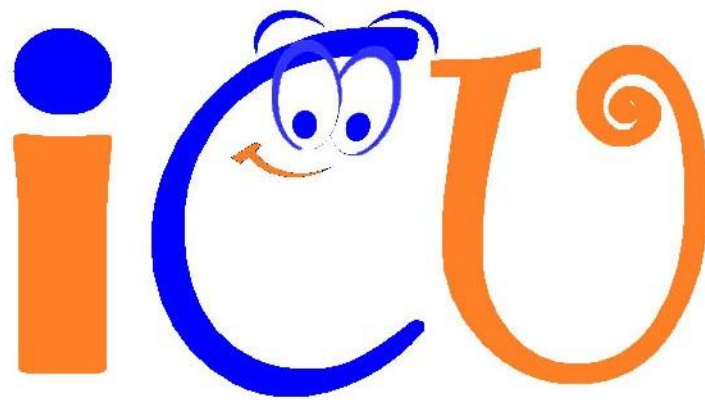


*Now I see what you mean.*

# *Program Guidebook*



*iCU Intercultural Dialogue Series*

# Program Guidebook

Office of Inclusion & Intercultural Relations (OIIR)  
International Education at the University of Illinois  
Urbana-Champaign



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Dedicated to Dr. Yun Shi

Thank you for being the wonderful mentor you've been.

*"Encountering difference to make a difference"*

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# Introduction

Welcome to *iCU*!

This program is to promote intercultural understanding through dialogue. The goal of the “Now I **See** What **You** Mean” (*iCU*) Program is also to empower international students by giving them a space to share their own stories with other students on campus and help combat the feeling of being “othered.”

In this guidebook, you will find a framework of expectations laid out for **interns** of the OIIR. This manual also includes intercultural activities and facilitation methods to help guide the *iCU* dialogues.

To **volunteer facilitators**, the **presenters**, and the attending **participants**, the guide is useful for providing an overview of the important roles each plays--including a copy of a feedback survey to be used after each session.

For the **Director**, there are tools and rubrics to be used in assessing the program. Adapted from the American Association of Colleges and Universities’ own rubric, it includes a tool to be used to gauge a key indicator to the success of the Dialogue Series Program: intercultural competency.

The hope is that this guidebook will provide a standardized framework in order to make use of the resources and competencies necessary for facilitating each successful *iCU* session.

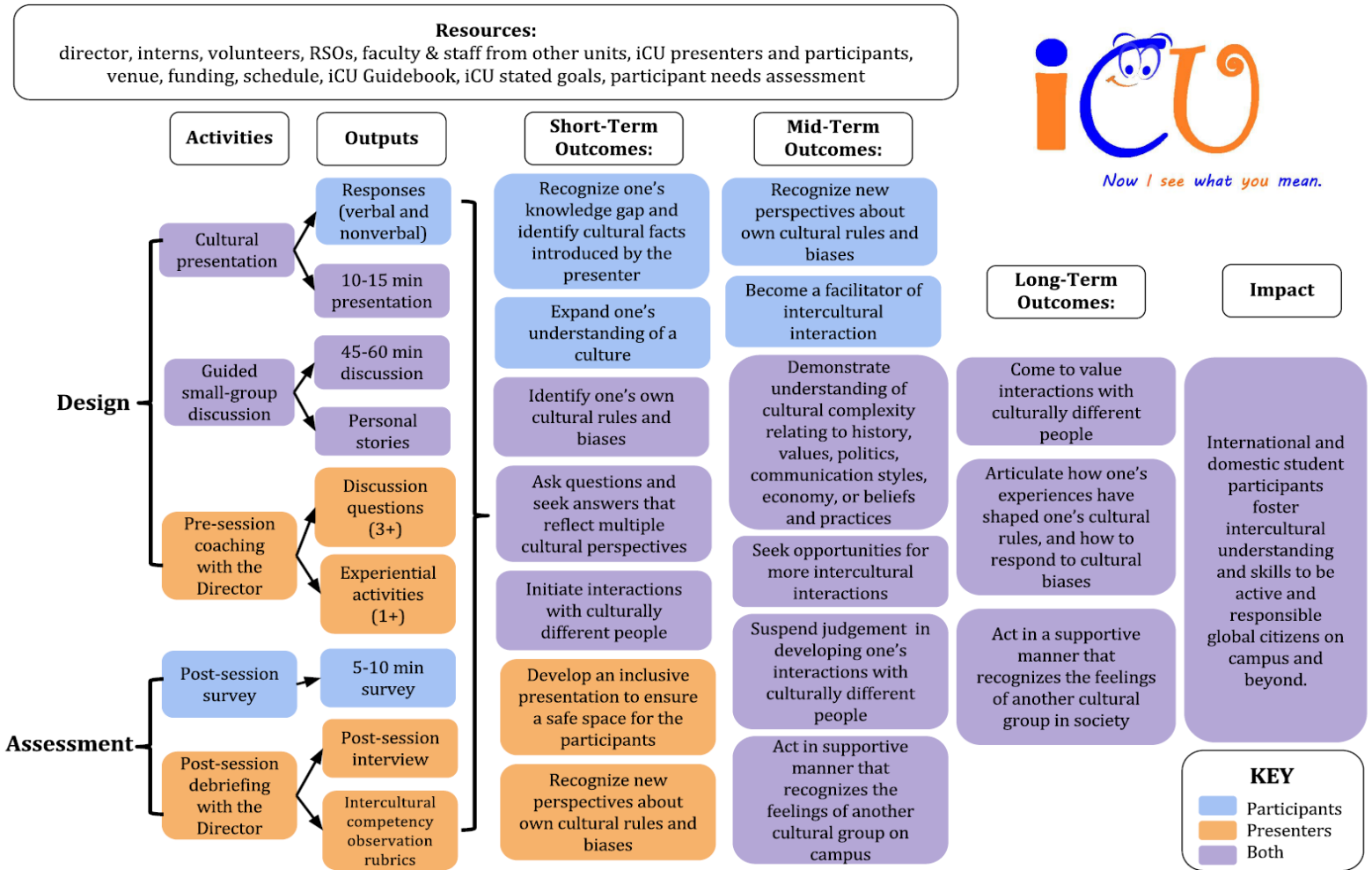
# Theory of Change

iCU Intercultural Dialogue Series Program

## Theory of Change



# Program Logic Model



**Intercultural Competency:** the Knowledge, Skills, and Attitudes necessary for successful interaction between people from different cultural backgrounds.

**Short Term:** during & after (1) session / **Midterm:** attending (2-7) sessions / **Long-Term:** “multiple” (7+) sessions through graduation & beyond



## Creating a Safe & Brave Space

In an authentic intercultural dialogue, disagreements will inevitably arise due to the differing perspectives students bring to the conversation. It is the goal of the iCU program to enable students to be aware of and to learn about each other's points of view.

Many times, the process of realizing cultural differences is not a smooth and comfortable one. Fear of criticism and of being challenged are present, however, *safety* is often confused with *comfort*.

In order to train oneself to be adequately prepared to cope with challenges in reality, the iCU program encourages participants to be *brave* in exploring the issues that may push them to the edge of their comfort zone.

In an intercultural dialogue, the practice of establishing ground rules or guidelines is foundational to ensure a safe and brave space (Arao and Clemens, 2013). The following ground rules form the foundation of the iCU dialogues:

### ***Rule #1: Controversy with Civility***

Different views are expected and honored with a collaborative commitment to *understand the sources of disagreement* and to *work cooperatively toward common solutions*

### ***Rule #2: Own Your Intentions and Your Impact***

*You are accountable for your own intention and impact.* Positive or neutral intentions do not trump negative impact

### ***Rule #3: Respect***

We want to be respected, and we want to be respectful to others. However, how does someone demonstrate respect for you? Be mindful of the *different ways respectfulness can be demonstrated* in different cultural contexts

(Arao and Clemens. 2013. "From Safe Spaces to Brave Spaces")

## Nuts & Bolts of an iCU Session

Currently, each iCU session takes place every two weeks for an hour and a half. Each session is framed around a specific country or region. There are typically seven iCU sessions per semester. The **presenter** can be an individual student, or a group of many students from that same country or region. It can also be a non-student guest as invited by the **Director** (i.e. faculty or community member). The following is a breakdown of the general format for each session:

1. The **presenter(s)** start each session by sharing their own personal stories of their (typically) home-country experiences. The presentation usually lasts between 10 to 15 minutes.
2. After the presentation is finished, **participant attendees** are encouraged to ask questions.
3. **Participant attendees** break into small discussion groups to field questions prepared by the **presenter(s)**. The **intern facilitators** and **volunteers** assist in creating the discussion groups and delivering the questions to be discussed. This typically takes between 45 and 60 minutes to complete.

The iCU program also encourages **presenter(s)** to prepare experiential learning activities to engage the students. Examples of past activities include:

- Chinese calligraphy for Lunar New Year
- Japanese origami
- Dance for Quinceañera
- Korean food cooking

Activities are meant to be fun and engaging while also making the sessions feel less like a class lecture. The activity may take place right after the presentation, or after the small group discussion. The **volunteers** and **intern facilitators** can and should ask the **presenter(s)** how they can help facilitate these activities.

---

# Playing the Roles

## The Intern Facilitator

The **intern facilitator(s)** and **volunteers** are expected to help the **Director** and the **presenter(s)** in facilitating and coordinating the logistics and organization of each iCU session. Essentially, they provide assistance to help ensure that the sessions run smoothly and also remain engaging for **attending participants**

**Intern Facilitator** duties include, but are not limited to:

- Setup of audio/visual equipment
- Setup of chairs and tables
- Help to field questions for the **presenter(s)**
- Facilitate questioning for small group discussions
- Manage time for each activity
- Help the **presenter(s)** and **Director** facilitate any hands on activities
- Assist in implementing the **participant** post-session survey
- Record information collected from each session as required by the **Director**
- Post-session clean up

Any other tasks may be given to **intern facilitators** by the **Director**. They are problem-solvers who are able to troubleshoot issues that arise during the iCU Program sessions. **Intern facilitators** may also be asked to help should there be technical problems or even to help diffuse a situation should intercultural conflict arise in what should be a welcoming environment.

An **intern facilitator's** role extends to preparations necessary for specific activities to be ready before the iCU sessions themselves. The ability to clearly collaborate with the **Director** is key to make sure the event is well-prepared before starting, and wrapped up upon ending.

One task **intern facilitators** might be expected is to observe and be aware of the intercultural dynamics of interactions taking place at each iCU session using the *Intercultural Competency Observation Rubric* (see Appendix A). They might also assist in collecting data from the iCU surveys (see Appendix B) Further explanation of these tools can be found in the **Assessment** section.

## The Attendee

The **Attendee** is expected to enter into an *iCU* session with an open mind. The goal of listening to the **presenter(s)** personal stories is to encourage learning from newly presented perspectives. **Attendees** should expect to have any preconceived notions challenged and to not only become more aware of different cultures but to further understand their place in others' perspectives.

**Attendees** are encouraged to ask questions. Suspend judgment. Inquiry is key. Seek first to understand the other's point of view before thinking about how to respond.

Even if there is disagreement or an apparent conflict of values, customs, or ideas, **presenter(s)** and participating **attendees** are expected to engage in a civil and respectful manner. Should an **attendee** choose to voice a disagreement, they are encouraged to use "I" statements, such as:

"I feel uncomfortable . . ."

"I feel that is not right because . . ."

**Attendees** are encouraged to view *iCU* Intercultural Dialogues as an examination of differences and similarities between cultures and are asked to avoid presenting one culture as superior over another. Additionally, **attendees** are to refrain from using obscene language and racial slurs. Constructively offering opinions is a welcome practice. However, openly criticizing aspects of culture such as different clothing and appearances, as well as calling inappropriate attention to accents and differing levels of English language ability, are not allowed.

## The Presenter

The **Presenter(s)** are expected to share their own stories about experiences typically from their home countries or as a member of cultures in which they could be considered “a local.”

The expectation is *not to give a presentation with information that can be found through a simple Internet search*. The presentation should be unique to the students’ experience and should include information and anecdotes they wish the audience to know about their own. The presentation should strive to be interesting, engaging, and possibly interactive.

The **presenter(s)** should propose information they want to cover with the **Director** prior to finalizing the presentation and activities.

The following things should be kept in mind when creating a presentation:

- The information should be personal to the **presenter(s)**. Talk about memories and experiences and, if applicable, include why a custom or celebration is important.
- Remember to focus on valuable aspects of the culture that may not be so easy to find with a simple Internet search.
- Think of questions about the country or culture that have been posed before in the past, outside of the iCU Program, to fuel the approach to developing the presentation

The **presenter(s)** should also think of questions which can be used for small group discussions. If unsure of what questions to include, ask the **Director** for assistance. When the **presenter(s)** have finished creating their presentation plan, they should submit their presentation proposal and other materials needed to the **Director** ahead of time for approval.

The **presenter(s)** are also asked to prepare at least one experiential activity for the **attendees** to do during the session. The idea of the activity is to make the session memorable and engaging for the **attendees**. The following are example activities which can be done in a session:

- Culturally relevant games from the presentation culture or country
- Dance demonstrations and/or lessons
- Musical performances
- Learning and a song from the **presenter(s)** culture or country
- Calligraphy and cultural crafts

If the presenter(s) is unsure of an appropriate activity, again, ask the **Director** for ideas. When an activity is decided, the **presenter(s)** should include the **intern** and **volunteer facilitators** in explaining the plan so as to prepare and implement the activity during the session.

Keep in mind that the *iCU* Program is specifically constructed to empower international students as **presenter(s)**. However, **presenter(s)** should keep in mind that **attendees** may ask questions or make comments that seem rude or strange. Some of these questions may not be intended as such, yet it is expected that the **presenter(s)** practice patience. The questioner may simply not understand.

The **presenter(s)** are also asked to keep in mind, just like the **attendees**, that the discussions are meant to compare the differences and similarities between the cultures. Not to present one culture as superior over another.

**It may be okay for presenter(s) to say:**

“I like this about my culture.”

“This can be seen as a good thing about my culture.”

“This can be seen as a bad thing about my culture.”

“This makes my culture different/ unique.”

**But not okay to say:**

“My country is better because . . .”

“Your culture is bad because . . .”

## **The Director**

The **Director** is the overseeing organizer and facilitator of the *iCU* program as a whole and has the final say in regards to what constitutes each session. The following are tasks the **Director** performs in facilitating *iCU* sessions:

- Utilize the guidebook to facilitate professional development for interns
- Create the *iCU* schedule and calendar
- Reserve venue(s) for the sessions
- Review and Approve *iCU* session proposals
- Coach *iCU* **presenter(s)** to ensure they understand what is expected of them in creating and facilitating an inclusive, engaging *iCU* session
- Collect data and feedback from the *iCU* program to guide improvement
- Delegate tasks to **intern** and **volunteer facilitators** as needed
- Outreach for program including presenter recruitment

## In Case of Conflict: Mindful Interactions

There will always be times when conflict arises. It is only natural--in fact, it can be healthy. The purpose of this section is not to provide methods to avoid conflict, but to give a framework of steps to manage it.

Conflict is only a thing to be feared when one doesn't know how to handle it. Throughout the dialogue, there might be times when an inflammatory comment sparks debate or a strong opinion dominates the conversation. This is when a position of "mindfulness" is crucial to facilitating the conversation towards a shared understanding.

Rather than become distracted by thoughts about what was said or what one will say in response, it is always important to "redirect our full attention to whom and what we are encountering in [the] moment" (Marturano). It might seem like common sense, but often we forget to treat each moment individually--and likewise every reaction as a choice.

These moments act as "trigger events" in that they are cues pointing to the limits of mutual understanding. Your truth is merely one way of viewing the world. Cultural self-knowledge and cultural humility are key to further understanding.

Choosing to learn from uncomfortable situations can transform walls between people into bridges. While facilitating discussion, particularly in a setting where intercultural differences, or varying communication style are apparent, it is important to try to:

- **Keep it in Inquiry:** Ask questions. Seek first to listen and understand rather than defend or persuade.
- **Know Oneself:** attend to personal judgements, emotions and physical sensations that arise in moments of conflict.
- **Allow Ourselves to Experience:** separate external circumstances (i.e. conversations) from our internal experience (the reaction) of them.
- **Cultivate Stillness:** know the importance of taking a "purposeful pause" before responding. Ask yourself "why am I feeling this way?"
- **Engage Ambiguity:** understand that a shared understanding is the ultimate goal--but often does not readily occur. This takes intentional constructive interaction with the point of conflict.

(Personal Leadership 2008. Schaetti, Ramsey, and Watanabe).

When one master's the ability to finesse intercultural conflicts, we become less focused on emphasizing similarities and more willing to value the resources that different perspectives provide. Complexity becomes a welcome and we continue to "encounter difference to make a difference"

# Assessment

## iCU Participant Survey

**Attendees** are asked to fill out the survey after every session. The form can be sent out via email after the session, or the **intern** and **volunteer** facilitators can give the link or the QR code to **attendees** at the end of the session. As a general guide, to ensure feedback for each session is kept separate, make sure the form stops accepting responses three or four days after the session is over. For further instructions on collecting and analyzing the information from the survey, please refer to Appendix C. If for any reason the electronic copy of the survey is not deemed useful, or there are technical difficulties, the paper copy of the survey is located in Appendix B.

A Google Form of the iCU Survey can be found here: <http://bit.ly/2pzwqqH>

## Presenter(s) Post-Session Interview

The **Director** typically debriefs with the **presenter(s)** for 15-20 minutes after the session to reflect on the **presenter(s)**' experience. Below is a list of interview questions for the **Director's** reference. These questions are written based on the short-term iCU program outcomes to assess whether the iCU facilitation experience is enabling the **presenter(s)** to achieve those desired outcomes in a particular session. The form for the Post-session interview can be found in Appendix D.

## Intercultural Competency Observation Rubrics

One version of the observation rubric is designed to measure participants' self-perceptions of intercultural competence. The second version measures the presenters' perception of the participant's level of intercultural understanding. The rubric can be used in the debriefing process in conjunction with the post-session interview or as a stand-alone assessment. It is designed to be taken by participants over a longer period of time (a semester) to indicate changes in self-perceptions of intercultural competence. It may also be used in the same manner by the student facilitators to encourage the development of skills they might use to continue guiding intercultural dialogue(s). This particular assessment tool was based on Bloom's Taxonomy of Affective Domain (see Appendix E) and is similar to ones developed at peer institutions (Association of American Colleges & Universities, 2010). The Observation Rubric can be found in its entirety in Appendix A.



# Intercultural Competence Toolkit

## Intercultural Icebreakers

### Application to iCU

Intercultural icebreakers can be used as warm-up activities for the participants to prepare themselves for an intercultural dialogue because it prompts the participants to think about cultural differences. Oftentimes, the participants arrive at the iCU session and are excited to share something about themselves. Without the proper prompts and context, it can be challenging or uncomfortable for students to speak. Providing the participants with an intercultural ice-breaker that consists of a specific prompt and structure can be very effective. The following are examples which can be used in the iCU Program.

### Cultural Artifact

In this activity, participants form small groups (about 6-8 people) and each member chooses one personal item (the cultural artifact) that represents something about his/her cultural background. One by one the participants share its cultural significance. To conclude the activity, the facilitator could ask the following questions to debrief:

- Why was the object chosen?
- What similarities and differences did they notice about one another's objects?
- What else could be learned about each other's cultures based on the artifacts?

This activity broadens the participants' awareness of other cultures. In addition, the activity helps participants understand the complexity of their own culture. Regional, ethnic, religious, and individual variations result in meaningful sharing. This activity highlights the fact that culture not only differs internationally but also *intra-nationally*.

### What's in a Name

In this activity, the facilitator asks the participants to think about their names and answer the following questions:

- What ethnic background does my name have?
- What religious meaning, if any, does my name have?
- What traditional meaning, if any, does my name have?
- Is there a reason as to why or how the name was chosen?
- "Am I named after anyone in particular?"

Once participants have had a few minutes to think through the questions, the facilitator asks them to turn to the person next to them and share the meaning behind their names. This activity aims to enhance self-awareness and recognize the various perspectives and significance placed on names in different cultures.

## Hofstede's Cultural Dimensions

### Application to iCU

For the iCU program, it would be beneficial to ask the **presenter(s)** to refer to Hofstede's Cultural Dimensions prior to giving the cultural presentations. *Hofstede's Cultural Dimensions Theory lays the foundation* for intercultural communication. It is an effective tool that provides basic insight into cultural characteristics and possible explanations for behavior of national cultural groups. However, the tool is not intended as an ultimate opinion. Generalizations aside, it is important to also consider individual perspectives.

This tool can potentially reveal both the **presenter(s)** and **participants'** cultural assumptions they bring into each iCU Program session. Again, it is very important to realize that Hofstede's Cultural Dimensions have limitations. Specifically, it is less helpful in enabling individuals to understand the wide variations of behaviors within a single culture (Osland and Bird, 2000). Therefore, the iCU program encourages the **presenter(s)** to provide personal stories and/or examples that may potentially contradict Hofstede's Cultural Dimensions in order to expand the participants' understanding of culture. To access Hofstede's Cultural Dimensions, please go to:

<https://geert-hofstede.com/national-culture.html>

## Stereotype vs. Generalization

### Application to iCU

In an intercultural dialogue, it is vital to differentiate between stereotype and generalization. *Stereotype* is often based on "lack of personal contact and an irrational dislike of people who are different from oneself" (Osland and Bird, 2000, p.66). It defines things in an unchanging, out of context, and typically negative way.

On the other hand, a *generalization* is the "first best guess" about a new group before having direct information about the specific people involved (Osland and Bird, 2000, p.66). For example, Hofstede's Cultural Dimensions is a form of generalization. It is crucial to note that, different from a *stereotype*, a generalization uses language that is more descriptive rather than evaluative.

Most importantly, it is constantly adapting based on further observations and experience with the culture. Although generalization tends to offer a simplified explanation of cultural differences, it is widely used for individuals to make sense of the world. It has value when taught and used in intercultural competence training.

## DAE Model

### Application to iCU

To foster a more sensitive and considerate program environment, the participants and **presenter(s)** should be encouraged to employ the DAE model throughout an iCU program session.

When encountering the unfamiliar in an intercultural conversation, one needs to unpack the unanticipated situations. One useful tool to help suspend judgment and valuing one's interaction with culturally different people is the DAE model – Description, Analysis, and Evaluation. This is very important because people tend to react and speak from personal perspectives as if they were describing some objective truth (Nam, & Condon, 2010). Below is an explanation of the DAE model.

<b>Description (D)</b>	What I see, hear, etc.	Objective, general agreement
<b>Analysis (A)</b>	Why is it happening?	Objective, brainstorm alternative explanations
<b>Evaluation (E)</b>	How do I feel about it?	Subjective, nobody else has to agree

## Further Resources

The following resources are included for the **Director's** reference in considering the expansion of the current activities of iCU. These could also be incorporated into current sessions as a means to develop further intercultural dialogue.

### 1. *Babies* (2010)

This French documentary is a great tool demonstrating how various cultures profoundly shape and influence one's growth. Due to the sessions' time constraint, using the film's trailer would serve a similar purpose. After watching the trailer, a debriefing should be led to allow the participants to reflect on their feelings towards the scenes in the clip.

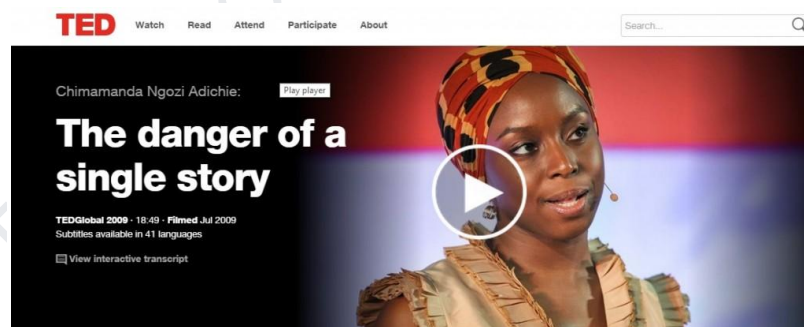
**The trailer of the film can be accessed here:**

<https://www.youtube.com/watch?v=vB36k0hGxDM>



### 2. *The Danger of a Single Story* (2009)

This Ted Talk presented by Chimamanda Ngozi Adichie warns of the dangers of hearing only a single perspective from another person or country. In doing that, it says, there is a risk for critical misunderstanding. The concept conveyed by the talk is closely aligned with iCU's mission - utilizing the process of story-sharing to expand intercultural understanding.

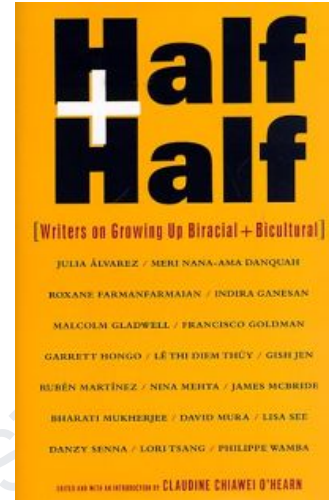


**The video can be accessed here:**

[https://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story?language=en](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en)

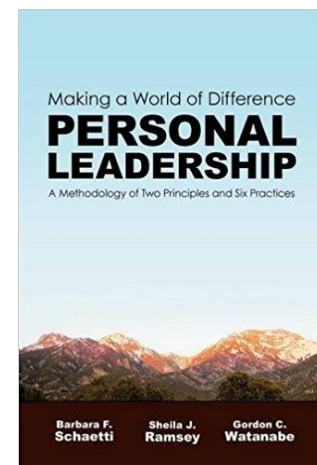
### 3. Half and Half: Writers on Growing Up Biracial and Bicultural (1998)

This is a collection of eighteen personal experience memoirs of people who come from biracial and/or bicultural backgrounds. Altogether, the stories offer a broader interpretation of the definition of “race” and “culture.” The inclusion of reading is currently not an activity of the iCU program, however, the **Director** could consider expanding the program activities in the future or incorporating excerpts from works such as these to generate session discussions.



### 4. Making a World of Difference: Personal Leadership: A Methodology of Two Principles and Six Practices (2008).

This book is an excellent tool for developing a step-by-step reflective practice that is important when learning to mitigate cultural conflict and to lead across cultures. With this book, personal leadership methods become techniques that can be used to facilitate interaction and mediation. Emphasizing ownership of judgements and reactions, this is an excellent resource for **intern facilitators** and participants alike.



### 5. 52 Activities for Improving Cross-Cultural Communication (2009).

This is an excellent source of ideas for engaging the participants in meaningful interaction and discussion. Many of the suggestions provided in this Guidebook are adapted from this resource. The activities mentioned in this book could serve the purposes of the iCU Program well.



Donna M. Stringer and Patricia A. Cassiday  
Authors of 52 Activities for Exploring Values Differences

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This Guidebook is a gift to Dr. Yun Shi. Co-authored by an alum of UIUC and a former intern facilitator of the iCU Program, this serves as a basis to further standardize the Program and to help ensure its sustainable future.

This work is made to be modular in that it can and should be modified to include more and different intercultural communication activities in addition to those presented in the original. This is in and of itself a continual work in progress--made to be a starting point for continued growth.

The Guidebook was created as a product for partial completion of the required coursework for IEMG 8510: International Education Design and Assessment. The authors would like to thank Dr. David Wick, Assistant Professor of International Education at the Middlebury Institute of International Studies at Monterey for his guidance and support throughout the development of this deliverable and accompanying design and assessment project.

Special thanks, again, to Dr. Yun Shi, for her input and inspiration for this compilation of tools that point to the value of intercultural education in and out of the classroom.

~The MIIS team

## About the Authors

**Zilin Zheng** is a Chinese native who has a primary interest in international student services. She also has an advanced knowledge of Japanese from her time at Waseda University in Japan. As an undergraduate and University of Illinois Urbana Champaign alum herself, she served as an international education programming intern for the learning partner.



**Seth Joyner** is an international education management student with a background in the arts, cultural exchange, and education abroad. In addition to extensive ESL teaching experience while living in Korea, he has a working proficiency in the language and first-hand understanding of the education system of South Korea.



**Victoria Hudak** studied Spanish in Argentina for six months and also has several years of experience working with Japanese high school students and teachers as a part of the JET program. Her primary interest is programming and research pertaining to international students' cultural adjustment.





# Appendix A: Observation Rubric

iCU Intercultural Dialogue Series Program

## Intercultural Competence Observation Rubric

Students who complete the **iCU Intercultural Dialogue Series Program** will foster intercultural understanding and skills to be active and responsible global citizens on campus and beyond.

Office Use Only	
Date:	
From ____:____ am/pm	To ____:____ am/pm
Venue:	
Topic/Presentation:	
Presenter:	
Approx Number of Participants:	

**Intercultural Competence:** *is a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.* Becoming proficient in intercultural and intracultural knowledge and skills is a continuous and lifelong learning process. While this rubric is based on what we believe the key components of inter/intracultural effectiveness, it is important to understand that some of these competencies are more complex than the examples and content reflected in the rubric and that the growth process is a continuous process that allows for people and groups to cycle to and from various levels.

### Definitions & Glossary of Terms

- **Advocacy & Coalition Building:** Using attitudes, skills and knowledge to bring about social change in institutionally embedded matters of privilege
- **Behavior-Action:** Using attitudes, skills and knowledge to bring about social change in institutionally embedded matters of privilege
- **Culture:** All knowledge and values shared by a group; may include but is not limited to history, values, politics, communication styles, economy, beliefs, and/or practices
- **Cultural Rules and Biases:** Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- **Empathy:** Imaginary participation in another person's experience, including emotional and intellectual dimensions by imagining his or her perspective
- **Intercultural Experience:** experience of an interaction with individual groups of people whose culture is different from your own
- **Intercultural Differences:** Differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.
- **Leadership:** The process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task or goal.
- **Worldview:** Cognitive and affective lens through which people construe their experiences and make sense of the world around them.

**As a presenter, what did you perceive of the group?**

	<b>Beginning</b>	<b>Developing</b>	<b>Conversant</b>	<b>Advanced</b>
<b>Openness</b> (to personal growth)	<p>As a whole, the group demonstrates little or no interest or willingness to learn more about their own or other cultures</p> <p>They have little or no awareness of their own assumptions, judgements and biases</p>	<p>The group is open to opportunities to engage in experiences to broaden understanding of their own culture(s) and the culture of others</p> <p>Participants generally express openness to interactions with one's own and other cultures</p>	<p>The group takes advantage of opportunities and knowledge to ask and answer questions to broaden understanding of their own culture and the culture of others</p> <p>Participants generally seem to initiate, engage, develop, and value interactions with members of their own and other cultures</p>	<p>As a whole, the group is engaged consistently and seeks to integrate and relate this experience to known understanding of their own cultures and the culture of others.</p> <p>And initiates, engages, develops, and values interactions and conversations with participants from different cultures</p> <p>The group recognizes and demonstrates the ability to assess the impact of interactions</p>
<b>Cultural Self-Awareness</b> (obtaining knowledge of self and others)	<p>The group demonstrates little or no awareness of their own assumptions, judgements and/or biases about self and others</p>	<p>The group begins to identify own assumptions, judgements, and/or biases about themselves and others</p>	<p>The group can generally articulate the influence of their own assumptions, judgements and/or biases during interactions with one's own culture and the culture of others</p>	<p>Several participants seem to be able to discuss their assumptions, judgments and/or biases about one's own culture and the culture of others.</p> <p>Through conversation, the unified group demonstrates the ability to assess the impact of assumptions, judgements, and/or biases related to one's own and other cultures</p>

<p><b>Cultural Worldview Frameworks</b> (obtaining knowledge of self and others)</p>	<p>Participants generally demonstrate little or no understanding of social, relationship, or other dynamics important to one's own culture and members of other cultures</p>	<p>Participants begin to demonstrate some understanding of the social relationships or other dynamics important to one's own culture and members of other cultures</p>	<p>Participants' understand the social, relationship, or other dynamics important to one's own and other cultures and is able to negotiate a shared understanding</p>	<p>The group actively examines, compares, and contrasts their own cultures with the culture of others.</p> <p>And demonstrates ability to assess the impact of assumptions, judgements, and/or biases related to their own and other cultures</p>
<p><b>Skills</b> (using knowledge of self and others to improve intercultural relationships)</p>	<p>The group demonstrates few social skills in interacting with members of their own and other cultures and is unable to negotiate a shared understanding</p>	<p>The group demonstrates skills to work with members of their own and other cultures intermittently and can sometimes negotiate a shared understanding</p>	<p>The participant interactions willingly incorporate diverse and multiple perspectives when interacting with members of their own and other cultures and is able to negotiate a shared understanding</p>	<p>The participants consistently incorporate their own diverse perspectives when interacting with others and are able to negotiate and facilitate a shared understanding</p> <p>They also demonstrate the ability to discuss the impact of incorporating multiple and diverse perspectives when working with one's own and other cultures</p>
<p><b>Advocacy &amp; Coalition Building</b> (integrating and translating knowledge and behaviors into action)</p>	<p>The group demonstrates little or no action in support of members of their own and other cultures</p>	<p>The participants generally begin to demonstrate support for members of their own and other cultures through some action</p>	<p>The participants demonstrate support for members of their own cultures through actions and behaviors to influence and/or implement positive change</p>	<p>The participants demonstrate the ability to influence, implement and assess the impact of institutional change</p>

Some indicating questions as a presenter consider...

<b>Attitudes</b>	<i>Openness</i> Y/N	Did the students welcome interactions with persons culturally different from them?
		Did the students suspend judgment during interactions with persons culturally different from them?
	<i>Curiosity</i> Y/N	Did the students ask questions, without seeking answers, about other cultures regarding cultural differences?
		Did the students not only ask questions but also seek the answers to these questions about other cultures regarding cultural differences?
<b>Skills</b>	<i>Empathy</i> Y/N	Did the students use a worldview different from their own to interpret the views or actions of persons from other cultures?
		Did the students demonstrate the ability to act in a supportive manner that recognizes the feelings of another cultural group?
	<i>Communication</i> Y/N	Did the students understand the cultural aspects of differences in nonverbal and verbal communication?
<b>Knowledge</b>	<i>Self-awareness</i> Y/N	Did the students describe their own insights into their own personal cultural rules or biases?
		Did the students seek to improve their understanding of the complicated differences between cultures?
		Were the students aware of how their own experiences have shaped their own personal rules or biases?
	<i>Worldview</i> Y/N	Did the students understand the complex variety of elements important to members of another culture? (Elements may include history, values, politics, economics, communication styles, beliefs, or practices)

**As a participant, what do you perceive of yourself?**

	<b>Beginning</b>	<b>Developing</b>	<b>Conversant</b>	<b>Advanced</b>
<b>Openness</b> (to personal growth)	<p>I have little or no interest or willingness to learn more about my own or other cultures</p> <p>I might not be aware of my own assumptions, judgements and biases</p>	<p>I am open to opportunities to engage in experiences to broaden understanding of my own culture(s) and the culture of others</p> <p>I usually express openness to interactions with my own and other cultures</p>	<p>I take advantage of opportunities and knowledge to ask and answer questions to broaden my understanding of my own culture and the culture of others</p> <p>I usually initiate, engage, develop, and value interactions with members of my own and other cultures</p>	<p>I am engaged consistently and seek to integrate and relate this experience to an understanding of my own cultures and the culture of others.</p> <p>I usually initiate, engage, develop, and value interactions and conversations with individuals from different cultures</p> <p>I recognize and have the ability to assess the impact of interactions</p>
<b>Cultural Self-Awareness</b> (obtaining knowledge of self and others)	<p>I am not aware of my assumptions, judgements and/or biases about myself and others</p>	<p>I can identify own assumptions, judgements, and/or biases about myself and others</p>	<p>I can generally articulate the influence of my own assumptions, judgements and/or biases during interactions with my own culture and the culture of others</p>	<p>I am able to discuss my assumptions, judgments and/or biases about my own culture and the culture of others.</p> <p>Through conversation, I can assess the impact of assumptions, judgements, and/or biases related to my own and other cultures</p>

<b>Cultural Worldview Frameworks</b> (obtaining knowledge of self and others)	I generally have little or no understanding of social, relationship, or other dynamics important to my own culture and members of other cultures	I am beginning to demonstrate some understanding of the social relationships or other dynamics important to my own culture and members of other cultures	I understand the social, relationship or other dynamics important to my own and other cultures and am able to negotiate a shared understanding	I actively examine, compare, and contrast my own cultures with the culture of others.  And demonstrate the ability to assess the impact of assumptions, judgements, and/or biases related to my own and other cultures
<b>Skills</b> (using knowledge of self and others to improve intercultural relationships)	I don't think I have the social skills to interact with members of my own and other cultures and am unable to understand some rationale.	I feel as though I have the skills to work with members of my own and other cultures and can sometimes negotiate a shared understanding	I willingly incorporate diverse and multiple perspectives when interacting with members of my own and other cultures and am usually able to negotiate a shared understanding	I consistently incorporate my own diverse perspectives when interacting with others and am always able to negotiate and facilitate a shared understanding  I have the ability to discuss the impact of incorporating multiple and diverse perspectives when working with my own and other cultures
<b>Advocacy &amp; Coalition Building</b> (integrating and translating knowledge and behaviors into action)	I don't necessarily support or advocate for members of my own and other cultures	I am beginning to show support for members of my own and other cultures through some action	I show support for members of my own cultures through actions and behaviors to influence and/or implement positive change	I have the ability to influence, implement and assess the impact of institutional change

Some indicating questions **as a participant** to consider...

<b>Attitudes</b>	<i>Openness</i> Y/N	Did I welcome interactions with persons culturally different from me?
		Did I suspend judgment during interactions with people culturally different from me?
	<i>Curiosity</i> Y/N	Did I ask questions, without seeking answers, about other cultures regarding cultural differences?
		Did I not only ask questions but also seek the answers to these questions about other cultures regarding cultural differences?
<b>Skills</b>	<i>Empathy</i> Y/N	Did I use a worldview different from my own to interpret the views or actions of people from other cultures?
		Did I demonstrate the ability to act in a supportive manner that recognized the feelings of another cultural group?
	<i>Communication</i> Y/N	Did I understand the cultural aspects of differences in nonverbal and verbal communication?
<b>Knowledge</b>	<i>Self-awareness</i> Y/N	Did I describe my insights into my own personal cultural rules or biases?
		Did I seek to improve my understanding of the complicated differences between cultures?
		Was I aware of how my past experiences have shaped my own personal rules or biases?
	<i>Worldview</i> Y/N	Did I understand the complex variety of elements important to members of another culture? (Elements may include history, values, politics, economics, communication styles, beliefs, or practices)

# Appendix B: iCU Survey

## iCU Survey



Thank you for attending the session. We'd love to hear your feedback! This survey is completely voluntary. All answers will be kept anonymous and will NOT be used for identification. All information collected will be used to improve future iCU sessions.

**Q1. I am more aware of the differences between my culture and other cultures from this session.**

Strongly Disagree    Disagree    Agree    Strongly Agree

**Q2. I enjoyed hearing/sharing stories with people from other cultures during this session.**

Strongly Disagree    Disagree    Agree    Strongly Agree

**Q3. I have made new connections with people from other cultures during this session.**

Strongly Disagree    Disagree    Agree    Strongly Agree

**Q4. What is one new cultural aspect that you learned or that surprised you from today's session?**

Answer: \_\_\_\_\_

**Q5. "I am an/a..."**

a. International student    b. Domestic student

**Q6. Where do you consider yourself a local?**

Answer: \_\_\_\_\_

**Q7. Class year**

a. Freshman    b. Sophomore    c. Junior    d. Senior

**Q8. How did you hear about iCU? Please be as specific as possible (newsletters, a professor, word of mouth, etc.)**

Answer: \_\_\_\_\_

**Q9. Would you recommend this program to others?**

a. Yes    b. No

**Q10. Do you have any comments or suggestions for future iCU sessions?**

Answer: \_\_\_\_\_



## Appendix C: Survey Data Collection Process

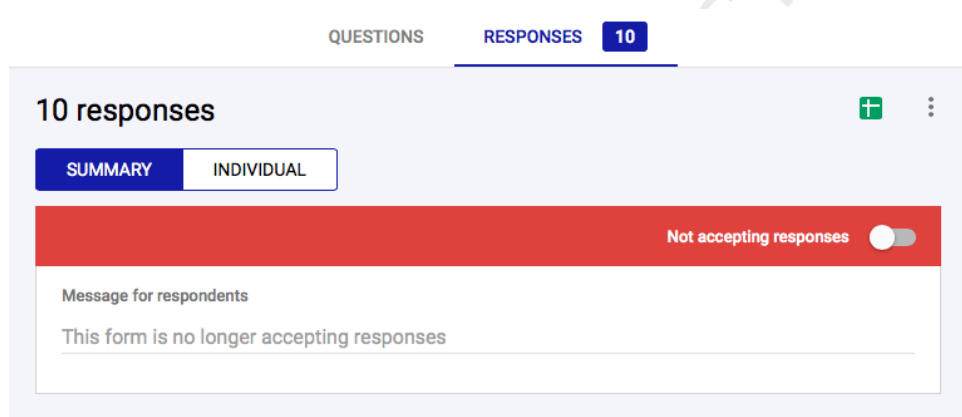
### First option

The first option, which is the easiest, is to simply right click and make a copy of the iCU survey Google form, and rename it to include the session number, date and name. When this happens, you have a new link and a new spreadsheet of information for each session's survey.

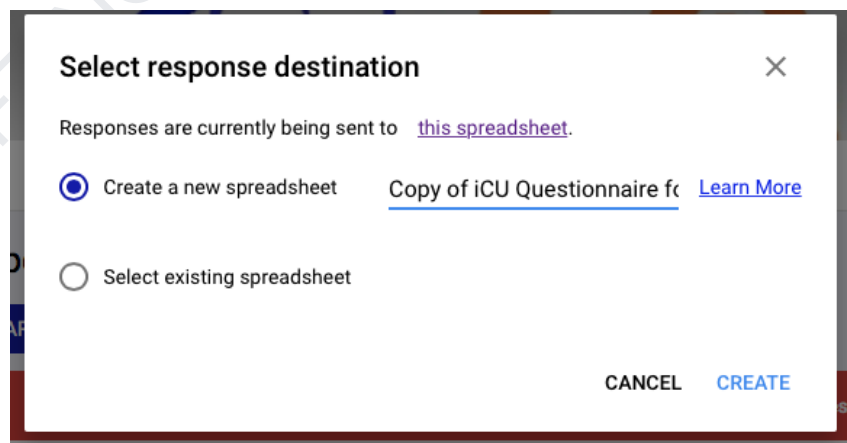
### Second option

If you don't want to keep re-copying the iCU survey, there is a way to create separate spreadsheets to analyze responses for each iCU session.

1. Turn off responses first, so as not to collect responses from an irrelevant session.



2. Click on the gray dots, and then click "select response destination." This will allow you to create a spreadsheet specifically collecting the answers for that iCU session. Name the new spreadsheet, then hit "create" at the bottom.



3. The new spreadsheet should look like this.

Copy of iCU Questionnaire for fiddling (Responses) ☆ 🗑️

victoriamhudak@gmail.com

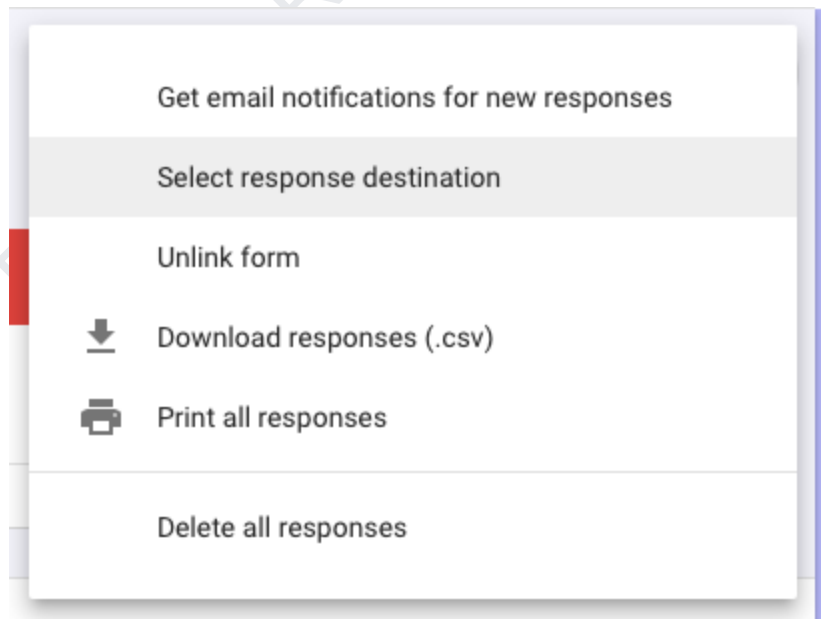
File Edit View Insert Format Data Tools Form Add-ons Help

Comments Share

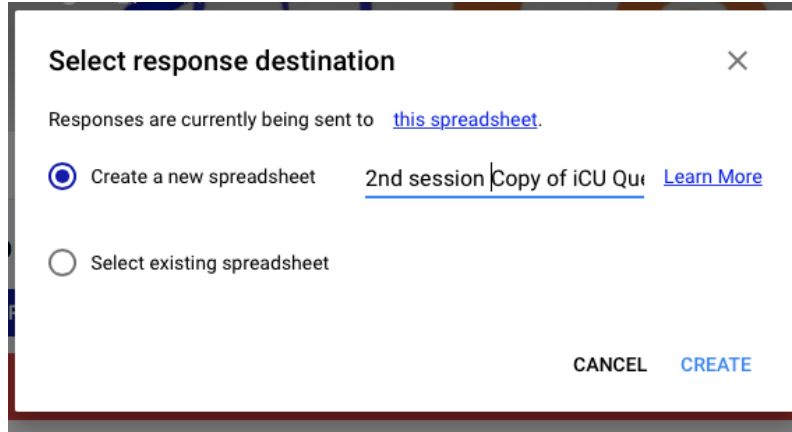
Timestamp

Timestamp	I am more aware of the dif	I enjoyed hearing/sharing	I have made new connect	What is one new cultural ; "I am an...."	Where do you consider yo	Class year
4/30/2017 13:07:07	2	2	2	I didn't know about the dif International student	South Africa	Sophomore
4/30/2017 13:10:42	4	3	3	I liked seeing the cool clo domestic student	Chicago	Freshman
4/30/2017 13:13:01	2	4	2	I didn't know about planta domestic student	seattle	Senior
4/30/2017 13:14:10	3	2	3	I liked learning origami domestic student	chicago	Sophomore
4/30/2017 13:17:02	3	3	2	I didn't know about those International student	japan	Freshman
4/30/2017 13:19:03	2	3	2	I liked trying the calligraph International student	UK	Senior
4/30/2017 13:21:12	1	4	2	I didn't know bachata can International student	Canada	Sophomore
4/30/2017 13:22:44	2	3	1	I didn't know italy got the domestic student	california	Sophomore
4/30/2017 13:26:03	1	1	1	I didn't know much about domestic student	chicago	Junior
4/30/2017 13:27:13	4	4	4	I liked learning about the domestic student	denver, co	Senior

4. To collect new information using the same questionnaire, go back and click “unlink form” so that it will not collect new information from a future session. After doing this, click “delete all responses.” Now the questionnaire will only collect new information, but the old spreadsheet will still be available.



5. Allow the questionnaire to accept responses again to collect information from the next iCU session. Just like the last session, when enough information has been collected, turn off responses. To collect information for the new session, go back to “Select response destination” and create a new spreadsheet, with a new name to reflect which session you are collecting information for.



6. There should now be a new spreadsheet for the new session, without being added on to previous session information.

2nd session Copy of iCU Questionnaire for fiddling (Responses) ☆ 🗑️ victoriamnuoak@gmail.com

File Edit View Insert Format Data Tools Form Add-ons Help

Comments Share

Timestamp	A	B	C	D	E	F	G	H
Timestamp		I am more aware of the dif	I enjoyed hearing/sharing	I have made new connect	What is one new cultural ; "I am an..."		Where do you consider yo	Class year
4/30/2017 13:38:44		1	1	1	alfajores	International student	Italy	Freshman
4/30/2017 13:39:44		2	2	2	I didn't know about dulce	domestic student	alabama	Sophomore
4/30/2017 13:42:38		3	3	3	I didn't know about the dif	International student	canada	Junior
4/30/2017 13:43:52		4	4	4	I didn't know other langua	International student	denmark	Senior

## **Appendix D: Post-Session Interview Form**

### **Post-Session Debrief Interview**

- 1. What do you think you did well in today's presentation and facilitation (e.g. engaging the participants, answering participants' questions, creating an inclusive environment for the participants, etc.)?**
- 2. Did you recognize any new perspectives about your culture through today's session?**
- 3. If you would present and facilitate the iCU session again, what would you do differently?**
- 4. How could we have better supported you?**

# Appendix E: Bloom's Taxonomy: Affective Domain

From <http://www.nwlink.com/~donclark/hrd/bloom.html>

## Bloom's Taxonomy: Affective Domain

Affective<sup>2</sup>

This domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes.

Descriptors of the Major Categories  
in the Affective Domain:

Illustrative Verbs:

<p>Receiving phenomena: Awareness, willingness to hear, selected attention.</p>	<p>Examples: Listen to others with respect. Listen for and remember the name of newly introduced people.</p> <p>Keywords: asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses.</p>
<p>Responding to phenomena: Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).</p>	<p>Examples: Participates in class discussions. Gives a presentation. Questions new ideals, concepts, models, etc. in order to fully understand them. Know the safety rules and practices them.</p> <p>Keywords: answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.</p>
<p>Valuing: The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.</p>	<p>Examples: Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences (value diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment. Informs management on matters that one feels strongly about.</p> <p>Keywords: completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.</p>
<p>Organization: Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating a unique value system. The emphasis is on comparing, relating, and synthesizing values.</p>	<p>Examples: Recognizes the need for balance between freedom and responsible behavior. Accepts responsibility for one's behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self.</p> <p>Keywords: adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.</p>
<p>Internalizing values (characterization): Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).</p>	<p>Examples: Shows self-reliance when working independently. Cooperates in group activities (displays teamwork). Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a daily basis. Revises judgments and changes behavior in light of new evidence. Values people for what they are, not how they look.</p> <p>Keywords: acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.</p>