Jesiek, bjesiek@purdue.edu

For this assignment, you need to find a busy public place where people interact and where you can observe people for a sustained period of time, such as 30 minutes or so. While observing people, take time to consider: How do they move about? What gestures do they use? How do they interact and relate to each other? In what manner do they pass by each other? Do they have direct or indirect contact? What are the expectations for space and privacy? Are there exceptions to this?

Take detailed notes and write, as a Word document or other file, a one paragraph summary responding to the prompts on the following page.



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not in similarities”

Stephen R. Covey

PROMPTS







1. What did you observe that is different from your native culture? Describe the traits, practices, and behaviors you observed. Discuss the similarities/differences compared to your native culture. Reflect on how you react to these traits/practices/behaviors.
2. Identify and describe one specific goal relating to building intercultural verbal and nonverbal communication skills you'd like to achieve in the next month.

| Rubric | High (2) | Med (1) | Low (0) |
|--|--------------------------------|---------------------------------------|---|
| What was observed? | clear description | somewhat clear description | less than clear description |
| Describe traits, practices, behaviors... | clear description | somewhat clear description | less than clear description |
| Discuss similarities or differences... | good comparing and contrasting | unclear comparing and contrasting | poor and unclear comparing and contrasting |
| How did you react? | clear and expressive | somewhat clear and expressive | poor clarity and weak expression |
| Goal identified and described | clear implication for future | somewhat clear implication for future | poor clarity and clear implication for future |

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| | | Proficient 3 | Emerging 2 | Developing 1 |
|---|---|---|---|---|
| Knowledge <i>Cultural self-awareness</i> |  | Article and... of ho... thes... resp... shift... | <div><div>Emerging 2</div><div>Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.</div></div> <div><div>Developing 1</div><div>Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.</div></div> | |
| Knowledge <i>Knowledge of cultural worldview frameworks</i> |  | Dem... of th... mem... its hi... style... | | |
| Skills <i>Empathy</i> |  | Inter... pers... worl... in a s... feeli... | | |
| Skills <i>Verbal and nonverbal communication</i> |  | Artic... cultu... com... unde... peop... com... direct/indirect and explicit/implied meanings) and is able to skillfully negotiate a shared understanding based on those differences. | | |
| Attitudes <i>Curiosity</i> |  | Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives. | Asks deeper questions about other cultures and seeks out answers to these questions. | Asks simple or surface questions about other cultures. |
| Attitudes <i>Openness</i> |  | Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others. | Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others. | Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change. |

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INTERCULTURAL CURIOSITY ASSIGNMENT



ATTITUDE OF INTERCULTURAL CURIOSITY

When you have an attitude of intercultural curiosity not only do you have a minimal interest in learning more about other cultures, but you also move from asking simple questions to asking deeper questions. As you seek answers to these questions, you can eventually articulate answers to questions reflecting multiple cultural perspectives.

This assignment involves two parts. The first part is to conduct a Google image search of the “cultural iceberg theory”, and study the differences between the aspects of culture above the water line and below the water line. From the multiple images of cultural iceberg theory, evaluate which image is best at helping you to understand the theory. Copy and paste this image into a Word document or other file.

The second half of this assignment is to produce a cross word puzzle with at least 30 questions relating to the culture of the country or countries you will be visiting in study abroad. You may craft your questions and find the correct one word answers from the topics of one or both of the cultural iceberg image you selected or the topics on the next page taken from *What's Up with Culture* (Please note this is an excellent site and resource for you to get even more out of your study abroad trip.)

| Rubric | High (2) | Med (1) | Low (0) |
|-------------------------|---|--|---|
| Iceberg image selection | image provided; high quality; excellent content | image provided; high quality; adequate content | no image provided; poor quality; inadequate content |
| Questions | 30 questions provided | 30 questions provided | less than 30 questions provided |
| Answers | are all correct | are all correct | some answers incorrect |



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[Stephen R. Covey](#)

TOPIC IDEAS FOR PART II

- religious beliefs and the relationship of humans to the supernatural
- political power and the exercise of leadership in governance
- concepts of justice, fairness, punishment, and right conduct
- child raising and traditional processes of acculturation
- economic organization and division of labor
- rites of passage (life cycle celebrations), rituals, and ceremonies
- expression and style in the graphic and performing arts
- food preferences and rules concerning consumption
- nonverbal communication patterns and gestures
- concepts of humans' place and role in the natural world
- myths and cultural heroes to explain and commemorate core values
- dissemination of ideas about beauty, love, truth, friendship, and loyalty
- notions of modesty and age-appropriate dress styles and behavior
- ideas of what time is and its relative importance
- concerns about individual versus collective privilege and responsibility
- conceptions about personal space and privacy
- definitions of gender and associated strengths, duties, and roles

Cross Word Puzzle Building Resources

[StudyMate](#)

[Purdue license and download information](#)

Sample StudyMate activities:

[Age of Discovery](#)

[Instant Online Crossword Puzzle Maker](#)

[Example puzzles](#)

[Discovery Education criss-cross puzzle maker](#)

Other Puzzle/Trivia/Quizzes Building Resources

[Fun Trivia](#)

Sample quizzes:

[Know your Global Village](#)

[The Cities of the Global Restaurant](#)

[Global Hot Spots 2002](#)

[Global Hot Spots 2004](#)

[Global Cities 'A'](#)

[Global Cities 'F'](#)

[Cities of the World Quizzes](#)







[Discovery Education Puzzlemaker](#)

As a Word document, PDF document or other file please turn in your cultural iceberg image, your cross word puzzle and the correct answers to your cross word puzzle.

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Definition

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| | | Proficient | Emerging | Developing |
|---|---|---|--|------------|
| Knowledge <i>Cultural self-awareness</i>  | Art and of the res shift | <div> <div>Emerging 2</div> <div>Asks deeper questions about other cultures and seeks out answers to these questions.</div> </div> <div> <div>Developing 1</div> <div>Asks simple or surface questions about other cultures.</div> </div> | | |
| Knowledge <i>Knowledge of cultural worldview frameworks</i>  | Der of t me its styl | | | |
| Skills <i>Empathy</i>  | Inter per wor in a fee | | | |
| Skills <i>Verbal and nonverbal communication</i>  | Art cult con und pec con directly indirect and explicit meanings) and is able to skillfully negotiate a shared understanding based on those differences. | | | |
| Attitudes <i>Curiosity</i>  | Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives. | <div> <div>Asks deeper questions about other cultures and seeks out answers to these questions.</div> </div> <div> <div>Asks simple or surface questions about other cultures.</div> </div> | | |
| Attitudes <i>Openness</i>  | Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others. | <div>Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.</div> | <div>Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.</div> | |

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INTERCULTURAL EMPATHY ASSIGNMENT



SKILL OF INTERCULTURAL EMPATHY

A person with intercultural empathy demonstrates adequate understanding of the complexity of what can be important to persons from a different culture. Often a person with intercultural empathy can interpret experiences or perspectives from their own and more than one worldview. This person can act supportive and recognize the feelings of a person with a different cultural perspective and different cultural values.

The exercise on the following page is adapted from Stella Ting-Toomey and Leeva Chung's workshop at the Summer Institute for Intercultural Communication, July 2013, in Portland, OR.

| Rubric | High (2) | Med (1) | Low (0) |
|-------------------------|--|--|---|
| 1st sentence Identifies | clearly ranks all 5 characters | clearly ranks all 5 characters | ranks less than 5 characters; unclear ranking |
| 2nd Sentence Describe | clearly describes all 5 characters | clearly describes all 3 to 4 characters | unclear descriptions; 0 to 2 characters |
| 3rd Sentence Interpret | clear interpretation for all 5 characters | clear interpretation for 3 to 4 characters | unclear interpretation for 0 to 2 characters |
| 4th Sentence Evaluate | thoughtful evaluation for all 5 characters | thoughtful evaluation for all 5 characters | less than thoughtful evaluation for 0 to 2 characters |



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PLEASE READ THE FOLLOWING PARABLE:

The Parable

ROSEMARY is a young woman about 21 years old. For a long time she has been engaged to a young man named HERNANDO and she is coming from a great distance to meet him for their scheduled wedding. The problem she faces is that between her and her betrothed there lies a river. No ordinary river, mind you, but a deep, wide river infested with hungry crocodiles.

ROSEMARY ponders how she can cross the river. She thinks of a man who has a boat, whose name is SVEN. She approaches SVEN and asks him to take her across the river. SVEN replies, “Yes, I’ll take you across the river if you’ll spend the night with me.”

Shocked at this offer, she turns to another acquaintance, LEE PAI, and tells him her story. LEE PAI responds by saying, “Poor ROSEMARY, I understand your problem, but I don’t see how I can help. It’s really your problem, not mine.”

ROSEMARY, in desperation, decided to return to SVEN, and spends the night with him. In the morning, SVEN takes her across the river. She completes her journey and arrives in time.

Her reunion with HERNANDO is warm, but on the evening before they are to be married, ROSEMARY feels compelled to tell HERNANDO how she succeeded in getting across the river. HERNANDO responds by saying, “I can’t believe you would do such a thing. I wouldn’t marry you if you were the last woman on earth.” And he banishes her as a soiled woman.

The Parable Exercise

Step 1. Write down, in rank order, the character whose behavior you MOST APPROVE to LEAST APPROVE.

MOST APPROVE: _____

LEAST APPROVE: _____

Now write as a Word document or other file, a 4 sentence reflection paragraph on each choice. The first sentence should identify the character and your rank order. Your second sentence should concisely describe the behavior of the character. The third sentence should interpret the behavior using a cultural lens. Sentence four is your evaluation of this behavior. Write a 4 sentence paragraph reflection for each of the 5 characters above.

Step 2. Next reverse your rank order from above. Make your MOST APPROVED person your LEAST APPROVED person and your LEAST APPROVED person your MOST APPROVED person.

MOST APPROVE: _____

LEAST APPROVE: _____

For this new reversed rank order write a 4 sentence reflection paragraph on each new and revised choice as Word document. The first sentence should identify the character and the new rank order. Your second sentence should concisely describe the behavior of the character. The third sentence should interpret the behavior using a cultural lens. Sentence four is your evaluation of this behavior. Write a 4 sentence paragraph reflection for each of the 5 characters above. In other words, you are writing a reflective paragraph using a new cultural lens to justify the opposite of what you presented in Step 2.

ADDITIONAL INSTRUCTIONS

The same rubric can be used for step 1 and step 2, noting that the ranking has been reversed.

OPTIONAL GROUP ACTIVITY

Split into groups of four or five. Each group member should take turns to share his/her first choice, second choice, then third choice, etc.

Probe each other for the reasoning behind the rank-order decision-making process. Discuss and arrive at a group consensus of the rank-order choices.

One member of the group should be responsible to record group choices and report back to the entire class.









Source: Adapted from William Weeks, Paul Pedersen, & Richard Brislin (1979). *A Manual of Structured Experiences for Cultural Learning*. La Grange Park, IL: Intercultural Network.

Understanding Intercultural Communication (2012) by Stella Ting-Toomey, Leeva C. Chung and Alex Flecky, New York, Oxford University Press, 2012

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| | | Proficient 3 | Emerging 2 | Developing 1 |
|---|---|---|--|---|
| Knowledge <i>Cultural self- awareness</i> |  | Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.) | Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.) | Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.) |
| Knowledge <i>Knowledge of cultural worldview frameworks</i> |  | Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. | Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. | Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. |
| Skills <i>Empathy</i> |  | Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group. | Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions. | Identifies components of other cultural perspectives but responds in all situations with own worldview. |
| Skills <i>Verbal and nonverbal communication</i> |  | Articulates and demonstrates understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. | Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions. | Identifies components of other cultural perspectives but responds in all situations with own worldview. |
| Attitudes <i>Curiosity</i> |  | Articulates and demonstrates understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. | Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions. | Identifies components of other cultural perspectives but responds in all situations with own worldview. |
| Attitudes <i>Openness</i> |  | Articulates and demonstrates understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. | Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions. | Identifies components of other cultural perspectives but responds in all situations with own worldview. |

Emerging 2

Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.

Developing 1

Identifies components of other cultural perspectives but responds in all situations with own worldview.

expresses a willingness to change.

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INTERCULTURAL OPENNESS ASSIGNMENT



ATTITUDE OF INTERCULTURAL OPENNESS

When you have an attitude of intercultural openness, you are open to interacting with other people who are culturally different from you. You begin to initiate and develop relationships with other people who come from a different country, have a Passport from a country other than your own, and often who speak a native language other than your own. Intercultural openness eventually leads to the ability to suspend judgment when interacting with cultural differences.

In this assignment you are to build a collage of “selfie” photos (self-portrait photo of self and another person usually taken with a camera phone) of yourself with persons who are culturally different from you, that you have been cross culturally open with, and initiated the opportunity to begin to build a relationship and perhaps a friendship. The assignment is to identify culturally different persons who come from a country different than you do, who have a Passport from a country different than you do, and ideally who speak a native language different from your first language. Sit down with one of these persons, perhaps sharing a meal or attending an event together. During this time you will exchange answers to the following list of questions. Without providing the name of the person or any identification, write the person’s responses in Word document or other file. Take a picture of yourself with this other person and begin to place these pictures together as a collage. You might consider using [Popplet](http://popplet.com/) software to construct this assignment. See <http://popplet.com/>

| Rubric | High (2) | Med (1) | Low (0) |
|-----------------|---|---|--|
| “Selfie” Photos | 4 or more photos | 2 to 3 photos | 1 photo |
| Questions | 20 to 26 questions answered; answers are complete and clear | 16 to 20 questions answered; answers are complete and clear | less than 16 questions are answered; answers are incomplete and/or not clear |



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1. Describe your family lineage or constellation ... parent(s), brothers, sisters, ages, birth order, grandparents & etc.
2. What is one word you would use to describe yourself as a child?
3. If you could change one thing about how you were raised as a child, what would it be?
4. How do you recharge or recuperate your energy at the end of a difficult day?
5. If you were to thank one person for helping you become the person you are today, who would it be and why?
6. When are you the happiest?
7. What one memory do you most treasure?
8. Fill in the blank: If you really knew me, you'd know_____.
9. What would you be doing if you weren't a student or at your current job?
10. What more are you wanting as a student or in your career right now?
11. How do you react to stress?
12. What movie or novel character do you most identify with?
13. What quality in yourself would you hate to see emulated in others, especially children?
14. If you were to start a company from scratch, what values would you build it on?
15. What would you most regret *not* having accomplished by the end of your life?
16. What characteristic do you most admire in others?
17. What kind of impact do you believe you have on people?
18. What super power would you like to have?
19. What would your "perfect" day consist of?
20. What's the most important lesson you've learned in the last year?
21. How do you think your coworkers/peers see you?
22. If you ruled the world, what would you change on Day 1?
23. If you knew you only have one year left to live, would you change anything about the way you are living right now?
24. What one thing about yourself do you want in your elegy?
25. What are you most afraid of, relating to failing?



INTERCULTURAL KNOWLEDGE AND EFFECTIVENESS RUBRIC

Definition

A set of behaviors, attitudes, and policies that come together to enable systems, agencies, or professionals to work effectively in cross-cultural situations.

| | | Proficient 3 | Emerging 2 | Developing 1 |
|---|---|---|--|---|
| Knowledge <i>Cultural self-awareness</i> |  | Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural differences and shifts in response). | Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.) | Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.) |
| Knowledge <i>Knowledge of cultural worldview frameworks</i> |  | Demonstrates understanding of the cultural worldview frameworks of the members of the community, its history, and its styles, values, and beliefs. | | |
| Skills <i>Empathy</i> |  | Interprets and responds to the perspectives and worldviews of others in a supportive and understanding manner, feeling for others. | | |
| Skills <i>Verbal and nonverbal communication</i> |  | Articulates and communicates cultural communication norms and understands how people communicate in a direct/indirect manner, meaning, and a shared understanding of cultural differences. | | |
| Attitudes <i>Curiosity</i> |  | Asks questions and seeks to understand cultural differences and similarities to those of her/his own culture. | | |
| Attitudes <i>Openness</i> |  | Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others. | Initiates and develops interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others. | Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change. |

Emerging 2

Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.

Developing 1

Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.

- Adapted from AAC&U Core Value Rubrics