



Incognito Intercultural Competency Training

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Intercultural competency affects...



How we understand the Bible...

“We can easily forget that Scripture is a foreign land and that reading the Bible is a crosscultural experience. To open the Word of God is to step into a strange world where things are very unlike our own. Most of us don’t speak the languages. We don’t know the geography or the customs or what behaviors are considered rude or polite. And yet we hardly notice. For many of us, the Bible is more familiar than any other book. We may have parts of it memorized. And because we believe that the Bible is God’s Word to us, no matter where on the planet or when in history we read it, we tend to read Scripture in our own *when* and *where*, in a way that makes sense on our terms.”

Richards, E. & O’Brien, B. (2012).

Misreading Scripture With Western Eyes: Removing Cultural Blinders to Better Understand the Bible.

Illinois: InterVarsity Press.

Intercultural competency affects...

How we live, work,
and communicate
with people



FOCUS?

International students

Domestic students

Faculty

Staff

Community

Incognito because...


IDEAL:

- Campus-wide assessment
 - Campus-wide training
 - Ongoing development
 - International opportunity
 - Internationalization
- permeates every aspect of the university

REALITY:

- Limited budget (for training, travel, personnel)
- Little time in academic calendar
- Too busy
- Current opportunities sufficient
- Interested, but...

Intercultural competency learned in community

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- Relational
 - Supportive
 - Practical
 - Theoretical
 - Long term

Employee groups

Intercultural competency is complex and a developmental process. Therefore, training requires:

- Understanding of general and specific needs related to each group
- Flexibility with timing and schedule constraints of each area
- Strong support coupled with intrinsic motivation

High Contact	Moderate Contact	Low Contact
Student Life Admin Res Life Achievement Center & Career Services School of Theology School of Arts and Sciences (divided) School of Aviation School of Business & Technology School of Engineering (divided) Student Accounts Registrar Academic Secretaries Spiritual Life	School of Education* School of Nursing* School of Psychology & Counseling* Counseling Center* Bookstore IT Athletics Library UPD Facilities Services Mail Center/Print Shop Development *based on professional need more than contact	Financial Aid Houston Center Dallas Center President/Provost Office Quality Assurance Human Resources Marketing & Media Events/AFSC/Belcher Business Services (payroll, insurance) Admissions - Residential Admissions - Global

Sample Modules

	Objective	Format	Time	
Module 1	Relationship Building	<ul style="list-style-type: none"> - Coffee and snacks - Informal focus group 	45 minutes	<ul style="list-style-type: none"> - Identify themes - Follow up email with next steps
Module 2	Group Assessment	<ul style="list-style-type: none"> - Administer IES or IDI assessment - Present key concepts - Discuss group results 	1 hour	<ul style="list-style-type: none"> - Encourage ongoing conversation within group - Suggest Module 3 or 4 as next step
Module 3	Individual Assessment	<ul style="list-style-type: none"> - Private debrief of personal assessment results 	30-45 minutes	<ul style="list-style-type: none"> - Optional for most assessments - Required for IDI
Module 4	Specific Topics	<ul style="list-style-type: none"> - Staff meeting, training, workshop 	Varies	<ul style="list-style-type: none"> - Addresses felt needs - Can reveal need or desire for deeper training

	Residence Life	Student Accounts	Facilities Services	School of Aviation	New Faculty	School of Psychology
Format	Focus Group	Focus Group	Focus Group	Focus Groups (2)	Plan with Associate Provost	Email based on meeting insight
Identified	<i>Desire:</i> Training for staff and student leaders	<i>Key issues:</i> communication, time, money	<i>Key issues:</i> safety & communication	<i>Key issues:</i> English proficiency, learning styles	<i>Goal:</i> Indirectly infuse courses	<i>Need:</i> Better assessment tool for class unit
Next Steps	IES assessment for RD's & RA's	Special topics training	Special topics training	ESL Workshop	New faculty formation with support	IES and IDI presented
	CD Online tool	IES assessment	CD Online method training	IDI assessment	IDI assessment	Guest lecture, IDI assessment



Questions?
Comments?

Resources mentioned in this presentation:

IDI – Intercultural Development Inventory

<https://idiinventory.com/>

IES – Intercultural Effectiveness Scale

<http://www.kozaigroup.com/intercultural-effectiveness-scale-ies/>

CD Online – Cultural Detective Online

<https://www.culturaldetective.com/cdonline/>

For more ideas and resources, please email RebeccaHaesecke@letu.edu