



# Challenges and Success of Intercultural Capacities: Intercultural Council

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21 June 2016

# + The Backstory

## NEW LOOK @ ISAP

### ISSUES :

1. Segregation
2. Desire to meet Domestic students
3. Lack of Domestic involvement/awareness



4. 100% funded by International students
5. How to bridge the gap between ??
6. Changing the pre-established culture

GROW A STRONGER  
CULTURALLY  
DIVERSE  
TRADITION @ TRU

RE BRAND

BUILD A TEAM  
OF CULTURALLY  
DIVERSE VOLUNTEER  
(plural)

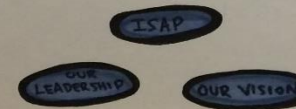


McCoy's Plan:

GROW A CULTURE

- IMPLIMENT
- ORGANIZE
- PROMOTE
- ESTABLISH

REACH OUT TO  
OUR STUDENTS  
(generate ideas from student body)



D.I.E



# Program Overview & Training

## Retreat

Oct 4 All Day

The primary purposes of this retreat are:

1. **Develop a team charter**
2. **Learn how ICC provides opportunities for Global Competency and Peer Mentorship Certificates**
3. **Articulate the importance of intercultural development**
4. **Review IDI group profile**
5. **Have fun!**

## Developing Intercultural Competency

Kyra Garson

Monday, October 6<sup>th</sup> 4:00 – 6:00pm

1. Demonstrate developing intercultural competence;
  1. Reflect on and articulate one's own cultural values and preferences;
  2. Identify assumptions, judgments and/or biases that are based on difference in cultural values and norms;
  3. Describe what intercultural competency is and why it is important.

## Interpersonal Communication

Emma Bourassa

Monday, October 20

4-6PM

1. Demonstrate the ability to approach and converse with peers;
  1. Use professional and respectful communication skills;
  2. Identify elements of and barriers to effective communication;
  3. Articulate personal communication style;
  4. Discuss the implications of culture on communication.

## Complex Identity: Power & Privilege

Monica Sanchez-Flores

Monday, Nov 3

4-6PM

1. Identify the various sources of identity for people as social beings (diversity wheel and primary and secondary dimensions of identity).
2. Identify structures of power and privilege in our everyday life
3. Explain the difference between equality and equity
4. Discuss the complexity of human identity
5. Locate their own identity within social structures of power and privilege

## Anti-Racism Response Training

Monday November 17 4-6 pm

Keisha and Gail Morong

1. Demonstrate the ability to respond to racism
  1. Explain four levels of witnessing
  2. Reflect on being a victim, offender or witness (pair/share or small group discussion)
  3. Describe various forms of discrimination
  4. List various types of responses to witnessed racial discrimination (go through list)
  5. Create scenarios depicting racial discrimination
  6. Make responses to scenarios depicting racial discrimination

# + Research IC Council

- Students' perceived impact
- Refinements

# + Students' Perceived Impact: Method

- Interviewing 10 IC Council members

## Questions

- Awareness (own and other cultures)
- Personal growth
- Professional application
- Academic performance
- Language learning
- Critical thinking
- Unfamiliar situations
- Training & events
- Perspective on refinements

(Ingraham & Peterson, 2004)

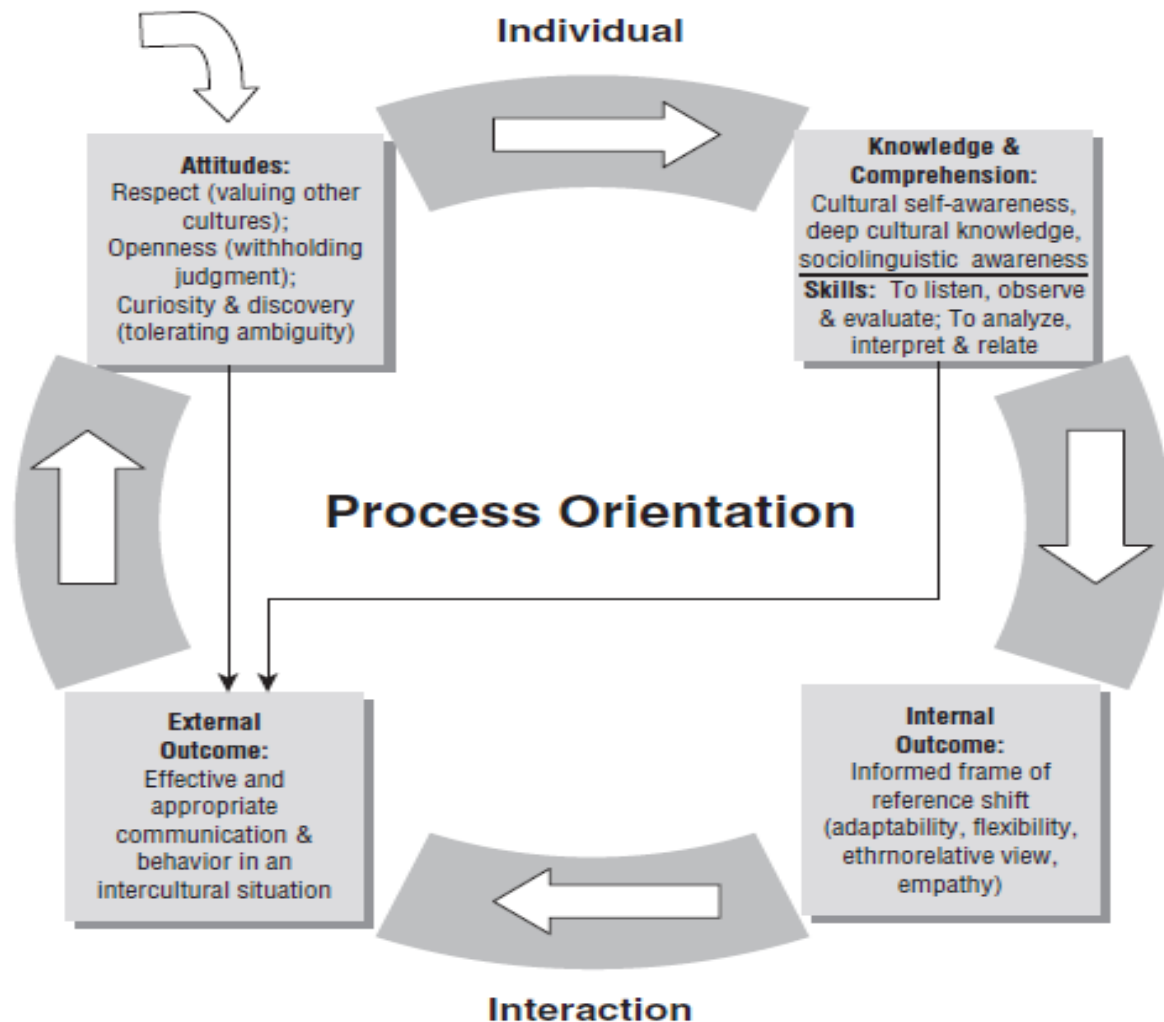


# Students' Perceived Impact: Results

## **Intended outcomes**

- Shift in behaviour, skills, or knowledge
- Increased awareness
- Personal growth
- Ability to engage in multiple perspectives
- Reflective abilities

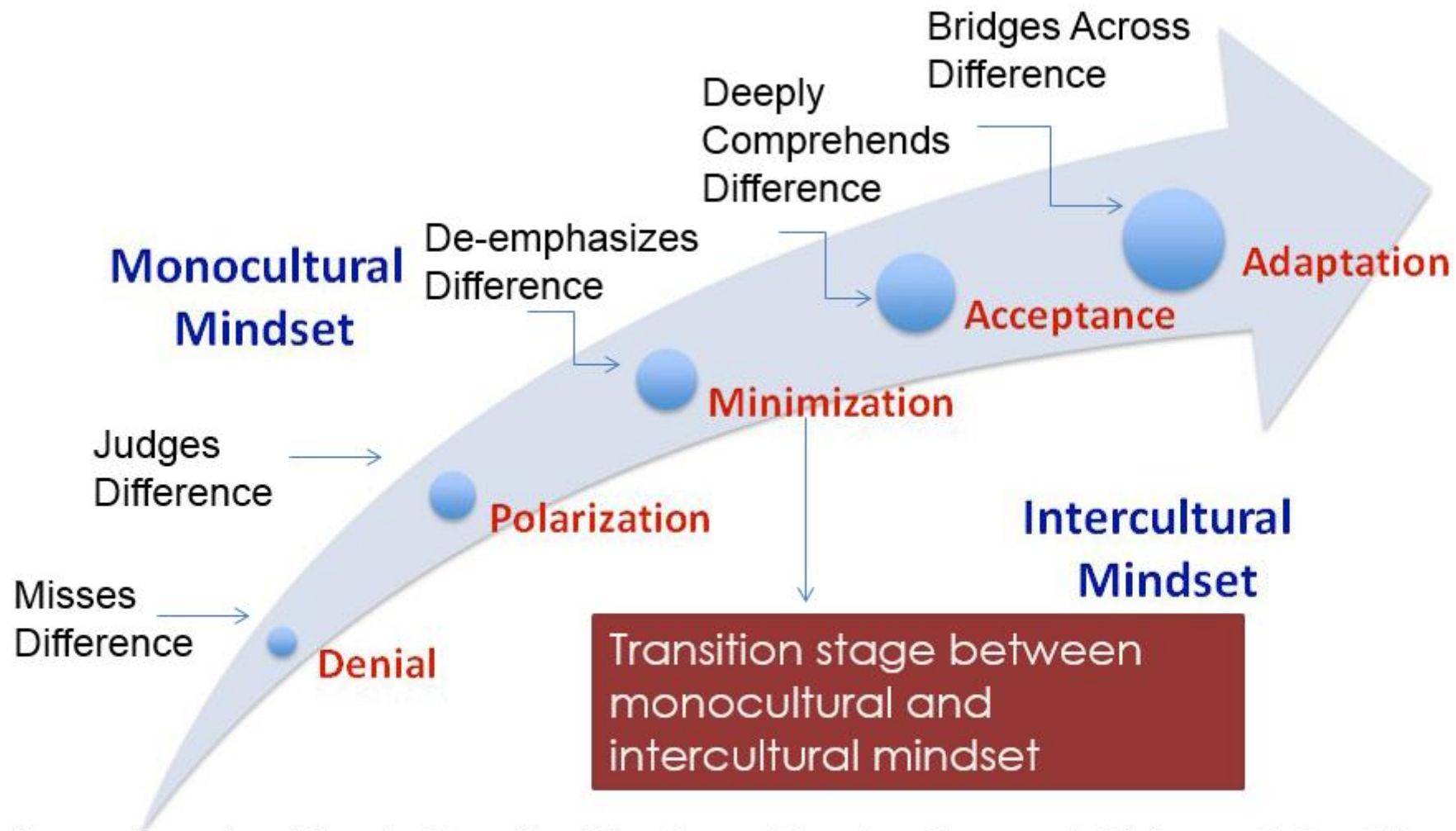
# + Impact: Shift & Increased Awareness



- Open-minded
- Different perspectives
- Awareness
- Put skills into practice

Process Model of Intercultural Competence (Deardorff, 2006)

# + Impact: Shift & Increased Awareness



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# Impact: Personal Growth

## ■ Confidence

*“I feel a lot more confident walking into a room now” (S#5)*

*“I’ve become more outgoing, more of a people person. I’m able to now speak in front of crowds and be confident enough to tell them about my culture, not be ashamed of or embarrassed or even feel that I need to cover myself up” (S#8)*

## ■ International friendships

*“I think it definitely has because I think being able to form friendships with people from other cultures is a huge thing” (S#3)*

## ■ Dealing with unfamiliar situations

*“I definitely feel like my attitude towards new and unfamiliar situations or circumstances is definitely changed, my approach towards people, trying to be more understanding of their ideas, and being a bit more subtle and welcoming” (S#5)*

# + Impact: Multiple Perspectives

- Diverse group
- Training & activities

"We talked about certain issues around the world and kind of apply an intercultural perspective to those issues, and for me it's been really useful, kind of changing attitudes" (S#3)

"I would say that I had already been a critical thinker but the more perspectives you're exposed to, the broader your perspectives are and the more critical you can be" (S#4)



## Impact: Reflective Abilities

*“I was kind of surprised to see how restrained I was about going and approaching them and talk. It was not like something like no I don’t want to do it, I don’t want to do it. I was just kind of sceptical about myself and that was like “Okay why I am being like that?” They are just people and why would I subclass someone from a certain background just based on their culture. I mean they go to TRU so that’s what it was about” (S#5)*



# Students' Perceived Impact: Results

## **Unintended outcomes**

- Language learning
- Professional application
- Academic application

## + Intended Outcome: Increased Awareness/Shift

- The IDI: my understanding of it and learning about it has affected my perception and direct interactions with people
- A shift in my cognition and knowledge in relation to culture from Benin to Canada, made clearer with exposure to the IC Council
- Learning strategies on how to promote interculturalism in everyday life



## + Intended Outcome: Multiple Perspectives

- Adapt my thinking to adjust to the cultural context of the person with whom I am interacting
- Empathize, put myself in their shoes
  - ➔ Ex: Ramadan, Collectivist thinking vs Individualistic

## + Unintended Outcome: Professional Application

- Build better rapport with students & colleagues
- Develop better connections with the course material with more culturally relevant examples and activities



# Unintended Outcome: Academic Performance





+

# Anti-Racism Response Training





Bored



Enthusiastic



Happy



Sad



Angry



Crestfallen



Sulking



Confused



# Refinements

- Structure
- Diversity
- Commitment & Application Process
- Training & Events

# + Structure

- Unclear roles & leadership
- Communication issues
- Goal: involve campus
- No continuity

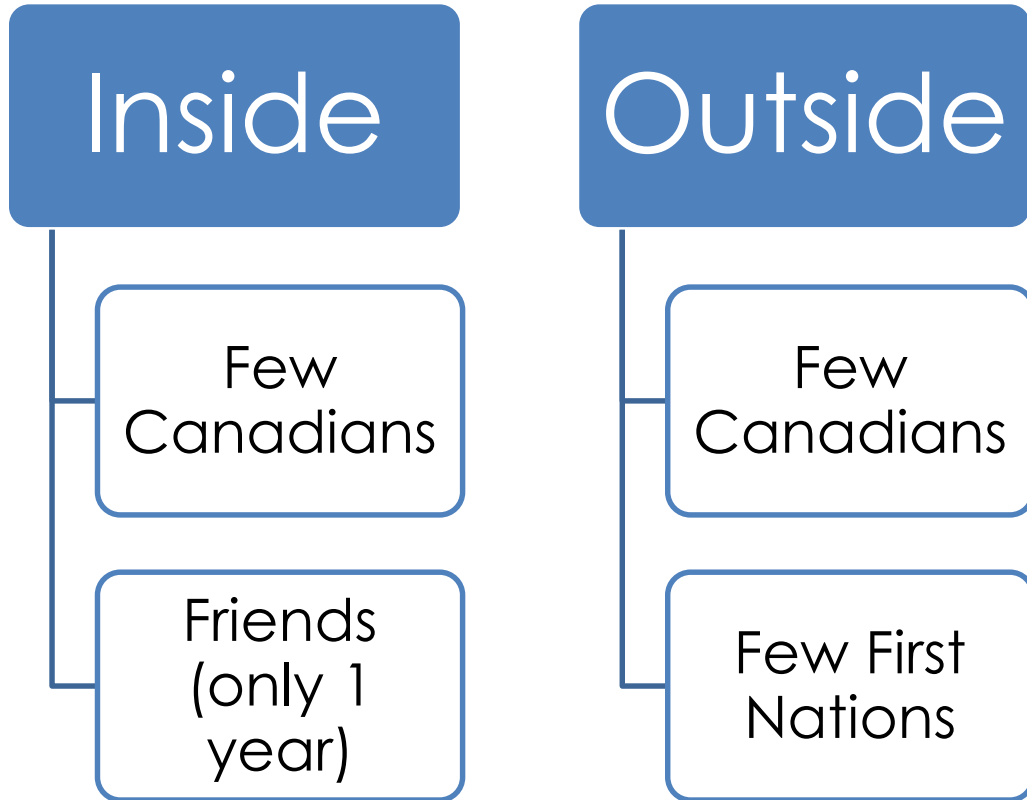
## Possible solutions

- Create subdivisions with coordinators
- Focus on student development
- Maintain student blog website





# Diversity



Otten (2003) and de Wit (2012):

- international students tend to group together
- domestic students often do not engage with international students
  - ➔ Little contact
  - ➔ Differences in cultural norms



# Diversity

## Possible solution

- Reinststate more formal application process (interviewing)
- Smaller events aimed at specific target groups





# Commitment

- Lack of commitment: not showing up at meetings
- Possible solution: reinstate more formal application process



# + Training & Events

- More intercultural training
- Organizing smaller events throughout the year

Discuss what is possible.





## + Refinements: Communication

- The medium of communication needs to be intuitive, familiar and current to what most students who join to become members would typically be found using.



## + Refinements: Recruitment

- Recruitment of diverse range of candidates through different channels as to create diversity and induce growth in the team.



Application



Assessment



Interview



Offer



Orientation

# + Refinements: Roles & Responsibility

- Unclear duties and responsibilities for IC Council members

Possible solution

- The use of bulletin board with colour coding would be efficient



## + Refinements: Appraisal & Confessions

- Appraisal techniques give coordinators a clear picture of whether the members are gaining valuable knowledge and achieving personal growth.



## + Refinements: One Step at a Time

- Council should focus on different events throughout the year
- Each event should be completely finalized before moving on to a new one.
- Each Council member must contribute completely to each event (leadership can change between events).



+ Thank you