

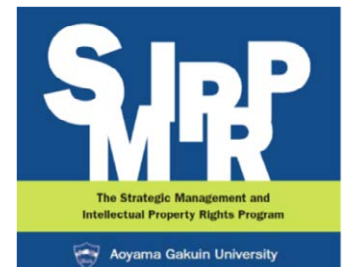
Assessment Case Studies: Programs for Developing Graduate Students' Intercultural Competence

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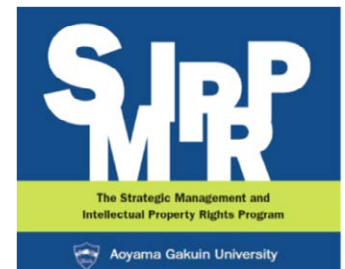


Agenda

- 1 Introduction
- 2 Illustrating Case 1: Monterey Institute of International Studies (MIIS)
- 3 Illustrating Case 2: Strategic Management and Intellectual Property Rights Program (SMIPRP) at the Graduate School of Business, Aoyama Gakuin University
- 4 Q&A
- 5 Discussion on Comparative Analysis and Possible Future Prospects
- 6 Conclusion



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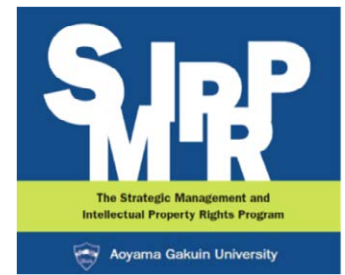


Learning Objectives

- ① Describe how the design and approach of these programs develop students' intercultural competence.
- ② Identify potential intercultural competency outcomes at the interpersonal and intragroup levels and assessment methods for measuring these outcomes.
- ③ Explore research and program design opportunities at one's home organization.



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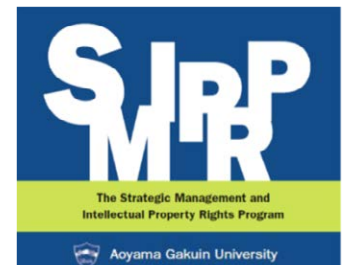
Case 1: MIIS

Middlebury Institute of International Studies (Monterey, California)

- Master's level graduate school
13 degrees, all international in focus
- 750 students, 1/3 are international students,
1/2 of faculty are foreign born
- Admissions requirement to speak
foreign language
- 80% of students have lived abroad



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Planning

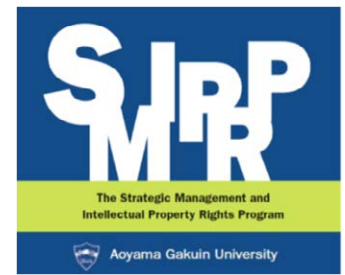
August 2012: New policy takes effect
12 credits language & intercultural studies

Steering committee spent 1.5 years planning

- Diverse, cross-disciplinary faculty group
- Literature review
- Summer Institute for Intercultural Communication
- Debates on definitions, teaching methods, role of language learning, etc.



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Graduate Students

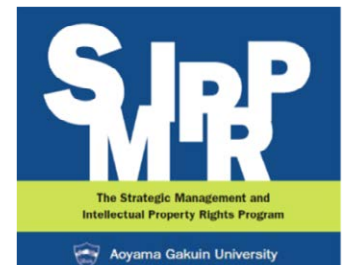
What does it mean to develop the intercultural competence of **graduate students**?

Preparation for Professional Life

- Is ICC a managerial toolkit or a critical social analysis?
- Going beyond superficiality: Skills such as
 - Recognizing and navigating subcultures
 - Getting people to provide truthful revelations within inequitable power and status structures
 - Deciding between ethnorelativism and drawing a moral/ethical line
- Examining issues of power inequities



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Graduate Students

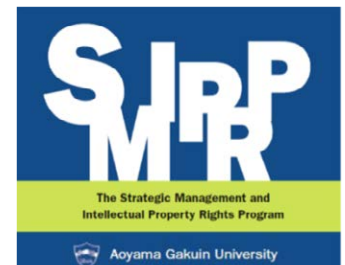
What does it mean to develop the intercultural competence of **graduate students**?

Western Bias

- Historical foundations of the literature are Western
- Avoiding dichotomous understandings
- Avoiding essentializing cultures
- Describing our desire for “non-western” perspectives
- Recognizing our students’ multiculturalism



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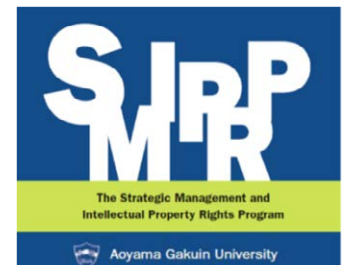
Curriculum

Call for course proposals. Criteria:

- Reflection
- Theory
- Experiential Activities
- Critical Examination of Power and Identity
 - How power dynamics influence communication
 - Relations between dominant and subordinate groups
 - Exploration of cultural marginalism
 - How individuals and groups conform, navigate, resist, or negotiate cultural norms
 - Social or historical construction of cultural norms, values, and frames of reference
- Utilize Student Diversity
- Unifying Theme



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Curriculum

First 5 semesters: 24 courses in 41 sections, 825 total enrollment

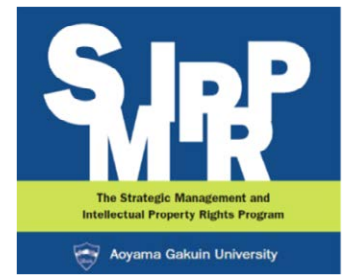
Departments: International Education Management, TESOL, Public Administration, Policy Studies, Environmental Policy, Language Studies

Sample Courses:

- Biculturalism and Multiculturalism
- Culture and Conflict
- Environmental Sustainability Across Cultures
- Intercultural Identity and Bias
- Introduction to Intercultural Communication
- Research in Intercultural Studies
- Service-Learning: International and Domestic Community Partners
- Women's Human Rights



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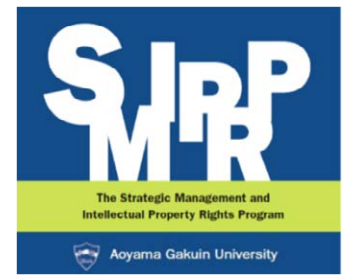


Assessment: KSAs

- **Cognitive/Knowledge:**
 - Theories and models in intercultural studies
 - Developments, challenges and issues in intercultural studies
 - Theories and models in identity development
 - Theories and models related to issues of power and intergroup interactions
- **Performative/Skills:**
 - Demonstrate communication skills in intercultural contexts
 - Observe and interpret cases, situations, and developments taking place in intercultural settings
 - Engage in critical reflection
 - Create intercultural environments conducive to facilitating other's contributions and participation
 - Switch cultural frames of reference
 - Display ethnographic skills
- **Attitudes:**
 - Self (e.g., openness, curiosity, appreciation of diverse cultures and ideas)
 - World Views (e.g., understanding multiple realities, objectivity)
 - Ethics (e.g., respect for others' views)



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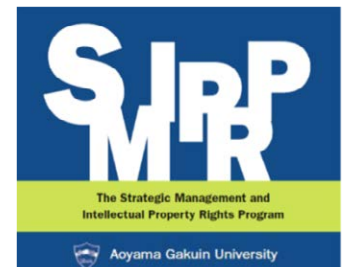


Assessment Process: Qualitative

- Drafted K/S/A
- Sent open-ended surveys to all enrolled students in 2nd semester of initiative
 - List the most useful ICC K/S/A learned?
 - What K/S/A would you also liked to have learned?
 - Where there ICC K/S/A covered in this course that you think will not be useful to you?
 - Other comments?
- Revised K/S/A
- Conducted focus groups each year
- Reviewed course evaluation comments



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Assessment: Qualitative

Qualitative findings from focus groups and survey:

“At the end of one of our classes I remember thinking that this class was yoga for the soul. I really felt like I was strengthening and balancing my own identity, while stretching my mind and knowledge on what it means to be bi-cultural or multicultural.”

“My awareness of different cultural aspects and how they are integrated into communication between native speakers / and non-native speakers has increased. I feel more confident entering in different cultural situations not only because I will have better tools to notice the difference, but I have also developed some strategies to help prepare me for entering into different cultures.”

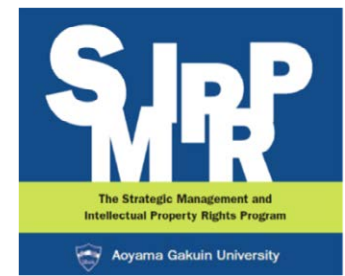
“I enjoyed the course--how it delved more into the theories, rather than the logistics of crossing cultures. I also appreciated the different aspects we looked at (immigrants, refugees, expats, students) rather than just focusing on one perspective.”

“Even if I’m not familiar with the culture of the country I work in, I think this course helped me to understand how to interact and how to communicate better with people despite culture differences and language barriers.”

“I really enjoyed the course and learned a lot from my groupmates, classmates, project, and readings. I feel much better equipped to ethically and responsibly facilitate projects in the future.”



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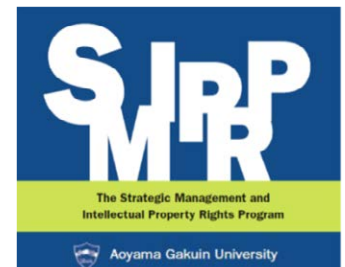
Assessment: Qualitative

Findings from focus groups and survey:

- Students value courses and can articulate their learning
- Students are more interested in application than theory
- Learning theory complements students' life experiences
- Students would like to have more ICC courses customized to their professional fields



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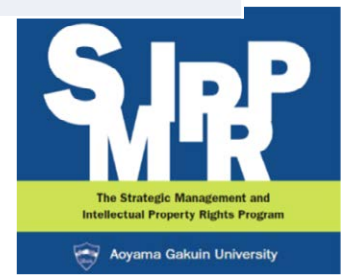
Assessment: Quantitative

Exit Survey for graduating students (Fall 2014, n=78)

MIIS contributed to your development of the following skills and behaviors... (5= strongly agree, 1=strongly disagree)	No ICC courses	Two or more ICC courses
Apply intercultural theories to everyday interactions	3.38	4.32
Challenge my biases, prejudices, and misunderstandings about people from diverse cultures	3.69	3.97
Switch cultural frames of reference as appropriate to the context	3.51	4.07
Analyze the reasons for success and failure in multicultural interactions	3.45	4.03



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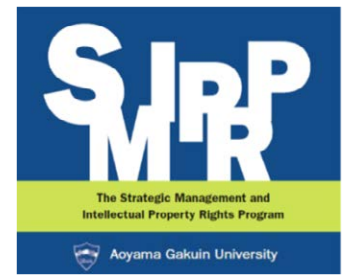


Looking Forward

- Limitation: data is self-reported
 - Would like to add additional ways to assess student learning
 - Would like to hear from faculty that they are observing increased intercultural competence in the classroom and in international fieldwork
- Preparing graduate students for professional work
 - Continuing with focus groups – currently focusing on students returning from international fieldwork programs. Hoping to gain insight that will help us to develop pre-departure coursework.
- Examine ways in which ICC can be social critique as well as managerial toolkit
 - Study underway on how power and identity are taught at MIIS– surveying and interviewing 12 ICC faculty from across disciplines



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Case 2: SMIPRP–AGU

Strategic Management and Intellectual Property Rights Program (SMIPRP) Aoyama Gakuin University (Shibuya, Tokyo, Japan)

Founded: 1949

Number of Students: 1,261 (Graduate) 17,476 (Undergraduate)

Number of International Students:

Graduate 127	Undergraduate 331
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China: 86	China: 133
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Taiwan: 12	Korea: 130
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Korea: 11	U.S.A.: 20
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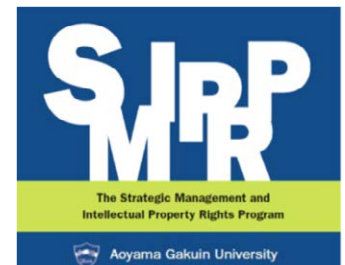
Campus:

Aoyama (Shibuya)	68,305 m ²
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Sagamihara (Kanagawa)	148,364 m ²
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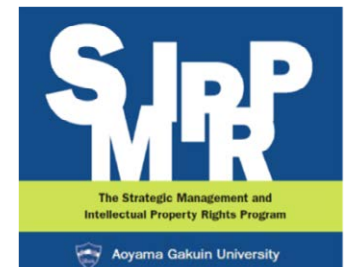


Program Description

- Started in April, 2011.
- 36 students graduated between 2011 to 2014.
- Being taught 100% in English.
- Enrolls approximately 10 students from 10 WCO member countries every year.
- All of them are mid-career administrators in their governments' Customs Administrations.
- Being trained in Intellectual Property Rights and Strategic Management.
- Funded by World Customs Organization (WCO) and the Ministry of Finance, Japan.
- Required to conduct a program evaluation annually.

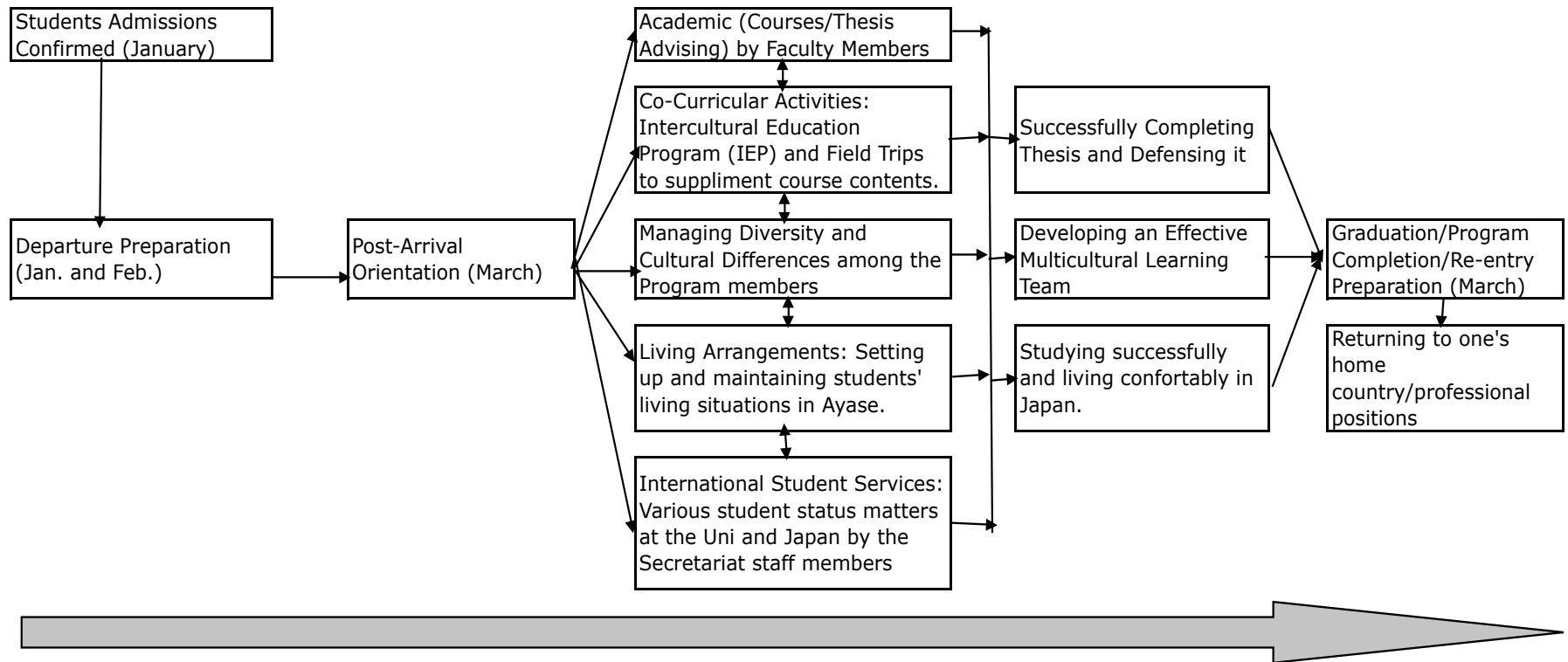


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Program Description

Appendix A SMIPRP Program Design (2014)

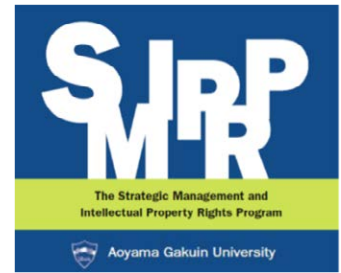


Cultural Transition Process into the Japanese Culture (The Initial Entry to the Exit)



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JAFSA
Japan Network for International Education



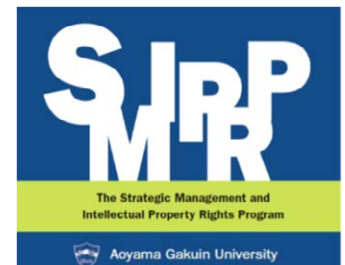
Program Description

Student Demographics: Alumni (as of 2014)

- 16 students from the African member countries (Liberia, Zimbabwe, Mauritania, Kenya, Cameroon, Namibia, Ghana, Zambia, Rwanda, Malawi, Uganda, Lesotho)
- 12 students from the Asian member countries (Bhutan, Pakistan, Thailand, Maldives, China, Malaysia, Sri Lanka)
- 4 students from the Middle Eastern member countries (Yemen, Jordan, Iran)
- 2 students from the Latin American member countries (El Salvador, Mexico)
- 1 student from the Eastern European member countries (Albania)



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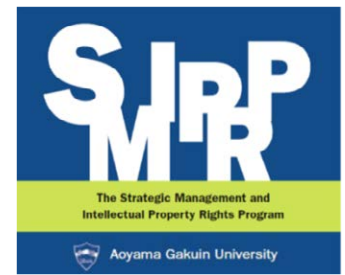
Program Description

Managing Diversity Dimensions in the Program:

- Interactions with members of local culture (Japanese): Faculty-Student, Staff-Student, Japan Customs Officers-Student, Community Members-Students
- Interactions with members of non-local culture (non-Japanese): Other international students at AGU & **SMIPRP participants themselves.**



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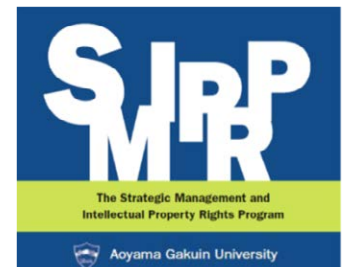
Program Description

The program includes a co-curricular activities to assist the students academically and socio-culturally:

- Field Studies: Visits to Customs Bureau/Japanese Ministry of Finance, Nagasaki Customs (2014), JICA, Japanese Corporations (i.e. SONY, TOSHIBA, IBM), Japan Patent Office, Japanese Patent Court, Ministry of Finance.
- Japanese Language Courses (During the Post-Arrival Orientation & Semesters).
- Intercultural Education Program (IEP).



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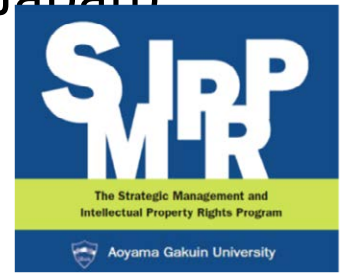
Program Description

The program has been offering Cultural Transition Orientations (CTOs) as a part of the Intercultural Education Program (IEP) throughout the academic year to manage student diversity since 2011.

- CTO I: Diversity Team Development (i.e. Team building [bafa bafa / barnga], Campus History Tour, Life-Safety Learning Center)
- CTO II: Deep Culture Training (Contrast Culture Method)
- CTO III: Pre-Reentry Preparation (Career Advising, Grant Writing, and Discussions about Finding Closure in Japan)



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Program Description

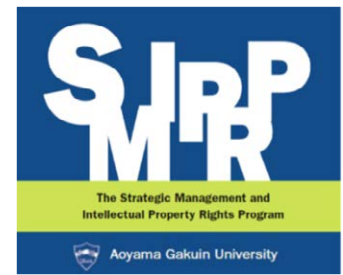
Issues of Managing Diversity in the Program:

- One student in 2011 stated that members became grouped into two, an African student group and an Islam student group. It happened naturally, and the reasons were unknown.
- One student in 2012 commented that another student made an offensive comment about a minority group in the student's country. Later both students discussed it, and resolved the issue.

* Cited from the results in the annual evaluation reports in 2011 and 2012.



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Theoretical Foundation

Framework: Culture as an organization of human diversity which functions as a control mechanism to govern individual behaviors (Stewart, 1984, 1995).

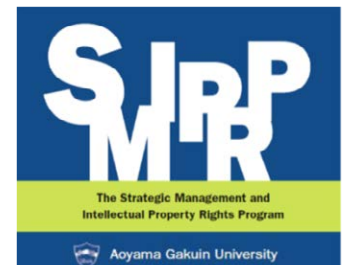
Operationalizing the Culture Definition at the Interpersonal Level: Reference Culture, Contrast Culture, and Cultural Differences (Stewart, 1966, 1984, 1995), and Target Culture (Stuart, 2012).

An Operational Definition of Diversity (based on Stewart's theory):

Diversity includes a multiple variety of cultural differences between members' reference cultures in a group.



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Theoretical Foundation

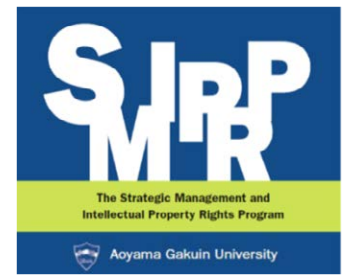
Diversity: Nationality and Citizenship-Based (Adler & Gundersen, 2008), Social and Professional Identity-Based (Tirmizi, 2008), Relational-Oriented and Task-Oriented (Jackson & Joshi, 2011). Many Reference Cultures in the Group.

Conflict Resolution: Conflict-Peace-Violence Triangle (Galtung, 1969), Cooperation & Competition (Deutsch, 2006), Constructive & Destructive (Deutsch, 2006), Task-Oriented and Relational/Emotional Oriented (Ungerlaider, 2008).

Culture and Conflict Management : Culture & Conflict (Kimmel, 2006), Third Culture Building (Useem, et al. 1963; Stewart, 1973), Learning-by-Doing (Staub, 1992, 2010), Shared Leadership (Williams, 2008).



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Data Management

Design: Qualitative Study

Methodological Approach: the grounded theory approach to conceptualize themes from the data.

Data Collection Method: Focus Group based on the participants' descriptive data in the audio transcription.

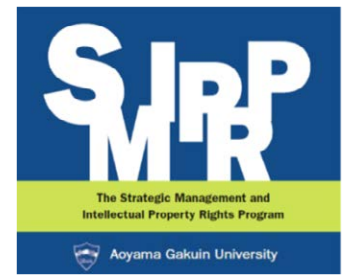
Analytical Strategy: Organizing and analyzing the data to identify common themes, patterns, categories, and relationships between them in order to establish new meanings.

Schedule: Data was collected through the annual program evaluation in the academic year 2013.

Sample Size: Eight SMIPRP Students in 2013.



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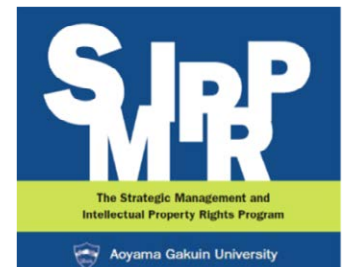


Results

- 1 Challenges and Obstacles within the SMIPRP Group:** Symbolic Barriers, Interpersonal Barriers.
- 2 Problem-Solving Approaches:** Listening, Common Activities to Building Collaborative Relationships.
- 3 Reflection and Learning:** Needing Leadership for Manage Diversity, Recognizing Importance of Member Collaboration and Cooperation, Group Members' Tolerance.



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Discussion

Limitations: A Small Sample Size (n=8) and Self-Reported Data.

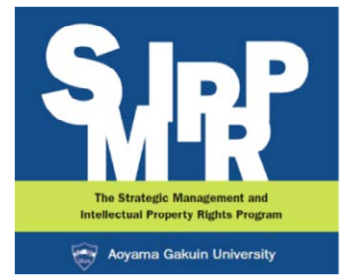
Contribution: A Diversity Management Case in Japan (Non-North America & EU cases).

Possible Future Prospects: Building a Culture of SMIPRP (Third Culture) through Learning-by-Doing to include Others through IEP.

Possible Outcomes in Cross-Sectional Competency Development: Culture Building, Leadership, Diversity Management, and Conflict Resolution.



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New Initiative at AGU in 2015

New Department: School of Global Studies and Collaboration (GSC).

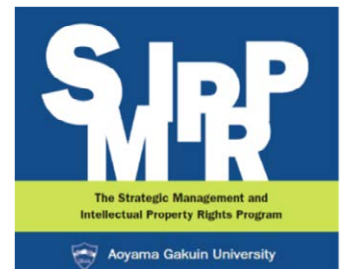
Curriculum Focus: Internationally-oriented Curriculum (Four Clusters) and Required Study Abroad Program (One Term - Field Study Courses) for the Japanese students.

Introductory Japanese Language and Culture Courses for international students: No Prior Japanese Proficiency & Academic Background Required (Taught 100% in English).

Information: <http://www.gsc.aoyama.ac.jp/english/>



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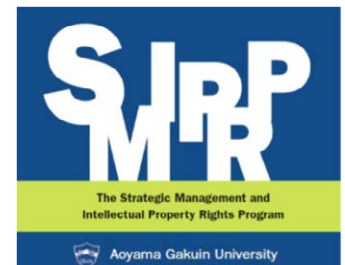
Q&A

We will take brief clarifying questions now.

We will have more time for questions at the end, after the upcoming activity / table discussion.



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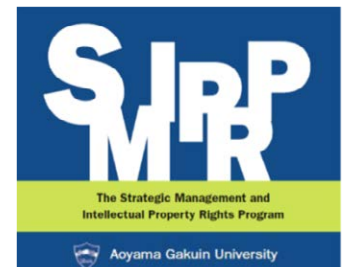


Discussion Activity

- Analyze the two cases from the presentations
 - Identify common themes, outcomes, challenges
- Discuss possibilities & limitations for future research
 - In the two cases presented
 - In your own professional contexts
- Session takeaways
 - Ideas that you can apply at your own institution



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Thank You

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for helping to support our presentation*



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