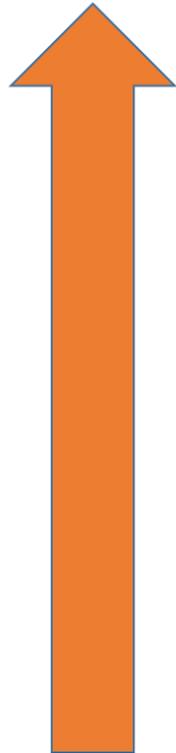
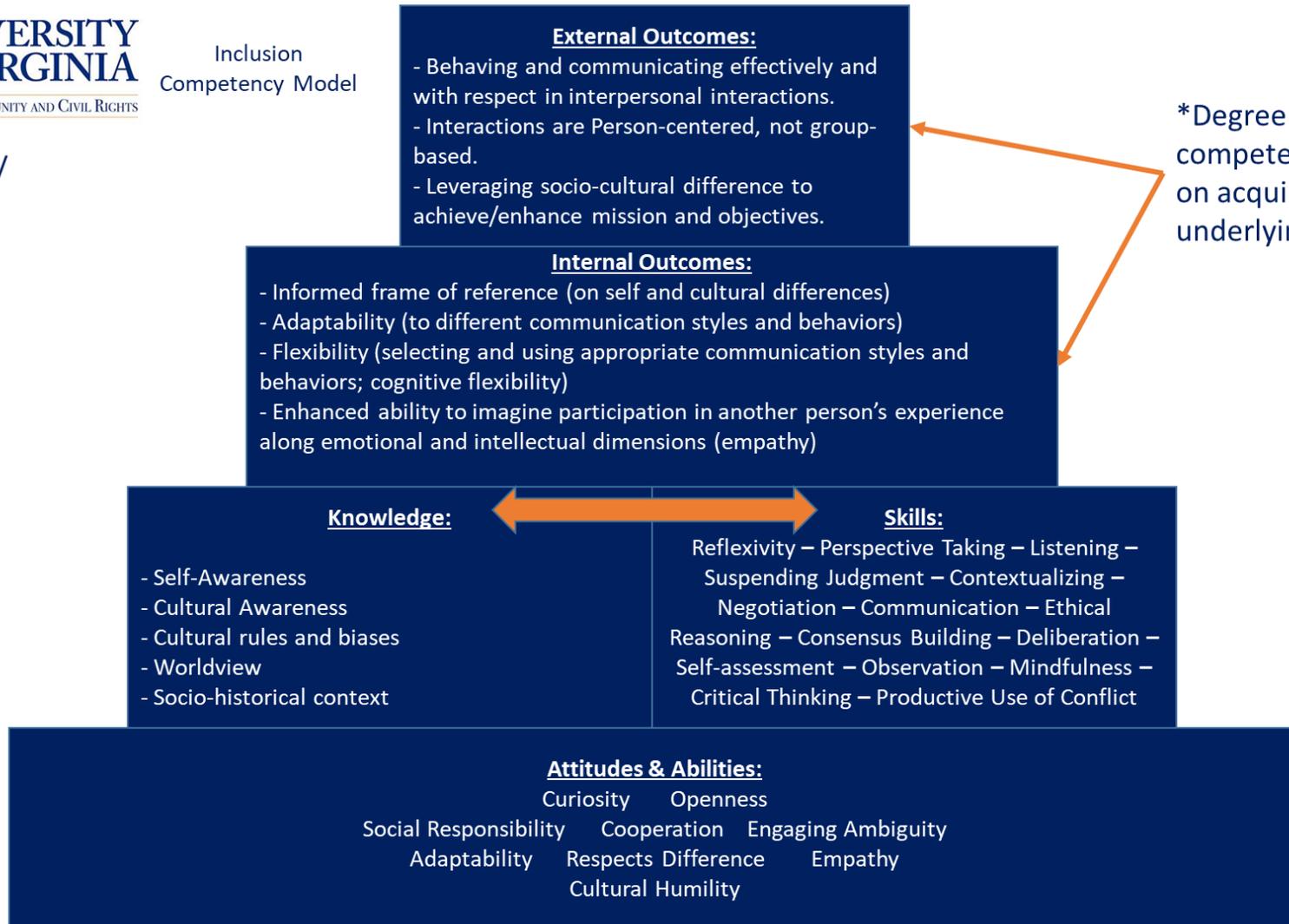


Interpersonal/  
Interactive



Personal



\*Degree of inclusive competence depends on acquired degree of underlying elements.

Adapted from Deardorff's (2004) Pyramid Model of Intercultural Competence.

## Definitions

### Inclusion:

The active, intentional, and ongoing respectful and effective engagement with differences (intellectual, social, cultural, geographical, etc.) – in the organization and the community – in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

### Attitudes/Abilities

**Curiosity** (Threshold) – General interest in learning, including but not limited to the self, others, cultures, and socio-historical context.

**Openness** (Threshold) – Receptivity to interacting with culturally different others.

**Social Responsibility** – The ability to recognize one’s responsibilities to develop a perspective on ethical and power relations. This requires developing competence in ethical reasoning and action.

**Cooperation** – Receptivity and ability to work effectively with other people on an equal basis towards commonly held aims and objectives.

**Engaging Ambiguity** – Recognizing that information may be interpreted in more than one way while understanding ambiguity not as a negative state but one which can compel exploration and discovery of complex practices, places, structures.

**Adaptability** – Involves the ability to adjust (behaviorally and communicatively) to a wide range of social situations, contexts, and individuals from a broad array of backgrounds.

**Respects Difference** – Recognizing that in a multicultural society individuals have a right to difference, differences enhance the social world and therefore suspend an expectation that all individuals conform to a culturally specific set of norms or ideals.

**Empathy** – The imaginary participation in another person’s experience, including emotional and intellectual dimensions, by imagining their perspective (not by assuming the person’s position).

**Cultural Humility** – Having an interpersonal stance that is other-oriented rather than self-focused, characterized by respect and lack of superiority toward an individual’s cultural background and experience.

### Knowledge

**Self-Awareness** – Continuum through which individuals develop a mature, integrated identity with an understanding which recognizes the interrelationships of the self, local and global communities, and the natural and physical world.

**Cultural Awareness**- Understanding of the differences in rules, behaviors, communication and biases, based on cultural values that are different from one’s own culture. Usually gained through experiences of interactions with an individual or groups of people whose culture is different from one’s own our through intentional study.

**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 (explicit and implicit) present and potentially shared by that society or group.

**Worldview** – The cognitive and affective lens through which people construe their experiences and make sense of the world around them.

**Socio-historical context** – The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.

## Skills

**Reflexivity** – Active process whereby individuals reflect upon and observe how the cultural information and data impacting their own interpretations, conclusions or judgments that are being made were collected and/or transmitted in a social and value-laden framework, calling into evaluation the objectivity of the information and data.

**Perspective Taking** – Engaging and learning from perspectives and experiences different from one's own and understanding how one's place in the world both informs and limits one's knowledge. Developing the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.

**Listening** – Is a communication act where one attempts to understand a speaker/communicator. In this setting the goal is to not only receive the words of a speaker but to listen to "the whole person"; understanding and seeking out contexts, potential thoughts, and motivations.

**Suspending Judgment** – Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one self. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.

**Contextualizing** – Interpreting specific acts as occurring not in a vacuum but as having a situational and broader context that is important to enhance understanding.

**Negotiation** – A communication process between two or more individuals (each with their own aims, needs, and viewpoints) seeking to discover a common ground and/or reach an agreement on a matter of mutual concern or to resolve a conflict.

**Communication** – The verbal and nonverbal imparting or exchanging of information and intended meaning. Communication is a process that engages multiple skills, in this instance the focus is on language and general transmission of ideas and meaning.

**Ethical Reasoning** – Reasoning about human conduct. Requires individuals to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions.

**Consensus Building** – A communication process that is sometimes referred to as collaborative problem solving. When there is a dispute or conflict, consensus building is used to settle complex, multiparty disputes through working together to develop a mutually acceptable solution. Negotiation, deliberation, listening, cultural humility and respecting difference, among others, are key knowledge and skill areas.

**Deliberation** – An internal thinking and external communication process of identifying and assessing circumstances, risks, opportunities and potential actions emphasizing the use of logic and reason rather than power struggle.

**Self-assessment** – Describing, interpreting, and judging a performance based on stated or implied expectations followed by planning for further learning.

**Observation** – The action or process of observing something or someone in order to gain information. This process informs us about objects, events, attitudes and phenomena using one or more senses. Observation is a base-line ability and skill in communication processes.

**Mindfulness** – A process orientation that involves being aware not only of thoughts, feelings, bodily sensations, and surrounding environments but in the context of building inclusive competence, being aware of the learning that takes place moment-by-moment in intercultural exchanges and interactions and the necessary process skills that are needed for acquisition of competence.

**Critical Thinking** – A habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

**Productive Use of Conflict** – A dynamic communication process where disagreement is transformed into positive, creative, and productive insights/outcomes through open exchange of conflicting or differing ideas in which individuals feel equally heard, respected, and engaged.

## Outcomes

**Behaving and Communicating Effectively** – Based on one’s knowledge, skills, abilities, and attitudes - interacting appropriately and with respect to achieve goals.

**Leveraging Difference** – The capacity to use people’s distinctive competencies and approaches (resulting from individual and cultural differences across the spectrum of human attributes) to the organization/department/field/team by which to transform processes, thinking, practices, achieve results, and create sustainable advances.

**Cognitive Flexibility** – The readiness with which one can selectively switch between mental processes to generate appropriate behavioral responses in the face of changing environments.

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