



# Developing Intercultural Competence

Pre-Departure Orientation Module for  
Summer Study Abroad Programs



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# Overview of Contents

Module Purpose & Intended Benefits.....	3
Target Audience.....	3
Reading the Module Content.....	4
Key Concepts: .....	4
ICC Module Student Learning Objectives.....	5
Module Outline.....	6
Module Section 01: Preparing to Leave Notre Dame.....	8
Module Section 02: Motives & Expectations.....	10
Module Section 03: Identity - “My Cultural Lens” .....	13
Module Section 04 : Culture 101.....	16
Module Section 05: Intercultural Competence.....	23
Module Section 06: Navigating Intercultural Contexts.....	27
Explore the Individual Cross-Cultural Interactions Model.....	28
Module Section 07: Goals.....	30
Module Section 08: After Study Abroad - Re-entry.....	32
Module Section 09: Conclusion.....	34



# Module Purpose & Intended Benefits

The pre-departure orientation module for short-term summer programs is designed to prepare study abroad students for their experiences abroad. The intercultural competence (ICC) module is intended to provide students with a base to develop their knowledge, skills, attitudes and behaviors in relation to intercultural learning prior to departing for the study abroad host country.

Recent studies indicate that pre-departure orientation is a key component in short-term study abroad programs that aim to develop global citizenship in student participants. (Sherman, 2020).

This module includes some instructional materials adopted from NDI's Sakai Course, Study Abroad 102 within NDI's Compass Course for semester study abroad programs but primarily includes new ICC-oriented materials. The content is intended to be relevant and realistic for short-term study abroad students to digest and engage with.

Although modeled after the existing intercultural competency learning objectives for semester programs, the objectives for this module were developed to target summer program participants, whose needs as short-term study abroad students differ in comparison to semester program participants.

## Target Audience

This module was designed for University of Notre Dame undergraduate students of all majors of study pursuing short-term summer study abroad programs through Notre Dame International. Short-term summer programs at NDI currently include 17 different study abroad programs to the following countries: Brazil, Chile, China, England, France, Greece, India, Ireland, Israel, Italy, Poland, and South Africa.

While designed for students, the contents of the module may also be useful for trip leaders and faculty members seeking to further promote intercultural learning and development for students within study abroad programming.



# Reading the Module Content

This module was developed with considerations for implementation via Canvas, the web-based learning management system.

This content for the module is presented in a format similar to how it may be organized in Canvas. The final module appearance will vary in practice and is dependent on the Canvas course design.

## **Each module section contains the following:**

- Module objective(s) and guiding questions
- Learning content (warm-ups, instruction, and exit ticket activities)
- Optional materials for further student engagement
- Recommendations and suggestions for implementation

## Key Guiding Concepts for Objectives

### **Ethnocultural Reflection**

Ethnocultural reflection refers to the reflection that individuals must engage in to develop personal growth and understanding when confronted with cultural differences.

This reflection process is linked to the “Intercultural Adaptation” phase within Dr. Milton J. Bennett’s framework, the Developmental Model of Intercultural Sensitivity (DMIS). According to the DMIS, individuals experience and engage in cultural difference by undergoing a shift from ethnocentrism to ethnorelativism - having a worldview of one’s own culture as central to reality to then supposing that cultures must be understood relative to one another.

### **Social Responsibility**

Social responsibility refers to the sense of responsibility or values that one assumes, signifying personal ideals that endorse the wellbeing of society by being empathetic and helpful to others, promoting social justice and human rights, and supporting environmental sustainability.

### **Purposeful Immersion**

Purposeful immersion refers to mindful engagement and the social interactions individuals have with others in the host country. Acting with cultural humility and a willingness to learn, individuals may further their understanding of others by acknowledging the ways in which cultural values and structural forces impact experiences and opportunities.



# Module Student Learning Objectives

## **Ethnocultural Reflection Objectives:**

1. Summarize at least three key elements of your identity
2. Define concepts of bias, privilege, and generalization

## **Social Responsibility Objectives:**

1. Define Intercultural Competence (ICC):
2. Articulate the value of ICC in relation to engaging with others and how it can be used across global environments

## **Purposeful Immersion Objectives:**

1. Describe a potential cultural challenge they may encounter
2. Provide at least one strategy for how to respectfully handle the situation



# Development of the Module Outline

The outline for this module was modeled after the online pre-departure course for NDI semester programs and adapted to focus primarily on intercultural competence development for summer program participants. Although additional sections were added to the course outline, the module is intended to be succinct and encourage engagement.

## **Semester Study Abroad Sakai 102 Course Outline:**

1. Introduction
2. Goals and Managing Expectations
3. Cultural Adjustment and Understanding Differences
4. Coursework and Academic Policies
5. Returning to the U.S. and Notre Dame
6. Wrap-Up
7. Closing Assessment
8. Certification

## **Short-Term Study Abroad Pre-Departure Online Course Outline:**

1. Introduction
2. Motives & Expectations
3. Identity
4. Culture
5. Intercultural Competence
6. Navigating Intercultural Contexts
7. Goals
8. Re-entry
9. Conclusion

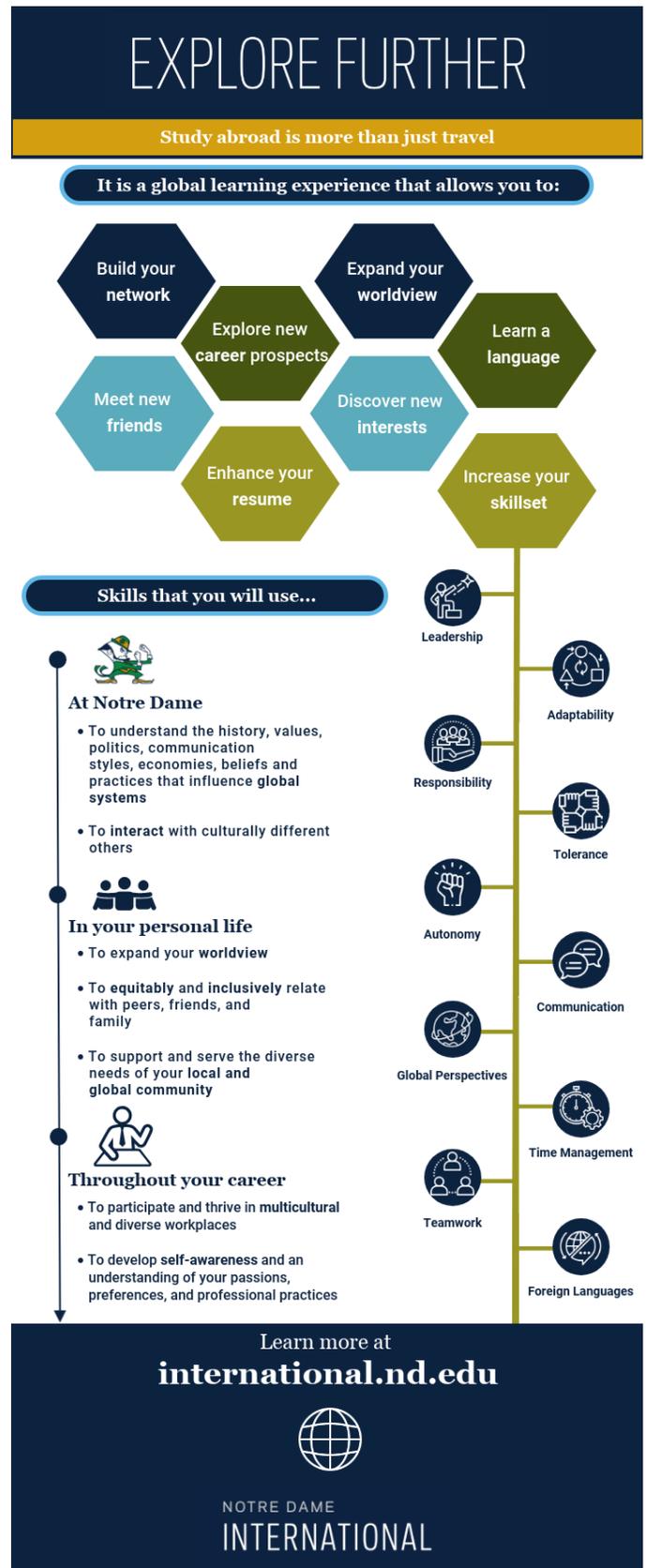


# Welcome to Pre-Departure Orientation Training

This online training is intended to prepare you for your upcoming study abroad experience. Within this module, you will explore various topics related to learning about cultures and identities as they will have an impact on you and your study abroad.

In this pre-departure training module, you will develop foundations for learning valuable tools, knowledge to help you build your cross-cultural skills and maximize your summer experience. The skills and attitudes you develop will help you go beyond and have a more meaningful learning experience and will also be applicable to your future learning, personal life, and career.

This visual provides an overview of the numerous benefits of cross-cultural learning.



# Section 1: Preparing to Leave Notre Dame

Welcome to pre-departure orientation! It's time to get ready for your study abroad experience!

**Guiding Question:** What is the purpose of this training?

## **Introduction:**

This training module was designed to be short, informative, and engaging for you and is intended to help you develop skills and understanding to maximize your upcoming study abroad experience.

The following key concepts are important for you to know as they are the foundation for learning objectives by NDI

## **What is the purpose of this training?**

In support of [NDI's Mission Statement](#), this training module has been designed to be short, informative, and engaging for you. It is intended to help you develop global skills and understanding and maximize your upcoming experience abroad by preparing you for cross-cultural engagement.

## **Learning Goals (Instruction)**

The following key concepts are background information for NDI's study abroad learning objectives. In other words, what we expect you to learn during your study abroad.

### *Ethnocultural Reflection*

Ethnocultural reflection refers to the necessary reflection individuals must undergo to develop personal growth and understanding when faced with cultural differences.

### *Social Responsibility*

Social responsibility refers to the sense of responsibility or values that one may have in support of the wellbeing of society. This involves being empathetic and helpful to others, promoting social justice and human rights, and supporting environmental sustainability.

### *Purposeful Immersion*

Purposeful immersion refers to mindful engagement and the social interactions individuals have with others in a host country. When acting with cultural humility and a willingness to learn, individuals may further their understanding of others by acknowledging the ways in which cultural values and structural forces impact experiences and opportunities.

## **Recommendation:**

Present written text for instruction with accompanying audio recordings so students may choose whether they want to listen/read.



# Section 1: Preparing to Leave Notre Dame

## Instruction Continued:

With these concepts in mind, NDI has laid out the following learning goals for your summer study abroad and for this module. Please review these as you move forward with this training and your study abroad experience.

	ETHNOCULTURAL REFLECTION	SOCIAL RESPONSIBILITY	PURPOSEFUL IMMERSION
Guiding Question	Who am I?	What is my purpose?	How will I engage?
Summer Program Objective	Recognize how your identities influence your perception of different beliefs, values, and practices.	Examine your motivations during study abroad and identify your moral obligation to engage ethically with the environment, and others, including underrepresented, minority, or indigenous peoples.	Respectfully and intentionally <b>interact</b> with the local community and interpret such interactions with understanding and awareness of the host country's history, values, communication styles, economy, beliefs or practices.
Pre-Departure Training Objective	<div style="display: flex; justify-content: space-between;"> <div>Summarize at least three key elements of your identity</div> <div>Define concepts of bias, privilege and generalization</div> </div>	<div style="display: flex; justify-content: space-between;"> <div>Identify one personal goal related to intercultural competence or communication</div> <div>Articulate the value of ICC in relation to engaging with others and how it can be used across global environments</div> </div>	<div style="display: flex; justify-content: space-between;"> <div>Describe a potential cultural challenge they may encounter</div> <div>Provide at least one strategy for how to respectfully handle the situation</div> </div>

## Recommendation 2:

Present objectives using a video/slides

## Exit Ticket:

[Short-answer text submission]

Submit a response to the following question:

What are three things you are most excited about for your upcoming summer abroad?

## Suggestion:

Provide options for the submission format. Consider allowing students to upload a text submission, record audio, or upload a drawing that represents your answers.



## Section 2:

### Guiding Questions:

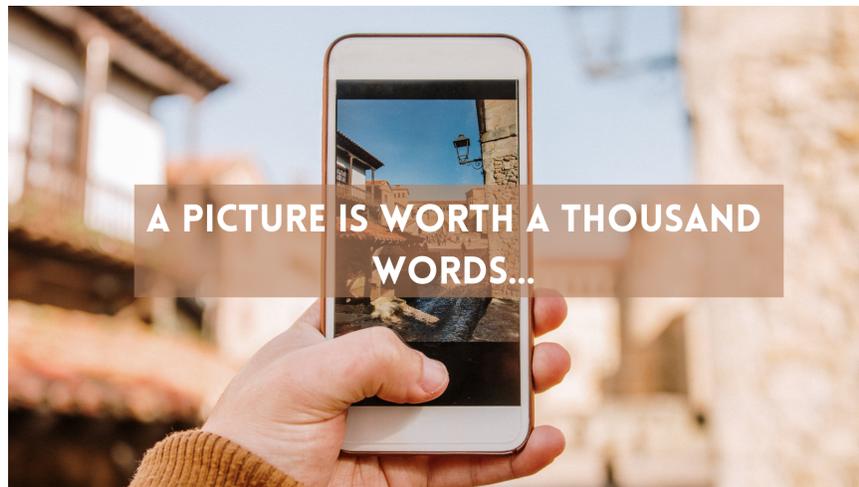
- Why did I decide to study abroad?
- Why did I select this program?
- What are the rewards of study abroad?

### Introduction:

As you prepare to leave Notre Dame for your host country this summer, consider the following questions:

- Why did you decide to study abroad?
- Why did you select your program?
- What are the rewards and benefits of studying abroad?

### Warm-up:



Imagine you can't take a camera with you this summer. What two things might you bring home from study abroad that you cannot pack in your suitcase or capture on your phone?

Try to think of intangible things such as skills, knowledge, attitudes, or experiences. These may be personal, professional, or academic developments. Some examples may include friendships, communication skills, cultural knowledge about your host country, or increased confidence.

*[insert text-submission box for short-answer responses]*



# Section 2: Motivations & Expectations

## **Instruction:**

*[Insert visual with diverse motivations for study abroad, collected from NDI alumni testimonials]*

This visual is a collection of motivations shared by other Notre Dame students who have participated in a variety of NDI programs.

With your study abroad departure date approaching soon, you may be experiencing a variety of different feelings about your upcoming experience abroad. These thoughts or feelings may range from excitement to nervousness.

## *Recommendation:*

*To further develop this section, expand on probing for students' expectations. Students that get the most out of study abroad have realistic expectations of themselves, the program, and the host country. The topic of managing expectations should be revisited to address privilege and counter unrealistic expectations. Discussing this may be better suited to in-person instruction and facilitation.*

## **Exit Ticket:**

Refer back to the visual containing other Notre Dame students' motivations for studying abroad. Do you relate to any of the motivations represented here?

- If so, which quote resonates with you the most?
- If not, what is your unique motivation for studying abroad?

Upload your response to the following submission form

[insert text-submission box for short-answer responses]



# Section 2: Motivations & Expectations

## **Optional:**

Consider the questions presented at the beginning of this section:

- Why did you decide to study abroad?
- Why did you select your program?
- What are the rewards and benefits of studying abroad?

You will likely be asked about your study abroad experience in the future by friends, family members, colleagues, and even employers!

Make a list of your current motivations and expectations.

- Why are you going?
- What made you want to apply in the first place?
- What do you hope to gain?

Document and save your answers to these questions as you may want to revisit them in the future and see how they might have changed (that's okay!) or what you accomplished!



# Section 3: Identity

## Guiding Question:

What are my values, beliefs, and identities?

## Introduction:

In this section, you will explore your identity, values, and your beliefs. Understanding your own identity and who you are at home and abroad is essential to understanding and learning about others. Furthermore, your identity will influence how you perceive your host country and its people and it is important to understand this before you arrive in your host country.

## Warm-up:



Watch the following video, "[Hello](#)" (3 minutes long) and consider the following question:

When, where, or with whom do you feel most like yourself?

## Instruction:

There are numerous pieces that can contribute to a person's identity and one individual can have multiple identities. These bits and pieces come together to make us who we are as groups, societies, and individuals.

Even within groups where people share a common identity, an individual's social experiences may vary due to the unique identities that distinguish them from others. As various aspects of identities (like the ones referenced in the image) overlap, they can contribute to systemic oppression and discrimination experienced by individuals. In examining this intersection of identities, or "intersectionality", it is important to acknowledge that everyone has their own unique experiences of discrimination and oppression and we must consider any identifying factors that can marginalize people. By failing to do so, we are failing to acknowledge reality.

Definition on intersectionality drawn from [Womankind Worldwide](#).



# Section 3: Identity

Present visual of intersectionality with identity wheel

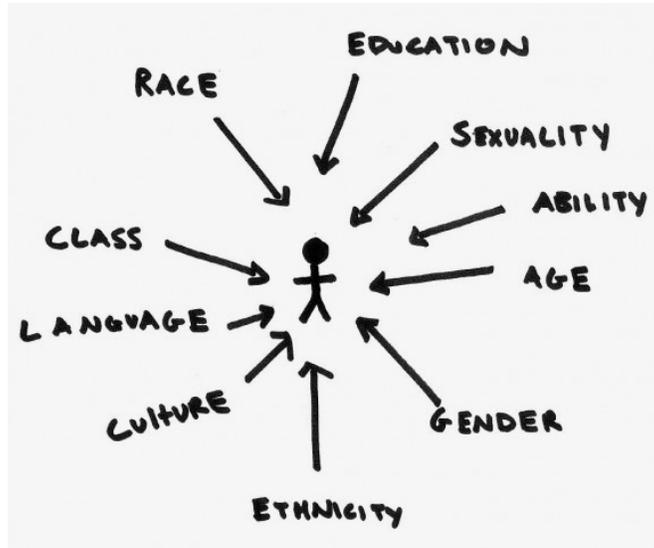


Image Source

## Exit Ticket:

[Present as a quiz]

Look at the categories listed below that may make up your identity. Which five are most important to you and how you perceive the makeup of your identities.

- Political affiliation
- Family Heritage
- Friends
- Community Groups
- Religion/religious beliefs
- Sexual Orientation
- Dietary Preferences
- Hobbies
- Learning Style
- Objects/Possessions
- Ethnicity
- Language
- Family size and composition
- Personality
- Geographic location
- Education
- (Dis)ability
- Age
- Race
- Gender
- Socioeconomic Status
- Birth day/month
- Nationality
- Organizational Role
- Work experience
- Other \_\_\_\_\_ (Write-in)



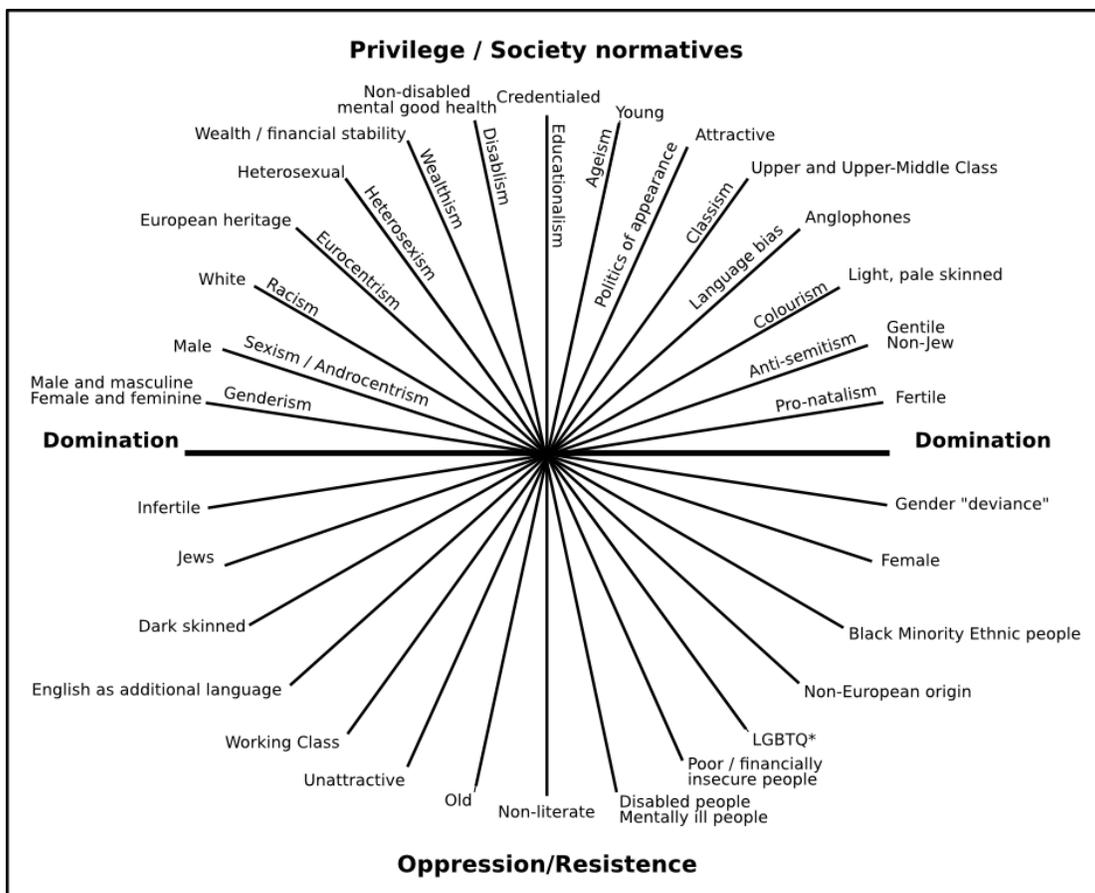
# Section 3: Identity

## Optional:

Additional questions to consider:

- What identities do you think about most often?
- What identities do you think about least often?
- What identities would you like to learn more about?
- What identities have the strongest effect on how you perceive yourself?
- What identities have the greatest effect on how others perceive you?

Complete the Privilege Identity Wheel



Adapted by Natalya D. From Morgan, K. P. (1996). Describing the Emporaro's New Clothes: Three Myths of Education (In)Equality. In A. Diller (ed). The Gender Question in Education: Theory, Pedagogy & Politics. Boulder, CO: Westview.



# Section 4: Culture

## Guiding Question:

What is culture?

## Introduction:

In this section, we will explore numerous approaches to defining “culture”. We will also examine how culture impacts the way we interact with others and perceive information.

## Warm-up:

Language is just one aspect of culture that not only provides a means for communication but also heavily influences how we understand one another and navigate our daily lives.

Did you know that the way animal sounds are described can also vary in different languages?



**Tip:** You may or may not know the language in your host country, but it is a good idea to at least learn basic phrases or customs to interact respectfully with locals in the host community.



# Section 4: Culture

## Instruction:

### Defining Culture

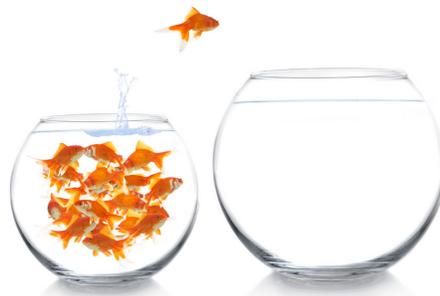
The following analogies might be used to define culture. One is not better than another, and all provide a different perspective to understand what culture really means.

### **A fishbowl is a metaphor for a worldview.**

Imagine a fish that lives in a bowl. This fish's entire reality is based on its life lived within the bowl. One day, the fish gets thrown into the ocean and its entire perspective on life changes as it suddenly has new surroundings.

Our individual worldviews consist of the way we do things, how we see ourselves, other people, the world, life, our place in it, and how things are and should be. All of this is built from our experiences, history, philosophy, values, and beliefs. Our realities and what we know and consider to be true is a product of what we have been taught and conditioned to understand in our environments. If you move from one culture to another, the values, beliefs, or practices may drastically vary. One is not better than the other. When you are open to learning about other cultures, you can widen your perspectives and learn new ways of doing and thinking. The first step to understanding life is to understand that we know so little about it. ([Source: Hunter Schoepflin](#))

Culture is life in a fishbowl



# Section 4: Culture

## Culture is like an onion

One way to view culture is like an onion, that can be peeled layer by layer. You cannot see the core or the heart of the onion until you pull off the outer layers. Imagine the entire onion as “culture” and each of the layers represents the many levels that influence our culture.

### The Outer Layer

- Explicit products
- Language, food, buildings, clothes, art; etc.
- Symbolic of a deeper layer of culture
- Prejudices often start at this level

### The Middle Layer

- Norms and values
- What is ‘right’ and ‘wrong’ (norms)
- Written laws or societal control
- What is ‘good’ and ‘bad’ (values)
- How I should behave (norms) vs. how I aspire to behave (values)

### The Core

- Assumptions about existence
- The most basic values by which a society lives
- Unconscious and obvious
- Taps into the core of our existence i.e. survival
- Changes in culture will often happen when survival of a community is at stake

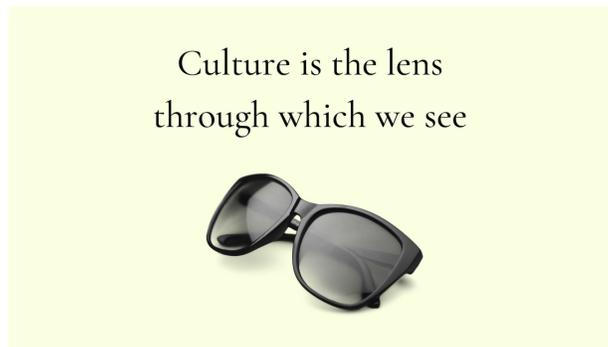


# Section 4: Culture

## **Cultural lenses are like sunglasses**

Culture is like a pair of sunglasses through which we perceive the world. Sunglasses are also a tool that we carry with us to help us see but if not put to use, they will not alter or shape the way we see and understand what is around us. It is the way in which we communicate with others, it is the way we dance, it is the way we eat and it is the way how we express ourselves. It is how we give meaning to the things that we love and the choices that we make. We all wear cultural lenses when we interpret a situation.

Our lenses are formed by the culture(s) in which we live. These lenses filter the world for us and help us to make decisions as to what is right or wrong, acceptable or unacceptable. We all have a slightly different type of lens filtering our world which means that those with different colored lenses, can and will see things differently to us.



## **Understanding Culture is like exploring an iceberg**

Culture is like an iceberg. There is more to it than we can see. Culture is more than what we see; in fact, the most important aspects of culture are typically not visible (i.e. ideas about what is right and wrong and fundamental beliefs). When you engage with a new culture, the first things you will encounter are surface-level. Like the iceberg, this is what you see on the outside but if you were to swim down deep below the surface of the water, you can learn and discover so much more. Some things, without the right tools, are beyond our reach and discovering the deeper parts of culture or the iceberg requires a lot of time and energy to do so.



# Section 4: Culture

## **Culture is like a tree**

Just like a tree, culture is strong, deep rooted, slow growing, but always changing.

A tree is a part of a bigger ecosystem that shapes and impacts its growth and development.

Shallow culture is represented in the trunk and branches of the tree while we can think of surface culture. Deep culture is like the root system of a tree. It is what grounds the individual and nourishes their wellbeing.



# Section 4: Culture

## Exit Ticket:

Look at the following two memes. Can you read the first one? If so, consider what it has to do with culture. If not...

3573 M3N54J3 35 94R4 D3M057R4R L45  
C0545 74N INCR3I8L35 QU3 9U3D3  
H4C3R NU357R0 C3R38R0. 5I L06R45  
L33R 3570 9U3D35 53N7IR73  
0R6ULL050 D3 7U IN73LI63NCI4, Y4  
QU3 50L0 CI3R745 93R50N45 L0  
L06R4N. 35T0 53 D383 4 QU3 3L  
H3M15F3R10 D3R3CH0 D3L C3R38R0  
450C14 L05 51M80L05 94R3C1D05 4 L45  
L3TR45 QU3 C0N0C3M05 N0RM4LM3NT3  
Y 451 L06R4M05 L33R C0N F4C1L1D4D.

Can you read this one? Is this one easier to read? What about culture helps us to read this one?

THIS M3554G3  
53RV35 T0 PROV3 HOW OUR M1ND5  
C4N D0 4M4Z1NG TH1NG5!  
1MPR3551VE TH1NG5!  
1N TH3 B3G1NN1NG 1T W45 H4RD BUT NOW,  
0N TH15 L1N3 YOUR M1ND 1S R34D1NG  
4UT0M4T1C4LLY W1TH 0UT 3V3N  
TH1NK1NG 4B0UT 1T, B3 PROUD!  
0NLY C3RT41N P50PL3  
C1N R34D TH15

Our minds interpret a lot of things every day, constantly. They make sense of the world around us. They do this by recognizing patterns, putting information into templates that are familiar to us.

Obviously, when we enter a new culture, the rules are different. The patterns are different, the templates unfamiliar. Our inability to make sense of what's happening around us can cause us to feel disconcerted, maybe to lose confidence. Our past knowledge, from another place, can cause confusion. It can lead us to think we understand what we really don't, to fail to see what is really there or to miss important information ([Source](#)).



# Section 4: Culture

## Exit Ticket:

*Meme Translation:*

Spanish:

*Este mensaje es para demostrar las cosas tan increíbles que puede hacer nuestro cerebro. si logras leer esto puedes sentirte orgulloso de tu inteligencia, ya que solo ciertas personas lo logran. esto se debe a que el hemisferio derecho del cerebro asocia los simbolos parecidos a las letras que conocemos normalmente y asi logramos leer con facilidad.*

English:

*This message serves to prove how our minds can do amazing things! Impressive things! In the beginning, it was hard but now, on this line, your mind is reading automatically without even thinking about it. Be proud! Only certain people can read this.*

[Insert Submission Box]

Search for a meme or make your own and upload it with a description of what cultural context surrounds the meme.

## Optional:

Map Drawing Activity

Without looking anything up, draw a map of the world. Once you're done, consider the following questions: What is the most central part of your map drawing? What did you include or exclude? Consider the relative size of continents and which are labeled. Which continents have the most or least detail?

Consider how people from other cultures might describe the U.S. or Americans. Have you ever heard or read anything about U.S. culture that you felt was inaccurate?

Explore the culture of your study abroad host country. Read online, blogs, etc. Here is one great resource.



# Section 5: Intercultural Competence

## Guiding Question(s):

- How do culture and identity interrelate?
- How does my own culture inform my perceptions of other people and cultures?
- What is intercultural competence and why does it matter?

## Introduction:

In this section, we will explore and combine the topics of culture and identity from the previous two sections and seek to understand how culture informs our perceptions of other people and cultures. Additionally, we will explore the term “intercultural competence” and how it applies to our daily lives.

## Warm-Up:

### What is culture shock?

Commonly experienced by travelers, expats and exchange students, “**culture shock**” describes the impact of moving from a familiar culture to an unfamiliar one.



Climate



Food



Language



Dress



Values



Etiquette and behavior

...can all contribute to culture shock.



# Section 5: Intercultural Competence

## Instruction:

### *Generalizations*

A cultural generalization is a statement about a group of people. For example, saying that U.S. Americans tend to be more individualistic compared to many other cultural groups is an accurate generalization.

Generalizations are a natural part of human perception as we tend to categorize things. For example, horses may be assigned to the category of domestic work animals whereas we may categorize a cat or a dog as a pet. Horses may also belong to the category of food animals in some cultures. These associations are normal as we seek to understand.

### *Stereotypes*

Cultural generalizations can become stereotypes when they are spoken or applied definitively to individuals from a group. For example, saying that a particular person must be individualistic because they are a U.S. American would be a stereotype.

The basic formula for a stereotype might look like “All people of Group X are...” or “if you are a member of X, then you must have the general qualities of X.” This can also be viewed individually. For example “ A person from group X exhibited this behavior, so all people from group X must behave or think this way.

### *Cultural Bias*

Cultural bias is the process where we tend to judge other things or people based on our own cultural preferences or what we consider to be normal in a given culture. Cultural biases may occur unconsciously when we interact with a foreign cultural environment and should be challenged as they lead to misconceptions, biases, and beliefs towards other people, communities, or countries that can lead to harm. Through reflection and a willingness to learn, we can recognize our cultural biases and choose to alter our thinking.

(16 unconscious bias examples and how to avoid them in the workplace)

Stereotypes should also be avoided and we should refrain from making stereotypical assumptions about others because they contribute to misunderstanding and can create conflict. However, examining broad generalizations may help us in better navigating our interactions in cultures that are different from our own because it can help us to understand what makes two given cultures different and what actions or ways of thinking may need to be understood to better collaborate. (source)

### *Intercultural Competence*

Developing intercultural competence involves critically analyzing stereotypes, generalizations, and cultural biases to better understand diverse cultures and their values, beliefs, and practices.



# Section 5: Intercultural Competence

## Exit Ticket:

Watch this [HSBC advertisement](#)

(another video or scenario that shows behavior that may be considered [in]appropriate in another culture could alternatively be used here.

Generalizations and stereotypes can happen in one culture or across cultures. The questions below contain examples of stereotypes and generalizations. Answer the following true/false questions to determine which are generalizations and which are stereotypes:

1. True / False The man in the video would prefer to eat fish and chips.

*Explanation: False: this is a stereotype. Assuming the behavior of one individual because they belong to a group of people is a stereotype. Assuming that all British people would behave similarly in the situation from the video or have certain preferences is an assumption based on a stereotype.*

2. True / False Humans read language from left to right.

*Explanation: False: this is a cultural bias. While many Western languages, like English, French, Spanish, German, are read from left to right. Eastern languages such as Arabic or historic Chinese are read right to left.*

3. True / False U.S. Americans tend to value independence

*Explanation: True: this is a generalization that matches other common themes in U.S. culture such as self-reliance and individual achievement. These are common values in the U.S. but maybe interpreted or valued differently from one individual American to another.*

4. True / False Students who eat in the North Dining Hall at Notre Dame don't like the South Dining Hall\*.

*Explanation: False, this is a stereotype about students' behavior. Choosing to frequent a location does not equate to being part of a certain group or mean that a particular behavior or attitude will be exhibited.*

*\*\*Note: This question may be best developed by someone who works at ND. This question was influenced by this blog.*

5. True / False Students studying abroad on summer programs cannot immerse themselves in culture as much as students on semester study abroad programs

*Explanation: False: this is a generalization. While Summer programs tend to be shorter in comparison to semester programs, research indicates that summer programs have an impact on student's development of global awareness and leadership skills. If proactive and intentional about your experience, students can achieve growth even in a short time.*



# Section 5: Intercultural Competence

## Optional:

[Project Implicit](#) - Take tests to discover your implicit associations and understand your attitudes and potentially stereotypical views.

[Read more](#) on the wide-spread social implications of stereotypes.

[How to Result Cultural Conflict: Overcoming Cultural Barriers at the Negotiation Table](#)

[10 Examples of Ethnocentrism to Help you Understand it Better](#)

[5 ways to Eliminate Cultural Bias and Succeed in Your Career](#)

[Stereotypes and Generalizations](#)

[Overcoming Racial Stereotypes by NDI](#)



# Section 6: Navigating Intercultural Contexts

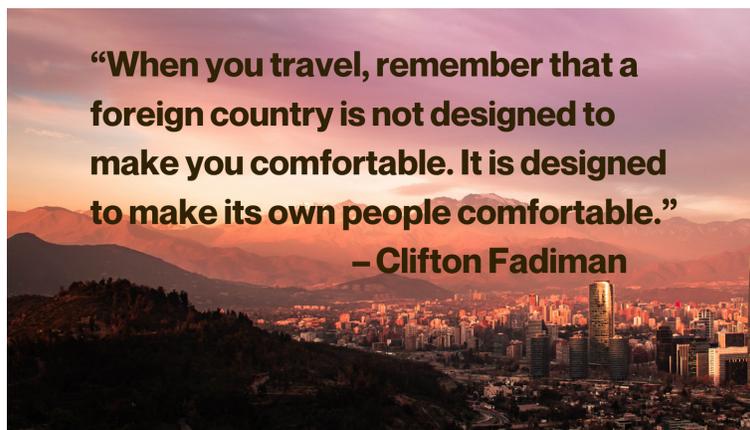
## Guiding Question(s):

How do I interact with others? How do I approach cultural challenges?

## Introduction:

In this section, you will further examine how you interact with others and assess approaches for cultural challenges.

## Warm-Up:



## Instruction:

### *Intercultural Competence*

Intercultural competence is the ability to effectively function across cultures, to think and act appropriately, and to communicate and work with people from different cultural backgrounds – at home or abroad. This ability is a valuable asset in our increasingly globalized world because we are more likely to interact with people from other cultures or countries who may have differing values, beliefs, experiences, than our own. ([source](#)).

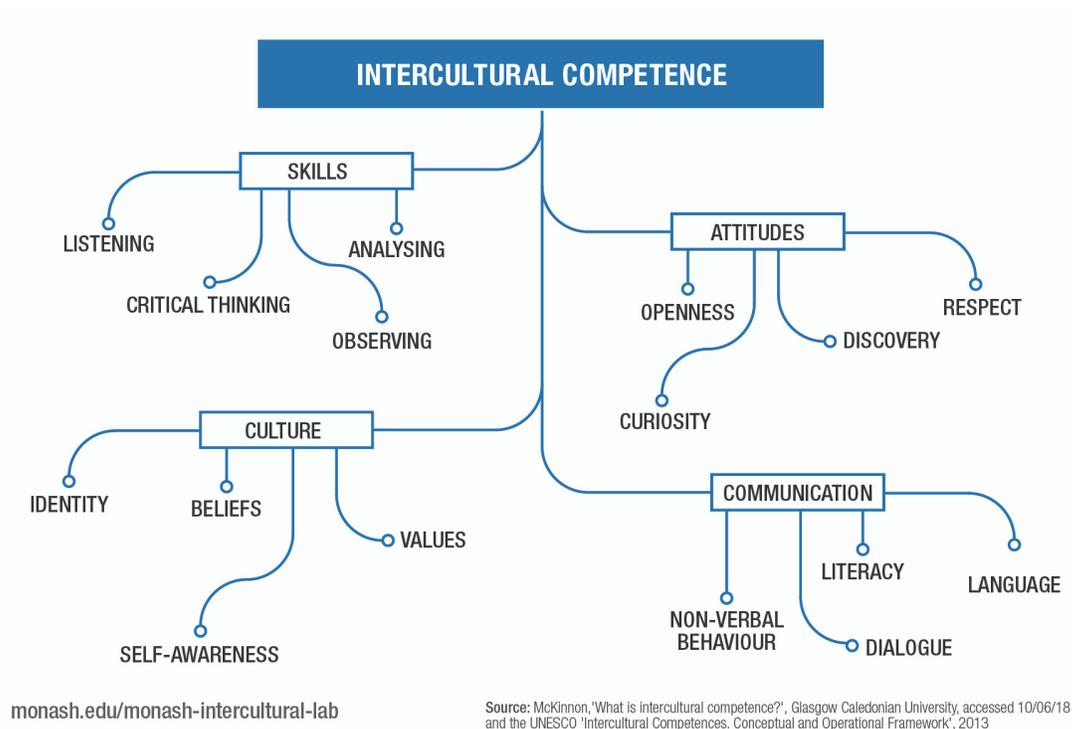
### *Cultural Humility*

The lifelong process of self-reflection and self-critique by which an individual begins examining their own beliefs and cultural identities to learn about another's culture. ([source](#)).



# Section 6: Navigating Intercultural Contexts

## Exit Ticket:



The chart above provides examples of critical skills, attitudes, aspects of culture, and communication tools for developing intercultural competence (ICC).

Read the following scenarios and for each one, identify at least two ICC tools (skills, attitudes, culture, or communication) that you might employ to successfully navigate the situation. There are multiple ways a person might approach these situations, consider how you would respond. The goal is not to provide any “right” answer but identify the key intercultural tools you would use. You may consider both your possible thinking or actions in the given situation.

Upload your answers as a text submission for this assignment.

### Example:

Scenario - “You’re at the bank in your host country and you need to exchange currency, but you don’t speak the local language”

### Example response:

I might use a language assistance apps or a dictionary to help me translate what I need to say to the bank teller to assist me with my transaction. I could also write my request down in advance and provide a note to the teller to ask for help. From there I could try to use hand motions to further help me communicate. This response would utilize literacy, language, and non-verbal behavior - all communication tools.



# Section 6: Navigating Intercultural Contexts

## **Scenario 1:**

*A street vendor in your host country approaches you and tries to sell you one of their products. They then offer to give you one of their products as a free gift for being a guest in their country and their new friend. After giving you the “gift”, the vendor demands that you pay them a small fee for the gift.*

## **Scenario 2:**

*It's a very hot day and after being seated at a restaurant, you ask for a glass of ice water. The server brings you a glass of plain water. You request some ice again and the server gets angry and storms away from the table.*

## **Scenario 3:**

*A stranger approaches you on the street in your host country and points their cell phone directly at you. You see their cell phone flash and realize they have just taken your photo.*

## **Scenario 4:**

*A new friend you made in your host country invites you to their house for their birthday party. They tell you to arrive at 5pm. You get to the party at 5pm with a gift and a dessert but no one is home. You call your friend and they say they'll be home soon. Finally at 7pm, your friend arrives home and greets you excitedly and welcomes you inside but never says anything about the time or you had to wait for them.*

## **Optional:**

### Suggestions for culturally intelligent responses

Explore the [Individual Cross-Cultural Interactions Model](#)

#### Cultural Identity:

As you engage across cultures with another individual, consider these reflective questions:

- Given the aspects of your own cultural identity, how would you describe your deeply held values?
- Given the aspects of the other person's cultural identity, how might they describe their deeply held values?

#### Cross-Cultural Approach

As you engage across cultures with another individual, consider these reflective questions:

- How are you responding--behaviorally (verbal and non-verbal communication), cognitively, and emotionally?
- How might they be responding--behaviorally (verbal and non-verbal communication), cognitively, and emotionally?



# Section 7: Goals

## Guiding Questions:

- What are my goals for my time abroad?
- What do I want to take away from this experience?

## Introduction:

In this section, you will identify your personal goals for your time abroad by asking yourself what you want to take away from this experience.

## Warm-up:

To provide you with an example goal, here is one for Notre Dame International, taken from our organization's 2020-2021 Strategic Plan for our organization. This training module is one step in helping us achieve this long-term goal.

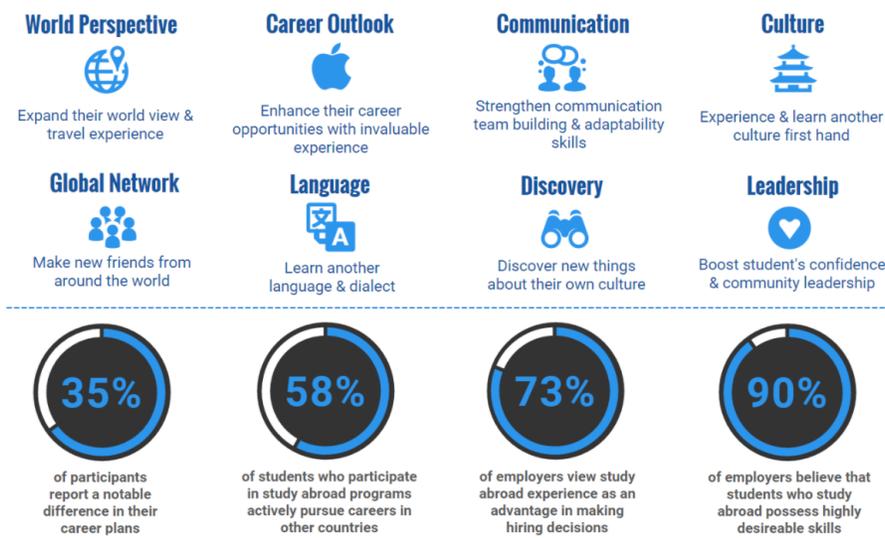


**Notre Dame International**

*Strategic Goal:*

Advance Notre Dame's leadership in the field of global education through training and development.

Additionally, below are some examples of the benefits of studying abroad.



SOURCES: AMERISPAN . FRONTIERS JOURNAL.



# Section 7: Goals

## Instruction:

As you get ready to embark on your study abroad journey, we encourage you to be intentional about your study abroad experience. Before you begin this life-changing experience it is important for you to set goals for yourself.

The following categories are examples of different types of goals in three categories: academic, professional, and personal.

Read through the example goals. Can you relate to any of them?

### Academic

- Learn more about other cultures
- Study a foreign language
- Diversify my degree coursework

### Professional

- Increase my readiness for global career opportunities
- Practice networking with others
- Develop my cross-cultural communication skills

### Personal

- Make friends and build relationships
- Travel outside the U.S. and my home culture
- Increase my confidence and independence

## Exit Ticket:

[short answer submission]

Considering the example goals you just viewed, which one(s) resonate with you the most? Write at least one goal for your study abroad experience. Which categories do your goal(s) fall into?

This may be a good time to jump back to section two and reconsider your motivations for studying abroad as they may help you in clarifying your goals.

## Optional:

Write numerous goals, one for each category and keep them somewhere you can revisit in the future.

Review tips for documenting your experience abroad such as [keeping a journal](#) or a [blog](#) to reflect on your experiences and your goals throughout your study abroad.



# Section 8: After Study Abroad - Re-Entry

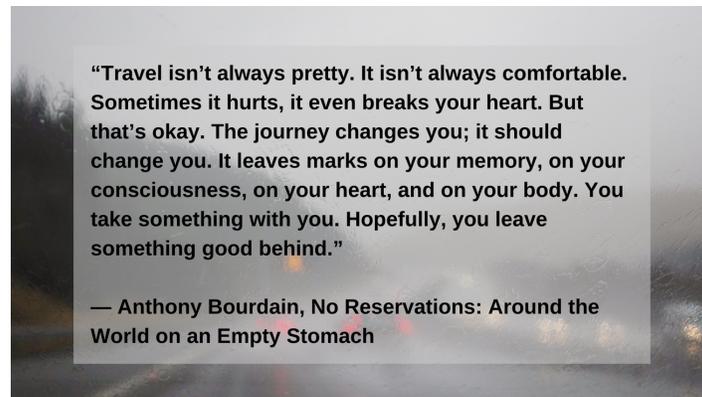
## Guiding Question:

What can I expect after studying abroad?

## Introduction:

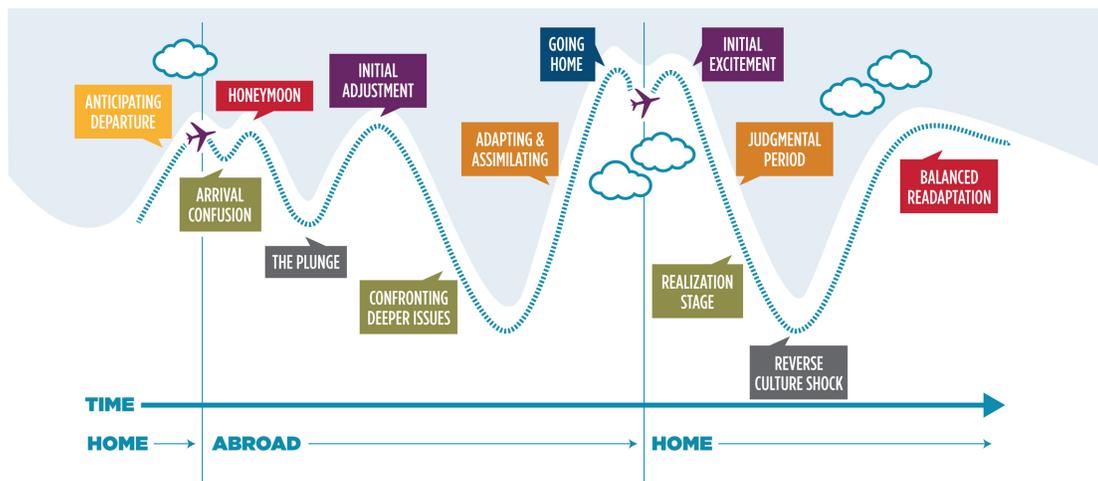
In this section, you will further explore some of the challenges of navigating intercultural contexts, including returning home to the U.S. and Notre Dame.

## Warm-up:



## Instruction:

It may seem early to be thinking about returning when you haven't even left yet, but sometimes the most challenging aspect of study abroad can be returning home. Re-entry culture shock is very common and may be even more intense than the culture shock you may experience in the host country/culture. We hope that you depart on your study abroad experience recognizing that challenges are to be expected during your time abroad and when you come home. Be sure to give yourself some time to adjust and also reflect on your experience. This is where revisiting your goals, motives, and expectations can come in handy.



This visual provides an overview of the different stages you may go through on your study abroad experience.

The following are the top 10 reentry challenges for study abroad students.



# Section 8: After Study Abroad - Re-Entry

## Exit Ticket:

[no submission required, but students must watch the video to proceed to the last module]

Watch [Re-Entering Notre Dame](#) video

## Optional:

- How to best market your international experience to future employers
- List of NDI resources: [University Counseling Center](#), [Care Consultants](#), [Campus Ministry](#)
- Discover how you can volunteer, study abroad again or work/teach
- [Bitter Sweet of Reentry after study abroad](#)
- [Re-Entry Guide Example](#)



# Section 9: Conclusion

## Guiding Question:

What are my key takeaways from this training?

## Introduction:

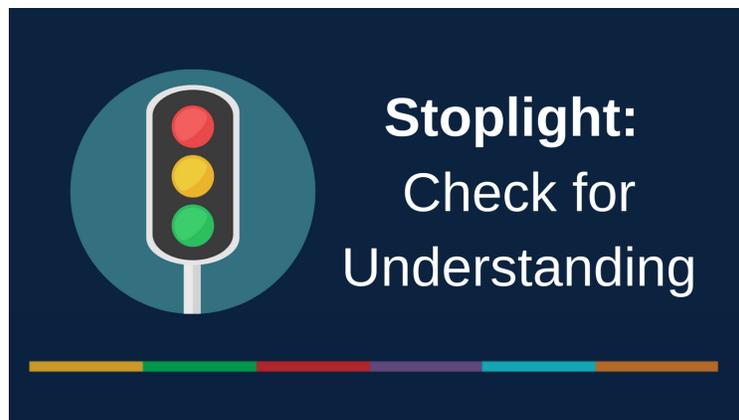
You've made it to the last section! To wrap up, you will reflect upon and share some key takeaways from the content you engaged with in this training.

## Warm-up:



[drop-down menu selection questions]

- Red - not at all
- Yellow - Somewhat
- Green - Very



Rate your comfort level with the following ideas:

1. My own identity influences how I perceive other people and other cultures (section 2)
2. I am aware of my culture & expect to experience cultural differences in the country I study in (section 3)
3. I recognize that stereotypes do not accurately represent the vast diversity of people and cultures in this world



# Section 9: Conclusion

## **Instruction:**

Let's review the student learning objectives from the beginning of this training module.

[Insert Student Learning Objectives]

We hope that from this module, you now have a better understanding of intercultural competency and the global skills you can develop before, during, and after your study abroad experience. Remember that it's never too early to apply what you have learned to your life at home also.

## **Exit Ticket:**

[Word Cloud Submission using Mentimeter (or another platform)]

Your final assignment is to contribute to a word cloud along with your peers. This word cloud will be shared at the pre-departure meeting.

Proceed to [mentimeter] and enter [code]

What is one word you would use to describe a key takeaway from this training?

You can submit up to three different words.

## **Optional:**

Bring a copy of your goals and motivations to peer-review with a fellow student or discuss with an advisor. This will help you stay accountable for what you hope to achieve and also help NDI staff in best supporting you on your study abroad!

*Recommendation: Consider making this mandatory and part of the pre-departure orientation meeting.*



# Resources

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