



CULTIVATING CULTURAL COMPETENCE: HOW TO HARVEST OUR INTERNATIONAL CROP

26TH SHOWCASE ON TEACHING AND LEARNING,
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Missouri State
UNIVERSITY

PUBLIC AFFAIRS MISSION



- Ethical Leadership
- Cultural Competence
- Community Engagement

CULTURAL COMPETENCE

Cultural competence has four components:

- awareness
- attitude
- knowledge
- skills



The outcomes of cultural competence are observable and measurable practices that support and promote inclusion.

What can you do to raise cultural competence in your classes?



Harvest the MSU international crop!

- ELI
- Undergraduate
- Graduate

THE ENGLISH LANGUAGE INSTITUTE (ELI)

- ❖ June 1996 with 5 five international students
- ❖ August 2011 = more than 200 students, most of whom are preparing for study in undergraduate or graduate programs at Missouri State University.
- ❖ Focus = to equip English language learners with the necessary language and study skills to thrive in a North American university learning culture so they can be successful in the degree program of their choice and enhance their potential for future employment.

DEGREE OF INTERACTION WITH ELI FITS YOUR NEEDS

1. One day interaction

- a. GEP class comes to ELI for a conversation day with a speaking class
- b. ELI students come to your content class to do a panel discussion

2. One or two-week interactions

- a. an ELI class comes to a content class to give presentations about a subject like culture

3. Semester-long interactions

- a. Each student in an ELI class forms a partnership with a student from a content class; students meet periodically throughout the semester; the partnership can be tied into course grades for both classes

WHY INTERACT WITH ELI STUDENTS?

Benefits for ELI Students:

- students are motivated to use English
- students are excited about giving presentations
- students practice and improve their English
- students become more familiar with the MSU campus and class expectations

What will your students get out of these interactions?

**INCORPORATING A
CONVERSATION PARTNER
ASSIGNMENT INTO SWK 219**

SPRING 2011

Mary Ann Jennings
Associate Professor,
School Of Social Work

SWK 219: **HUMAN DIVERSITY**

DR. MARY ANN JENNINGS

Skill development:

**working with diverse racial, cultural, ethnic,
and other populations such as persons with
physical disabilities and mental illnesses.**

Purpose:

**to inform and sensitize individuals for
effective interventions within a
heterogeneous society.**

EMBRACING DIVERSITY

- Essential

- Accreditation:

“Engage diversity and difference in practice”

- self-awareness ... eliminate personal bias
- importance of difference in shaping life experiences
- learn from diverse consumers

ENGAGING DIVERSITY

Conversation Partners

More than exposure

- Homogenous communities

Relationships

- Conversation partners
- Multiple social work competencies

PROCESS

Application

Meet and Greet

Former student

Discussion

APPREHENSION!

PROCESS

Meet five times (minimum)

- initially awkward
- activities

Journals: what did, what learned, what shared, how grew

- beginning, ongoing, ending

End of semester potluck

WHAT IS LEARNED?

- Self – stereotypes and impact
- Another culture: reduces fear
- Differences AND Similarities
- Relationship building skills
- Develop confidence
- How to express selves to and converse with someone different

WHAT STUDENTS RECOMMENDED FOR FUTURE CONVERSATION PARTNERS

1. It works better to have conversation topics in mind beforehand - in addition to treating it like a conversation, especially early in the relationship.
2. Ask questions. Indicate do not want to offend.
3. Expose them to U.S. culture (e.g., grilling out, meeting family, etc.)



ADJUSTMENTS I WILL MAKE FOR FUTURE CLASSES

- Have the meet and greet at the beginning of each semester
- Ensure contacts face-to-face and occur regularly over the course of the semester. (not bunched up, not by phone)
- Encourage students to meet together with their partners, particular early in the semester.

OTHER RECOMMENDATIONS

- Communication between MSU class instructor and international coordinator is essential!
- When it is an assignment for both students, meetings seem to occur more regularly.

**INCORPORATING A
CONVERSATION PARTNER
ASSIGNMENT INTO COM 205**
SPRING 2011

Taleyna Morris
Per Course Faculty, Communication

COM 205: INTERPERSONAL COMMUNICATION THEORY AND SKILLS

- Interpersonal communication course
- Combines theory and skills
- Incorporates intercultural communication
- This group of students indicated an interest in studying intercultural communication
- This assignment was created collaboratively
- This section of COM 205 included several international students, nontraditional students and students with extensive international travel experience

ANXIETY-UNCERTAINTY MANAGEMENT (AUM) ASSIGNMENT

The class was divided into 5 teams

- Team 1 students located research articles and reported on them
- Team 2 students wrote a literature review incorporating the research articles found by Team 1

AUM ASSIGNMENT CONTINUED

Team 3

- Students signed up through ELI to be conversation partners
- Each student was to have 5 sessions with their conversation partner and the sessions were to last at least one hour
- After each session, the student was to take notes about what they discussed and how they felt about the conversation

AUM ASSIGNMENT CONTINUED

- Team 4 students wrote a summary of AUM and included examples from the Team 3 notes that they felt supported or contested what they had learned about AUM
- Team 5 students were asked to create some type of presentation for future classes and that would provide suggestions for a successful conversation partners experience.

WHAT STUDENTS GAINED FROM THE ASSIGNMENT

- Examples from their conversation partner experiences that were similar to those discussed in the textbook
- Increased understanding of intercultural communication
- Increased knowledge of specific practices in another country

WHAT STUDENTS RECOMMENDED FOR FUTURE CONVERSATION PARTNERS

- Reading information on the area where your conversation partner lives.
- Viewing the conversation as talking with a friend was more comfortable than treating the meetings as an interview situation.
- Meeting places like the mall, Starbucks, Panera or the bowling alley were easier than meeting places like the library or the ELI lobby
- Be aware of cultural differences such as who should pay for coffee, should you answer the cell phone during a meeting, ability to drive

ADJUSTMENTS I WILL MAKE FOR FUTURE CLASSES

- Incorporate discussion/examples throughout the semester in addition to day devoted to discussing experiences
- Add an assignment where students research communication in the country their conversation partner is from
- Potentially having all students serve as conversation partners

INTERNATIONAL RESOURCES

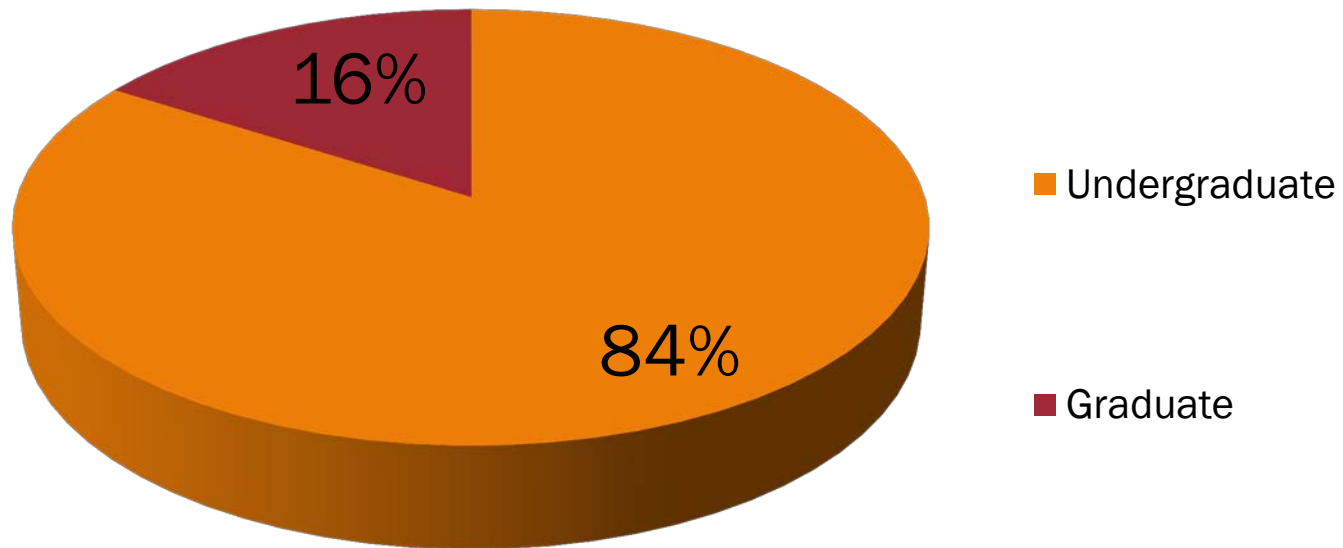
WHO CAN WE WORK WITH?

Bianca Boyd
Graduate Assistant,
International Services



TOTAL STUDENT POPULATION

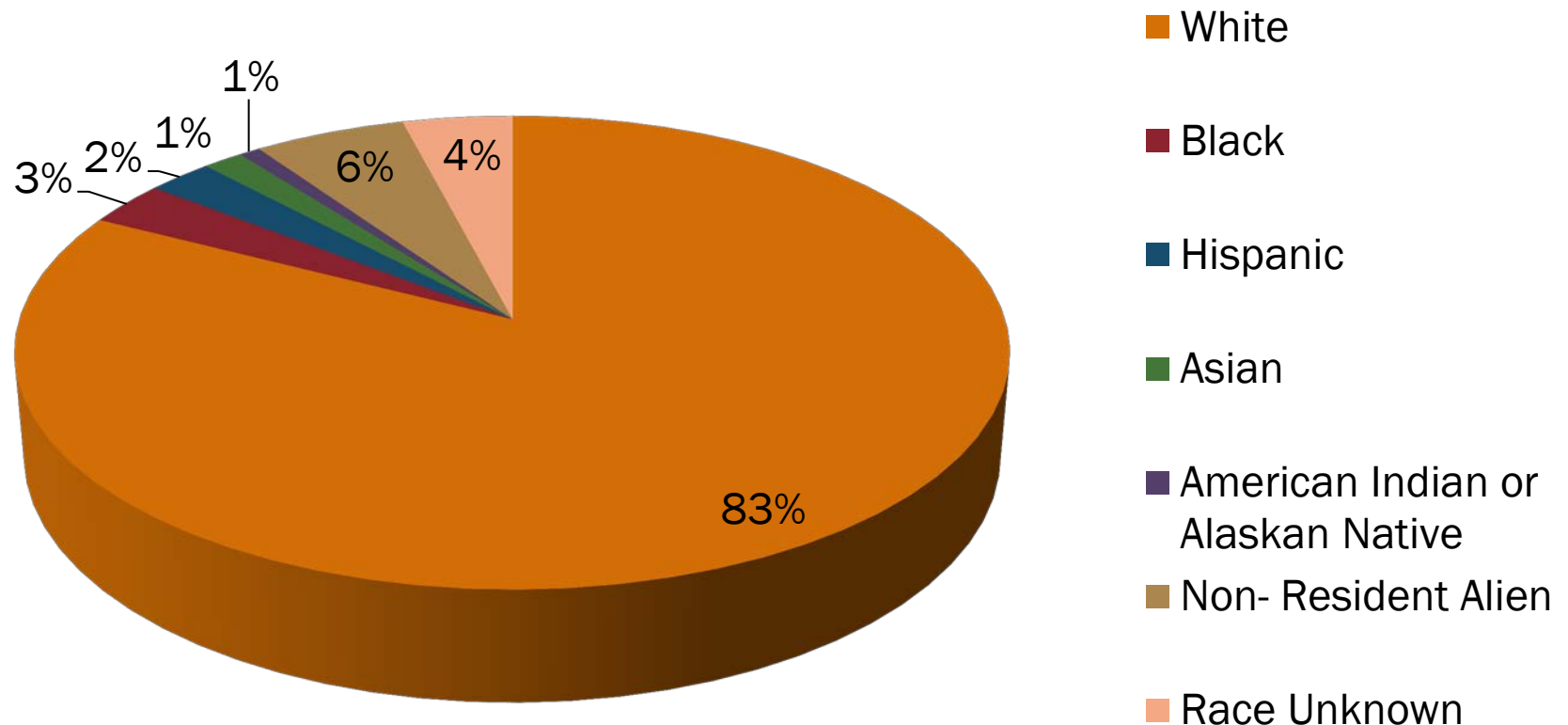
20,472 STUDENTS AT MSU - FALL 2010.



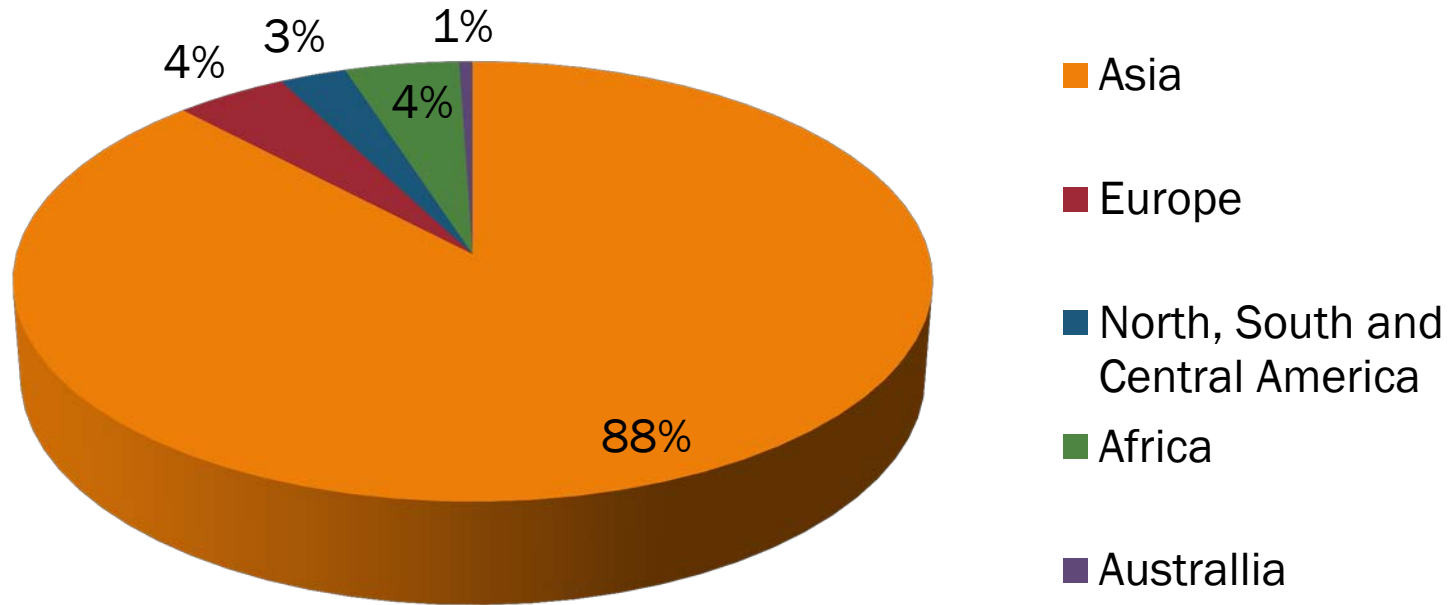
MULTICULTURAL STUDENT POPULATION

4998 DOMESTIC MULTICULTURAL STUDENTS

Student Ethnic Category



INTERNATIONAL STUDENT ENROLLMENT $\approx$ 1200



RESOURCES

- International Services (IS)
- Professional Education Unit
- Diversity Committee
- 7 Revolutions
- NASFA Intercultural Activity Tool Kit
- American Council on Education (ACE)

IS STRUCTURE



IS RESOURCES

- Classroom Visits and Lectures
- Access To International Students
- Immigration Knowledge
- Resource Center
- I-Pal

BUILDING COMMUNITY

- Intentional focus on international students from the start
- Mentorship
- Community Engagement
- Conversational Platform

BENEFITS

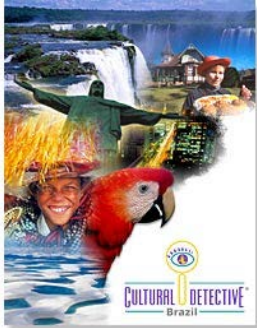
- Increase in enrollment
- Increase in retention
- Enhances the learning environment

BRAINSTORM POTENTIAL ACTIVITIES

WHAT CAN YOU
DO TO RAISE
CULTURAL
COMPETENCE IN
YOUR CLASSES?



RECOMMENDED SITES



<http://www.culturaldetective.com/welcome.html>



<http://www2.pacific.edu/sis/culture/>

CULTURE MATTERS

THE
PEACE CORPS
CROSS-CULTURAL
WORKBOOK

http://www.peacecorps.gov/multimedia/pdf/library/T0087_culturematters.pdf



What's Up With Culture ?



WELCOME !

RECOMMENDED BOOK

MANAGEMENT INTERNATIONAL CASES, EXERCISES, AND READINGS

Dorothy Marcic
Metropolitan State University

Sheila M. Puffer
Northeastern University

1994

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Minneapolis/St. Paul New York Los Angeles San Francisco