

ABSTRACT

DEARDORFF, DARLA KAY BOWMAN. The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization at Institutions of Higher Education in the United States.
(Under the direction of Dr. John Pettitt and Dr. George Vaughan.)

The purpose of this study was to determine a definition and appropriate assessment methods of intercultural competence as agreed upon by a panel of nationally-known intercultural experts. This information was validated by a sample of higher education administrators and can be used by administrators in identifying and assessing intercultural competence as a student outcome of internationalization efforts.

The process and procedures used to develop and validate this information were a 3-round Delphi technique involving the intercultural experts, along with an institutional questionnaire to higher education administrators involved in internationalization efforts. The Delphi technique is a reiterative, interactive process between a researcher and a panel of experts, often with the goal of reaching consensus among panelists. Three rounds of questions were communicated to the panel through the use of electronic mail. Experts generated and submitted definitions of intercultural competence, refined those definitions, and reached some agreement on key elements of intercultural competence and appropriate assessment methods. In addition, higher education administrators participated in the final round of the Delphi to indicate their acceptance or rejection of the data developed by the intercultural experts.

Conclusions made from this study include identified elements of intercultural competence and assessment methods upon which both the intercultural experts and administrators agreed, resulting in the first study to document consensus on intercultural

competence. Primary findings include a preference for a general definition of intercultural competence among both experts and administrators. Moreover, the definition of intercultural competence continues to evolve as scholars refine the term further through ongoing research. Both groups agreed that it is possible to assess degrees of intercultural competence and in so doing, that it is best to use a mix of quantitative and qualitative methods to assess intercultural competence, including interviews, observation, and judgment by self and others. Two models of intercultural competence, along with an assessment guide on intercultural competence, are presented based on the findings of the study.

**THE IDENTIFICATION AND ASSESSMENT OF INTERCULTURAL
COMPETENCE AS A STUDENT OUTCOME OF INTERNATIONALIZATION AT
INSTITUTIONS OF HIGHER EDUCATION IN THE UNITED STATES**

by

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APPROVED BY

Co-Chair of Advisory Committee

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DEDICATION

To my beloved husband and my two precious children

And

To the glory of God

BIOGRAPHY

Darla Kay Bowman Deardorff was born in Pennsylvania to Harold and Kay Bowman and spent her childhood in Virginia, where her father served several pastorates. Her educational background includes an undergraduate degree in history/political science from Bridgewater College and a master's degree in adult education from North Carolina State University. She and her husband relocated to North Carolina in 1993 where both pursued graduate degrees at NC State.

Darla has a strong passion for working with people from different cultures and has done so through numerous positions she has held in the international education field. She has previously held positions in NC State's Office of International Scholar and Student Services, NC State's Study Abroad Office, and at the NC Center for International Understanding. Currently, she is coordinator of the new Duke-UNC Rotary Center for International Studies in Peace and Conflict Resolution, one of only seven such centers worldwide. In addition, she has greatly enjoyed teaching English-as-a-Second Language (ESL) for over a decade and is a teacher trainer through Duke University's Certificate in ESL Teaching Program. She is also a cross-cultural trainer for businesses, community and non-profit organizations.

In addition to traveling in over 30 countries in Europe, Asia, and Latin America, Darla has lived and worked in Germany, Japan, and Switzerland, where she had an internship at the United Nations Human Rights Commission. She is active in her professional organization, NAFSA: Association of International Educators, and has held positions at the state, regional, and national levels.

Darla is the recipient of numerous awards including the statewide recipient of the “Award for Excellence in International Education” in 2001 from the North Carolina Association of International Educators, the “Young Alumnus” award from her alma mater in 2003, and was named a “Paul Harris Fellow” by Rotary in 2003. She is one of the women featured in a 2000 publication about North Carolina women entitled *The Secret to Their Success*.

Darla is married to Duane L. Deardorff, who is on faculty in the department of physics and astronomy at The University of North Carolina at Chapel Hill. They are the proud parents of a 3-year old daughter, Kaylee, and a 1-year old son, Shaun.

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TABLE OF CONTENTS

LIST OF TABLES	x
LIST OF FIGURES	xi
CHAPTER 1: INTRODUCTION	1
STATEMENT OF THE RESEARCH PROBLEM	3
PURPOSE OF THE STUDY	3
CONTEXT OF STUDY	4
<i>Definition of internationalization</i>	4
<i>Key components of internationalization</i>	5
<i>Objectives/outcomes of internationalization</i>	8
<i>Benefits of internationalization</i>	12
<i>Gaps in current knowledge</i>	12
Evaluation of internationalization efforts.....	13
Measuring intercultural competence as an outcome	14
RESEARCH QUESTIONS	15
SIGNIFICANCE	16
CONCEPTUAL MODEL OF THIS STUDY	17
OVERVIEW OF STUDY	19
LIMITATIONS OF THE STUDY	22
CHAPTER 2: REVIEW OF THE LITERATURE	25
COMPETENCE.....	25
INTERCULTURAL COMPETENCE	32
<i>Communication competence</i>	33
<i>Intercultural communication competence</i>	35
<i>Intercultural competence</i>	39
ACADEMIC APPROACHES TO ASSESSMENT	52
Tyler.....	54
<i>Other objective-oriented works</i>	56
Boone	56
Stufflebeam.....	58
Lincoln and Guba.....	60
<i>Program logic model</i>	61
<i>Student development models</i>	64
ASSESSMENT AND COMPETENCE.....	68
<i>Summary of assessment instruments/ Methods of intercultural competence</i>	72
<i>Summary of scholarship on internationalization assessment efforts</i>	74
IMPLICATIONS OF THE LITERATURE TO THIS STUDY	79
CONCEPTUAL FRAMEWORK FOR THIS STUDY	84
CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY	86
SURVEY RESEARCH.....	88
<i>Sample</i>	89
<i>Instrumentation</i>	90

<i>Validity and reliability of questionnaire</i>	91
<i>Procedure</i>	91
<i>Data analysis</i>	92
DELPHI STUDY	94
<i>Sample size</i>	98
<i>Selection of participants of the Delphi study/ Expert qualifications</i>	99
<i>Instrumentation</i>	102
<i>Monitoring team</i>	103
<i>Procedure, data collection and analysis</i>	103
Round 1	104
Round 2.....	105
Round 3.....	106
SUMMARY.....	108
LIMITATIONS OF THE STUDY.....	110
<i>Limitations of the survey research</i>	110
<i>Limitations of the Delphi study</i>	111
CHAPTER SUMMARY.....	113
CHAPTER 4: RESEARCH FINDINGS	114
DEMOGRAPHICS OF RESPONDENTS TO QUESTIONNAIRE	115
QUESTIONNAIRE DATA	118
<i>Importance of intercultural competence</i>	119
<i>Terminology</i>	122
<i>Institutional definitions of intercultural competence</i>	124
<i>Specific components of intercultural competence</i>	127
<i>Academic definitions of intercultural competence</i>	128
<i>Assessment of intercultural competence</i>	131
<i>Solicitation of intercultural expert recommendations</i>	139
<i>Comparison of public and private institutional responses</i>	139
SUMMARY OF FINDINGS FROM QUESTIONNAIRE	139
GENERAL DEMOGRAPHICS OF DELPHI PANELISTS	140
DELPHI STUDY DATA.....	141
<i>Round 1 of the Delphi Study</i>	141
<i>Round 2 of the Delphi Study</i>	142
<i>Round 3 of the Delphi Study</i>	150
SUMMARY OF FINDINGS FROM DELPHI STUDY	167
COMPARISON OF FINDINGS FROM ADMINISTRATORS AND EXPERTS	170
CHAPTER SUMMARY.....	178
CHAPTER 5: SUMMARY, CONCLUSIONS, AND IMPLICATIONS.....	179
RESEARCH QUESTIONS	180
RESEARCH PROCEDURES	181
SUMMARY OF FINDINGS.....	182
<i>Finding One</i>	182
<i>Finding Two</i>	183
<i>Finding Three</i>	187
<i>Finding Four</i>	188
<i>Finding Five</i>	190
CONCLUSIONS.....	191
<i>Conclusion One</i>	191
<i>Conclusion Two</i>	199
<i>Conclusion Three</i>	200
<i>Conclusion Four</i>	201
RECOMMENDATIONS AND IMPLICATIONS	202
<i>For Practice</i>	202
<i>For Further Research</i>	203

REFERENCES	206
APPENDICES	220
APPENDIX A: APPROVAL LETTER FROM INSTITUTIONAL REVIEW BOARD	221
APPENDIX B: SUPPORTING DOCUMENTS FOR RESEARCH PHASE 1	223
APPENDIX C: SUPPORTING DOCUMENTS FOR RESEARCH PHASE 2, ROUND 1	242
APPENDIX D: SUPPORTING DOCUMENTS FOR ROUND 2 RESEARCH	274
APPENDIX E: SUPPORTING DOCUMENTS FOR ROUND 3 RESEARCH.....	288
APPENDIX F: LISTS OF STUDY PARTICIPANTS	320
APPENDIX G: ASSESSMENT GUIDE FOR INTERCULTURAL COMPETENCE	323

LIST OF TABLES

TABLE 1: SUMMARY CHART OF ADMINISTRATIVE QUESTIONS REGARDING THE ASSESSMENT OF INTERCULTURAL COMPETENCE	82
TABLE 2: INSTITUTIONAL SIZE: NUMBER OF UNDERGRADUATE STUDENTS AT INSTITUTIONS PARTICIPATING IN STUDY	118
TABLE 3: TERMINOLOGY USED BY INSTITUTIONS TO REFER TO INTERCULTURAL COMPETENCE.....	122
TABLE 4: ADMINISTRATORS' RATINGS OF SPECIFIC INTERCULTURAL COMPETENCE COMPONENTS.....	128
TABLE 5: ADMINISTRATORS' RATINGS OF EXISTING DEFINITIONS OF INTERCULTURAL COMPETENCE	130
TABLE 6: SUMMARY OF INTERCULTURAL COMPETENCE ASSESSMENT METHODS USED BY PRIVATE AND PUBLIC INSTITUTIONS ENGAGED IN INTERNATIONALIZATION	136
TABLE 7: RANKING OF MOST LIKELY USED ASSESSMENT METHODS BY ADMINISTRATORS NOT CURRENTLY ASSESSING INTERCULTURAL COMPETENCE	137
TABLE 8: OUTLINE OF DELPHI ROUND 2 INSTRUMENT AND NUMBER OF ITEMS IN EACH SECTION.....	143
TABLE 9: RESULTS OF ROUND 2 DELPHI STUDY	144
TABLE 10: NUMBER OF ITEMS RETAINED OR DISCARDED FOR ROUND 3	148
TABLE 11: LIST OF ELIMINATED ITEMS FROM ROUND 2 OF THE DELPHI STUDY	149
TABLE 12: ITEMS MODIFIED FOR ROUND 3 OF THE DELPHI STUDY.....	151
TABLE 13: ITEMS REJECTED BY EXPERTS WITH MEAN OF 3.0-3.4 OUT OF 4.0	158
TABLE 14: PEARSON'S CHI-SQUARED TABULATION OF EXPERT RESPONSES IN ROUND 3.....	159
TABLE 15: PEARSON'S CHI-SQUARED TABULATION OF ADMINISTRATOR RESPONSES IN ROUND 3	164
TABLE 16: COMPARISON OF TOP-RATED COMPONENTS OF INTERCULTURAL COMPETENCE BY ADMINISTRATORS AND INTERCULTURAL EXPERTS	173
TABLE 17: COMPARISON OF EXPERT AND ADMINISTRATOR (ADMIN) ACCEPT/REJECT RATE (ACC/REJ) ON METHODS TO ASSESS INTERCULTURAL COMPETENCE.....	175
TABLE 18: SUMMARY COMPARISON OF NUMBER OF ITEMS ACCEPTED/REJECTED BY EXPERTS AND ADMINISTRATORS.....	177
TABLE 19: INTERCULTURAL COMPETENCE ELEMENTS WITH 80%-100% AGREEMENT AMONG TOP INTERCULTURAL EXPERTS.....	186
TABLE 20: ASSESSMENT ITEMS WITH 80%-100% AGREEMENT AMONG TOP INTERCULTURAL EXPERTS.....	189

LIST OF FIGURES

<i>FIGURE 1.</i> BASIC COMPONENTS OF A PROGRAM LOGIC MODEL	62
<i>FIGURE 2.</i> GENERAL PROGRAM LOGIC MODEL APPLIED TO INTERNATIONALIZATION (DEARDORFF, 2004).	64
<i>FIGURE 3.</i> DETAILED VISUAL DESCRIPTION OF THE 24 INSTITUTIONAL PARTICIPANTS.	117
<i>FIGURE 4.</i> IMPORTANCE OF INTERCULTURAL COMPETENCE AS A DESIRED STUDENT OUTCOME TO INSTITUTIONS ENGAGED IN INTERNATIONALIZATION EFFORTS.	120
<i>FIGURE 5.</i> PERCENT OF INSTITUTIONS PLANNING TO IDENTIFY INTERCULTURAL COMPETENCE AS A STUDENT OUTCOME OF INTERNATIONALIZATION.	121
<i>FIGURE 6.</i> TERMINOLOGY USED BY INSTITUTIONS TO DESCRIBE INTERCULTURAL COMPETENCE	123
<i>FIGURE 7.</i> COMMON ELEMENTS IN INSTITUTIONAL DEFINITIONS OF INTERCULTURAL COMPETENCE	126
<i>FIGURE 8.</i> INSTITUTIONAL PREFERENCE IN ASSESSING COMPONENTS OF INTERCULTURAL COMPETENCE	132
<i>FIGURE 9.</i> PERCENTAGE OF INSTITUTIONS CURRENTLY ASSESSING STUDENTS' INTERCULTURAL COMPETENCE.	133
<i>FIGURE 10.</i> INTERCULTURAL COMPETENCE ASSESSMENT METHODS USED BY INSTITUTIONS.....	135
<i>FIGURE 11.</i> FREQUENCY OF ASSESSMENT OF STUDENTS' INTERCULTURAL COMPETENCE (IDEAL), ACCORDING TO INSTITUTIONS ENGAGED IN INTERNATIONALIZATION EFFORTS.....	138
<i>FIGURE 12.</i> FREQUENCY OF ADMINISTRATORS' RESPONSES ON ROUND 3 ITEMS.	154
<i>FIGURE 13.</i> FREQUENCY OF EXPERTS' RESPONSES ON ROUND 3 ITEMS.....	155
<i>FIGURE 14.</i> MODEL OF INTERCULTURAL COMPETENCE (DEARDORFF, 2004).	196
<i>FIGURE 15.</i> PROCESS MODEL OF INTERCULTURAL COMPETENCE (DEARDORFF, 2004).....	198

Chapter 1: Introduction

Institutions of higher education in the United States face many challenges at the beginning of the twenty-first century including the tasks of remaining intellectually and culturally viable in a rapidly changing world, preparing students to vie competitively in the global marketplace, and staying abreast of the electronic deluge of information and globalized knowledge. The internationalization of higher education has become one possible response to such challenges. A report from the American Council on Education found that a little over one-third of the institutions included international education in their mission statements (Siaya & Hayward, 2003). Yet the specification of anticipated outcomes of internationalization is often general and vague, with institutional goals broadly referenced about “becoming internationalized” or of graduating “cross-culturally competent students” or “global citizens” often without giving further meaning to these phrases. Many institutions describe results of internationalization in terms of numbers such as how many of their students study abroad, how many international students study on their campus, how many foreign faculty teach courses, how many courses are included in the internationalized curriculum, and so on. While these numbers are an important element to evaluation, what do they indicate about meaningful outcomes of international education and internationalization on U.S. campuses? Numbers alone do not necessarily indicate achievement of meaningful outcomes. As Harari (1992) stated in an article on internationalization, “Having many international students on a campus does not make that institution international” (p. 75).

One meaningful outcome of internationalization efforts is the development of interculturally competent students. Yet, few universities address the development of

interculturally competent students as an anticipated outcome of internationalization in which the concept of “intercultural competence” is specifically defined. This lack of specificity in defining intercultural competence is due presumably to the difficulty of identifying the specific components of this complex concept. Even fewer institutions have designated methods for documenting and measuring intercultural competence. As Terenzini and Upcraft (1996) observed, “...while assessing the purported outcomes of our efforts with students is probably the most important assessment we do, it is seldom done, rarely done well, and when it is done, the results are seldom used effectively” (p. 217). Key questions arise: How do institutions of higher education measure the effectiveness of their internationalization efforts? And specifically, how can these institutions know if they are graduating interculturally competent students? Even more importantly, what does it mean to be interculturally competent? Furthermore, what works and what doesn’t in the way of assessment, particularly in regard to assessing students’ intercultural competence? Similar questions were raised in 1995 at a working group meeting of leaders of the Association of International Education Administrators at which they asked specifically about how to assess the international/global knowledge of students, what constitutes global competency, and how a baseline could be established from which change could be measured (Burn & Smuckler, 1995).

This study addresses some of these questions through the collection and analysis of data on the identification and assessment of intercultural competence as a student outcome of internationalization in higher education. As one scholar wrote, “...Competence can be measured. But its measurement depends first on its definition...” (Klemp, 1979, p. 41). The director of Educational Testing Service’s Center for Assessment of Educational Progress

concurrent, noting that “once a definition (of global competence) has been agreed upon, experts will have to decide what the components of the definition are” so that they can then be measured (Lapointe, 1994, p. 275). Another study observed that there is “...a need for a clearer definition of the concept of intercultural competence” (Kuada, 2004, p. 10). Thus, this study seeks to provide administrators with a more thorough definition of intercultural competence that is conducive to measurement. Through this research, suggestions will be made regarding approaches that higher education administrators can use in assessing the effectiveness of internationalization efforts on their campuses in relation to the development of intercultural competence of their students.

Statement of the research problem

Intercultural competency assessment measures are needed to assess more effectively the student outcomes of internationalization efforts at institutions of higher education. In other words, how can students’ intercultural competence be measured as one effective outcome of internationalization efforts? To answer this, another underlying question must first be answered: Do experts agree on a common definition and the specific components of intercultural competence and if so, what are those components?

Purpose of the study

The purpose of this research is to identify specific components of intercultural competence (based on experts’ agreement) in an effort to provide higher education administrators with a more thorough definition of intercultural competence that they can use in assessing intercultural competence as a student outcome of internationalization efforts at

institutions of higher education. In this way, this study will help administrators become better evaluators of internationalization efforts on their campuses.

Context of study

To explore the significance of this study, it is helpful to set the context of this study through a cursory overview of internationalization, including definitions, key elements, objectives, and benefits of internationalization, trends and the existing knowledge gaps in the research on internationalization of higher education. This section will also briefly explore the evaluation of internationalization efforts, including the assessment of intercultural competence as an outcome of internationalization efforts.

Definition of internationalization

Initially, internationalization has been defined as making campuses more internationally-oriented, implemented by a range of actions from integrating various international elements into the curricula to increasing the presence of international faculty and students on campus (Ellingboe, 1998; Hanson & Meyerson, 1995). The Association of International Education Administrators defines internationalization as "the incorporation of international contents, materials, activities, and understanding in the teaching, research, and public service functions of universities to enhance the relevance in an interdependent world" (Ellingboe, 1997, para. 5). Viewing internationalization as "an intentional national response to globalization," the American Council on Education defines the term as "a broad range of intellectual and experiential activities designed to help individuals understand the global environment in which they live, communicate across borders, and acquire an understanding

of the cultural, social, and political systems of other nations and the interactions between nations” (Hayward & Siaya, 2001, p. 43.) Another description of internationalization holds that it is a *process* of integrating an international perspective into teaching, research, and service aspects of higher education that incorporates an ongoing, future-oriented, interdisciplinary, leadership-driven vision. This vision not only involves top administrators but motivates all persons in academia to think globally, comparatively, and collaboratively in a dynamic and diverse world (Ellingboe, 1998; J. Knight, 1997).

These various definitions of internationalization can be summed up by de Wit’s categorization of the four approaches to internationalization: the activity approach, the rationale approach (purposes and intended outcomes), the competency approach (learning competencies, career competences, global competence, transnational competence and international competence), and the process approach (integration/infusion of activities, academics, policies and procedures, and strategies) (de Wit, 2002, p. 117-118). Definitions frequently reflect one or more of these approaches in defining internationalization; de Wit considers the process approach to be the most comprehensive and holistic. To gain a better understanding of internationalization, it is important to examine the various elements that most often comprise internationalization strategies at institutions of higher education.

Key components of internationalization

By its very definition, internationalization is typically composed of more than a single element. Those elements include the following: the flow of students and scholars; the integration of international students, scholars, and returned study abroad students on U.S. campuses; international experience of faculty; internationalized curriculum; college

leadership; internationalized co-curricular units and activities; global institutional linkages, offshore delivery of education; international delivery of education; international technical training, and the borderless flow of knowledge and ideas.

One specific aspect of internationalization throughout the past several decades has been measured in the flow of students and scholars, both American students studying abroad as well as international students and scholars present on U.S. campuses. Data from the 2003 *Open Doors* report, an annual statistical survey of academic mobility between the United States and other nations published by the Institute of International Education (IIE) since 1949, reported nearly 600,000 international students studying in the United States in 2001-02, based on a survey of over 2,700 accredited U.S. institutions (with a response rate of approximately 90%). Likewise, numbers of American students studying abroad have continued to increase according to *Open Doors 2003*, with a 4.4% increase in 2001-02 from the previous year, resulting in a record total of over 160,000 U.S university-level students receiving credit for study abroad in 2001-02 (IIE, 2003). Yet this represents less than 1 percent of the United States' 15 million higher education students (ACE, 2002, p. 28). Given the fact that so few American students study abroad, the importance of international students to an institution's internationalization efforts cannot be overemphasized. Skolnikoff (as cited in Cole, Barber & Graubard, 1994) posits that American students' interaction with international students, scholars, and visiting researchers from various countries often serves to infuse classes with different perspectives and stimulate intellectual learning. Likewise, American students' experiences in other countries through study, work, or internship opportunities can also be integrated into the classroom upon their return. Thus, the

integration of international students and scholars and returned study abroad students in the campus becomes key in internationalization efforts.

Another element of internationalization is the international experience of faculty, either via teaching, research, consulting or professional opportunities abroad. Though often difficult to implement due to funding and professional restrictions, faculty overseas experience becomes invaluable once integrated into regular courses. In addition, faculty participation in the implementation of internationalization efforts is vital. A third and somewhat controversial element of internationalization is an internationalized curriculum, which ranges from foreign language requirements to a total revision of the curriculum to include more international perspectives. A fourth component in internationalization strategies is the college leadership itself (Ellingboe, 1998). For example, is internationalization included in the institution's mission statement? Is there commitment from the senior leadership at the institution to internationalize the institution? Other elements of internationalization include internationalized co-curricular units and activities (ie programming, campus clubs, residence halls, etc.), the establishment of institutional linkages around the world, offshore delivery of education as well as international delivery of education, and international technical training through customized programs (Arum & Van de Water, 1992; Back, Davis & Olsen, 1996; Ellingboe, 1998). Other internationalization scholars include the borderless flow of knowledge and ideas as a component of internationalization (Kerr, 1994; Scott, 1998).

For these components to succeed, certain conditions need to be present (Hanson & Meyerson, 1995): Faculty members and senior administrators should have a sense of ownership in the internationalization process. This in turn means faculty would actively

support these internationalization efforts when advising students. In addition, language learning and teaching should be respected and valued. Furthermore, study and teaching abroad needs to be encouraged and supported by the administration, as well as integrated upon students' and faculty's return to campus. Opportunities in other countries also need to be accessible and affordable. Another fundamental condition to success is funding, which is critical to nearly all elements of internationalization.

Objectives/outcomes of internationalization

With the central responsibility of today's institutions of higher education being the training of students to function more effectively in our integrated world system, internationalization's chief objective is clearly mandated (Cole, Barber & Graubard, 1994). A 1997 Canadian study reiterates this in noting that the most oft-cited objective for internationalization was the preparation of graduates who are “internationally-knowledgeable” and “interculturally-competent” (J. Knight, p. 30). An expert on internationalization concurred by stating that “internationalization efforts are intended to enable the academic community to have the ability to understand, appreciate, and articulate the reality of interdependence among nations and to prepare faculty, staff, and students to function in an international and intercultural context” (de Wit, 2002, p. 96). In embracing internationalization, institutions of higher education hope to achieve global competence, both for the institution and for their students, in this interdependent, multinational world of the twenty-first century.

Today, more than ever, American businesses value employees who possess an understanding of other cultures, as markets diversify and the world becomes increasingly

complex (Johnston & Edelstein, 1993). The expansion of trade partners in Eastern Europe, Africa, Asia, and Latin America demands knowledgeable, competent workers to make the most of the global market place. Even within the United States, the continued influx of immigrants ensures that domestic workers will need knowledge of how to work with persons from different cultures, as well as the skills to work effectively in diverse environments. The 2000 U.S. Census noted that the Latino population is now the largest minority in the United States. By 2025, it is projected that the European American population will decline to about 62% of the total, while the Latino and Asian American populations are expected to continue to increase. The African American and Native American populations are projected to grow at the national average and thus maintain their current percentages of 13% and 1%, respectively. One study concluded that “the intensity of globalisation (sic) in recent years has brought intercultural competence acquisition studies back to the center (sic) stage of human resource research” (Kuada, 2004, p. 10). Thus, intercultural competence is and will play an ever greater role in the future given the growing diversity of American society and within the workplace.

It is important to note that knowledge of other cultures is not enough to constitute intercultural competence. Intercultural competence also involves the development of one’s skills and attitudes in successfully interacting with persons of diverse backgrounds. Chen and Starosta (1996), in their definition of intercultural competence, stress that cross-culturally competent persons are those who can interact “effectively and appropriately” with people who have multilevel cultural identities. These two researchers affirm that intercultural competence consists of the affective perspective (attitudes), the cognitive perspective (knowledge) and the behavioral perspective (skills). Thus, institutions of higher

education, through their internationalization efforts, seek to produce graduates who are interculturally competent in these three specific areas. (However, it is important to note that there has been no real consensus about what specifically constitutes the attitudes, knowledge, and skills of an interculturally competent person. This will be discussed further in chapter 2 of this study.)

An even more inherent objective comes from within the field of higher education in the development of learning itself. Education and learning require that the learner have knowledge of the greater world, so as to move beyond parochialism. Objectives considered to be at the heart of higher education, as well as central to internationalization, include self-actualization, valuing other cultures, seeing the world from different perspectives and gaining skills to meet the challenges of an interdependent world (Johnston & Edelstein, 1993).

This discussion of objectives of internationalization has centered on the preparation of graduates to be globally competent. In looking more broadly at the goals and objectives of internationalization, scholars have classified these objectives into four different categories: social/cultural, economic, political, and academic categories (de Wit, 2002, p. 83-101; Green & Olson, 2003, p. 12-15), with some objectives falling into more than one category. The development of intercultural competence falls into the social/cultural category along with the development of global awareness and global citizenship. The development of intercultural competence also falls into the economic category in developing more competitive graduates in the labor market. Specifically, economic objectives involve the economic advantages of importing international students (advantages both to the institution and to the local economy) and training graduates to compete successfully (known as global workforce development). Political objectives include serving as an extension of a country's foreign policy and national

security interests, contributing to technical assistance to developing nations (through use of experts, training programs, and scholarships), furthering peace and international understanding, and enhancing national or regional identity. Academic objectives include strengthening an institution and its status internationally, strengthening liberal education, enhancing an institution's profile and quality of education and research at that institution, extending an institution's networking and partnerships and ultimately, producing and disseminating knowledge.

J. Knight (2004) argues that these four traditional rationales/outcomes of internationalization, those of social/cultural, political, academic, and economic, are not broad enough given some rationale shifts within the last decade. Other goals and rationales for internationalization include strategic alliances, commercial trade, nation building, intercultural skills development of students and staff, and human resource development (J. Knight, 2004). Specifically, human resource development involves global workforce development, defined as developing a "globally competitive workforce" that "has the knowledge, skills, attitudes and behaviors to continually adapt to changing and escalating labor market requirements" (Global Workforce in Transition [GWIT], 2004, para. 3). In fact, it has been predicted that global workforce development will be "one of the primary engines moving international education forward on the national agenda for some time to come" (Moffatt, 2003, p. 44). Thus, one key objective/outcome of internationalization is developing a global workforce that is interculturally competent to succeed in diverse work places, which brings this initial discussion back to where it started.

Benefits of internationalization

Specific benefits of internationalization fall into broad categories of university and individual benefits. With the objectives of internationalization clearly delineated, the chief institutional benefit of internationalization is that institutions become better equipped to function in a global society, achieving international standards and competing successfully with institutions around the world. Other institutional benefits include a higher national and international profile resulting in competitively attracting researchers, faculty and students to the institution, increased linkages around the world which result in more faculty and student opportunities, and a more diversified student and faculty (Ellingboe, 1998, p. 205). Individual benefits include greater global awareness and competence, and a broadened world view. Other benefits include the exchange of ideas and knowledge, social change, and the economic impact of international educational exchange. Ultimately, though, a key benefit of internationalization is that institutions produce graduates with the skills, attitudes, and knowledge necessary to lead and serve effectively in a multinational and multicultural world.

Gaps in current knowledge

As identified in part through studies conducted by the American Council on Education (ACE), further research is needed in several areas related to internationalization. Some of those areas include ways in which international scholars are incorporated into campus programs, the impact of international scholars on undergraduate education, and the long-term impact of international students and faculty on institutions. Other areas where there exist gaps in knowledge are the number of faculty engaged in international education, public attitudes about internationalization of higher education and the attitudes of students as

well as administrators, staff and faculty on internationalization. In addition to those areas already noted, further areas of study include undergraduate student involvement in international curriculum, business-related requirements for international expertise and global workforce development, and outcomes of internationalization strategies. The Association of International Education Administrators outlined numerous other areas needed for further research including patterns of funding of internationalization, impact of market forces on internationalization, impact of internationalization beyond the immediate campus, assessment of practices and outcomes related to internationalization, and possible standardization of evaluation efforts (Burn & Smuckler, 1995).

Evaluation of internationalization efforts

The American Council on Education stated that “Without international competence, the nation’s standard of living is threatened and its competitive difficulties will increase. Unless today’s students develop the competence to function effectively in a global environment, they are unlikely to succeed in the twenty-first century” (Hayward 1995, p. 1). The Council further noted that the level of competence should be integral to the educational experience (p. 5) and stressed that the United States needs to be producing more knowledgeable graduates who also understand global systems through exposure to different languages, cultures and peoples.

Thus, there is increasing pressure on institutions to evaluate the effectiveness of their internationalization efforts but questions remain as to what specifically to evaluate in regard to internationalization and more importantly, how to evaluate? Often, institutions rely on numbers to demonstrate success in internationalization as illustrated through *Open Doors*

(IIE, 2003), an annual publication of The Institute for International Education containing statistics related to international programs at universities in the United States. Yet, do such numbers indicate success in achieving some of the stated objectives of internationalization, including the development of interculturally competent graduates? In answer to this question, a report by the American Council on Education stated, “Such measures are silent on student learning and attitudes. While this ‘supply-side’ approach to internationalization provides a starting point, institutions that are serious about its effect on students should take a closer look at learning goals, course content, pedagogy, campus life, enrollment pattern, and institutional policies and practices to get a more complete picture of their success” (Engberg & Green, 2002, p. 16).

Some studies have begun to address these issues including ones by the American Council on Education and the Canadian Bureau for International Education but it is clear that more research is needed in this area. Specifically, as stated in the Research Agenda established by the Association of International Education Administrators (1995), more is needed on what global competency requires as well as successful methods of measurement of this construct. One starting point is to delineate a more specific definition and criteria for measuring students’ global competence. For as one researcher observed, “to study the outcomes of the many efforts to internationalize colleges and universities, future evaluation studies might begin by establishing a criterion or outcome measure” (English, 1998, p. 185).

Measuring intercultural competence as an outcome

Many institutions cite intercultural competence as one desired outcome of internationalization. For example, an international education office at a post-secondary

institution may state that a long-term outcome of internationalization is to establish a reputation for skilled, interculturally-competent graduates, but what does “interculturally-competent graduates” mean? There is little agreement as to specifically what constitutes intercultural competence. For example, if intercultural competence is comprised of knowledge, skills, attitudes, and awareness to enable a person to interact effectively with those from other cultures, what actually comprises intercultural knowledge? intercultural skills? intercultural attitudes? intercultural awareness? While there has been some effort to research and write about this in the field, there has been no real agreement on the specifics. Furthermore, how can intercultural competence be assessed? How can this demonstrate effective implementation of internationalization strategies? These and other related questions will be addressed in this study. As such, a basic assumption has been made that intercultural competence is indeed a desired outcome of internationalization, that it is definable and measurable.

Research questions

Below are the specific research questions that will be explored by this study:

1. How do higher education administrators at US institutions committed to internationalization define intercultural competence as a student outcome of internationalization?
2. How do higher education administrators at US institutions committed to internationalization currently measure intercultural competence as a student outcome of internationalization?
3. What constitutes intercultural competence according to intercultural experts?

4. How can intercultural competence be assessed according to intercultural experts?
5. Do practitioners, defined as higher education administrators who completed the questionnaire, agree with intercultural experts in regard to the identification and assessment of intercultural competence?

Significance

In 2000, the American Council on Education published a preliminary report on the state of international education in the United States entitled “Internationalization of U.S. Higher Education.” After examining both published and unpublished studies on internationalization, ACE found that there are many gaps in the known data on internationalization. Furthermore, the ACE report concluded that there has been little improvement in the internationalization arena of higher education in the United States since ACE’s assessment in this same area in 1986-87, thus resulting in serious concern for the state of international education in the United States (Hayward, 2000, p. 5). The ACE report notes that “in spite of an apparent growing national interest in international education, relatively few undergraduates gain international or intercultural competence in college” (p. 1). Moreover, the report cautions that “if we fail to become effective global citizens” with the ability to “move seamlessly between different nations, cultures, and languages,” the United States may find itself falling behind the other major players in the world (Hayward, 2000, p.30). The 2000 Policy Statement of the International Association of Universities (IAU), presented at a UNESCO World Conference in Higher Education, recommends that “all internationalization programmes...promote intercultural competence and a culture of peace among global citizens” (International Association of Universities, 2000, recommendation

11). Very few studies have been done on assessing the effectiveness of internationalization strategies and their impact on student development. Thus, given the statements in the 2000 ACE report regarding intercultural competence coupled with the recommendation of the IAU and given that a knowledge gap currently exists in the area of assessment, this study will be highly relevant.

This dissertation seeks to be a foundational study in developing a picture of key components of intercultural competence as agreed upon by experts in the intercultural field in an effort to help higher education administrators to assess intercultural competence as an effective and meaningful student outcome of internationalization strategies on their campuses. Specifically, this study explores further what it means to be interculturally competent, the best ways to measure this, and the issues involved in such assessment. It is hoped that this study will not only be able to document consensus on what constitutes intercultural competence, but that it will develop some key evaluation questions that can be used by administrators in providing direction and a foundation for more in-depth evaluation and assessment of internationalization strategies at their institutions. It is also hoped that this study will lay the groundwork for further research not only on intercultural competence but also in assessing the specific impact of internationalization strategies on the development of students' intercultural competence.

Conceptual model of this study

This study ultimately focuses on assessment and how administrators can become better evaluators of one specific student outcome, intercultural competence. For purposes of this study, the working definition of assessment is adapted from Upcraft and Schuh (1996) as

any effort to gather, analyze, and interpret evidence that describes effectiveness. Evaluation and assessment are quite complex and there are many different approaches to implementing this critical part of program administration. A key aspect of evaluation is identifying and selecting the evaluation questions and criteria to be used. Central to this study is the identification of intercultural competence including criteria that can be used by administrators to assess this specific outcome of internationalization efforts. Cronbach (1982) delineated two phases of identifying and selecting evaluation criteria which he termed *divergent* and *convergent* phases. The *divergent* phase involves the solicitation of possible questions and criteria from numerous sources and the *convergent* phase is the actual selection of specific questions and criteria gathered during the divergent phase for use in the evaluation. Based on Cronbach's work, other scholars have developed a list of possible sources that can be utilized during the divergent phase of gathering possible questions and criteria for use in evaluation. This list, below, is a framework for the design of this study. Worthen, Sanders and Fitzpatrick (1997) wrote that the evaluator "must 'throw a broad net' to encompass a wide variety of sources" including:

- 1) Questions, concerns and values of stakeholders
- 2) The use of evaluation "models," frameworks, and approaches as heuristics
- 3) Models, findings, or salient issues raised in the literature in the field of the program
- 4) Professional standards, checklists, guidelines, instruments, or criteria developed or used elsewhere
- 5) Views and knowledge of expert consultants
- 6) The evaluator's own professional judgment (p. 247)

To provide a further framework for this study in presenting a rationale for how the study was designed, elements of several programming and evaluation models will be used since it is difficult to cite one model that fully addresses the complexity of the topic. The models which are most applicable and will be discussed in more detail in chapter 2 include methods-

oriented approaches as illustrated by an objective-based model (Tyler, 1949) and a program development model (Boone, 1985) in which clearly stated objectives are key to assessment (and hence clearly defined concepts being assessed), along with Stufflebeam's CIPP Model (1971) in which the context is key (in this case, the context of outcomes within the context of higher education administration).

Other models discussed in chapter 2 with relevance to this study include Guba and Lincoln (1985), a program logic model (Rogers 2000; Weiss 1995), which stresses outcomes in addition to outputs (numbers), and various student affairs models which focus on other issues relevant to administrators in regard to student outcome assessment. Elements of these models help provide a theoretical framework for the design of this study in that they provide the basis for the identification of intercultural competence through the use of experts which is then placed within the context of higher education administration and the assessment of this construct as one outcome of internationalization strategies at postsecondary institutions.

Overview of Study

This chapter serves as an introduction to this study, outlining the purpose and context of this study, as well as the five key research questions that will be examined. Chapter 2 explores the background of this study, including key theories, definitions and studies related to the main concepts of competence, intercultural competence, intercultural assessment, and assessment of internationalization. Chapter 3 and chapter 4 of this study detail the methodology and findings of the research itself, with chapter 5 providing a discussion of the conclusions and implications of the findings.

This study used a combination of research methodologies in analyzing the concept of intercultural competence as a student outcome of internationalization efforts. The framework for this methodology corresponds to the conceptual framework discussed earlier in this chapter. In the research design of this study, there were two phases: The first phase involved taking a snapshot of current internationalization assessment practices at institutions of higher education that are committed to internationalization. This corresponds to the first item in the framework in which stakeholders' input is sought. Another component of the conceptual framework was involvement of content experts. In relation to this study, this translates into the second phase of the research design that directly involved content experts in addressing the problem of what constitutes intercultural competence as a student outcome of internationalization and how this can be assessed. Thus, this study consisted of two main research components/methods in answering the five stated research questions as follows:

1. *How do higher education administrators at US institutions committed to internationalization define intercultural competence as a student outcome of internationalization?*
2. *How do higher education administrators at US institutions committed to internationalization currently measure intercultural competence as a student outcome of internationalization?*

In answering the first two research questions, a questionnaire was sent to key administrators at institutions of higher education that have been identified by two leading national education organizations as institutions that are strongly committed to internationalization. This research phase served as a needs assessment to determine administrators' thoughts on intercultural competence and ways to measure such competence.

The results of this questionnaire indicated what is currently being done in the way of assessing intercultural competence as a student outcome of internationalization at institutions committed to internationalization efforts. Findings also showed how some institutions of higher education define intercultural competence and specifically what is being done to assess this particular outcome.

3. What constitutes intercultural competence according to intercultural experts?

4. How can intercultural competence be assessed according to intercultural experts?

These two research questions were answered through a Delphi study that was conducted with nationally-known experts in the field of cross-cultural/intercultural communication with the goal of achieving consensus on what constitutes intercultural competence and the best methods to measure this competence, since there has been no real agreement among experts as to what specifically constitutes intercultural competence. It is important to note that these two research questions allowed definitions and elements of intercultural competence to emerge through grounded research as opposed to definitions being given to the experts to evaluate. Although a more complete description of a Delphi study can be found in chapter 3, the process can be summarized as involving phases of questioning posed by the researcher to a panel of expert participants in the study. The data from the Delphi study indicated areas where there was indeed consensus among intercultural experts as to what specifically constitutes intercultural competence as well as their recommended methods for measuring this competence.

5. Do practitioners, defined as higher education administrators who completed the questionnaire, agree with the Delphi experts in regard to the identification and assessment methods of intercultural competence?

This last question listed above was answered through the final round of questions in the Delphi study when higher education administrators, as the practitioners, were asked to indicate whether they accepted or rejected the findings of the Delphi study. This last step tied together both methodologies used in the research, the questionnaire and the Delphi, in ascertaining whether practitioners and theorists agreed on the definition of intercultural competence, as well as ways to assess it.

This study concludes with a synthesis of the data from both the questionnaire and the Delphi study that was used to develop practical recommendations regarding the assessment of intercultural competence as a student outcome of internationalization strategies on college campuses. These recommendations and implications seek to ground the research in its application to higher education administration.

Limitations of the Study

The following limitations were considered during the process and procedures of this study:

1) This study involved intercultural experts as well as higher education administrators at institutions committed to internationalization; it was limited by the input supplied by participants involved in the study and reflects the data they contributed. Quality of data may have varied depending on time and priority given by participants in responding to the data collection instruments.

2) For the Delphi study, efforts were made to select participants who are truly recognized cultural experts; however, there will be key expert voices missing for a variety of reasons.

3) Most experts were from a Western cultural orientation and thus, the results of the Delphi study reflect a Western perspective. The researcher was advised by the committee to include primarily Western perspectives since the target audience of this study was U.S. higher education administrators.

4) The Delphi study solely reflects opinions of those on the panel and the results need to be viewed with this in mind. The majority was from a communications background, although there were several who represented other disciplinary backgrounds such as anthropology or political science.

5) The use of the Delphi technique is viewed as controversial by some since it reflects individuals' opinions. However, it is important to remember that the final results indicate group consensus which is stronger than individual opinions.

6) Survey participants were from U.S. institutions of higher education recognized for their commitment to internationalization by the American Council on Education and by NAFSA: Association of International Educators. While representing a range of types and sizes of institutions in the United States, from community college to public and private four-year institutions, other institutions active in internationalization efforts were not incorporated into the study, including those from outside the United States.

7) The sample size for institutional participants is small (N=24) and results cannot be extrapolated to a larger population. Furthermore, neither the experts nor the institutional respondents represented a random sample. However, institutional respondents are from institutions committed to internationalization so their responses could be viewed as benchmarks by institutions aspiring to internationalize.

8) The results of this study were based on information provided by the literature review and the data collected through instruments derived by the researcher.

9) This study was influenced by the conceptual framework outlined above, which introduces some bias into the study.

10) In addition, this study is influenced by the researcher's motivation to encourage administrators to move beyond outputs of internationalization to more specific outcomes that give meaning to internationalization efforts.

11) The initial assumptions made in this study also create bias. For example, there was a strong researcher bias that effective internationalization measures must go beyond the statistical numbers often cited as outputs of internationalization efforts and that more emphasis needs to be placed on measuring the meaningful outcomes of such efforts. As such, a researcher assumption has been made that one of the key outcomes of internationalization is the development of interculturally competent graduates. Furthermore, there is an underlying assumption that there is a gap in the knowledge that administrators possess about what specifically encompasses intercultural competence, and which ways are best to measure this to determine the effectiveness of their institution's internationalization strategies. Moreover, there is an intrinsic assumption that intercultural competence can be defined and measured. These assumptions in themselves reflect an inherent Western perspective.

Chapter 2: Review of the Literature

This study attempts to identify components and assessment methods of intercultural competence as a student outcome of internationalization. Three key elements of the research design in more thoroughly identifying criteria of intercultural competence for this study include:

- 1) The review of models, frameworks, and approaches
- 2) Findings or salient issues raised in the literature
- 3) Professional standards, checklists, guidelines, instruments, or criteria developed or used elsewhere (Worthen, Sanders, & Fitzpatrick, 1997).

Thus, this chapter not only serves as a literature review but also a key part of the research for this study. In this chapter, concepts critical to this study will be examined including competence, intercultural competence, academic approaches to assessment and evaluation, and the application of assessment approaches to competence. The search process included using Internet searches on the key concepts as well as library and research database searches for articles and research works written on these key concepts within the last fifty years, and primarily within the last decade. This chapter summarizes the results of that search process and will conclude with a conceptual framework that ties in the key theories guiding this study and its research design.

Competence

To understand better the concept of intercultural competence and the various ways in which intercultural scholars have conceptualized this concept to date, it is helpful to explore

briefly the nature of competence as defined by scholars, most of whom are not necessarily experts on communication competence or intercultural competence but instead are from a variety of other perspectives, including competency-based education. This section, then, examines competence in general to illuminate broader issues pertinent to this study that will help administrators think more comprehensively about the topic of competence and place the later discussion on intercultural competence in context.

Bowden and Marton (1998) outline four possible approaches to competence: behaviourist (basic performance), additive (performance plus knowledge which is usually assessed separately from performance), integrative (in which performance and knowledge are integrated) and holistic (which involves holistic competence including the person's self-perception and views in the integrated performance and knowledge) (p. 105-106). Bowden and Marton (1998) emphasize competence in relation to one's work and outline a historical perspective that dates back to the 1960s and includes an initial focus on behavioural objectives exclusively within the workplace (Bloom, Hastings & Madaus, 1971; Burke, Hansen, Houston, & Johnson, 1975). Bowden and Marton (1998) summarize the historical perspective by stating that "the basic principles and intentions of competency-based education have remained essentially unchanged since the 1960s" with a "focus on outcomes, greater workplace relevance, outcomes as observable competencies, assessments as judgments of competence, improved skills recognition" (p. 99). According to Bowden and Marton, competence includes the element of performance regardless of the approach used to view competence.

The term "competence" is in itself not easily defined. As one scholar wrote, "The word competence has become one of the most abused words in our professional vocabulary"

due to the confusion which results when trying to assess qualities in people (Pottinger, 1979, p. 35). Velde and Svensson (1996) describe competence as “relational, interpretative, holistic, and contextual” (as cited in Bowden & Marton, 1998). Bowden and Marton (1998) view competence in two ways: “Competence in the first sense refers to sets of independent, observable units of behaviour (sic) in the workplace. Competence in the second sense refers to the capabilities of seeing and handling novel situations in powerful ways, capabilities that frequently integrate disciplinary and professional knowledge” (p. 113-114). The latter definition goes beyond the basic definition of competence and incorporates integration and application of learning, as alluded to in Velde and Svensson’s definition. It also moves beyond a workplace definition and focuses on how situations are handled. Bowden and Marton (1998) advocate the integration of “disciplinary and professional knowledge frameworks,” stressing the importance of practical application of outcomes in the workplace and the need for students to experience “variation precisely because you cannot predict in advance what they will have to deal with as professionals” (p. 129). Variation, defined as developing new ways of seeing situations and phenomena, involves discernment and experiencing variation in the present (p. 278).

Other scholars have defined competence as “the possession of the abilities required to manage a particular problem in a particular context” with the development of competence demonstrated by the range of contexts (and content areas within those contexts) in which the person works and the attributes and abilities needed in each of these contexts (Havelock, Hasler, Flew, McIntyre, Schofield, & Toby, 1995, p. 39-40). Other aspects of the word competence include distinctions between conscious and unconscious, acquired and learned, and general and specific. In a model attributed to Maslow (1970), “conscious” and

“unconscious” aspects are expounded further by the delineation of skill development under one of four levels: unconscious incompetence, conscious incompetence, conscious competence, unconscious competence, in which skills are second-nature (Beebe, Beebe, & Redmond, 1999). Boys (1995) also views competence in terms of consciousness by stating that “competence is a mixture of the unconscious as well as the conscious and the unarticulated as well as the articulated” (as cited in Edwards & Knight, 1995, p. 38). Boys (1995) continues by noting the distinction between core competence and personal competence in which personal competence does not require levels of achievement but “rather it is accepted that [personal competence] development varies between individuals and is affected by their experience and opportunities and motivation for development” (Boys, 1995, p. 47).

Similar to the findings thus far of scholars’ perspectives on competence, some communication scholars describe competence as a characteristic of the association between individuals, not an individual attribute (Lustig & Koester, 2003). Furthermore, Lustig and Koester’s (2003) definition concurs with other scholars who stress the contextual element of competence. They write that competence is dependent on relationships and situations and is ultimately a “social judgment that people make about others” (Lustig & Koester, 2003, p. 64-65). In relation to assessment, Lustig and Koester (2003), who are scholars in the communication field, note that while “judgments of competence are influenced by an assessment of an individual’s personal characteristics, they cannot be wholly determined by them, because competence involves an interaction between people” (p. 64).

Spitzberg and Cupach (1984), also communication scholars, note several different definitions of competence. “Fundamental competence” is “an individual’s ability to *adapt*

effectively to the surrounding environment over time to achieve goals” (p. 35). They summarize a wealth of literature (Baldwin, 1958; Brunner and Phelps, 1979; Flavell, Botkin, Fry, Jarvis & Wright, 1968; Foote & Cottrell, 1955; Hale & Delia, 1976; Hart & Burks, 1972; Ivey & Hurst, 1971; Moment & Zaleznik, 1963; Ritter, 1979; Sundberg, Snowden, & Reynolds, 1978) on competence by noting that “no other aspect of competence and effective social functioning seems so universally accepted as the ability to adapt to changing environmental and social conditions” (Spitzberg & Cupach, 1984, p. 35). Spitzberg and Cupach (1984) observe that adaptability is “at the core of nearly all competence constructs,” with an awareness of one’s “physical and social environment” as a “requisite for adaptability” (p. 36). Other definitions noted by Spitzberg and Cupach (1984) include competence as “specific abilities underlying or manifested in the performance of competent behavior” (p. 41). The emphasis, as in earlier citations, is on performance.

George Klemp, Jr. (1979) defines competence as “generic knowledge, skills, traits, self-schema (self-image), or motives that are causally related to effective behavior referenced to external performance criteria (p. 42). The inclusion of traits, self-schema and motives add a dimension not cited in other definitions. Klemp (1979) further noted in his article entitled “Identifying, measuring, and integrating competence” that competencies tend to be measured individually, when in reality, individuals utilize numerous competencies at once (p. 49). This has implications for the measurement of competence in that Klemp’s observation suggests that competence should be measured as a whole as opposed to separate measures of just knowledge or just skills alone. Other scholars’ writings reach similar conclusions. Some readings concur that competence needs to be integrative and holistic and thus, assessment should be holistic as well. This perspective is found in systems thinking (Kofman & Senge,

1993; Senge, 1990) which provides a “framework for seeing interrelationships rather than things, for seeing patterns of change rather than static snapshots” (Senge, 1990, p. 68).

Likewise, Pottinger (1979) views the division of global behavioral objectives as too simplistic. According to Pottinger, such divisions assume that acquisition of micro-skills and abilities add up to overall competence (p. 27). Thus, oversimplification may yield reliable observable outcomes but “provides no insights into the skills and abilities that cause these outcomes” (Pottinger, 1979, p. 28). Advocating the use of multiple measures in assessing competence, Pottinger (1979) stresses that “how one defines the domain of competence will greatly affect one’s choice of measurement procedures” (p. 30) and notes that pen and paper assessment tests have been widely criticized, due in part to the effect of the test format and also due to the limits a paper test places on the complex phenomena being measured (p. 33-34). Since competence varies by setting, context, and by individual, using a variety of assessments ensures a stronger measurement.

There are numerous issues and questions raised by this brief exploration of the definition of competence that pertain to this study. How do administrators avoid oversimplification of intercultural competence and yet develop reliable methods with which to measure student outcomes of internationalization? How can administrators avoid the inherent limits of assessment methods (such as limits associated with paper tests)? How can assessment of intercultural competence be holistic and integrated? Should it be? How can unconscious competence be identified and assessed? Should intercultural competence be defined more generally or more specifically? What constitutes core intercultural competence? Is the identification of components of core intercultural competence too simplistic? What roles do personal traits, self-schema and motives play in intercultural competence? How does

personal competence fit into intercultural competence? How can intercultural competence be assessed as a “social judgment” made by persons involved in the interaction? (Lustig & Koester, 2003)

Pottinger (1979) also raises several other issues in regard to the establishment of competence: What are the best ways to establish minimal levels of competence? Conversely, is there a way to measure maximum competence? What is to be done with those who don't achieve minimal intercultural competence? Other issues raised by Bowden and Marton (1998) that pertain to this study include: What should be and is actually learned in respect to intercultural competence? What is competence versus competencies? In which context is intercultural competence viewed and assessed?

Chen and Starosta (1996) observe that there remains a debate about whether competence refers to “performance” or “knowledge” or whether it is an “inherent ability (trait)” or a “learned ability (state).” Other scholars refer to competence as ultimately a performance. If so, how and in what context can intercultural context best be performed and assessed? These questions and issues demonstrate the complexity of this topic and the challenges inherent in experts' attempts to reach consensus on the nature of intercultural competence. These questions also demonstrate the myriad of issues with which administrators may need to wrestle in order to assess intercultural competence more effectively. The answers to some of these questions will be explored further in the next section.

Intercultural Competence

In understanding the complexity of the task of reaching consensus on the nature of intercultural competence, it is important to explore intercultural and communication scholars' different perspectives of this specific concept, and in particular, it is important to explore both the concept of communication competence and intercultural communication competence in relation to intercultural competence. Examining the terminology begins to show the variations of perspectives. For example, an initial review of the literature to date regarding intercultural competence reveals that there are many different words and phrases that have been used in the research as a synonym for intercultural competence including the following terms: cross-cultural adaptation, intercultural sensitivity, multicultural competence, transcultural competence, global competence, cross-cultural effectiveness, international competence, global literacy, global citizenship, cultural competence, and cross-cultural adjustment. Kim and Ruben (1992) state that the use of "intercultural" is preferable because "the term is not bounded by any specific cultural attributes" (p. 404). It is interesting to note that a meta-analysis of research on communication competence in intercultural contexts found that "many scholars ... seem willing to use intercultural communication competence in preference to other labels, including intercultural effectiveness" (Bradford, Allen, & Beisser, 2000, p. 32). For purposes of this study, the term "intercultural competence" will be used, given Kim and Ruben's rationale for using "intercultural" and given that the literature indicated that many scholars seemed to use either "intercultural competence" or "intercultural communication competence."

In recent years, some common, general terminology has even begun to emerge on what constitutes an interculturally competent person; however, these terms often lack

specificity. What specifically does it mean to be an interculturally competent person? While there are some common notions about this concept, there are also quite a few subtle distinctions. As the following discussion demonstrates, there is no clear consensus among intercultural scholars as to what specifically constitutes intercultural competence. This then leads to much greater complexity in achieving expert agreement on the exact nature of this concept.

Communication competence

Before continuing a discussion of intercultural competence, it is helpful first to highlight key issues arising in interpersonal communication competence in general since intercultural competence is often considered to be a subfield of communication competence and it is helpful to view intercultural competence in this slightly broader context since many of the issues are similar to both. A major work in interpersonal communication competence that articulately summarizes key scholarly writings in this area is by Spitzberg and Cupach (1984). These two scholars outline seven approaches to communication competence: Fundamental competence, social competence and interpersonal competence approaches, all of which focus specifically on outcomes, linguistic competence and communication competence which are both message focuses and relational competence and molecular social skills models which “address the links between communication processes and functional outcomes” (Spitzberg & Cupach, 1984, p. 70-71). Their model of relational competence incorporates the components of motivation, knowledge, skills and criterion outcomes and involves the following six assumptions:

- competence is perceived appropriateness and effectiveness
- competence is contextual

- competence is a matter of degree
- competence is both molar (specific) and molecular (general)
- competence is an interdependent process
- competence is an interpersonal impression (of self or other)

Specific issues related to communication competence in general evolve around the broad topics of consciousness of communicators, communication contextuality and “locus of competence measurement” (Spitzberg & Cupach, 1984, p. 73). Consciousness of communicators specifically includes objective self-awareness, self-consciousness, self-monitoring and interaction involvement. In regard to consciousness and communication, Spitzberg and Cupach (1984) note that it is not enough to address consciousness but rather, to examine the relative degree of awareness and the effects of various levels and forms of awareness on communication (p. 83).

Context in communication involves the debate over trait (tendency-focused/dispositional) versus state (event-focused/situational). In regard to this debate, Spitzberg and Cupach (1984) eschew several scholarly works that are based on the assumption that “certain skills domains are universal assets for competence.” They view this dichotomy (trait vs. state) as not necessarily mutually exclusive but rather, recast the debate in terms of “competence-related traits,” recognizing that certain traits may lead to competence in some situations and not others (Spitzberg & Cupach, 1984, p. 90-93).

In reviewing issues raised by briefly examining communication competence, those of trait versus state, contextuality, appropriateness and effectiveness, specific versus general, and degrees of awareness are equally applicable to perspectives raised by scholars in regard to intercultural competence. The issue of locus of competence measurement focuses on the questions of who should rate competence and what should be rated, behaviors or cognitions. A further discussion of this element is in the assessment section of this chapter.

Intercultural communication competence

Research and literature on intercultural communication competence was initially focused on the identification of predictor variables. In other words, what factors and elements could predict an individual's success, especially on overseas assignments? Thus, a discussion of intercultural communication competence has usually involved a list of dimensions or components or elements. Depending on the background of the researcher (i.e., communication, education, psychology), different approaches were taken in developing and researching lists of components/predictors. Lustig and Koester (1993) identified at least four different approaches to researching intercultural communication competence: trait approach (i.e., personality), perceptual approach (i.e., attitudes, perceptions), behavioral approach, and culture-specific approach. Collier (1989) also identified different approaches to intercultural communication competence including cross-cultural attitude approaches, behavioral skills approaches, ethnographic approach, and cultural identity approach. Collier (1989) concluded that the different approaches emphasize different aspects and perspectives on intercultural competence and that research can benefit from the "clarification of conceptualizations" (p. 298). Following is a discussion of scholarly definitions and conclusions on intercultural communication competence in an effort to clarify the research to date on this concept.

Chen and Starosta (1999) define "intercultural communication competence" as "the ability to effectively and appropriately execute communication behaviors that negotiate each other's cultural identity or identities in a culturally diverse environment" (p. 28). They outline three key components of intercultural communication competence: intercultural sensitivity (affective process), intercultural awareness (cognitive process), and intercultural

adroitness (behavioral process), defined as verbal and nonverbal skills needed to act effectively in intercultural interactions. Chen and Starosta (1996) note the confusion and ambiguity that exist in the literature regarding the distinctions between the three components and further note that two other concepts commonly applied to communication competence are those of effectiveness and appropriateness, as was previously discussed in the above section.

Wiseman (2001) suggests that intercultural communication competence is comprised of knowledge, skills, and motivation needed to interact effectively and appropriately with persons from different cultures. In this definition, motivation is a unique element not included in some of the other definitions of intercultural competence and is further defined as “the set of feelings, intentions, needs and drives associated with the anticipation of or actual engagement in intercultural communication” (p. 4). Wiseman lists research on other behaviors related to intercultural communication competence which include “being mindful (Gudykunst, 1992), interaction involvement (Cegala, 1984), recognition of nonverbal messages (Anderson, 1994), appropriate self-disclosure (Li, 1999), behavioral flexibility (Bochner & Kelly, 1974), interaction management (Wiemann, 1977), identity maintenance (Ting-Toomey, 1994), uncertainty reduction strategies (Sanders, Wiseman, & Matz, 1991), appropriate display of respect (Ruben, 1976), immediacy skills (Benson, 1978), ability to establish relationships (Hammer, 1987) and expressing clarity and face support (M. Kim, 1993)” (Wiseman, 2001, p.10).

Kim (1992) in utilizing a systems-theory approach to examine intercultural communication competence, defines this construct in terms of one’s “adaptive capacity” comprised of cognitive (“sense-making”), affective (including emotional and aesthetic

tendencies, motivational and attitudinal predispositions), and operational/behavioral (flexible and resourceful) dimensions. Kim (1992) sees adaptability at the heart of intercultural communication competence and defines it as “the individual’s capacity to suspend or modify some of the old cultural ways, and learn and accommodate some of the new cultural ways, and creatively find ways to manage the dynamics of cultural difference/unfamiliarity, intergroup posture, and the accompanying stress” (p. 377). According to Kim, the elements of cultural difference/unfamiliarity, intergroup posture and accompanying stress are the challenges inherent in all intercultural encounters and the nature of intercultural communication competence should be viewed in this context. Further, Kim (1992) advocates separating intercultural communication competence from cultural communication competence since the content of cultural communication competence is culture-specific and varies from culture to culture, whereas the content of intercultural communication competence “should remain constant across all intercultural situations regardless of specific cultures involved” (p. 373). Spitzberg and Cupach (1984) concur with Kim on the role of adaptability as a critical competence that is context-independent. They note that adaptability “implies that different behaviors and skills are applied in different contexts and situations” (p. 90).

Byram (1997), in his model of intercultural communicative competence, stresses the importance of language (linguistic competence) and also includes identity and cultural understanding in his conceptualization. He argues that a comprehensive definition of intercultural communicative competence should include the social context and non-verbal dimensions of communication. Specifically, Byram (1997) proposes a comprehensive framework that includes five components of knowledge, skills, and attitudes mentioned by

other scholars; however, he defines them slightly differently than other models. Knowledge is divided into two categories: 1) Knowledge of others and of social processes of social groups (*savoirs*) and 2) Knowledge of self and of critical cultural awareness, which involves an ability to evaluate practices and products of one's own and others' cultures (*savoir s'engager*). Byram divides skills into two separate categories: 1) Skills to interpret and relate (*savoir comprendre*) and 2) Skills to discover and/or to interact (*savoir apprendre/faire*). Intercultural attitudes are defined as relativizing self (one's values, beliefs and behaviors within a larger perspective) and valuing others' values, beliefs and behaviors (*savoir etre*) (Byram 1997, p. 34, 73). Of these components, Byram views attitudes as fundamental to intercultural competence.

In arriving at the model described above, Byram (1997) explored intercultural competence from a variety of perspectives including Hymes (1972), van Ek (1986), Ruben (1989), and Gudykunst (1994) and concluded that there are a variety of issues that need to be taken into account when defining intercultural competence and ultimately, when attempting to assess intercultural competence. Those issues include: emphasis on knowledge of cultures and cultural practices versus the skills of "conscious analysis" of intercultural interaction, the role of non-verbal communication in intercultural competence, the breadth in which the concept of intercultural competence should be defined, focus on psychological traits versus "capacity to act," and the influence of social and political factors on defining and assessing intercultural communicative competence (Byram, 1997, p. 30).

Imahori and Lanigan (1989) developed a model of intercultural communication competence which listed specific components under motivation (attitudes), skills (such as respect, empathy, and interaction management), and knowledge (defined as interaction rules,

culture-specific and culture-general, and linguistic). Other components include the individual's own goals in the interaction as well as the influence of past experience. In this model, the focus is on both persons in the intercultural action, not just the individual, which is unique to other definitions and models. The outcome thus becomes a relational outcome between the two participants in the intercultural interaction.

Intercultural competence

Having reviewed some of the key issues that are found in the broader category of interpersonal communication competence which are relevant to intercultural competence, as well as examining scholars' works specifically on intercultural communication competence, we can now turn our attention specifically to the concept of intercultural competence. One of the earliest definitions of intercultural competence is from Tewksbury who created a list of 21 "Characteristics of a Mature International Person" in 1957. The 21 items, which included having international friends, being able to view one's own culture objectively, and being an active member of an international organization, were broadly categorized into cultural self-awareness, cross-cultural awareness, state of the world awareness, willingness to learn, commitment toward making the world a better place and a "lived knowledge" of at least one other culture, in addition to having international friendships and membership in an international organization (Wilson, 1994, p. 41-42). Robert Hanvey (1976) provided an early and since oft-cited definition of intercultural competence by outlining five interdisciplinary dimensions of global education in his seminal work "An Attainable Global Perspective." Those five dimensions are:

- Perspective consciousness: An awareness of and appreciation for other images of the world

- State of the planet awareness: An in-depth understanding of global issues and events
- Cross-cultural awareness: A general understanding of the defining characteristics of world cultures, with an emphasis on understanding similarities and differences
- Systemic awareness: A familiarity with the nature of systems and an introduction to the complex international system in which state and non state actors are linked in patterns of interdependence and dependence in a variety of issue areas
- Options for participation: A review of strategies for participating in issue areas in local, national, and international settings
(as cited in Tye, 1990, p. 53).

Tye (1990) refines Hanvey's definition by noting that global education involves "perspective taking – seeing things through the eyes and minds of others" (p. 163). Another point to note is that Hanvey's definition presents the challenge of participation (in local, national or international settings) that is not found in later definitions. Both Tewksbury and Hanvey share the relevance of the "state of the planet/world" component to intercultural competence.

While Hanvey used the term "global education," others have used "cultural education." Finkelstein, Pickert, Mahoney, and Barry (1998) summarize other literature by noting that three "visions" of cultural education are 1) becoming multiculturally aware 2) going beyond one's borders and 3) promoting culture and democracy. In defining cultural education as well as cultural leadership, these scholars note four key characteristics: vision, knowledge, communicative disposition (effective communication in diverse environments) and capacity for community building.

In the discussion on "intercultural communication competence," the terminology specifically included the word "communication." Other scholars tend to cite communication in the definition rather than in the terminology itself. For example, Fantini, Arias-Galicia

and Guay (2001) discuss “cultural competence” as the “language-culture ability individuals develop for use in their native societies” (p. 4). They refer to cultural competence as an “acceptable and intelligible” performance within one’s society. “Intercultural competence,” on the other hand, refers to the “multiple abilities that allow one to interact effectively and appropriately across cultures” (p. 8). Those same scholars go on to acknowledge that this construct is actually quite complex and one that is often not understood very well even among those in the intercultural field. Specifically, Fantini (2000) notes that there are four dimensions to intercultural competence: knowledge, skill, attitude, and awareness. Fantini views the “effective” aspect as relating to the individual’s competencies and the “appropriate” aspect as relating to the receiver’s perception of the individual’s competencies. The question remains: What specifically constitutes the knowledge, skills, attitude and awareness necessary for a minimal level of intercultural competence?

Pusch (1994) summarized key research studies on intercultural competence as having identified three general skills leading to intercultural effectiveness based on the work of Hammer, Gudykunst, and Wiseman (1978): the ability to manage psychological stress, the ability to communicate effectively, and the ability to establish interpersonal relationships (p. 206). However, she cautions that too often, intercultural competence research has focused on the person, “with little attention to the dynamics of the situation they find themselves in...” (Pusch, 1994, p. 205). Pusch (2004) cites the work of Gudykunst (1994) as outlining the most important intercultural skills to have which include those of mindfulness, cognitive flexibility, tolerance for ambiguity, behavioral flexibility, and cross-cultural empathy.

Lustig and Koester (2003) use the term “intercultural competence” and stress three key elements of intercultural competence: interpersonal and situational context, the degree

of appropriateness and effectiveness of the interaction, and sufficient knowledge, motivations, and actions. Specifically, they emphasize that competence is dependent on “the relationships and situations within which the communication occurs” (p. 65) and that “judgments of intercultural competence also depend on cultural expectations about the permitted behaviors that characterize the settings or situations within which people communicate” (p. 65). Moreover, Lustig and Koester (2003) argue that intercultural competence is not comprised of traits or individual characteristics, but rather, a “characteristic of the association between individuals.” They conclude that “there is no prescriptive set of characteristics that inevitably guarantees competence in all intercultural relationships and situations” (Lustig & Koester, 2003, p. 65). This last statement illustrates the challenge inherent in intercultural experts arriving at a specific set of characteristics that constitute intercultural competence.

M. Bennett (1993) conceptualizes intercultural competence as a developmental model in which individuals progress along a continuum toward the goal of “successful acquisition of the international perspective” (p. 24). Bennett’s developmental model of intercultural sensitivity is based on the way individuals experience cultural differences and is comprised of three ethnocentric stages (denial, defense, minimization) followed by three ethnorelative stages (acceptance, adaptation, integration). Bennett (1993) defines ethnocentrism as “assuming that the worldview of one’s culture is central to all reality” (p. 30) while ethnorelativism assumes that “cultures can only be understood relative to one another and that particular behavior can only be understood within a cultural context” (p. 46). Central to ethnorelativism is “empathy” which is noted in other definitions of intercultural competence as well. Empathy is defined by Bennett (1993) as “the ability to experience some aspect of

reality differently from what is ‘given’ by one’s own culture” (p. 53). Bennett is careful to note that empathy involves a frame of reference shift in being able to comprehend another’s perspective. Bennett concludes that the key to ethnorelativism is process.

Much in the same vein as Bennett, Fennes and Hapgood (1997), in reflecting upon intercultural competence and intercultural learning, observe that this process involves overcoming ethnocentrism, acquiring the ability to empathize with other cultures, acquiring the ability to communicate across cultural boundaries and developing a means to cooperate across cultural boundaries (p. 44). Two facets inherent in this process are 1) the degree to which one’s patterns of behavior are consistent with others’ patterns and 2) the expandability, flexibility and adaptability of one’s frame of reference, or filter. The authors adapt a model by Hoopes (1979) in which persons move from ethnocentrism on one end of the continuum to intercultural competence on the other end. The process of achieving intercultural competence involves awareness, understanding, acceptance and respect, appreciation and valuing and developing new attitudes, skills and behaviors in reaction to those from other cultures. Along with Bennett’s developmental model, Fennes and Hapgood’s allusion to one’s frame of reference (filter) represents a different approach in that these works stress the fundamental importance of one’s ability to shift perspectives internally.

Another scholar, Pedersen (1994), also uses developmental stages to describe the intercultural competence concept from a multicultural counseling perspective. He views multicultural development as a “continuous learning process based on three stages of development” which include the awareness stage (involving assumptions about cultural differences and similarities and ability to judge a cultural situation from both one’s own and the other’s cultural perspective), the knowledge stage (which expands the information on

culturally learned assumptions), and the skills stage based on “clarified assumptions and accurate knowledge” (Pedersen, 1994, p. 27). Pedersen (1994) delineates specific competencies and objectives under each of these broad categories and stresses the importance of focusing on the development of awareness, knowledge, and skills as opposed to emphasizing or overemphasizing any one area.

Paige (1993) uses the term “intercultural effectiveness” and notes that the study of effectiveness has long been considered a major issue in the intercultural communication field. Upon his review of major works in this area (M. Bennett 1993; Dinges 1983; Grove & Torgiorn 1993; Kim 1988; Kim & Gudykunst 1988; Martin 1989), Paige (1993) concludes that intercultural effectiveness is a complex phenomenon that is influenced by six factors (p. 171):

- 1) knowledge of target culture
- 2) one’s personal qualities (i.e., flexibility, tolerance of ambiguity, sense of humor, openness)
- 3) behavioral skills (i.e., communicative competence)
- 4) self-awareness (i.e., one’s values and beliefs)
- 5) technical skills (i.e., ability to accomplish tasks)
- 6) situational factors (including clarity of expectations, psychological pressures, etc.).

Unique to Paige’s identification of factors influencing intercultural effectiveness is “technical skills.” The delineation of “knowledge of target culture” places this characterization of intercultural competence more in the culture-specific approach. Storti (1997) concurs with Paige on the culture-specific element of the concept by defining “intercultural sensitivity” as “knowing about and respecting the norms” of other cultures (p.2).

Kohls (1996) in his popular book “Survival Kit for Overseas Living” lists 16 skills that are key for U.S. Americans in an intercultural situation, the top three of which are noted as a sense of humor, low goal/task orientation (less task-driven), and the ability to fail. Kohls (1996) also highlights self-awareness (awareness of one’s own cultural baggage) as most needed as a basis for understanding others and interacting effectively with those from different cultural backgrounds. While these insights do not provide an explicit definition of intercultural competence per se, they provide a different perspective on other elements related to intercultural competence that have not thus far been discussed in this paper.

Numerous other scholars have contributed various perspectives to defining intercultural competence. Samovar and Porter (2001) note that “being a competent communicator means analyzing the situation (context) and selecting the correct mode of behavior” (p. 277). They found that most definitions of intercultural competence included components of motivation, knowledge, and communication skills. Various ways to approach intercultural communication include culture-specific, context-specific (i.e., business, healthcare), or culture-general (Samovar & Porter, 2001, p. 278). Cultural competence, as discussed by Steele and Suozzo (1994), Damen (1987), and Stern (1983), consists of developing the ability to act appropriately in the target culture including body language, table manners, etc. Gudykunst (1994) adds motivation to the key components of knowledge and skills that comprise intercultural competence. Gudykunst specifically does not give much importance to “second language competence” according to Byram (1997). Hampden-Turner and Trompenaars (2000) state that “intercultural competence can be achieved by recognizing cultural differences, respecting them, and ultimately reconciling them” by transforming conflicting values into complementary values (p. 249). Other scholars who note

transformation as part of the process are Kim and Ruben (1992) who advocate “intercultural transformation” which is defined as the “process of change in individuals beyond the cognitive, affective, and behavioral limits of their original culture” (p. 404). La Brack (1993) notes the importance of process in the transformation that occurs in an intercultural experience, observing that “the concept of process lies at the heart of all experience” (p. 263).

English (1996) in her research on various definitions of international competence (examining works by such scholars as Barrows et al. 1981; Chen, 1987; Dinges, 1983; Hanvey, 1976; Hett, 1992; Tonkin & Edwards, 1981), singled out Lambert (1994) as having developed a definition of global competence. This definition is more specific in that it identifies five components of global competence: 1) world knowledge, 2) foreign language proficiency 3) empathy for other cultural viewpoints 4) approval of foreign people and cultures, and 5) ability to practice one’s profession in an international setting. Of the five components listed, knowledge (element 1) is directly consistent with other definitions. The other elements can correspond with categories listed in other definitions, that of “skills” (elements 2 and 5) and “attitudes” (elements 3 and 4). Unique to this definition is Lambert’s emphasis on one’s ability to practice in an international setting, indicating the context-specific nature of his definition. In his own words, Lambert (1994) elaborates that “what global competence is and how it must be expressed depends upon what needs to be done” (p. 287). This definition, while more explicit than others, raises these questions: What constitutes world knowledge? What is the minimal acceptable level of foreign language proficiency?

A more comprehensive model of intercultural competence is called BASIC Dimensions of Intercultural Competence and was developed by Koester and Olebe (1989)

based on the work of Ruben (as cited in Lustig & Koester, 2003). According to Koester and Olebe (1989), the eight components of intercultural competence are display of respect, orientation to knowledge, empathy, interaction management, task role behavior, relational role behavior, tolerance for ambiguity, and interaction posture (cited in Lustig & Koester, 2003, p. 72). This model moves beyond the standard delineation of skills, knowledge, and attitudes and notes components not mentioned by others such as respect, task role behavior and interaction posture. The model also contains elements noted in others' definitions of intercultural competence including empathy and tolerance for ambiguity.

The American Council on International Intercultural Education (ACIIE) developed an organizational definition of global competence and adopted nine explicit goals of a “globally competent learner” which are as follows:

The globally competent learner:

1. Is empowered by the experience of global education to help make a difference in society
2. Is committed to lifelong, global learning
3. Is aware of diversity, commonalities, and interdependence
4. Recognizes the geopolitical and economic interdependence of the world
5. Appreciates the impact of other cultures on American life
6. Accepts the importance of all peoples
7. Is capable of working in diverse teams
8. Understands the non-universality of culture, religion, and values
9. Accepts the responsibility for global citizenship. (ACIIE, 1996, p. 3).

This organizational definition, developed for use by community colleges, includes a variety of diverse elements not mentioned in other works on intercultural competence. Those elements include a commitment to lifelong learning, the capability of working in diverse teams, and accepting the responsibility of global citizenship. Other aspects that are unique to this definition include the challenge to “make a difference in society,” an appreciation for the impact of other cultures on one’s own culture, and recognition of the current world reality

of geopolitical and economic interdependence. The ACIIE definition also stresses the importance of all people and the understanding of the non-universality of culture and related phenomena. These nine elements combine to make the ACIIE definition quite different from other definitions related to the construct of intercultural competence. They were initially developed from a long list of over 50 competencies identified by higher education administrators (found on pp. 36-37 of the ACIIE paper). From this list of more specific competencies, the nine elements of the definition evolved. In addition, the administrators used the competencies to develop four developmental stages of acquiring global competence including: 1) recognition of global systems and their connectedness 2) intercultural skills and experiences 3) general world knowledge (history, events, geography, politics, economics) and 4) detailed areas studies specialization (including language) (ACIIE, 1996, p. 3).

One definition of a related competence which is somewhat different from those discussed thus far is one developed by the Institute of International Education's Task Force for Transnational Competence (1997) comprised of American and Japanese educators which defines transnational competence (TNC) as the "integration of technical and cultural skills" and includes the following aspects:

- 1) Ability to imagine, analyze, and creatively address the potential of local economics/cultures
- 2) Knowledge of commercial/technical/cultural developments in a variety of locales
- 3) Awareness of key leaders (and ability to engage such leaders in useful dialogue)
- 4) Understanding of local customs and negotiating strategies
- 5) Facility in English and at least one other major language and facility with computers
- 6) Technical skills in business, law, public affairs and/or technology and awareness of their different nature in different cultural contexts (p. 19).

The definition and components of transnational competence set forth a more specific context in which this competence is utilized and thus focus more specifically on skills needed in the business world with such emphasis on computer skills, English language skills, negotiating strategies and knowledge of commercial and technical developments. The first element, that of the ability to imagine, analyze and creatively address situations infers adaptability which fits with some of the other models outlined in this discussion.

Falling into the same camp as “transnational competence” is “international competence” as defined by Dinniman and Holzner (1988). According to their definition, international competence is a multidimensional challenge consisting of the following dimensions: universal literacy, knowledge of science, mathematics and statistics, understanding of the underpinnings of scientific and technological civilization, degree of computer literacy, well-structured knowledge of the world, interpersonal skills, ability to work in organizations, need for realism in appraising situations, ability to accept change and responsibility, and an understanding of effective, high-quality work (Dinniman & Holzner, 1988, p. 47). These dimensions go beyond the basic knowledge, skills, and attitudes noted in other definitions to include technical knowledge and even literacy.

Turning to the business world, scholars such as Gundling (2003) and Rosen (2000) offer different perspectives on the concept of intercultural competence, as well as different terminology. Gundling (2003) uses the term “global people skills” to describe intercultural competence and has developed a model in which 12 competencies are distributed over three key levels, the interpersonal level, group level and organizational level. The twelve delineated competencies include skills at the interpersonal, group and organizational levels and are as follows: 1) establishing credibility, 2) giving and receiving feedback, 3)

obtaining information, 4) evaluating people, 5) building global teamwork, 6) training and development, 7) selling, 8) negotiating, 9) strategic planning, 10) transferring knowledge, 11) innovating and 12) managing change (Gundling, 2003, p. 2). Geared specifically for the workplace, this model stresses relationship building and ultimately, global leadership. Gundling (2003) also provides a definition of global citizenship which involves “having the will and the ability to work together effectively with other people anywhere in the world” (p. 331) and includes such values as trust, respect, social justice, environmental sustainability and mutual learning. Gundling (2003) views global citizens as being able to transcend cultural limitations and to become “synergists,” combining global people skills and global citizenship to serve as “bridge persons” who can suspend judgment in connecting people from many different cultures (p. 333-336, 342-343).

Robert Rosen (2000) in his book entitled “Global Literacies” writes from a business perspective that “personal literacy is the first building block of global literacy” (p. 61) and stresses the importance of self-awareness, self-development, and self-esteem. He outlines mastery of these key behaviors in developing one’s personal literacy: aggressive insight, confident humility, authentic flexibility, reflective decisiveness, and realistic optimism. The other three broad literacies in Rosen’s model include social literacy, business literacy and cultural literacy. In becoming globally literate, Rosen (2000) suggests the following elements as key: valuing of one’s own culture, literacy about others’ cultures, use of cultural knowledge to strengthen one’s own culture, to create connections and to leverage culture to one’s advantage. Rosen’s focus on personal literacy emphasizes the importance one’s self-awareness and development play in developing effective competence.

Most definitions of intercultural competence reflect a distinctively Western perspective. One key gap that exists is non-Western perspectives on intercultural competence. Some scholars, particularly from Asia, have engaged in limited work on the definition of communication (but not necessarily intercultural) competence that is derived from cultural contexts. For example, Yum (1994) identifies elements of Korean communication competencies as empathy, sensitivity, indirectness, being reserved and transcendental. Often, the unit of analysis in Asian cultures is not the individual but rather the group or one's interpersonal relationships (Miyahara, 1992; Yum, 1994). Samovar, Porter and Stefani (1998) note a paper by G. Chen (1993) in which the author stresses that harmony is the chief goal of human behavior (p. 84) and thus, communication competence would ultimately result in harmony in relationships with others. It is interesting to note that a study by Zhong (1998) found that intercultural communication competence was perceived to be the same in both American and Chinese cultures. Based on this brief discussion of non-Western perspectives on intercultural competence, one could infer that while there are some distinctive aspects of intercultural competence in non-Western cultures that may not be found in Western views of the construct, there are also some elements that may be the same, regardless of cultural perspective.

Having examined a wide variety of scholarly works related to intercultural competence as viewed through the lenses of intercultural, communication, and business fields, the following conclusions can be made. There is not conclusive agreement on the use of terminology. While many scholars agree that intercultural competence is comprised of knowledge, skills, and attitudes, further delineations of these constructs vary by scholar. Furthermore, some scholars include other specific components such as motivation and

adaptability. There is disagreement over the role of linguistic competence and the role of context. Should intercultural competence be specific or more general? There is disagreement as to whether it is even possible to discern comprehensive intercultural competence. Cautions were given about the oversimplification of intercultural competence. What are the degrees of intercultural competence? Business perspectives introduce other concepts not found in the more traditional intercultural approaches to the concept. And what are the non-Western perspectives on the concept of intercultural competence? Given the complexities of the issues raised through the examination of literature on intercultural competence, as well as issues raised through the initial exploration of competence in general, there is a significant challenge in experts forming consensus on what specifically constitutes intercultural competence.

Academic approaches to assessment

This study is concerned with what specifically constitutes intercultural competence in an effort to assist higher education administrators to more effectively assess intercultural competence as a student outcome of internationalization. Thus, the evaluation and assessment components become critical to this study. Once there is agreement on what constitutes intercultural competence, what are the most effective ways to assess intercultural competence and other outcomes of internationalization? What issues do administrators need to address in assessing intercultural competence? This section will explore a variety of academic approaches that will provide cognitive maps for reflecting upon these questions.

To begin, there are many different approaches to evaluation and assessment. In reviewing applicable approaches to this study, an initial framework developed by Worthen,

Sanders and Fitzpatrick (1997) based on the work of Cronbach (1982) seems especially relevant for the design of the study. Their framework specifically addresses the identification of evaluation questions and criteria and includes the following in the identification process:

- 1) Questions, concerns and values of stakeholders
- 2) The use of evaluation “models,” frameworks, and approaches as heuristics
- 3) Models, findings, or salient issues raised in the literature in the field of the program
- 4) Professional standards, checklists, guidelines, instruments, or criteria developed or used elsewhere
- 5) Views and knowledge of expert consultants
- 6) The evaluator’s own professional judgment

(Worthen, Sanders & Fitzpatrick, 1997, p. 247)

This framework serves as the outline for the design of this study with this chapter addressing three of the components listed above, that of examining the use of evaluation models, frameworks and approaches, as well as other findings and other criteria developed elsewhere including through checklists and instruments. Thus, this particular section addresses other models and approaches, not just within the fields of evaluation and program design but also some within the student development field. It has been noted that it is best to use a variety of approaches/models to tailor an eclectic approach culled from “the bits and pieces”... of more traditional ready-made approaches” and in so doing, maximize evaluation strategies that work effectively within a given context (Worthen, Sanders, & Fitzpatrick, 1997, p. 183-184).

Before exploring these scholarly works, it is helpful to note definitions of some commonly used terms. According to Upcraft and Schuh (1996), there are many different scholarly perspectives on the definition of assessment (Astin, 1991; Banta, 1988; Ewell, 1988; Lenning, 1988; Terenzini, 1989). For purposes of this study, the working definition of assessment is adapted from Upcraft and Schuh (1996) as “any effort to gather, analyze, and

interpret evidence which describes...effectiveness.” There is greater scholarly agreement on the term “evaluation” which Astin (1991) in contrasting the term with “assessment,” views evaluation as involving the use of information collected through assessment coupled with “the rendering of value judgments” (p. 2). Scriven (1967) developed two distinctions within evaluation: formative evaluation (often referred to as on-going evaluation) and summative evaluation (final evaluation) which is used often in accountability and strategic planning.

As previously noted, there are numerous approaches to evaluation and assessment which Stufflebeam, Madaus and Kellaghan (2000) categorize into three broad approaches: Methods-oriented evaluation models (which include objective-based approaches), improvement/accountability-oriented evaluation models, and social agenda-directed/advocacy models. The following discussion will examine several scholars’ works under each general approach including Tyler (1949), Boone (1985), and Popham (1993) under the methods-oriented approach, Stufflebeam’s CIPP Model (1971) under the improvement approach, and Guba and Lincoln (1985) under the advocacy approach. In addition, the discussion will also explore a program theory design as it relates to evaluation and briefly review student affairs’ models that relate to evaluation and student outcomes. This section will conclude with the implications of assessing competence, including the views of scholars from the intercultural, communication, and competency-based education fields previously cited in this chapter.

Tyler

One of the foundational approaches in the field of evaluation was developed by Tyler (1949) who advocated an objective-based approach to evaluation through the framework of

four main questions related to the objectives an organization should seek to attain, the learning experiences needed to achieve those objectives, the organization of the learning experiences for effective instruction and the evaluation of the effectiveness of the learning experiences (Tyler, 1949, p. 1). Tyler's last question on evaluation is particularly relevant to this study. As Tyler (1949) stated, "The process of evaluation is essentially the process of determining to what extent the educational objectives are actually being realized..." (p. 106). Two important aspects related to Tyler's conception of evaluation are 1) the change in students' behavior (thus advocating pre and post-testing) and 2) the use of a wide range of assessment procedures beyond just a single appraisal or pen and pencil instrument (p. 106-107). As Tyler (1949) noted, "It should be clear that for most purposes the appraisal of human behavior should be an analytic one rather than a single score summary" (p. 117). As it corresponds to this study of the identification and assessment of intercultural competence, Tyler's work points to the importance of using a variety of assessment measures, which includes a broad range of methods given Tyler's definition of "any valid evidence about behaviors that are desired" which may not be easily captured on paper. Other assessment methods may include such ways as observation, interviews, writing samples, objects created by students, documents, etc. which result in "an analyzed profile" of the student (p. 107-109, p. 120). In addition, Tyler's work stresses the connection of students' learning experiences to the objectives and measuring whether those have been achieved. Thus, it may be construed that the internationalization plan itself, as well as individual courses, should contain objectives specifically related to the development of intercultural competence, which in turn would be part of the assessment strategy.

Other objective-oriented works

Popham's (1993) later work reiterated Tyler's seminal work by emphasizing again the myriad of evaluative measurements that can be used in educational settings. He advocated the use of triangulation of methods to provide evidence of greater validity of the measures. Stark (1989) offers a variation on the objective-oriented approach by emphasizing the utilization of student goals. Boys (1995) added a British perspective to the objective-based approach in assessing competence by writing that "assessing competence effectively depends on defining and describing what the learner is intended to achieve..." (p. 45) which essentially substantiates Tyler's work as it relates directly to competence. In applying these works to this study, it may be helpful for administrators to use triangulation when assessing intercultural competence, to consider using and assessing student-goals as they relate to the development of their intercultural competence and to be sure to define and describe specifically what students are to achieve through internationalization efforts. This study should help in defining some of those specifics, as they relate to intercultural competence and internationalization.

Boone

Boone (1985), also emphasizing an objective-oriented approach, developed a conceptual programming model in which the evaluation and accountability subprocess is an integral and ongoing part of the entire programming process. Boone (1985) defines this subprocess as "making informed judgments about the effectiveness of the planned program and plans of action based on established criteria and known, observable evidence" (p. 73). Three critical components of evaluation and accountability are the identification and

measurement of outcomes, assessment of the outcomes and the utilization of the results for program revision and organizational renewal. This study specifically explores these three components as they relate to the identification and assessment of intercultural competence and research has shown to date that it is often difficult for colleges and universities not only to identify and measure outcomes of internationalization but of intercultural competence as well. Furthermore, very little has been done in being able to assess such outcomes. This in turn may make it difficult for institutions of higher education to then adapt to changing environments and to revise their internationalization agenda because there are no measurable indications that their strategies are initially successful.

In examining the evaluation and accountability subprocess in more detail as it informs the treatment of intercultural competencies developed through internationalization strategies, Boone (1985) suggests that one must first begin with “examining progress toward meeting micro objectives,” meaning that the entire programming process as well as the organization itself is addressed. Boone continues by stating, “The fact that programming occurs in an organizational context brings up the notion that a planned program’s success depends on its context at least as much as on the efforts” to deliver the program (p. 173). Thus, by examining the micro objectives related to the development of specific intercultural competence (the action outcomes), the entire internationalization process can be reviewed in reverse – from the stated objectives to the learning experiences to the long-range planned program, to the anticipated outcomes, to the organizational mission, philosophy, functions, structure and processes. The results of this examination can then be used to revise not only the micro level (educational objective) but also to renew and revamp the macro level (management objectives). To that end, this study can be used to address the effectiveness of

overall internationalization strategies of an institution based on the examination of the development of students' intercultural competence.

In applying the Boone's programming evaluation to this study, it is important to remember that there are four broad categories of evaluation: intended and unintended outcomes and manifest and latent outcomes. When reviewing particular internationalization strategies, it is important to consider the unintended outcomes as well as those targeted outcomes. For example, in regard to study abroad experiences, an intended, manifest outcome stated in the objectives may be greater competency in another language. An unintended outcome could be the development of a network that later may be utilized to advance one's career (which would then be a latent outcome). One other point relevant to this study is Boone's admonition that evaluation is based on "established criteria and known, observable evidence" (p. 179). This implies the importance of having criteria against which to measure outcomes of internationalization. In the case of this study, an attempt is being made to establish criteria of intercultural competence through the consensus of experts. Yet, established criteria lead to broader questions in the assessment of internationalization. For example, is there consensus on the criteria of an internationalized institution? What is the observable evidence of these criteria? These are questions for future research projects.

Stufflebeam

Another approach which has relevance to this study is known as the CIPP Model developed by Stufflebeam (1971). Categorized by Stufflebeam as an improvement model approach (and also as a management-oriented by Worthen, Sanders, & Fitzpatrick, 1997 and as a decision-facilitation approach by Popham, 1993), the CIPP Model stands for four key

elements in the evaluation process: Context evaluation, Input evaluation, Process evaluation, and Product evaluation. The overarching goal of the CIPP Model is to assist administrators in decision-making. As it applies to this study, the product evaluation element stresses the emphasis on program outcomes which is similar to the models previously discussed in this study in that program objectives are connected to outcomes. Specifically, Stufflebeam (2000) comments that a product evaluation “should assess intended and unintended outcomes and positive and negative outcomes” (p. 298). This follows closely with Boone’s caveat of measuring intended and unintended outcomes. In assessing these outcomes, Stufflebeam encourages the assessment process from different “vantage points” including the aggregate, subgroups and “sometimes for individuals” (p. 298). A variety of assessment methods can be used including one example given by Stufflebeam (2000) of a “continuous program matrix sampling testing technique” in which students’ progress is measured in the aggregate over a period of time to determine their progress (p. 300). Product evaluation can be used to evaluate long-term outcomes including impact, effectiveness, and viability. This could be helpful for administrators in determining the impact of internationalization strategies over time, as well the effectiveness of these strategies.

The CIPP model also informs the design of this study in that it stresses context evaluation. A practical application of context evaluation is having higher education administrators complete questionnaires about their current assessment efforts of internationalization outcomes. As Stufflebeam (2000) notes, “A usual starting point is to ask the evaluation’s clients and other stakeholders to help define the study’s boundaries” (p. 287). As part of this process, Stufflebeam (2000) suggests that a survey instrument could be given to “a carefully defined sample of stakeholders” and may be helpful “to investigate

identified hypotheses” (p. 287-88). Stufflebeam also outlines many other methods for engaging in context evaluation including examination of records and documents, involving an advisory committee, conducting community forums, and interviewing stakeholders.

As with the other models discussed, it is important to note the holistic aspects of how outcome evaluation connect with program planning as a whole, including inputs and process, and the on-going (formative) nature of the evaluation process as opposed to a one-time, summative evaluation effort. While this study focuses exclusively on outcomes, the literature indicates that higher education administrators could therefore be advised to engage in on-going evaluation of internationalization and the development of students’ intercultural competence. Or as Massy (1994) suggests: “Performance measures should focus on process and inputs as well as output assessment” (in Meyerson & Massy, 1994, p. 39).

Lincoln and Guba

An entirely different approach to evaluation than the ones discussed thus far falls under the category of an advocacy approach as outlined by Stufflebeam, Madaus, and Kelleghan (2000). Also known as a naturalistic inquiry approach, this approach espoused by Lincoln and Guba (1985) views participants, in this case, students, as playing a key role in the evaluation process. Lincoln and Guba outline five characteristics of which the most relevant are the use of negotiated outcomes, the person as the data gathering instrument so as to account for adaptability and adjustments in realities and findings that are dependent upon interactions between investigators and respondents. Issues that these raise for this study include the possibility for administrators to negotiate internationalization outcomes with the students. In regard to the individuals as data gathering instruments, this would seem to work

fit quite well with the contextual and adaptability theories previously discussed in actually assessing a student's intercultural competence. The last characteristic outlined by Lincoln and Guba (1985), that of the findings being dependent on interactions between investigators and respondents, resonates with the intercultural competence models in that it takes into account the context of the interaction used for assessment. For the purpose of this study, this approach leads to the question of what should be the role of students in negotiating outcomes of internationalization, as well as in assessing intercultural competence.

Program logic model

Another model that is relevant to this study is a program theory-based evaluation model known as the program logic model or program theory model (Rogers, 2000). Although there are many different variations of program logic models, the basic components include resources/inputs, activities/processes, outputs, and outcomes (short-term, intermediate and long-term). The purpose of a program logic model is to outline the sequence of events necessary for creating change and ultimately, for demonstrating a program's effectiveness to stakeholders. It also helps to relate program activities/processes to specific outcomes, emphasizing the connection between actions and results. As such, logic models can generate "if...then" statements to show cause and effect relationships. For example, "if students study foreign languages, then they will become more linguistically competent." If-then statements can also be used to plan a program strategy. For example, if the long-term outcomes are to be achieved, then what should be the short-term and intermediate outcomes? If the short-term and intermediate outcomes are to be achieved, what program activities need to be implemented? These statements help to address the

program's effects on outcomes which means this model operates on the axiom of "beginning with the end in mind."

The model is based on a program theory, or picture, developed by an organization's administrators and staff for that specific organization/ institution; the program theory answers key questions such as what issues are addressed by the program and what are the desired results of the program, both short and long-term (WK Kellogg Foundation, 1998). The program logic model is used extensively by non-profit and educational organizations such as the United Way, the Kellogg Foundation, and the US Department of State, as well as by some universities including the University of Wisconsin-Milwaukee Office of International Education. The model can be used not only for evaluation purposes but also in other aspects of program design including program planning and development, management, and implementation. For example, tracking short-term achievements may result in a revision of the initial program logic model.

Resources/Inputs-----Activities/Processes-----Outputs-----Outcome

Figure 1. Basic components of a program logic model.

In the program logic model outlined in Figure 1, the intended results reside in the last two components of the model: outputs and outcomes. "Outputs" refer to the direct result of the activities such as type or number of programs, or number of participants. "Outcomes" are the changes that occur as a result of the outputs, including short-term, intermediate and long-term impact, that is, the long-term change evidenced in the organization or system. Defining the outcomes of the program first will help administrators determine what resources and activities are needed, as well as what specifically should be assessed.

The program logic model was selected as part of the conceptual framework for this study due to its emphasis on intended results and its differentiation between outputs and outcomes. For example, many universities refer to the outputs as evidence of successful internationalization including number of study abroad programs, percentage of international students, etc. As a result of a focus on outputs, institutions often do not place as much emphasis on the outcomes of internationalization. Thus, this study is focused on the outcome component of the program logic model, and specifically, intercultural competence as one outcome of internationalization.

Literature shows that a key question is what institutions of higher education can do to prepare graduates better for success in an increasingly interdependent world. How can this preparation be assessed (outcomes)? And what constitutes such preparation (activities/processes)? This program logic model can help administrators address these questions by providing a framework for focusing on the identification of outcomes generated by internationalization. By examining the framework for intended outcomes, administrators of internationalization programs will be better able to design a comprehensive internationalization strategy. In essence, this particular model provides administrators with a framework for thinking about the outcomes of internationalization as well as reflecting on the process of how to get there.

Figure 2 contains the model as it relates to this study, with the shaded area being the focus of this study.

INTERNATIONALIZATION
at institutions of higher education



Figure 2. General program logic model applied to internationalization (Deardorff, 2004).

Student development models

Turning the discussion to relevant models in student development, there are several models with direct application to this study (Astin, 1991; Baird, 2003; Upcraft & Schuh, 1996). The field of student affairs has long been known for attempts to measure student learning and development which occur outside of the classroom. Upcraft and Schuh (1996) outline seven components of an assessment model that can be used specifically within higher education which include tracking who uses student services, programs and facilities, assessment of student needs, clientele satisfaction, assessment of campus environments and student cultures, assessment of outcomes, comparable institutions assessment, and use of nationally accepted standards in the assessment process. While these seven components could each have relevance to administrators in the implementation of internationalization strategies, the outcome component is the most applicable to this study in that it measures

effects of internationalization on student learning as well as the intended outcomes of internationalization strategies.

Astin's (1991) classic model of assessing outcomes is known as the I-E-O model which provides a framework for assessing input-environment-outcomes of student development. Astin encourages administrators to start with the anticipated outcomes component first and then determine what is needed in the way of input and environment to achieve the outcomes. He also cautions against isolating any one of these variables during assessment; rather, he suggests that administrators should view all three components as interrelated. This perspective is very similar to Boone's and others in that assessment and evaluation is ultimately part of a complex whole. Astin (1991) also raises a key question that is relevant to this study: "From whose perspective are we attempting to assess outcomes?" (p. 39). In the context of this study, the question for administrators becomes, "From whose perspective are we assessing students' development of intercultural competence?" This could be from a variety of perspectives including faculty, administrators, and the students themselves.

Baird (2003) outlines four "reconceptualizations" that impact the assessment of student outcomes within student affairs that may be more relevant to today's reality of the changing nature of "traditional students" and of student affairs. The four "reconceptualizations" are as follows:

- 1) A new appreciation of students as active and diverse individuals (as opposed to the traditional view of students as a monolithic group)
- 2) A view of the multiple environments within a college environment and the different interactions and outcomes fostered by each (as opposed to a static, universal college environment)

- 3) The understanding of different patterns of students' interactions with their college which incorporates the role of students' cultures as well as institutional functioning (as opposed to the traditional assumption of homogeneity of students' interactions)
- 4) The recognition of outcomes as individually chosen by students (as opposed to the traditional concept of outcomes as institutionally selected) (Baird, 2003, p. 596-597)

Baird (2003), in reviewing the student affairs literature on student outcomes (such as Astin 1993, 1999; Baxter Magolda 2000; Pascarella & Terezini 1991), suggests that several aspects need to be applied when assessing student outcomes:

- 1) Influences on students' outcomes will differ, depending on students' characteristics
- 2) The meaning that students give to their college experiences which can primarily be ascertained through qualitative assessment
- 3) There is a need for those involved in assessment to understand students' backgrounds and the impact of students' prior experiences on outcomes
- 4) There is a need for collaboration among student affairs professionals, administrators, faculty and institutional researchers in promoting "positive student outcomes"
- 5) Administrators need to understand the multiple routes that students employ to reach specific outcomes and the same path does not necessarily lead to the same outcomes (p. 598-601).

These various aspects lead Baird (2003) to conclude that "a single model for defining and assessing outcomes is not only unwise but also, in the strictest sense, unfeasible" (p. 601).

Baird (2003) also notes a shift in the literature from individualistic goals set and assessed by institutions to more community-oriented outcomes negotiated between students and institutions. Student affairs professionals will be needed to serve as negotiators or

brokers in this process of negotiating student outcomes. This approach will result in more individualized, qualitative assessments of articulated student outcomes. This points to the increasing complexity of assessment itself.

Based on the Worthen, Sanders, and Fitzpatrick (1997) framework for identifying evaluation criteria that is guiding this study, the framework suggests referencing professional guidelines as part of the identification process. To that end, attention now turns to the American Association of Higher Education (AAHE) and the nine “Principles of Good Practice for Assessing Student Learning” developed in 1992 and those are as follows:

- 1) The assessment of student learning begins with educational values.
- 2) Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.
- 3) Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.
- 4) Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.
- 5) Assessment works best when it is ongoing, not episodic.
- 6) Assessment fosters wide improvement when representatives from across the educational community are involved.
- 7) Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.
- 8) Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.
- 9) Through assessment, educators meet responsibilities to students and to the public. (Gardiner, Anderson, & Cambridge, 1997, pp. 11-12).

As these principles are applied to this study, outcomes are one point of emphasis, within the context of experiences that lead to those outcomes. These principles also raise the following question: Are student learning outcomes, and specifically the outcome of intercultural competence, grounded in educational values? Another principle that is quite relevant to this study is the need for internationalization efforts to have clear, explicitly stated purposes. So, in relation to intercultural competence, it may not be sufficient to state simply that developing “global citizens” or “interculturally competent” graduates is one of the

purposes of internationalization. This study seeks to provide data that administrators can use to more explicitly state the purposes of internationalization efforts on their campuses, particularly in regards to intercultural competence. In addition, these principles also raise other points for administrators of internationalization strategies to remember such as involving many members of the academic community in the ongoing assessment of student outcomes and experiences as well as viewing assessment as one piece of a larger picture (“larger set of conditions that promotes change”). These principles also suggest to administrators that effective assessment of students’ intercultural competence should take the form of observation of students’ performance over time as part of an integrated, multidimensional context; this seems to fit especially well with the previous discussion on the complexity of the concept of intercultural competence and the inadequacy of one method of assessment to assess competence.

Assessment and competence

What do the scholars cited in the earlier discussion on competence have to say about assessing competence? Viewing competence from an assessment perspective, Pottinger (1979) warns against the use of expert consensus (objectivity is biased by experts’ perception, beliefs and value systems) or job analysis (too narrow for the complexity of human performance) in assessing competence and instead, provides an alternative approach to identifying and assessing competence called Behavioral Event Analysis, also known as the Causal Model of Competence Identification. Behavioral Event Analysis, targeted at addressing the complexity of human performance, is comprised of a structured interview with the person being assessed who is asked to recall various behavioral incidents.

Responses are recorded and analyzed by professionals who focus more on “latent content” than the obvious content. Pottinger (1979) cites a successful example of this model used with officers in the United States Information Agency in the early 1970s to assess communication competence in their ability to work with people from diverse backgrounds. In addition to excellent communication skills (which are observable), the model also elicited two other skills that were critical in working with people from different cultural backgrounds, those of empathy and positive bias, both of which would be difficult to identify or measure through observation (Pottinger, 1979, p. 28). Thus, Pottinger provides an alternate method for assessing intercultural competence in the form of a Behavioral Event Analysis.

Finkelstein, Pickert, Mahoney, and Barry (1998) advocate the use of a behavior-focused evaluation approach as opposed to what they view as the traditional approach of transformation of cultural attitudes and adaptability as found in Kelley and Meyers, 1993; Kohls and Knight, 1994; Pusch, 1979; Hess, 1994; Stewart and Bennett, 1991. “In our view, behavior-focused evaluation provides evaluators with concrete ways to assess the effectiveness of programs as well as reveal the effects of attitudes. ...Programs are most effective when a transformation in participants’ thinking translates into behavior...that helps schools guide students to live successfully in a multicultural world...” (Finkelstein, Pickert, Mahoney, & Douglas, 1998, p. 94). Certainly, a relevant point from this study is the transformation of thinking as measured in students’ behaviors which could be indicative of transformed thinking.

Byram (1997), approaching intercultural competence from a foreign language teaching background, notes that “clearly formulated objectives are essential to proper assessment, and assessment itself is therefore indirectly affected by contextual factors” (p.

29). He further comments that it may “ultimately be appropriate to assess only part of what we define as intercultural competence” (p. 9) due to the complexity posed by contextualization. He suggests that successful intercultural competence “can be judged in terms of the effective exchange of information” as well as in the “establishing and maintenance of human relationships” (p. 32-33). Byram’s perspective on assessment reinforces the evaluation approaches espoused by Tyler and Boone, with the emphasis on clearly defined objectives. Noting the complexity of assessing the interdependent nature of components of intercultural competence, Byram advocates performance (criterion-referenced) assessment over the traditional norm-referenced assessment methods that isolate the components. To that end, Byram suggests the use of student portfolios to demonstrate students’ development of intercultural competence over time. In this way, students’ knowledge and abilities are assessed “as they are used and evident in activities which might be an application of what has been learnt” (Byram, 1997, p. 105). According to Byram (1997), advantages of using student portfolios to assess intercultural competence include the following: Portfolios allow a combination of specific and holistic assessment, provide the means to tracking the connection between assessment and teaching/learning, allow for a combination of criterion-referenced documentation as well as norm-referenced tests if desired, and a portfolio could also allow for various levels or degrees of competence to be set within the specific context of the situation (p. 109-110). Byram (1997) cautions that “it is the simplification of competences to what can be ‘objectively’ tested which has a detrimental effect” and concludes that assessment must recognize all aspects of intercultural competence even if such assessment can not be “represented statistically” (p. 111). In the end, Byram

(1997) cites Gipps (1994) as distinguishing the true purpose of assessment, assessment for accountability versus educational assessment, which impacts the type of assessment used.

Kim (1992), representing an intercultural approach, rejects the notion that effective intercultural communication competence is synonymous with successful intercultural encounters and warns against assessing intercultural competence based on performance outcomes. Based on a systems-theory view, Kim (1992) states that “the systems perspective emphasizes the dynamic, interactive nature of the communication process between two or more individuals.... All parties involved in a given encounter, including the conditions of the social context in which the encounter takes place, codetermine the communication outcomes. This means that no one element in a multi-person communication system can be singled out for being solely responsible for the outcomes” (p. 371). Thus, assessing intercultural competence should not be assessed on the basis of performance outcomes, either subjective or objective, since this “tends to blur the principle of multilateral causality in the interpersonal communication system” (Kim, 1992, p. 372). Further, “equating intercultural communication competence with successful interaction outcome – whichever indicators may be employed as its indicators – allows the domain of intercultural communication competence to ‘float’ and be confounded by contextual and relational conditions, and thus, cannot contribute to developing a definition of intercultural communication competence that is consistent across varied types and situations of intercultural encounter” (Kim, 1992, p. 372). Rather, intercultural communication competence should be assessed in relation to a person’s “overall capacity to facilitate the communication process between people from differing cultural backgrounds” (Kim, 1992, p. 372.).

Spitzberg and Cupach (1984) note that there have generally been two approaches to competence assessment within the communication field: the social skills approach, which often overemphasizes the behavioral explanations and the communication approach, which tends to overemphasize the cognitive and affective explanations. Communication scholars have “typically relied on psychological measures” to assess communication competence and most of these are self-reported (Spitzberg & Cupach, 1984, p. 95-96). Social skills researchers may utilize third-party observers, but it is often difficult for observers to rate effectiveness since the observer “lacks the relationship-specific knowledge” and the contextual knowledge to inform an appropriate judgment (Spitzberg & Cupach, 1984, p. 94). Spitzberg and Cupach suggest a blending of these two approaches as a more effective way to approach competence measurement. In many ways, intercultural competence is one manifestation of the blending of the social skills approach with the communication approach.

Summary of assessment instruments/ Methods of intercultural competence

Although a variety of methods could be used to assess intercultural competence, such as observation, portfolio, and interviews, a primary means for assessing intercultural competence, according to a review of the literature, seems to be through self-report instruments. Two instruments cited numerous times in the research process are the 44-item Intercultural Development Inventory (IDI) developed by Hammer and Bennett (1998) based on Bennett’s (1993) Development Model of Intercultural Sensitivity (DMIS) and the Cross Cultural Adaptability Inventory (CCAI) developed by Kelley and Meyers (1993). Two instruments specifically designed to measure intercultural competence include one developed by Chen and Starosta (2000) and another instrument developed by Fantini (1993, 2000)

called the Assessment of Intercultural Competence (AIC): YOGA Form (“Your Objectives, Guidelines, and Assessment” Form). Specifically, these latter two instruments delineate and assess targeted components of intercultural competence. The Chen and Starosta instrument contains 24 questions in five general areas – interaction management, respect of cultural difference, interaction confidence, interaction enjoyment, and interaction attentiveness (Chen & Starosta, 2000). Fantini’s (2000) form measures over 90 items under the categories of awareness, attitude, skills, knowledge, and second language proficiency with four developmental levels of competence under each category, those of educational traveler, sojourner, professional, and intercultural/multicultural specialist.

Other instruments that measure related concepts and components of intercultural competence include Ruben’s (1976) Intercultural Behavioral Assessment Indices; Other Nations, Other Peoples survey (Pike & Barrows, 1976); ETS’s (1981) Measures of Global Understanding; the Multicultural Awareness Knowledge Skill Survey (MAKSS) (D’Andrea, Daniels, & Heck, 1991); the Multicultural Counseling Inventory (MCI) by Sodowsky, Taffe, and Gutkin (1991); Mason’s (1993) Cultural Competence Self-Assessment Questionnaire; Schwarzer (1993)’s General Self-Efficacy Scale that measures global confidence in one’s ability across a wide range of situations; Cultural Competence Self-Assessment Instrument developed by Child Welfare League of America (1993) which was designed to be used by organizations providing services to multicultural populations; the Multicultural Assessment of Campus Programming Questionnaire (MAC-P) by McClellan, Cogdal, Lease, and Londono-McConnell (1996); the Teacher Multicultural Attitude Survey (TMAS) (Ponterotto, Baluch, Grieg, & Rivera, 1998); the Multicultural Personality Questionnaire (MPQ) by Van Oudenhoven and Van der Zee (2002); and Kealey’s (2003) Intercultural Living and Working

Inventory (ILWI) among several others, including proprietary instruments designed by intercultural consultants and training organizations such as Tucker's (2001) Overseas Assignment Inventory (OAI), Lewis's Cross-Cultural Assessor (1990), and The International Profiler (TIP) developed by WorldWork (2002), which creates a score based on ten areas of international competence. This summary illustrates the numerous attempts scholars and practitioners have made to assess individuals' intercultural competence, or a component thereof, through the use of paper instruments, most of them as self-report measures. Several self-report instruments, such as Kealey's ILWI and WorldWork's TIP, are used in combination with at least one other measure such as an interview or professional analysis.

Summary of scholarship on internationalization assessment efforts

There has been an increasing number of articles and even books written about internationalization in the 1990s and in the early part of this century (including Altbach, 1997; Cavusgil, 1993; De Wit, 2002; Engberg & Green, 2002; Green & Olson, 2003; Hayward, 2000; Klasek, 1992; J. Knight, 1994; Lambert, 1989; McCarthy, 1998; Mestenhauser & Ellingboe, 1998; Powar, 2002; Scherer, Beaton, Ainina, & Meyer, 2000; Scott, 1998; Siaya & Hayward, 2003). Many of these works describe what is being done (often by citing best practices), list barriers to internationalization, and provide recommendations and/or guidelines on the internationalization process. Yet, most of these works do not address evaluation and assessment of internationalization in great detail. For example, at the time of this research, the ERIC Clearinghouse referenced only three works in regard to assessment of international education and of those three, one was the *Open Doors* report (IIE, 2003) which cites outputs of internationalization (and not outcomes). In

comparison, ERIC referenced six works under the importance of international education, six under international studies, and nine works under administrative structures for internationalization. Another example in which assessment aspects are briefly noted is a national article about study abroad which concluded by stating that “study abroad’s effects on student learning and program quality need to be examined in a systematic and ongoing way in order to determine whether or not stated educational goals are being met by these activities, to generate feedback for program development, and...to justify institutional support” (Bachner, 2000, p. 12). Though not discussed in detail, the article at least highlights the importance of formative measurement of educational goals.

A Comprehensive National Policy on International Education was put forth in 2002 on behalf of over thirty national education organizations including the American Council on Education, NAFSA: Association of International Educators, and the American Association of Universities. This policy, which advocated a partnership between the federal government and educational institutions on international education, outlined three broad objectives of a national policy on international education which included producing international experts and knowledge to address national strategic needs, strengthening the ability of the United States to solve global problems, and developing a “globally competent citizenry and workforce” (ACE, 2002, p. 10). The latter objective highlights the central importance of global workforce development to international education and the outcome of this objective “ranges from a citizen’s general understanding of the world and appreciation of cultural diversity, to a corporate manager’s ability to conduct business in another language and culture” (ACE, 2002, p. 10). The proposed national policy on international education goes on to delineate explicit outcomes which fall under the major categories of enhancement of foreign language,

area and international studies and business education; internationalization of teaching and learning; promotion of international research; enhancement of institutional linkages; the increase of study and internships abroad; the increase of international students on American campuses; the increase of scholarly and citizen exchanges; and the great use of technology for learning and information access. The majority of outcomes listed under each of these categories were primarily focused on outputs, as opposed to student outcomes. However, outcomes within the promotion of international research included the investigation and definition of foreign language skills and global competencies as well as the investigation of institutions' capacity to "impart international skills and knowledge" and the "effective ways" to do this (p. 17).

There are examples of more specific references to assessment of goals of internationalization. In a speech delivered to a 2002 conference of the American Council on International Intercultural Education, Patti McGill Peterson, Executive Director of the Council for International Exchange of Scholars, remarked on the goal of developing globally competent learners:

"...do we know if it's happening? ...Over the course of sixteen years as a college president, I had plenty of time to foster some doubts. I suppose someone has developed an index of global/diversity awareness that can be administered as an outcomes test but honestly, how do we know that our graduates achieve the goals of understanding the non-universality of culture, religion and values or accept the responsibility of global citizenship? We don't, but we can do our level best to create an educational experience for them that is deeply committed to these goals" (para. 17).

Peterson continues by placing responsibility for achieving the goal of "globally competent learners" on the shoulders of the faculty.

One study (English, 1998) that was written specifically on the evaluation of internationalization outlined four approaches to evaluation of such efforts which are

outcomes assessment, needs assessment, process evaluation (how change occurs), and program review. English (1998) suggests several specific methods that could be used in evaluating institutional implementation of internationalization including Harari's (1992) Structural Approaches to Internationalize Curriculum, Afonso's (1990) International Dimension Index (IDI), Ellingboe's (1996) Six-Stage Attitudinal Assessment Toward Internationalization, and the use of Astin's (1991) I-E-O model.

A strong proponent of evaluating internationalization initiatives is Knight (2001) who argues that such efforts should be monitored and tracked in an effort to improve the quality of the overall internationalization process. She is careful to distinguish between tracking such progress and actually evaluating results, noting that "evaluation of results is of critical importance and needs serious attention and analysis" (Knight, 2001, p. 229). Tracking measures would use quantitative data, according to Knight, as well as qualitative data as expressed through opinions, to monitor the process of internationalization, as opposed to the outcomes. It is important to note that Knight emphasizes the difference between the process and the outcomes, both of which need evaluation and assessment.

In reviewing six conceptual models for organizing internationalization efforts at post-secondary institutions, de Wit (2002) notes that four of the models (Davies, 1995; Neave, 1992; Rudzki, 2000; van Dijk & Meijer, 1997) offer "a means of measuring the formal, paper commitments of institutions against the practice to be found in concrete operating structures" (p. 225). The other two models (van der Wende, 1996; Knight, 1994) utilize a process approach and focus on the process of the internationalization strategy as a whole with integration at its heart. As such, the "effects of internationalization" are incorporated into the "overall functions of the university" (de Wit, 2002, p. 226). De Wit observed that "in most

cases, internationalization is assumed to have an integration effect, but is not primarily judged on that effect, but on its own merits” (p. 226).

According to de Wit (2002), most assessment processes focus on activities, projects, and programs of internationalization. He proposed that such processes should focus on the key perspectives of “inclusion of the international dimension as a key component in the general academic ... review system,” the quality of “specific internationalization policies, procedures, and programs (i.e., international students, work or study abroad, student and faculty exchanges, research, language instruction, technical assistance, etc.)” and the “internationalization of quality assurance procedures themselves” (de Wit, 2002, p. 156). Regarding the specific assessment of internationalization efforts, de Wit (2002) outlines several efforts including the use of professional codes of practice by numerous education organizations in the United Kingdom (UKCOSA), Canada (CBIE), Australia (AVCC) and the United States (NAFSA). The Global Alliance for Transnational Education (GATE) has designed a certification process to assess “the quality of transnational education” (de Wit, 2002, p. 178). Other instruments that have been used in assessing the international dimension at some institutions include Total Quality Management and ISO 9000, as well as the process of benchmarking. Another assessment process being tested and used is known as the Internationalization Quality Review Process (IQRP). This internationalization quality review process includes a self-assessment instrument and an external peer review which focuses on the institution’s stated policies for internationalization, the integration of an international dimension into the overall institution system, and the inclusion of internationalization as a “key theme” within that system (de Wit, 2002, p. 154-158). This process was developed by the Programme on Institutional Management in Higher Education (IMHE) and the ACA and

piloted at three institutions: University of Helsinki, Finland; Bentley College in Boston; and Monash University in Melbourne, Australia. It has since been revised and tested in a variety of other institutions in Poland, Estonia, Kenya, Malaysia, and Mexico. (For an in-depth description of this process, see de Wit, 2002, p. 158-182).

Where does all this lead in regard to the assessment of student outcomes of internationalization? At this point, little emphasis is given to the evaluation and assessment of internationalization and when it is, the focus is more on the overall administrative and systemic processes, with little attention given to evaluating student outcomes of internationalization. As de Wit (2002) concludes, “the key role of internationalization and its contribution to higher education is gaining more recognition around the world, in both developed and developing countries. As internationalization matures, both as a concept and as a process, it is important that institutions of higher education address the issues of quality assessment and assurance of their international dimension” (p. 155). As the review of literature in this chapter indicates, it is also important for institutions to address specifically the student outcomes of internationalization efforts and how best to assess those.

Implications of the literature to this study

Edwards and Knight (1995) note that there is no doubt that “schemes for assessment of competence in higher education students are riddled with contradictions, problems and flaws” (p. 11). This chapter has reviewed many of the major works as they relate to competence, intercultural competence, and the evaluation and assessment theories from the evaluation field, student affairs field and competence experts as they relate to assessing competence. Areas of disagreement have been highlighted in regard to terminology, specific

components of intercultural competence, views on intercultural competence (i.e. holistic versus culture-specific), assessment as being integrated versus segregated, the role of students in negotiating/assessing outcomes of internationalization, the establishment of degrees of intercultural competence, the use of formative assessment versus summative assessment, performance as assessment, and the use of paper tests versus other authentic forms of assessment. This chapter thus illustrates the complexity and difficulty facing any group of experts who attempt to arrive at consensus as to what constitutes intercultural competence and the best ways to measure such competence. Key questions to be answered: Is it possible and realistic to expect to achieve consensus on what constitutes intercultural competence? In reaching consensus, should criteria for intercultural competence be broad enough to encompass multiple contexts or specific enough to apply to culture-specific situations? How assessable (and useful) are broad criteria? And if defined too narrowly, how does this impact the complexity of the concept of intercultural competence (especially given the cautions of scholars not to oversimplify this construct)?

The key aspects that have emerged in regard to intercultural competence, regardless of how it is defined, appear to involve the contextuality of intercultural competence and the complexity of the concept. In addition, there is a need to integrate both the development and assessment of intercultural competence that in turn precipitates the use of multiple measures over time in the assessment of intercultural competence. Thus, it can be concluded that one specific measure is not sufficient in assessing intercultural competence. This conclusion is important since there have been numerous attempts by scholars and practitioners to develop a paper instrument designed to measure one's intercultural competence/intercultural sensitivity/cultural adaptation (see previous discussion in this chapter).

From this review, a list of questions (Table 1) can be generated which summarizes some key questions that should be addressed by administrators when attempting to address intercultural competence as a student outcome of internationalization efforts. (Note: Table 1 is organized by the context(s) in which the question was raised i.e., competence, intercultural competence (ICC) or evaluation/assessment):

Table 1

Summary Chart of Administrative Questions Regarding the Assessment of Intercultural Competence

	Compe- tence	ICC	Eval/ Assess.
Does ICC include performance?	X		
How can ICC be integrated?	X		X
Do students experience new ways of seeing situations and applying ICC?	X		
Should ICC be measured holistically or by separate components?	X		
Are multiple measures used in assessing ICC?	X		X
How will the assessment instruments/ methods impact the measurement outcomes?	X		
How do administrators avoid oversimplification of ICC?	X		
How do administrators develop reliable methods with which to measure student outcomes of internationalization?	X		
How can administrators avoid the inherent limits of assessment methods?	X		
How can assessment of ICC be holistic and integrated?	X		X
How can unconscious competence be identified and assessed?	X	X	
Should ICC be defined more generally or more specifically?	X	X	
What constitutes core ICC?	X		
What roles do personal traits, self-schema, motives, play in ICC?	X		
How does personal competence fit into ICC?	X		
How can ICC be assessed as a social judgment made by persons involved in the interaction?	X	X	
What are the best ways to establish minimal levels of competence?	X	X	
What is to be done with those not meeting minimal competence in ICC?	X		
In which context(s) should ICC be viewed, learned, assessed?	X		X
Does competence refer to skills or performance?	X		
Is ICC comprised of traits or states?	X	X	
What should be and is actually learned in respect to ICC?	X		
What is the relative degree of one's awareness and the effects of various levels of awareness on ICC?		X	
Is it possible to identify comprehensive ICC that is applicable to many different contexts?		X	
What is at the heart of ICC?		X	
Should ICC be separated from cultural competence?		X	
What role does linguistic competence play in ICC?		X	
What is the role of non-verbal communication in ICC?		X	
What are the social and political influences on ICC?		X	
What role does one's filter (frame of mind) play in ICC?		X	
What is the minimum acceptable level of foreign language proficiency?		X	
What constitutes world knowledge?		X	
What role does awareness of one's own culture play in ICC?		X	
How is ICC viewed from non-Western perspectives?		X	

What are the degrees of ICC?		X	
Have objectives been clearly stated in regard to ICC?		X	X
Do individual courses contain objectives related to ICC development?			X
Is the assessment of ICC formative (and not summative)?			X
Has triangulation been used to ensure greater validity of assessment measures?			X
Have student goals been considered and/or were outcomes negotiated with students?			X
Have criteria been established in assessing ICC and other internationalization outcomes?			X
Were intended and unintended outcomes considered, as well as manifest/ latent outcomes and positive/negative outcomes?			X
What is observable evidence of established criteria of ICC?			X
Was assessment implemented from a variety of “vantage points”?			X
Have ICC outcomes been connected with the internationalization strategy as a whole?			X
Have short and long-term ICC outcomes been considered and assessed?			X
From whose perspectives are ICC outcomes being assessed?			X
What meaning do students give to ICC outcomes?			X
Have students’ diverse backgrounds and experiences been taken into account when assessing ICC?			X
How do ICC outcomes fit into a more community-oriented approach to student outcomes?			X
What are the educational values related to ICC?			X
Does assessment of ICC involve collaboration with others on campus?			X
Is ICC assessed in relation to one’s overall capacity to facilitate communication processes?			X

Note: ICC=intercultural competence

Conceptual framework for this study

In reflecting upon the long list of questions in Table 1 to be considered by administrators when assessing intercultural competence as well as reflecting upon the literature discussed in this chapter, a conceptual framework begins to emerge which in turn can be used to frame this study in identifying and assessing intercultural competence. In outlining this framework, it is important to reference the theoretical constructs discussed more thoroughly in this chapter that underpin this study. This chapter has examined the following as outlined by Worthen, Sanders, and Fitzpatrick (1997):

- The use of evaluation “models,” frameworks, and approaches as heuristics
- Models, findings, or salient issues raised in the literature in the field of the program
- Professional standards, checklists, guidelines, instruments, or criteria developed or used elsewhere

These three broad categories of source information, along with the other three avenues of sources cited by Worthen, Sanders, and Fitzpatrick (1997) which include stakeholder input (questions, concerns and values), expert consultants (their views and knowledge) and evaluator’s own professional judgment, constitute an information gathering phase which Cronbach (1982) termed the “divergent” phase of identifying and selecting evaluation criteria.

As part of this “divergent” phase of identifying and selecting evaluation criteria, stakeholder input (with stakeholders being identified as higher education administrators in this case) is needed to determine more fully the issues involved in identifying and assessing intercultural competence as a student outcome of internationalization. There is a need for

consensus on key issues raised in this chapter regarding intercultural competence. This consensus, based on intercultural experts' knowledge and experience, is needed in order to provide a definition and criteria that can be utilized by administrators of internationalization strategies at post-secondary institutions to assess intercultural competence as a student outcome of internationalization (as noted by Boone, 1985; Tyler, 1949). Administrators also need to be aware of the many complexities involved in assessing intercultural competence, including context (Stufflebeam, 1971) and many other complexities that are outlined in Table 1 and discussed in this chapter. Following the divergent phase of information gathering and data collection through the list of sources developed by Worthen, Sanders and Fitzpatrick (1997), the "convergent" phase of Cronbach's model (1982) will begin to emerge in chapter 5 of this study as the actual criteria (definition) for identifying and assessing intercultural competence are outlined.

Chapter 3: Research Design and Methodology

This study examined the nature of intercultural competence and how it can be measured in an endeavor to assist higher education administrators to ascertain the effectiveness of internationalization strategies that impact the development of intercultural competence of undergraduate students. Thus, the primary audience for using the results of this study is higher education administrators who are charged with measuring student outcomes of internationalization strategies. The subjects of this study were higher education administrators as well as identified experts in the field of intercultural studies.

This study involved a multiple method, descriptive research approach that was primarily exploratory in nature. The research methods used were a questionnaire and a Delphi study, both of which are described in further detail in this chapter, including background information on the method, as well as details on the sample, instrumentation, data collection and analysis.

The research methods were selected based on the focus of this study. This study examined the identification of components of intercultural competence within the context of higher education, and specifically, the practical application of this concept to internationalization strategies at post-secondary institutions in the United States. Thus, two types of data collection methods were used. A questionnaire was completed by administrators engaged in implementing internationalization strategies on their campuses. The 11-item questionnaire was designed to find out what is currently known and done in assessing intercultural competence as a student outcome of internationalization. The second method involved the use of experts in a Delphi study in which nationally-known experts in

the intercultural field served as consultants to determine the specific nature of intercultural competence through consensus. Respondents from both methods participated in the final round of questions in which they were asked to accept or reject the data that emerged through the earlier rounds of questions in the Delphi study. Chapter 4 of this study contains the actual findings of this study while chapter 5 includes an analysis of the data collected from the questionnaire and Delphi study. The final analysis involves a comparison of the practitioners' initial perspectives on the identification and assessment of intercultural competence versus that of intercultural experts. Further, the analysis attempts to ascertain the usability of the data in the assessment of student outcomes of internationalization efforts on post-secondary campuses.

The research methods outlined above correspond to a framework for identifying evaluation questions and criteria as outlined by Worthen, Sanders, and Fitzpatrick (1997).

The six components in this particular framework include:

- 1) Questions, concerns, and values of stakeholders
- 2) Use of evaluation models, frameworks and approaches as heuristics
- 3) Models, findings or salient issues in the literature
- 4) Professional standards, checklists, guidelines, instruments or criteria developed elsewhere
- 5) Views and knowledge of expert consultants
- 6) Evaluator's own professional judgment

Based on this framework, the questionnaire addressed the first point, that of questions, concerns and values of stakeholders. In this case, the stakeholders were higher education administrators who are charged with implementing internationalization efforts at their institutions. The questionnaire thus provided the context for this study. The next three components of this framework have been addressed in chapter 2 of this study. The fifth component of this framework, that of views and knowledge of expert consultants, was

collected through the Delphi study. The last component will be addressed in chapter 5 through the researcher's conclusions based on data gathered and analyzed through the first five components.

Survey research

Survey research is one form of data collection that is designed to collect descriptive data about a group of people, using a sample of that group. Surveys are often used to gauge individuals' thoughts, feelings, and attitudes. In the case of this research, an informational questionnaire was designed and used to collect data from higher education administrators, as stakeholders, in order to identify their thoughts on intercultural competence as a student outcome and assessment methods used to measure intercultural competence. (In this document, survey and questionnaire are used interchangeably). In addition, information was obtained about what is currently being done at their institutions regarding the assessment of intercultural competence as a student outcome. Specifically, the data collected from the questionnaire answered the following two research questions in providing the context for this study: *How do higher education administrators at US institutions committed to internationalization define intercultural competence as a student outcome of internationalization? How do higher education administrators at US institutions committed to internationalization currently measure intercultural competence as a student outcome of internationalization?*

The survey method was chosen over other methods, such as interviews, based on the primary goal of obtaining basic information from a larger number of practitioners in the field of higher education dispersed over a wide geographic area. The objective of the questionnaire

was to poll higher education administrators in an effort to gather data regarding a current snapshot of what is being done to assess intercultural competence as a student outcome of internationalization strategies on post-secondary campuses. Thus, as a poll, this questionnaire was not meant to be generalizable to a larger population but rather helped conceptualize the problem of how to assess one aspect of internationalization from a practitioner's perspective, that of higher education administrators who are engaged in implementing internationalization on their campuses. In addition, it was decided to include the higher education administrators in the final round of the Delphi study to see how practitioners responded to the findings obtained through the Delphi data. However, there was no need to include practitioners in the earlier rounds of the Delphi study since there was no need for consensus to be reached from this particular group of respondents.

Sample

Over the past decade, the American Council on Education (ACE) has conducted extensive research in the area of internationalization of higher education. Their studies have identified institutions of higher education engaged in internationalization, representing a diverse collection of institutions ranging from community colleges to research universities. For the purposes of this research, the higher education administrators invited to complete the initial informational questionnaire were from 57 institutions identified by ACE as committed to internationalization. In addition, invitations were extended to 16 institutions featured in NAFSA's 2003 publication on "Profiles of Success" in internationalization (NAFSA, p. iv) for a maximum total of 73 institutions that were invited to participate in this doctoral study. Contact with ACE and NAFSA was made to secure permission to utilize these institutions

that had already been identified by each organization. Both organizations agreed to forward the cover letter and questionnaire to their institutional contacts via electronic mail (e-mail). In selecting this purposeful sample, it is important to note that the results apply only to the sample and inferences made will be judgmental in nature. Participants' responses can serve as resources for others in the field. Twenty-four institutions accepted the invitation to participate in this study.

Instrumentation

A questionnaire (Appendix B) was used to collect the data from administrators at institutions committed to internationalization. The eleven items on the questionnaire focused on two main elements based on the research questions for this study:

- 1) The identification of intercultural competence as a student outcome of internationalization strategies and
- 2) The methods of assessing intercultural competence as a student outcome of internationalization strategies

The questions for the instrument were drawn from Boone's programming model (1985) as well as from other scholarly works such as Terenzini and Upcraft (1996) that specifically included elements related to identification and measurement of outcomes. A combination of eleven closed-ended and open-ended questions were used on the instrument with sample questions as follows:

* If intercultural competence has been identified as a student outcome of internationalization at your institution, what constitutes intercultural competence? Upon what is this based? Please be as specific as possible. Several definitions of intercultural

competence were cited from the literature review and respondents were asked to rate the definitions based on their institution's internationalization strategy.

* How is your institution currently engaged in the measurement/assessment process of students' intercultural competence? What specific tools/methods are utilized in measuring students' intercultural competence? A list of specific methods was given and respondents were asked to mark those that they currently use or would possibly use in the future.

Validity and reliability of questionnaire

The answers to these questions were primarily objective in nature, since each respondent reported on current and future practices at his or her institution. Since the results of this questionnaire are reported at the group level in chapter 4 and are not meant to be generalizable to a larger group, item reliability was not as relevant.

Procedure

One of the most crucial steps in survey research is pilot-testing the survey instrument (Boone, 1985). The first draft of the questionnaire was pilot-tested via e-mail with a small group (9) of local administrators involved in internationalization efforts, resulting in a 33% response rate despite follow up. Attached to the first draft was a separate feedback form (Appendix B) on which respondents could critique the questionnaire and make suggestions before it was revised and forwarded to institutions in the study. The goal of the pilot study was to ensure that questions were clear, well-worded, focused, and void of bias. In addition, the pilot study was designed to obtain feedback on the use of common language understood

by respondents as well as elicit comments on the general flow, format, and construction of the instrument. Though the pilot study did not generate a lot of feedback, the input received was incorporated into the final questionnaire that was sent out. Following the pilot study, the cover letter and revised questionnaire were sent to ACE and NAFSA to forward electronically to administrators at institutions involved in internationalization efforts. In addition, letters of support from two senior higher education administrators (Dr. Gilbert Merckx, Duke University's Vice Provost for International Affairs and Dr. Betsy Brown, Associate Vice President for Academic Affairs for the University of North Carolina system) were attached to the e-mail, encouraging institutions to participate in this study (Appendix B). Participation through completion of the questionnaire was entirely voluntary. Anonymity was not necessary or desired in this questionnaire since institutions were asked later to participate in the final round of the Delphi study. However, confidentiality was insured in that individual answers would not be connected to the institution and results would only be reported in the aggregate. There was e-mail follow up with non-respondents via an e-mail reminder sent out through ACE and NAFSA (Appendix B contains a copy of this e-mail follow-up). Further follow up was made with individual respondents to clarify any answers that were not clear or that had the potential for misinterpretation.

Data analysis

Descriptive statistics, defined as “mathematical techniques for organizing, summarizing and displaying data” were used to analyze numerical data in this study (Gall, Borg, & Gall, 1996, p. 757). Specifically, responses to closed-ended questions were tabulated and means and standard deviations were calculated for each item. For open-ended

questions, the data collected were coded and categorized based on patterns that emerged from the data; this type of coding is known as pattern coding. Specifically, codes were assigned to words, phrases, sentences or even whole paragraphs based on their meaning (Miles & Huberman, 1994). In developing the codes, it was important to specify the exact definition of each code and category used so as to be clear about the meaning of the terms used in the codes and categories. In initially creating the codes, an inductive method was used known as a grounded approach first espoused by Glaser and Strauss (as cited in Miles & Huberman, 1994), in which data are examined after collection to see “how it functions” and fits in to the conceptual framework of the study. The inductive coding technique that was implemented follows that of Strauss (1987) in which “initial data are collected, written up, and reviewed line by line, typically within a paragraph...categories or labels are generated” beside patterns that emerge in the “chunks” of data (as cited in Miles & Huberman, 1994, p. 58). The coding process was reviewed for any necessary revisions and the coding process ended when all key data were classified and categories were saturated (according to Lincoln & Guba in Miles & Huberman, 1994, p. 62). This inductive approach was selected in order to maintain open-mindedness about the data and patterns that emerged, so as not to bias the patterns by pre-set codes. The ultimate goal in coding the data was to use the conceptual framework and literature review outlined in chapter 2 of this study as a guide for constructing these codes, so that the coding process was not entirely unstructured.

Data from the informational questionnaires were summarized in an Excel spreadsheet, as well as written format, and analyzed for overall trends and patterns so as to give a “snapshot” of what is currently being done in defining and assessing intercultural competence as an outcome of internationalization efforts at institutions of higher education.

In addition, various charts were developed to display numerical data collected through the questionnaire. For example, the assessment methods of intercultural competence are displayed in chapter 4 using a bar chart, based on the number of times the same components were cited by institutions. In chapter 5, administrators' working definitions of intercultural competence are compared to the results of the intercultural experts regarding intercultural competence, to ascertain practitioners' perspective on the concept of intercultural competence versus that of experts.

A final question on the instrument asked practitioners to list three to five top experts in the intercultural field who could provide expertise regarding intercultural competence. The list of 31 names generated from this last question was used to identify expert participants for the Delphi study.

Delphi study

Utilizing Worthen, Sanders & Fitzpatrick's (1997) framework for identifying evaluation criteria, the Delphi method was chosen as the way in which to obtain "the views and knowledge of expert consultants" in identifying the key components of intercultural competence and recommended methods for assessing this competence. Furthermore, given the discussion in chapter 2 in which it was concluded that there is no real agreement on what comprises intercultural competence, the Delphi method was selected for this study since it was desired to have a geographically-diverse group of experts in the intercultural field reach consensus on what specifically constitutes intercultural competence. This information from experts can then be utilized by higher education administrators in assessing the effectiveness of the development of students' intercultural competence through internationalization strategies and in becoming aware of assessment issues around the concept of intercultural

competence. Specifically, the research questions answered by the Delphi study were as follows: *What constitutes intercultural competence according to intercultural experts? How can intercultural competence be assessed according to intercultural experts? Do practitioners, defined as higher education administrators who completed the questionnaire, agree with the Delphi experts in regard to the identification and assessment methods of intercultural competence?* These questions allowed for definitions to emerge from the experts themselves, thus resulting in grounded research. In this way, researcher bias was minimized by not including any previous definitions or elements of intercultural competence.

Before explaining the details of the Delphi method, it may be helpful to explore briefly the background of the method itself. The Delphi method was developed in 1953 by Dalkey and Helmer for use by the military in forecasting bombing targets. The method was used by government, industry, and eventually by academia in a variety of other ways including forecasting trends, decision-making, and consensus-building (Linstone & Turoff, 1975). The method slowly gained popularity so that by the 1990s, the method had grown immensely in use, with the corporate world seeing its value in predicting trends. Educational uses of the Delphi method include curriculum design, campus planning, and policy development. Delphi studies have specifically been used for the identification of a variety of competencies including computer competencies (McCoy, 2001), competencies for distance education professionals (Thach & Murphy, 1995), work force skills and competencies (Ruhland, 1993), contractor competencies (Custer, Scarcella & Stewart, 1999), international business skills (Satterlee, 1999), teacher competencies (Copeland 1977), network literacy competencies (Shearin, 1995), and global competencies (Hunter, 2004).

As Linstone and Turoff (1975) describe it, the Delphi method is a process for structuring anonymous communication within a larger group of individuals in an effort to achieve consensus among group members. It can be used when there is a need for identified experts who are not geographically close to arrive at consensus on a particular issue and the structured nature of the process allows all members to contribute equally without dominance by a few. Other advantages of using a Delphi process include the logical process in which participants reflect on a selected topic, the written format of responses, and the use of descriptive statistics to analyze group responses (Oakley, 2001).

The structured interactive process between researcher and respondents begins with the careful identification of the respondents, known as experts. (In this document, the terms experts, panelists, and expert panelists are used interchangeably.) The multi-stage interactive process consists of questions submitted to the panel of experts by the researcher (Linstone & Turoff, 1972). It usually takes at least three rounds of questioning for the experts to arrive at consensus, with the first round consisting of “exploration of the subject under discussion,” usually through a few open-ended questions which generate data. The data are then coded, categorized and utilized in the second round of closed-ended questions. The purpose of the second phase involves “reaching an understanding of how the group views the issues,” usually through the use of closed-ended questions to begin to generate feedback and consensus from the panel, with the respondents using a Likert-type-scale to respond to each question. This process is repeated for the third round at which time respondents may be asked to provide further feedback in any number of ways including specific feedback on their individual answers to the questions and in ranking the findings of Round 2. A fourth round of questions may be included in which participants provide final feedback on collected data,

usually by being asked to accept or reject each of the items found as a result of the previous rounds of the study. These phases of the study are all designed to achieve consensus among the panelists with interest in the “opinion of the group rather than in that of individuals” (Scheibe, Skutsch, & Schofer, 1972, p. 277). Delphi scholars write that “in most Delphis, consensus is assumed to have been achieved when a certain percentage of the votes fall within a prescribed range” (Scheibe, Skutsch, & Schofer, 1972, p. 277). Similarly, the Merriam-Webster Collegiate Dictionary indicates consensus as “the judgment arrived at by most of those concerned” (p.279)

Researchers will occasionally make their own adaptations to the Delphi study and, for example, may follow up with individual researchers on their answers to particular questions, especially if the answers deviate from the answers received. In fact, Linstone and Turoff (1975) recommend following up with individual participants to discover the reasons why participants ultimately arrive at agreement on key statements in the study. Should consensus not be reached, this becomes very important information as well. Scheibe, Skutsch and Scholfer (1975) state that “one of the original objectives of Delphi was the identification of areas of difference as well as areas of agreement within the participating group” (p. 280-281).

In regard to this Delphi study, the initial proposal called for four rounds with Round 1 consisting of two open-ended questions, Round 2 consisting of items from Round 1 that would be rated by the experts, Round 3 being the ranking of the items from Round 3 and Round 4 consisting of the accept/reject phase of the study. Based on experts’ responses and feedback following Round 2 of this study, it was determined by the researcher that Round 3 involving the ranking of data would not yield any further consensus on the data and may, in fact, prove detrimental to the study if experts refused to engage in ranking the items. The

literature supported using only three rounds of the Delphi process as noted by Linstone and Turoff (1975): “Most commonly, three rounds proved sufficient to attain stability in the responses; further rounds tended to show very little change and excessive repetition was unacceptable to participants” (p. 229). In this case, four rounds would have been excessive and unacceptable to participants. In particular, the ranking of items in the proposed Round 3 would have resulted in excessive repetition. The researcher thus petitioned the doctoral committee to eliminate this third round from the study, which was approved by the committee. Following completion of the second round of the Delphi, the researcher then moved directly to implementing the final round in which the Delphi panelists, as well as higher education administrators, simply rejected or accepted the items from Round 2 of the Delphi study.

Sample size

Delphi studies have been conducted with groups ranging from 10 to 30 experts or more. In an early study on the Delphi method, it was shown that reliability of group responses increases with group size. (Dalkey, Rourke, Lewis, & Snyder, 1972). However, reliability increases only slightly with groups of over 30 experts (Dalkey, 1969). Thus, it was proposed to use 20-30 experts in this study, depending on the results of the expert identification process. In the end, 37 experts were identified as potential participants in this Delphi study and invitations were issued to the 37 individuals via e-mail. Twenty-three (62%) accepted the initial invitation and submitted responses to Round 1 of the study. Five (14%) declined to participate and nine (24%) never responded to the invitation to participate, despite repeated follow-up via phone and e-mail.

Selection of participants of the Delphi study/ Expert qualifications

Selection of participants for a Delphi study is crucial to the overall validity of the study (Dalkey, Rourke, Lewis, & Snyder, 1972). Intercultural experts for the Delphi study were identified through a variety of means. Qualitative means of expert identification consisted of a “leadership identification approach” which was manifested in several ways:

1) Practitioner Recommendation: The final item on the questionnaire distributed to higher education administrators asked administrators to list up to five nationally or internationally known experts in the intercultural field. This method generated 31 names that were compiled and ranked based on frequency count. Recommendations from those in the pilot study were also included. These recommendations from administrators thus ensured that the experts included in the study were those considered to be experts by the practitioners in the field.

2) Expert Recommendation: In addition to administrators’ recommendations, nine experts, including four higher education administrators, were specifically contacted and asked for their recommendations as to possible participants in this Delphi study.

3) The membership list for the International Academy of Intercultural Research (available through the Internet) was also consulted for names of intercultural experts.

Criteria for Academy Fellows include the following:

- a) Education and Experience: Ph.D or equivalent from an accredited educational institution and seven years experience in intercultural research, or Master's degree or equivalent from an accredited educational institution and ten years

experience in intercultural practice (e.g., consultation, training, counseling, public service, human resources, or public policy) and a demonstrated interest in research.

b) Recognition: Documented evidence (via curriculum vitae or resume) of at least one award for significant contribution to the field of intercultural research by a national or international organization, election to an office in a national or international intercultural organization, and at least one professional presentation in the field of intercultural relations at a national or international intercultural conference.

c) Contributions to the Field: Written work (e.g. books, articles in refereed journals) judged to have contributed to the intellectual corpus of the field of intercultural relations.

4) Scholars cited in the literature review of this study.

Individuals whose names occurred multiple times from these lists were invited to participate in this Delphi study. Those whose names had the highest number of recommendations (11) were invited first and then progressed downward to those whose names were mentioned twice. This resulted in the issuance of 37 invitations via e-mail. The e-mail invitation included the following attachments: A one-page overview of the doctoral study and two letters of support, one from the Associate Executive Director of NAFSA: Association of International Educators and one letter of support from the Past-President of the Society for Intercultural, Training, and Research in the United States (SIETAR-USA). Copies of these letters can be found in the Appendix C. There was no compensation offered as an incentive to participate in this study. Motivation for participating in this study included

satisfying professional curiosity, the use of the results by NAFSA, and assisting a graduate student in achieving a doctoral degree.

There were phone and email follow-up to non-respondents to the initial invitation. It was hoped that 20-30 experts would emerge through this identification process. As noted previously, this number was to improve reliability of the study. Of the 37 invitations issued, 23 intercultural experts accepted the invitation to participate in the Delphi study. Since 23 fell within the ideal range of 20-30 experts, the process of identifying and selecting the panelists was complete. Two of the experts declined to participate beyond the first round, resulting in 21 experts (91%) who actually completed the Delphi study.

Biographies of these initial 23 individuals were acquired through the Internet or through publications in order to obtain more detailed information on the experts' backgrounds. The 23 experts included those with doctorates in a variety of disciplines including communication (9), political science, education (3), international relations, anthropology, political science, psychology, and business. All have written books and/or articles on intercultural topics. Several are active cross-cultural trainers and two have been involved directly in international education administration. One is currently a university president, as well as an expert on intercultural competence. Twenty-one were from the United States, one was in Canada, and one was in the United Kingdom. All are known nationally or internationally in the intercultural field.

The participants remained anonymous to each other throughout the process so as to reduce respondent bias. Permission was sought from each participant to reveal his/her identity at the end of the study. Names of those who gave their permission to acknowledge their participation can be found in the Appendix F.

After this identification process was complete, further research uncovered an article written by William Hart in 1999 that identified the most influential scholars and books in the interdisciplinary field of intercultural relations. With influence defined as the number of citations received in the *International Journal of Intercultural Relations* from 1983-1996, a list of 20 most cited authors was generated. Of the twenty names on the list, 12 (60%) names were ones that also appeared on the list of 37 experts who were invited to participate in this study. Seven of those 12 accepted the invitation to participate in the Delphi study, which constituted one-third of the Delphi participants. Two of the top three most influential authors in the intercultural field participated in this study. Among those on the top 20 list who gave permission to acknowledge their participation in this study are Triandis, Hammer, Spitzberg, Collier, and Kealey.

Instrumentation

It was determined that all 23 participants had access to e-mail, allowing the study instruments to be administered via e-mail. In order to maintain the anonymity of respondents, e-mail communication was sent out individually each time to each expert. Participants were advised that all individual answers would remain confidential and would not be linked to individuals. Round 1 simply involved presenting two open-ended questions within the text of the e-mail. In addition, included with the e-mail invitation were three attachments consisting of two letters of support and a 1-page study overview of the researcher's proposal (Appendix C). Round 2 (Appendix D) and Round 3 (Appendix E) instruments were sent as attachments to the e-mail. Panelists could reply by e-mail or could send their response via facsimile. The e-mail responses were sent directly to the researcher

for analysis. Before panelists began their actual participation in the Delphi study, they were given instructions about the Delphi process including a statement that their participation in the study constituted their consent to participate fully in the Delphi study (Appendix C).

Monitoring team

Three higher education administrators with doctoral degrees agreed to be members of the monitoring team. The monitoring team agreed to review the data and instruments for each round of the Delphi process. One of the main purposes of the monitoring team was to help ensure the reliability of the data and to guard against researcher bias in the Delphi process. The monitoring team was also key in reviewing and testing the instruments used in the Delphi study. Such teams have been used in previous Delphi studies as means of minimizing researcher bias (Clark & Wenig, 1999; Leibowitz, 2002; Linstone & Turoff, 1975). A job description for the monitoring team members can be found in Appendix C.

Procedure, data collection and analysis

The goal of the Delphi study was to gain consensus among the experts as to what it means to be interculturally competent as well as to gain consensus on some key ways to measure this competence. Three phases of questions were used to attempt to obtain consensus from the panelists with the first round consisting of two open-ended questions. Consensus among the expert panelists is the ultimate goal of subsequent rounds of questions within the Delphi process. To that end, the second and third rounds in the Delphi study were in the form of closed-ended surveys derived from the data collected and analyzed from the previous rounds of the study. The questions in Rounds 2 and 3 were reviewed and tested

with the monitoring team before distributing them to the experts electronically. The actual items in the second round consisted of statements and lists derived from the initial data collected, coded, and categorized. The monitoring team reviewed the raw data to make sure the items on the instrument were an accurate reflection of the data. Round 3 was a reiteration of the same data from Round 2. The data analysis used in the three rounds of this Delphi study was chosen based on analysis procedures used in previous Delphi studies and based on literature on Delphi methodology (Clark, 1997; Dalkey, 1969; Leibowitz, 2002; Linstone & Turoff, 1975). The Delphi study was conducted over a three-month period from December 2003 through February 2004. The first round, which required the most time and thought from panelists, took a little over one month to complete. Subsequent rounds took approximately two to three weeks to complete for each round, including response time, follow up, and data recording, monitoring, and analysis.

Round 1

Once the experts were secured for the Delphi study, the first round of open-ended questions was e-mailed to participants and consisted of the two key research questions in this study:

- 1) What constitutes intercultural competence?
- 2) What are the best ways to measure intercultural competence?

These two questions elicited a wide range of responses and generated a large quantity of qualitative data (Appendix C). The data from the first round of questions were coded and categorized based on emerging patterns; the coding process was similar to that previously described for coding data in the questionnaire. Given the large amount of data generated, the

emerging patterns were placed in a matrix to aid in the analysis of the data. The monitoring team reviewed the raw data, codes, and subsequent categorization to ensure that the process had been done correctly by the researcher as well as to help reduce any researcher bias that may have contaminated the data analysis from Round 1.

Round 2

The data from Round 1 were coded and categorized into 98 items in four different sections on the Round 2 instrument. Sections one and two were responses to the first question of what constitutes intercultural competence. Section three was a list of specific ways to assess intercultural competence and section four was comprised of issues raised by experts in the assessment of intercultural competence. Expert panelists were asked to rate each of the 98 items on a 4-point Likert-type scale. Items in the first three sections were rated based on a range of scores from one to four with the following equivalences:

- 4 = Most important/relevant
- 3 = Important/relevant
- 2 = Somewhat important/relevant
- 1 = Least important/relevant

The last section, consisting of issues raised by the experts, was rated on a Likert-type scale based on a range of scores from one to four with the following equivalences:

- 4 = Strongly agree
- 3 = Agree
- 2 = Disagree
- 1 = Strongly disagree

Experts were allowed to add items under each of the four sections. Experts were asked to submit their completed Round 2 instrument within one week. Follow-up was made by the researcher via e-mail and telephone. Of the 23 participants in Round 1, 18 participated in Round 2 (78%). Two of the remaining five did not submit completed responses and the other three expressed frustration with the Delphi process itself, with two of three stating their wish to no longer participate in the study.

Data from Round 2 were entered into an Excel spreadsheet. Descriptive statistics were used to analyze the data with means and standard deviations calculated for each item. Additional items were added by experts under section 1 only and those were coded for possible inclusion on the Round 3 instrument. However, since there was no overlap on the items added, these additional items were not included in Round 3. Those items from the Round 2 instrument with a mean value of 2.5 or higher were retained for Round 3 (Clark & Wenig, 1999), resulting in the retention of 76 items for the Round 3 instrument. The mean value of 2.5 was established as the cut-off since it represented the neutral response on the four-point scale.

Round 3

Based on the statistical analysis of Round 2 responses, the questions for Round 3 were compiled, tested, and distributed in a similar manner as Round 2 with the use of the monitoring team. In Round 3, respondents had the opportunity to accept or reject each of the items retained from Round 2 with the intended goal of gaining final approval from the panel to determine areas of consensus. The Round 3 instrument contained the mean and standard deviation for each of the 76 items so that the experts could see how consensus was evolving

within the group and to allow each expert to see if their opinion agreed or disagreed with the majority of the group (Clark, 1997; Oakley, 2001). However, experts were encouraged not to let these statistics influence their final response. In addition, the final list of items was distributed to the administrators who completed the initial institutional questionnaire to determine whether they accepted or rejected the expert panel's collective opinions. This instrument was distributed to administrators without the means or standard deviations for each item so as not to influence their response. Again, all participants were asked to respond within one week. Follow up was made by phone and e-mail.

Twenty-one of 21 (100%) Delphi experts participated in the final round, with 20 usable responses. Similarly, 24 of the 24 (100%) institutional participants responded with 21 usable responses, resulting in 21 tallied responses from institutions on the last round.

Data from Round 3 were entered into an Excel spreadsheet and analyzed using two different methods, frequency distribution and Pearson's chi-squared test, in an effort to determine the prescribed range for group consensus. To determine the frequency distribution, frequencies were first tabulated for each item from each group. A summary of the frequencies per item per group was tabulated in respective bar charts. Through analysis of the bar charts, it was observed that the 80% agreement mark was the appropriate prescribed range for reaching consensus for both groups.

Pearson's chi-squared test was used to analyze the results of this final round as yet another way to determine the items on which consensus was obtained through a prescribed range established by the probability value calculated through Pearson's chi-squared test. One purpose of Pearson's chi-squared test is to compare expected frequencies to actual, obtained frequencies (Fraenkel & Wallen, 1993, p. 201). Pearson's chi-squared test was performed

for each item to which panelists responded and again for each item to which the practitioners responded. Responses were placed in a contingency table for each item and a probability value was calculated for each against the null hypotheses of equal probability of response. Those items with a probability value of .05 or less were retained from Round 3. Those with a probability value of higher than .05 were discarded as items that did not have consensus.

The results of both the frequency distribution and Pearson's chi-squared test were used to compare responses of expert participants and practitioner participants, as well as to assess overall areas of consensus by both. A final listing of accepted items was established based on the results of this last round (Appendix E).

Summary

Below is a concise summary of steps that were taken in conducting research for this dissertation study:

- 1) Informational questionnaire designed, tested, and revised
- 2) Permission obtained from American Council on Education (ACE) to invite participants in their internationalization collaborative to participate in this doctoral study; similar process with NAFSA: Association of International Educators (NAFSA)
- 3) Two letters of support solicited from senior higher education administrators for inclusion with the initial invitation
- 4) Questionnaire distributed electronically to practitioners (higher education administrators at institutions identified through ACE and NAFSA)
- 5) Questionnaire results collected, coded and analyzed

- 6) Experts for the Delphi study identified using administrator/expert recommendations
- 7) Identified experts invited to participate in the Delphi study
- 8) Monitoring team members secured
- 9) Round 1 of the Delphi study with experts
- 10) Responses analyzed from Round 1 and utilized in developing and testing items for Round 2 of the Delphi study.
- 11) Data analysis reviewed by monitoring team
- 12) Round 2 instrument reviewed and tested by monitoring team
- 13) Round 2 implemented
- 14) Round 2 responses analyzed. Descriptive statistics tabulated for each item from Round 2
- 15) Data analysis reviewed by monitoring team
- 16) Round 3 instrument reviewed and tested by monitoring team
- 17) Round 3 implemented
- 18) Round 3 responses analyzed using frequency distribution and Pearson's chi-squared test on each item.
- 19) Responses of Delphi results compared with the results from administrators
- 20) Data analysis reviewed by monitoring team
- 21) Findings written in chapter 4
- 22) Conclusions and implications of findings written in chapter 5

Limitations of the Study

Limitations of the survey research

There are numerous limitations to the survey research conducted with the higher education administrators.

1) Input was obtained from only institutions committed to internationalization. These institutions were all located in the United States and did not take into account what institutions in other countries are doing in regard to assessing intercultural competence as a student outcome of internationalization strategies.

2) The institutional respondents were not a random sample so results cannot and should not be extrapolated to other institutions. However, since the institutional respondents represent institutions strongly committed to internationalization, the responses can be viewed in many ways as benchmarks for other institutions of higher education in the United States.

3) Questions on the questionnaire could be worded in such a way as to create bias. Precautions were taken by having feedback from the piloted questionnaire to help guard against such bias.

4) Misinterpretation by the researcher of answers to open-ended questions from the questionnaire could also be a possible limitation to the study.

Other elements that could have biased closed-ended items on the questionnaire included the ballot effect (which overestimates the importance of answers given and underestimates answers not given), the position effect (regarding the placement of the list of possible answers) and the context effect (placement of questions), as well as the actual choice of words used in the questions themselves and the misinterpretation of the questions by respondents (Peterson, 2000, p. 39-42 and p. 113-115).

Limitations of the Delphi study

There are numerous limitations and criticisms of the Delphi technique, including the fact that it relies solely on the opinions of experts, albeit the results of the Delphi are a collective opinion that gives strength to the findings. Other limitations include the following:

1) The initial researcher assumptions posed in the two open-ended questions in the first round could be considered limitations since the first question (*What constitutes intercultural competence?*) assumes that intercultural competence can be defined and delineated. The second question (*What are the best ways to measure intercultural competence?*) assumes that intercultural competence can be measured. These questions also contain cultural bias.

2) The involvement of only intercultural experts, most from academia, (as opposed to those in business, health care etc.) could be considered as providing a relatively narrow perspective on intercultural competence. Despite the interdisciplinary nature of the experts (i.e., representing a variety of fields such as international relations, political science, education etc.), nearly 40% of the experts had doctorates in communication, so the communication perspective is well represented and perhaps thus reflected in the findings.

3) The participation of well-known, published experts with well-formed opinions and experts' careful discernment in responses led to greater diversity in responses that inhibited the achievement of consensus on certain items.

4) The instruments used in the Delphi relied solely on the data collected from the participants. Due to the nature of the data received, some terms were not defined so respondents may have had different conceptualizations of the terms used in the Delphi

instruments or may have felt that the terminology was unclear. There also exists the possible skewing of answers in the Delphi study given the particular wording of questions by the researcher or responses from experts that were not clear to other expert panelists. Several experts also noted that there were some items that contained more than one thought which made it difficult to rate those items and may have led to cognitive dissonance for some respondents.

5) A limitation of using Pearson's chi-squared test in analyzing the data in the last round is that it does not necessarily strengthen the results (due to the null hypothesis of equal probability of response) so it becomes primarily yet another arbitrary prescribed range in what constitutes consensus.

6) Another limitation is the pressure to gain consensus in the Delphi study. This forced consensus is one of the main criticisms of the Delphi technique.

7) The Delphi study is subject to respondents' biases, including cultural bias from expert panelists. In this case, panelists in the group were primarily from Western cultures, which could lead to a distinctive Western bias in responses. There could have also been respondent biases regarding specific wording of statements or terminology used which led to responses that may have been different had specific words/terms not been used or had they been further defined. For example, Spitzberg noted in an article in 1989 that each expert has different concepts in mind for components such as empathy or flexibility and thus may "imply consensus that does not exist" (Spitzberg, 1989, p. 245). Conversely, due to some of these study limitations, there should also be limited emphasis placed on items that were ultimately rejected.

8) Furthermore, the quality of the Delphi data resides heavily with the experts and the time and thought they gave in responding. Since superficial response and analysis can be one weakness of a Delphi study, this could be one of the key limitations, depending on the time and thought given by the experts (Linstone & Turoff, 1975). The quality of the data was reflective of the time and priority given to the study by the expert participants.

Chapter Summary

This chapter provided a detailed description of the research procedures for this doctoral study, including selection of study participants and methods for data collection and analysis. An outline was provided of steps taken in conducting this research study and limitations were noted. In the next chapter, the detailed findings of these procedures will be presented. The data from chapter 4 will be used to discuss the implications and conclusions in chapter 5.

Chapter 4: Research Findings

This study examined the construct of intercultural competence, including ways in which administrators at US institutions of higher education addressed and assessed it through internationalization efforts, as well as how top intercultural experts defined this construct and their collective opinion about best ways to assess intercultural competence. Specifically, this study examined five key questions:

1. How do higher education administrators at US institutions committed to internationalization define intercultural competence as a student outcome of internationalization?
2. How do higher education administrators at US institutions committed to internationalization currently measure intercultural competence as a student outcome of internationalization?
3. What constitutes intercultural competence according to intercultural experts?
4. How can intercultural competence be assessed according to intercultural experts?
5. Do practitioners, defined as higher education administrators who completed the questionnaire, agree with intercultural experts in regard to the identification and assessment of intercultural competence?

The data in this chapter present answers to the above research questions and includes the results from both data collection phases of this study as follows: 1) The questionnaire completed by administrators at US institutions of higher education in November 2003 and 2)

the results of the Delphi study conducted over a three-month period from December 2003-February 2004 to gain consensus among top intercultural experts. The data are presented in the following sequence:

1. Demographics of questionnaire participants, including data on both the institutions that participated in this study as well as brief background on the actual respondents from those institutions who completed the questionnaires.
2. Data are presented on each of the major questions from the questionnaire including the findings corresponding to terminology used, definitions of intercultural competence, and current practices in the assessment of intercultural competence.
3. General demographics of Delphi panelists
4. Findings from each round of the Delphi study

This chapter ends with a comparison between the results from the experts and from the administrators, along with a chapter summary. A discussion of the research findings as well as overall conclusions can be found in chapter 5.

Demographics of Respondents to Questionnaire

The questionnaire was completed by administrators at 24 institutions of higher education in the United States. These institutions were identified as those participating in the American Council on Education's (ACE) Internationalization Collaborative and as well as those which received recognition in 2003 by NAFSA: Association of International Educators (NAFSA) as successfully internationalized campuses. With a total of 57 institutions receiving the questionnaire through ACE and a total of 16 institutions receiving the

questionnaire through NAFSA, the response rate was 32% from those receiving the questionnaire through ACE and the response rate was 27% from those receiving the questionnaire through NAFSA. The participating institutions primarily included four-year institutions with 54% of the institutions indicating that they were private while 46% of the institutions were public. Sixty-seven percent of the institutions were teaching institutions, 21% were research institutions and 13% fit into both categories of teaching and research. Figure 3 presents the details of these data.

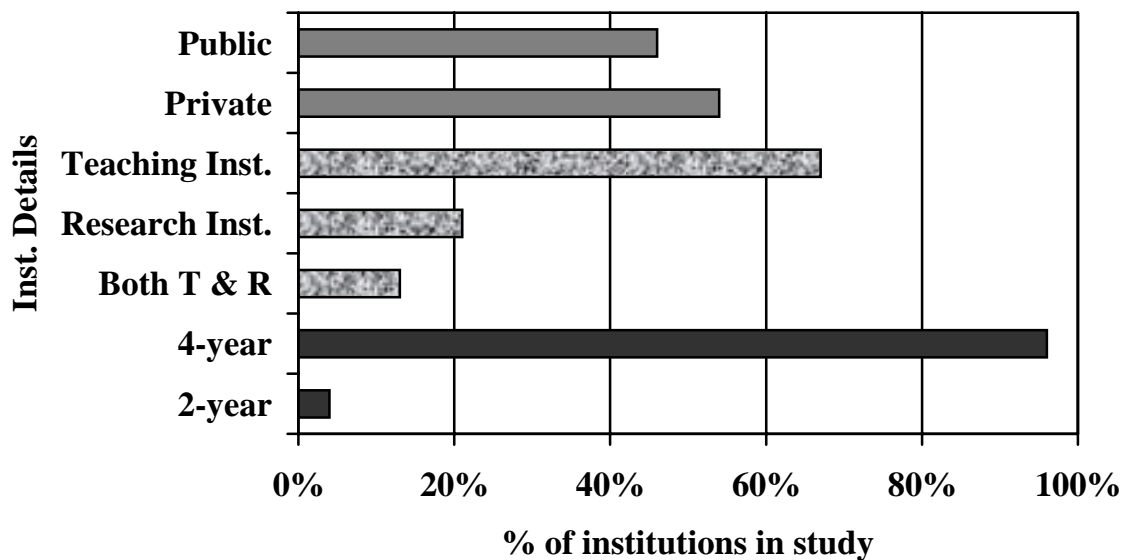


Figure 3. Detailed visual description of the 24 institutional participants.

The institutions ranged in size from 367 undergraduate students to 65,000 undergraduate students, with an average undergraduate student body of 10,805. Table 2 indicates the size range of institutions in this study, based on the number of undergraduate students at each school. There were institutions in all of the size range categories, with a third of the institutions falling within the 1000-4999 range.

Table 2

Institutional Size: Number of Undergraduate Students at Institutions Participating in Study

Range of undergraduate students	Number of institutions	% of institutions in study
Under 1000	3	13%
1000-4999	8	33%
5000-9999	5	21%
10000-14999	2	8%
15000-19999	2	8%
20000+	4	17%

Of the administrators who completed the questionnaire, half (12) were senior-level administrators and half (12) were mid-level administrators at universities and colleges. Specifically, two were presidents of their institutions, five were vice provosts or associate vice provosts, five were deans/associate deans, and nine were directors of international offices, including study abroad offices or international student services offices and three others served in capacities such as advisor.

Questionnaire Data

The purpose of the questionnaire was to indicate how administrators at US institutions of higher education were addressing intercultural competence as part of their institution's internationalization efforts. The questionnaire asked administrators to describe specific terminology used, to define intercultural competence, and to rate components of intercultural competence, as well as definitions, based on their institution's internationalization strategies. Remaining questions involved the assessment of intercultural competence and the methods that institutions are using to measure this construct.

Importance of intercultural competence

All who responded to the questionnaire agreed that intercultural competence as a student outcome of internationalization is important (Figure 4), with 54% noting that it is extremely important. Over half of the respondents (58%) indicated that their institutions had already identified intercultural competence as a specific student outcome of internationalization, while 33% had not yet done so and the remainder (8%) did not know if intercultural competence had been identified as a student outcome at their institution.

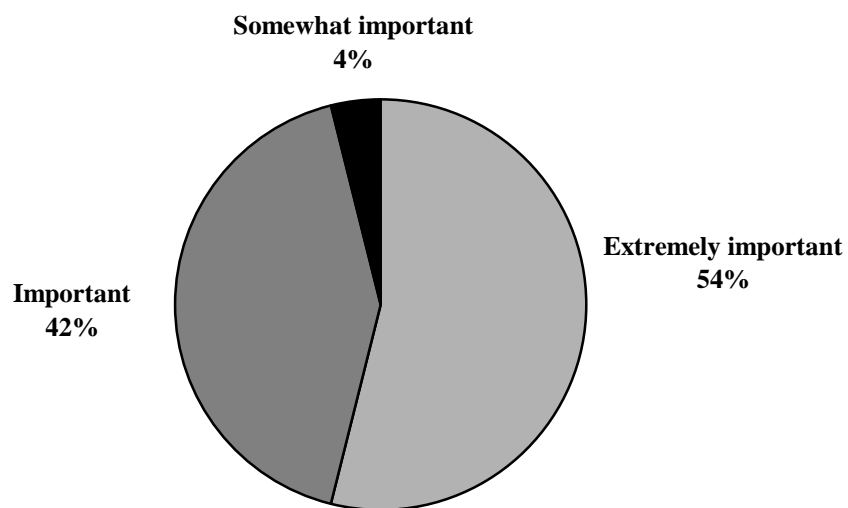


Figure 4. Importance of intercultural competence as a desired student outcome to institutions engaged in internationalization efforts.

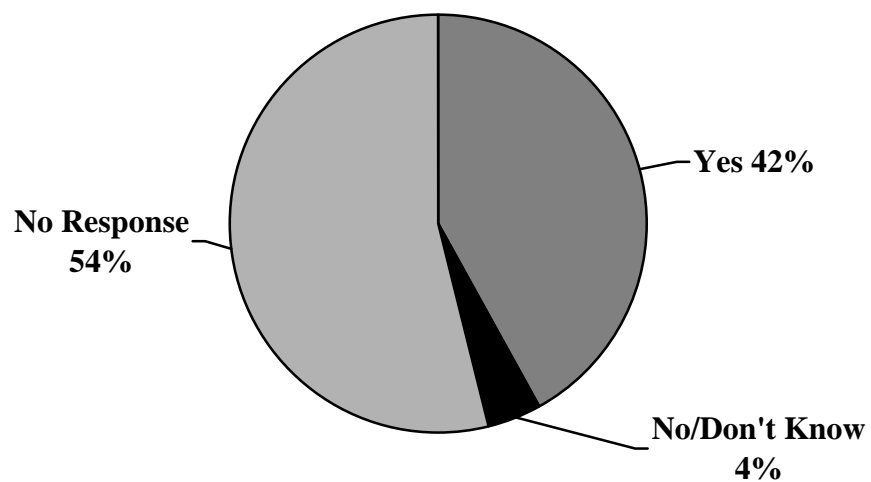


Figure 5. Percent of institutions planning to identify intercultural competence as a student outcome of internationalization.

Of those not currently addressing intercultural competence in their internationalization strategies, 42% indicated that their institutions plan to address this phenomenon in the future (Figure 5). The 54% “no response” is indicative of schools that have already identified intercultural competence as an outcome.

Terminology

Respondents were not in agreement on the specific terminology to use in describing the intercultural competence outcome, with some institutions using multiple terms. The “other” category, which comprised 12% of the responses, included such terms as intercultural awareness, cross-cultural skills, and global understanding. Table 3 contains a summary of the results. Figure 6 shows a visual depiction of these data.

Table 3

Terminology Used by Institutions to Refer to Intercultural Competence

Terminology	# of institutions
Cross-cultural competence	6
Global competence	5
Intercultural competence	3
Global citizenship	3
International competence	2
Global awareness	2
Cross-cultural understanding	2
Other	2

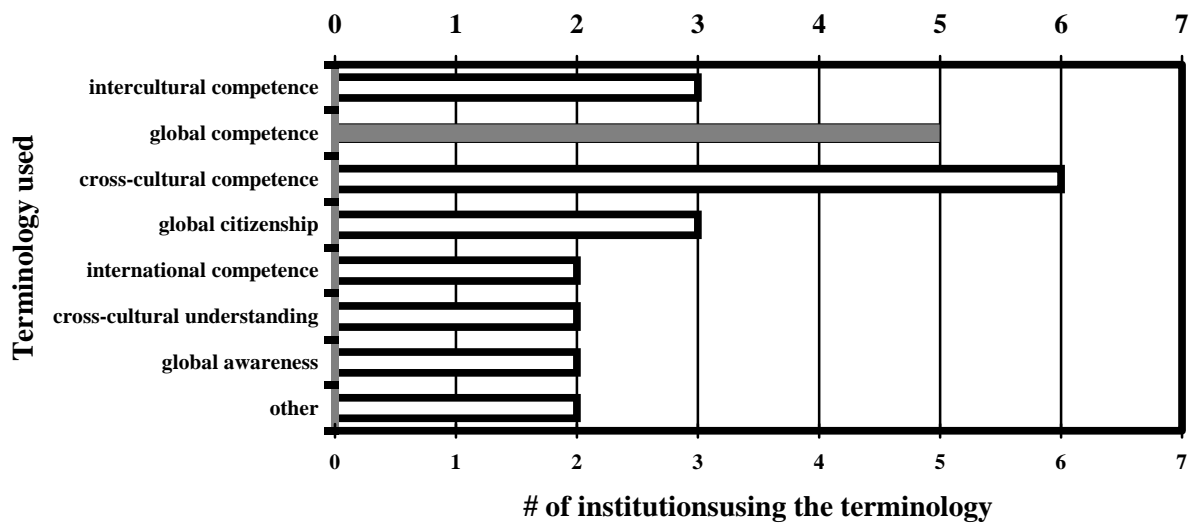


Figure 6. Terminology used by institutions to describe intercultural competence

As discussed in chapter 2 of this study, the term “intercultural competence” was selected because it is the term that is favored by experts in the intercultural field. As one panelist wrote in personal correspondence with the researcher, “I don’t like the use of the term cross-culturalbecause it is conceptually different from intercultural.” It is interesting to note that the term “intercultural competence” is used by only three of the institutions surveyed and that “cross-cultural competence” is the term that used most often (used by six institutions).

Institutional definitions of intercultural competence.

Thirteen institutions (54%) had developed their own working definition of intercultural competence. Figure 7 contains common elements found in the institutional definitions. Complete data from this question can be found in Appendix B. Approximately one-third of the definitions (31%) noted the following common elements: 1) Awareness, understanding, and/or valuing of cultural differences, 2) self-awareness of one’s own culture and 3) the importance of experiencing other cultures, with one definition explicitly stressing both the global and local contexts of cultural difference and another institution stating the importance of “listening, observation, and reflection in a different culture.” Nearly a quarter of the definitions (23%) included the following common elements: 1) Open-mindedness 2) effectiveness (through interaction, serving, and problem-solving) 3) interdependence and 4) complexity of global community, the world’s problems and of cultural differences.

Unique elements in other institutional definitions of intercultural competence included the following: “respecting the rights and dignity of others,” “valuing of foreign language study,” “awareness of different ways people organize the world,” “understand key

dimensions of the heritage of more than one society,” “cope with unfamiliar situations,” “global perspective,” and “to work independently and collaboratively.” Only one definition stressed commonalities that lie beyond cultures. One institution stated specifically that intercultural competence had been “operationalized” as “comprehensive knowledge, skills, and attitudes encompassing an understanding of international issues, other cultures, other countries, and one’s own culture.” One institution simply stated that intercultural competence was “participation in an emerging global society.”

Three institutions derived their definitions through working committees and three derived the definition from their institutional mission statements, two institutions developed their respective definition of intercultural competence through the strategic planning process and other institutions used a variety of means to arrive at their definitions including a literature review, focus groups, statements of purpose, the work of specific intercultural experts (Bennett, Paige, Hammer, and McLuhan were specifically cited), and collective judgment of academic leaders at that particular institution.

Common elements in 13 institutional definitions of intercultural competence:

(Note: Number of institutions cited in parentheses)

- Awareness, understanding, and valuing cultural differences (4)
- Experiencing other cultures (4)
- Self-awareness of one's culture (4)
- Complexity (3) – of global community, of world's problems, of cultural differences
- Open-mindedness (3) – including openness to learn from others who are different
- Interdependence (3) - of global society
- Effectiveness (3) – through Interacting, serving, and problem-solving across cultures
- Responsibilities (2) – personal, social, and as a global citizen

Figure 7. Common elements in institutional definitions of intercultural competence.

Specific components of intercultural competence

Administrators were provided with a list of 17 specific components of intercultural competence, culled from the literature review, and were asked to rate those components based on their institution's internationalization strategies. They also had the opportunity to add additional components. The rating scale was from 1 to 4 with 1 being least important and 4 being most important. The mean was determined for each of the components and the results are in Table 4. The component receiving the highest mean was "cross-cultural awareness" at 3.8 followed by "respect for other cultures" at 3.7. The lowest-rated item was "technical skills" at 2.4. It is interesting to note that "foreign language" had the greatest standard deviation (1.0) with ratings ranging from 1 to 4, with only 62% of respondents rating foreign language as important or most important., which suggests that there is not agreement about the importance of this aspect that many people often relate to cross-cultural understanding. Cross-cultural awareness was the only component rated important or most important by all respondents (100%).

Table 4

Administrators' Ratings of Specific Intercultural Competence Components

MEAN	SD	ICC COMPONENT
3.8	(0.6)	Cross-cultural awareness
3.7	(0.6)	Respect for other cultures
3.5	(0.7)	Global knowledge
3.5	(0.7)	Self-knowledge/awareness
3.4	(0.7)	Global skills
3.3	(0.6)	Appropriate/effective behavior
3.3	(0.9)	Cross-cultural communication skills
3.2	(0.7)	Cultural empathy
3.2	(0.7)	Interpersonal skills
3.1	(0.7)	Cooperation across cultures
3.1	(0.9)	Appropriate attitudes
3.0	(1.0)	Foreign language
2.9	(0.7)	Adaptability
2.8	(0.8)	Flexibility
2.8	(0.9)	Depends on context/situation
2.7	(0.8)	Motivation
2.4	(0.8)	Technical skills

Note: Ratings were based on a 4-point Likert-type scale with 4.0 being most important

Academic definitions of intercultural competence

Administrators were given a list of nine academic definitions of intercultural competence (five general definitions and four more specific ones) and were asked to rate each of them on a scale from 1 to 4, with 4 being highly applicable and 1 being not applicable. The rating was based on the definition's applicability to their institution's internationalization strategies. Means and standard deviations were calculated for each and a summary of the results is in Table 5. The top-rated definition received a mean of 3.5 and was summarized as follows: "Knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others' values, beliefs, and behaviors; and relativizing one's self. Linguistic competence plays a key role" (Byram, 1997). This

definition received ratings of highly applicable or applicable from all but three respondents who indicated Byram's definition as somewhat applicable.

The second highest-rated definition received a mean of 3.3 and can be summarized as follows: "Five components: World knowledge, foreign language proficiency, cultural empathy, approval of foreign people and cultures, ability to practice one's profession in an international setting" (Lambert, 1994). This definition received all applicable or highly applicable responses except for one response of somewhat applicable and one response of not applicable. The least applicable definition received a mean of 2.2 and can be summarized as follows: "Not comprised of individual traits or characteristics but rather the characteristic of the association between individuals. Dependent on the relationships and situations within which the interaction occurs. No prescriptive set of characteristics guarantees competence in all intercultural situations." (Lustig & Koester, 2003)

Table 5

Administrators' Ratings of Existing Definitions of Intercultural Competence

MEAN	SD	ICC DEFINITION
3.5	(0.7)	Knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others' values, beliefs, and behaviors; and relativizing one's self. Linguistic competence plays a key role. (Byram, 1997)
3.3	(0.8)	Five components: World knowledge, foreign language proficiency, cultural empathy, approval of foreign people and cultures, ability to practice one's profession in an international setting (Lambert, 1994)
3.0	(0.7)	One's adaptive capacity to suspend/modify old cultural ways, learn/accommodate to new cultural ways, and creatively manage dynamics of cultural difference/unfamiliarity and accompanying stress (Kim, 1992)
3.0	(0.9)	Five key competencies: Mindfulness, cognitive flexibility, tolerance for ambiguity, behavioral flexibility, cross-cultural empathy (Gudykunst, 1994; Pusch, 1994)
2.9	(0.9)	Eight components: Display of respect, orientation to knowledge, empathy, interaction management, task role behavior, relational role behavior, tolerance for ambiguity, and interaction posture (Koester & Olebe, 2003)
2.9	(0.6)	Ability to effectively and appropriately execute communication behaviors in a culturally diverse environment (Chen & Starosta, 1996). Includes intercultural sensitivity (affective process), intercultural awareness (cognitive process), and verbal/nonverbal skills (Fantini, 2000). May include motivation dimension (Wiseman, 2001).
2.8	(0.7)	Comprised of six factors: Knowledge of target culture, one's personal qualities, behavioral skills, self-awareness, technical skills, and situational factors (Paige, 1993)
2.7	(0.8)	The expandability, flexibility, and adaptability of one's frame of reference/filter (Fennes & Hapgood, 1997)
2.2	(0.9)	Not comprised of individual traits or characteristics but rather the characteristic of the association between individuals. Dependent on the relationships and situations within which the interaction occurs. No prescriptive set of characteristics guarantees competence in all intercultural situations. (Lustig & Koester, 2003)

Note: Ratings were based on a 4-point Likert-type scale with 4.0 being most applicable to the institution's internationalization strategies.

Assessment of intercultural competence

Just over half of the administrators (54%) indicated that when assessing students' intercultural competence, it is most useful to assess general components of the concept, given the institution's current internationalization strategies. In alignment with institutional internationalization strategies, only 17% indicated that it was helpful to assess specific, delineated components of intercultural competence and an even smaller percentage (13%) suggested that it was most useful to identify intercultural competencies that are most relevant to their student population. Figure 8 contains a summary of results for this particular question. This finding is particularly important since it refutes an initial assumption of this research - which was that institutions needed specific, delineated components of intercultural competence to aid in assessing this phenomenon. Administrators overwhelmingly seemed to prefer the more general definition of intercultural competence.

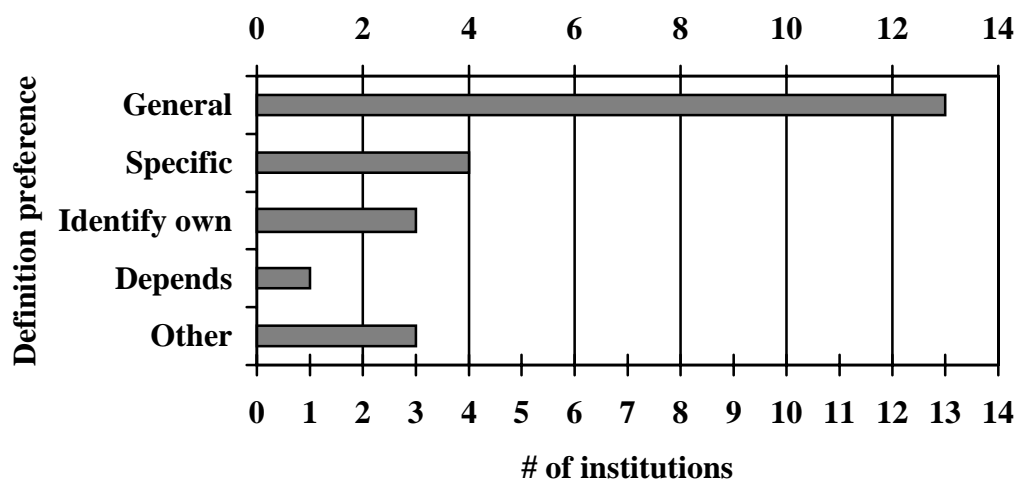


Figure 8. Institutional preference in assessing components of intercultural competence.

Nine of the institutions (38%) were currently assessing students' intercultural competence through a variety of methods. Figure 9 provides a summary of the percentages of institutions assessing students' intercultural competence. Of the nine institutions, five are public (56%) and four (45%) are private institutions. It is important to note that slightly over one-third of the institutions (38%) are assessing intercultural competence, although nearly two-thirds of the institutions (58%) had indicated that they had identified intercultural competence as a student outcome of their internationalization efforts.

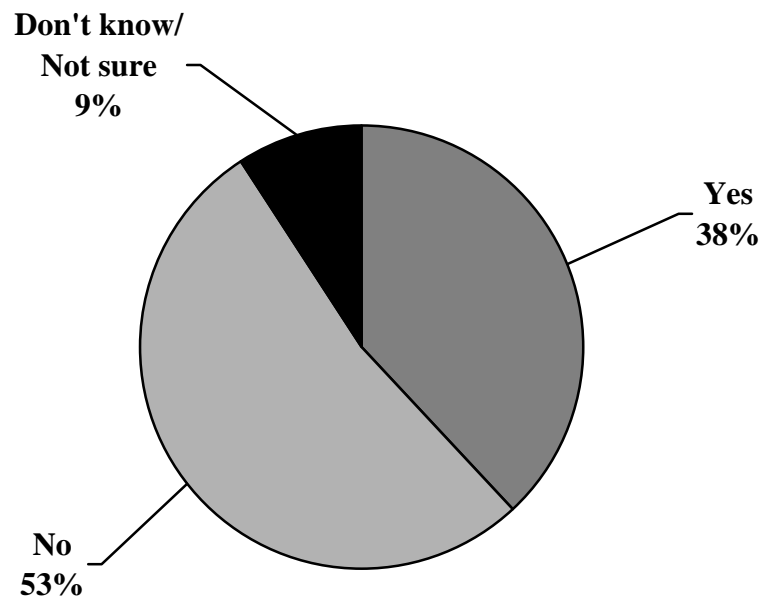


Figure 9. Percentage of institutions currently assessing students' intercultural competence.

Figure 10 presents the assessment methods used by institutions in assessing students' intercultural competence. Student interviews appear to be the most frequently used assessment method given that eight of the nine institutions (89%) utilized this particular method of assessment of students' intercultural competence. Student papers/presentations were the next most frequently used method of assessment, with seven out of the nine schools (79%) using this method. Other assessment methods cited frequently by schools included observation, student portfolios, professor evaluations and the use of pre/post tests. Table 6 represents the frequency of methods used by public and private schools.

Most methods seemed equally popular at both public and private institutions, with the exception of professor evaluations and custom-adapted self-report instruments, both of which were used primarily at public institutions. Respondents were given the opportunity to add other assessment methods and two were added as follows: 1) pre/post study abroad course and 2) internationalization knowledge survey. Of those institutions assessing intercultural competence as a student outcome of internationalization, a variety of assessment methods were used at each institution with an average of five methods (range of 2-6) used per institution.

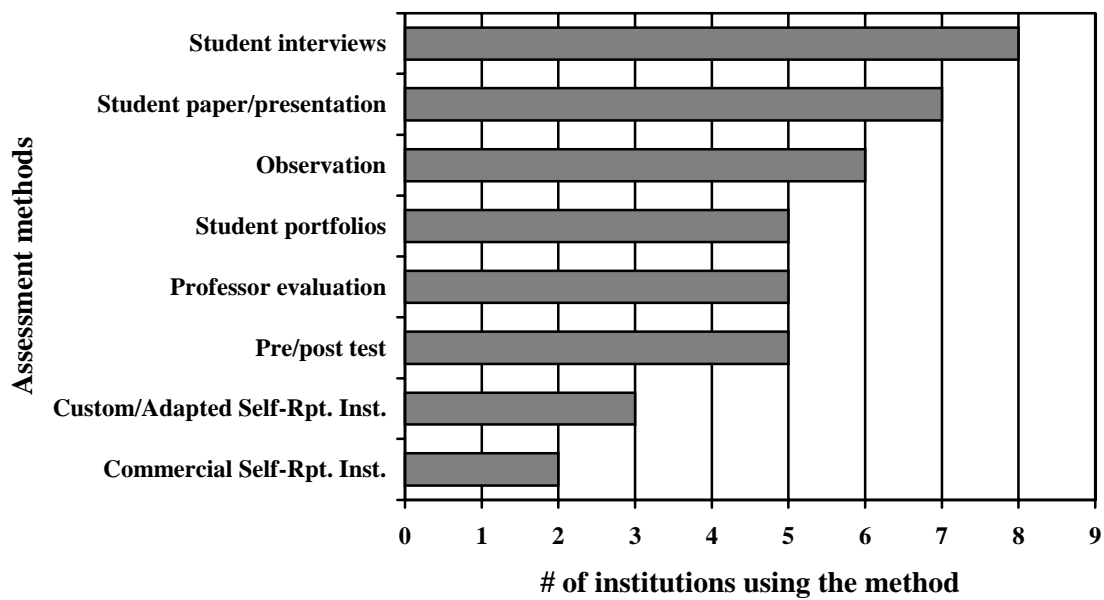


Figure 10. Intercultural competence assessment methods used by institutions.

Table 6

Summary of Intercultural Competence Assessment Methods Used by Private and Public Institutions Engaged in Internationalization

Assessment Method	Number of Private Schools	Number of Public Schools
Student interviews	4	4
Student papers/presentations	3	4
Observation	3	3
Student portfolios	2	3
Pre/post test	3	2
Professor evaluation	1	4
Custom/Adapted Self-Report Instrument	0	3
Commercial Self-Report Instrument	1	1

Those institutions not currently assessing students' intercultural competence were asked to rank a given list of nine methods compiled from the literature review, with 1 being the method most likely to be used at their institution. The highest ranked method by administrators was evaluation conducted by professors in individual courses and the lowest-ranked method was commercial self-report instruments. A complete listing can be found in Table 7, where 1 is the method that the institution was most likely to use to assess students' intercultural competence.

Table 7

Ranking of Most Likely Used Assessment Methods by Administrators Not Currently Assessing Intercultural Competence

Rank	Assessment Method
2.3	Evaluation conducted by professors in individual courses
3.3	Interviews with students
3.8	Student paper and/or presentation
4.0	Custom-designed/adapted self-report paper instrument
4.2	Pre/post test
5.0	Written test
5.5	Student portfolios
6.3	Observation of students in specific situations
6.8	Commercial self-report paper instrument

Note: A ranking of 1 indicated the method most likely to be used.

When asked how often students' intercultural competence should be assessed during their studies, 67% of the institutions felt that there should be on-going assessment throughout students' studies, with 21% indicating that students should be assessed at the beginning and ending of their college career and 8% of the institutions indicating that students' intercultural competence should be assessed before and after an international experience. Figure 11 shows a visual depiction of this information.

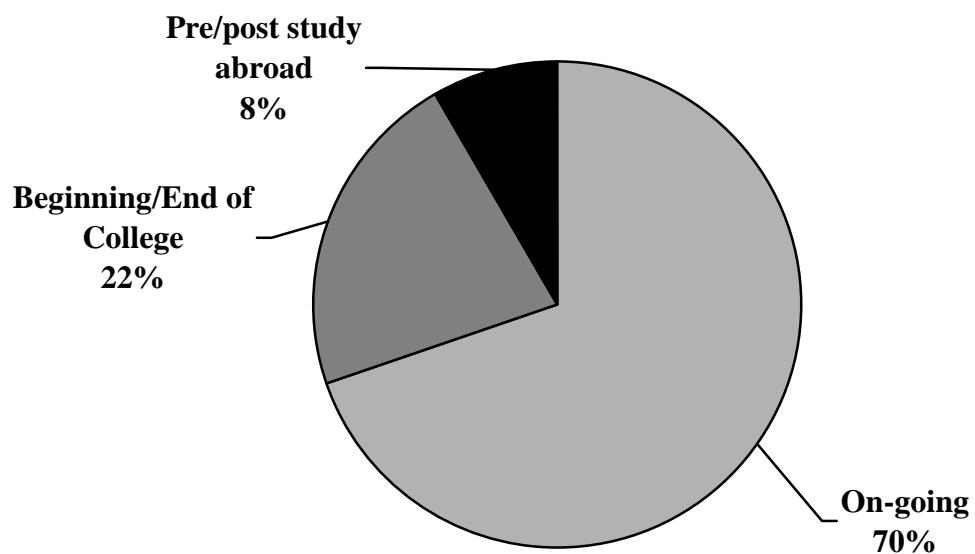


Figure 11. Frequency of assessment of students' intercultural competence (ideal), according to institutions engaged in internationalization efforts.

Solicitation of intercultural expert recommendations

At the end of the questionnaire, administrators were asked to provide up to five names of nationally/ internationally known experts in the intercultural field who could be consulted to address issues of intercultural competence in more depth. Of the 24 institutions participating in the questionnaire, 12 (50%) provided 31 different names of experts. Several names were recommended by more than one respondent. All names generated in this last question were entered into a database that was later used to extend invitations to specific intercultural experts to participate in the Delphi study.

Comparison of public and private institutional responses

In comparing responses of public (11) and private (13) institutions, the institutions seem to be fairly balanced in their responses. Eight private institutions (62%) and six public institutions (55%) have identified intercultural competence as a student outcome. Of those, all eight private institutions (62%) and five public institutions (46%) have defined intercultural competence at their institutions. Six private institutions (46%) and six public institutions (55%) are not currently assessing students' intercultural competence. Nearly an equal portion of private and public schools, specifically seven private institutions (54%) and six public institutions (55%), stated that it is most useful for their institutions to assess general components of students' intercultural competence.

Summary of Findings from Questionnaire

Twenty-four colleges and universities committed to internationalization participated in this study, with about half from private institutions (54%) and about half public

institutions (46%). All the institutional participants (100%) believed that intercultural competence is important to address in internationalization efforts. Cross-cultural competence was the most frequently used term to describe intercultural competence (24%) followed by global competence (20%). Nearly two-thirds of the institutions (59%) had already identified intercultural competence as a student outcome. Of those, over half (54%) had developed a working definition of the construct. Based on the results of the institutional questionnaire, a little over half of the institutions actually preferred to assess general components of intercultural competence, a few preferred to assess more specific, delineated components and even fewer thought it best to define it based on their institutional population. Of the delineated components that were rated by the administrators, cross-cultural awareness was the highest rated component, followed by respect for other cultures. Technical skills were rated as the least relevant component. A third of the institutions are already assessing intercultural competence, with each institution using a variety of methods including student interviews and student papers/presentations. Half the schools use the portfolio method, pre/post test, or evaluation conducted by individual professors. Only one school used a commercial self-report instrument (Intercultural Development Inventory) and another school was considering the use of another commercially-available instrument. Most institutions agreed that on-going assessment is optimal, even over pre/post testing. There seemed to be no significant difference in responses of the public and private institutions.

General Demographics of Delphi Panelists

The panel of experts was selected for the Delphi study using procedures described in chapter 3. Since the panelists were nationally and internationally known, biographies were

obtained on each, which provided the basic demographic information. The panel consisted of 23 intercultural experts with doctoral degrees in a variety of different disciplines including nine in Communication, three in Education, two in Psychology, one each in Anthropology, Political Science, Business, and International Relations. Appendix F contains a listing of those who agreed to be listed as participants on the expert panel.

Delphi Study Data

Round 1 of the Delphi Study

Round 1 of the Delphi study began by posing two open-ended questions to the panelists:

- 1) What constitutes intercultural competence?
- 2) What are the best ways to measure intercultural competence?

All 23 panel members (100%) completed and returned answers to these two questions. Over 21 pages of raw data (Appendix C) were obtained in this first round. Three of the participants answered the open-ended questions by referring to whole publications they had written, which then had to be summarized by the researcher. The data were coded and categorized before being placed into a Round 2 instrument. In the coding and categorization process, common themes began to emerge through recurring language, phrases and words. Unique responses were also noted. These data were reviewed by the three members of the monitoring team to ensure that the data had been coded and categorized appropriately and that researcher bias had been eliminated as much as possible. The data collected from Round 1 resulted in 98 items organized under four different sections on the 4-page, Round 2 instrument (Appendix D).

Round 2 of the Delphi Study

In Round 2 of this study, panelists were asked to rate all items on the Round 2 instrument, which were a reflection of the data collected in Round 1 and contained many of the recurrent words and phrases from the raw data. The Round 2 instrument consisted of 24 items in Part I which involved definitions and statements about intercultural competence, 31 items in Part II which consisted of a listing of specific components of intercultural competence, 28 items in Part III which consisted of a listing of assessment methods and 15 items in Part IV which involved other issues raised by the panelists about assessing intercultural competence. Panelists were allowed to add items under each part but formal modifications were not allowed. Five panelists added items under section 1 and several other panelists made general comments. Appendix D contains the qualitative data from Round 2. Since there was no distinct overlap in the additions made by panelists, they were not incorporated into the Round 3 instrument. No other items were added in the other three sections although several panelists commented specifically on certain items on the instrument. Table 8 contains an outline of the instrument and the number of items in each section.

Table 8

Outline of Delphi Round 2 Instrument and Number of Items in Each Section

Round 2 Sections	Number of items in section
Part I: Intercultural Competence is...	24
Part II: Specific components of ICC	31
Part III: Ways to assess ICC	28
Part IV: Issues raised in assessing ICC	15
TOTAL ITEMS	98

The rating process for the first three parts of Round 2 used a Likert-type scale of 1 to 4 as follows:

1 = not relevant/important to intercultural competence

2 = somewhat relevant/important

3 = relevant/important

4 = highly relevant/important.

The last part of the Round 2 instrument used a Likert-type scale of 1 to 4 as follows:

1= disagree strongly

2 = disagree

3 = agree

4 = agree strongly

Eighteen of the 23 panelists (78%) completed the Round 2 questionnaire. Of the remaining five panelists, two did not respond despite follow-up, and three decided not to participate in Round 2. Once all data had been collected from the Round 2 instrument, means and standard deviations were calculated for each item. Those items receiving a mean of 2.5 or higher were retained for Round 3 of the Delphi research. The mean of 2.5 indicated items upon which the panelists were beginning to move toward consensus. Table 9 shows the

items rated by the expert panelists and the calculated means and standard deviations for each item.

Table 9

Results of Round 2 Delphi Study

PART I- INTERCULTURAL COMPETENCE (ICC) IS:		
MEAN	SD	ITEM:
3.6	(0.6)	Good interpersonal skills exercised cross-culturally; the sending and receiving of messages that are accurate and appropriate.
3.8	(0.5)	Ability to communicate effectively and appropriately in cross-cultural situations based on one's intercultural knowledge, skills, and attitudes.
3.4	(0.8)	Ability to achieve one's goals to some degree through constructive interaction in a cross-cultural context.
2.7	(0.8)	Ability to interact with people from another country and culture in a foreign language.
2.4	(0.9)	Ability to act as a mediator between people of different cultural origins.
2.9	(1.4)	Communication negotiation process that is socially constrained, relational, dynamic, and situational.
3.3	(1.1)	Ability to live, work, and function effectively and with full confidence in another culture.
3.4	(0.7)	Ability to identify behaviors guided by culture and engage in new behaviors in other cultures even when behaviors are unfamiliar given a person's own socialization.
3.4	(1.0)	Behaving appropriately and effectively in cross-cultural situations given one's knowledge, skills, and motivation.
3.3	(0.8)	Ability to execute communication behaviors effectively and appropriately that negotiate each other's cultural identity or identities in a culturally diverse environment.
3.1	(1.0)	Transformational process toward enlightened global citizenship that involves intercultural adroitness (behavioral aspect focusing on communication skills), intercultural awareness (cognitive aspect of understanding cultural differences), and intercultural sensitivity (focus on positive emotion towards cultural difference).
2.2	(1.1)	Ideal standard of conduct created by researchers to generalize to groups of others what conduct would be best for them.
2.9	(1.1)	To see yourself as others see you and others as they see themselves.
2.6	(1.0)	Mutually agreed upon impressions of what is culturally, situationally, and relationally appropriate and effective.

2.6	(1.1)	Competence is a subjective evaluation of communication quality, referenced by what is considered effective and appropriate.
1.5	(0.8)	Best defined by specific academic fields.
1.6	(1.1)	A colonialist, Eurocentric category; reflects the beliefs and behaviors that privilege the Western/Northern hemisphere, resulting in oversimplification of relationship between culture and communication.
1.6	(1.0)	Does not account for individuals' multiple identities.
1.9	(1.1)	Is NOT a set of individual skills, traits, abilities, or characteristics that leads to measurable outcomes.
2.1	(1.3)	Is not an empirically verifiable, quantifiable variable that is generalizable and measurable.
2.7	(1.3)	Must be placed within a theoretical frame.
2.4	(1.0)	Definition must include elements of power and context at all levels (situational, historical, political, social).
3.0	(1.1)	The characteristic of the association between individuals which is comprised of three key elements: interpersonal and situational context, degree of appropriateness and effectiveness of the interaction, and sufficient knowledge, motivations, and actions.
3.6	(0.8)	Ability to shift frame of reference appropriately and adapt behavior to cultural context; Adaptability, expandability, and flexibility of one's frame of reference/filter.
PART II - SPECIFIC COMPONENTS OF INTERCULTURAL COMPETENCE:		
MEAN	SD	ITEM
3.7	(0.6)	adaptability - adjustment to new cultural environment
3.8	(0.4)	skills to analyze, interpret, & relate
3.0	(1.0)	compassion
3.4	(0.8)	curiosity & discovery
3.5	(0.9)	cross-cultural empathy
3.2	(0.8)	gaining trust and confidence of others
3.0	(0.9)	function within rules of host culture
2.9	(0.9)	culture-specific knowledge/ understanding host culture's traditions
3.6	(0.6)	deep knowledge and understanding of culture – one's own and others'
3.3	(0.8)	accomplished language and cultural learner (linguistic and cultural competence)
3.5	(0.6)	skills to listen & observe
3.7	(0.6)	tolerate and engage ambiguity
3.8	(0.4)	flexibility
3.6	(0.8)	withhold judgment
3.8	(0.6)	cultural self-awareness and capacity for self-assessment
3.1	(1.2)	ethnorelative view
3.0	(1.1)	mindfulness
3.2	(0.9)	learn through interaction

3.4	(0.8)	general openness toward cross-cultural learning and to people from other cultures
3.0	(0.8)	sociolinguistic competence
3.1	(1.1)	discourse competence; knowledge/consciousness of processes of interaction; interaction management
3.4	(0.7)	understanding others' world views
3.4	(1.0)	understanding value of cultural diversity
3.3	(0.9)	understanding of role and impact of culture and the impact of situational, social, and historical contexts involved
3.4	(0.8)	ability to adapt to varying intercultural communication and learning styles
2.5	(0.9)	cross-cultural scholarship – acquisition and application of facts about other cultures/countries
3.2	(1.0)	cognitive flexibility - ability to switch frames from etic to emic and back again
2.6	(1.2)	transculturality – cultural sharing
2.6	(0.9)	comparative thinking skills – relating parts to the whole to make sure that comparisons are valid
1.7	(0.9)	technical skills
3.5	(0.8)	respect for other cultures
PART III- WAYS TO ASSESS INTERCULTURAL COMPETENCE:		
MEAN	SD	ITEM
3.4	(0.7)	Qualitative measures
3.2	(1.0)	Quantitative measures
3.7	(0.8)	Mix of quantitative and qualitative measures
3.0	(1.2)	Triangulation
3.1	(1.1)	Inventory combined with qualitative measure
3.2`	(0.9)	Self report instruments
3.1	(1.0)	Other-report measures
3.2	(0.9)	Observation by others/host culture
2.3	(1.0)	Portfolio
2.9	(1.0)	Interview
3.1	(0.9)	Critical incidents
3.2	(0.9)	Case studies
2.6	(1.0)	Pre/post test
3.1	(0.9)	Critical essays
3.2	(0.9)	Analysis of narrative diaries
3.1	(1.0)	Judgment by self and others
2.7	(1.0)	Satisfaction ratings with all involved in the interaction
2.3	(1.1)	Via effect on foreigners and the effect foreigners have on you
2.9	(1.0)	Bottoms up approach (focus groups, workshops, dialogues, open-ended surveys)
2.0	(1.1)	Evaluation devised by each academic field
2.4	(1.3)	Intercultural experience

1.8	(0.8)	Basic written exam
2.0	(0.9)	Knowledge-based instrument
2.4	(1.0)	Psychometric test/inventory (behavior-based instrument)
1.8	(0.9)	Proprietary instruments
2.4	(0.9)	Standardized competency instrument/inventory
3.1	(1.1)	Develop specific indicators for each component/dimension of ICC and evidence of each indicator
2.1	(1.0)	US Foreign Service Officer rating scale (adapted)
PART IV - ISSUES RAISED IN ASSESSING INTERCULTURAL COMPETENCE:		
MEAN	SD	ITEM
2.0	(1.0)	It's not possible to measure intercultural competence (ICC).
3.3	(0.9)	It's very difficult to measure ICC accurately, precisely, and consistently.
2.5	(1.0)	Avoid using standardized competency instruments.
2.1	(0.8)	Shift from psychological measurements to educational measurements.
2.3	(1.0)	Measuring ICC is culturally and politically biased, reflecting Eurocentrism.
3.2	(0.9)	ICC is very complex; assessment of ICC risks oversimplification.
2.7	(0.7)	Competency evaluation is the degree to which expectancies are fulfilled.
2.9	(1.0)	Measurement of ICC needs to account for multiple voices, multiple competencies, and multiple identities.
2.9	(0.9)	Measuring ICC is specific to context, situation, and relation.
2.7	(1.1)	ICC should be measured holistically and not in its separate components.
3.1	(0.7)	When assessing ICC, it is important to analyze the impact of situational, social, and historical contexts involved.
3.2	(0.9)	It is important to measure the degrees of ICC.
3.6	(0.5)	ICC assessment involves more than just observable performance.
3.6	(0.6)	It is important to determine who measures ICC, who is the locus of evaluation, in what context, for what purpose, to what benefit, the time frame involved, the level of cooperation, and the level of abstraction.
3.4	(0.6)	It is important to consider the cultural and social implications of assessing ICC

Of the 98 original items, 76 items received a mean of 2.5 or higher and were retained for Round 3 of the Delphi research. Table 10 contains the details of the number of items retained for Round 3, as well as the number of items eliminated from further consideration. A third of the items were eliminated from Section 1 on definitions of intercultural competence and almost a third of the items were eliminated from the third part on assessment methods.

Table 10

Number of Items Retained or Discarded for Round 3

Section	Total original items	No. of items retained for Round 3	No. of items eliminated
Part I: Intercultural competence	24	16 (67%)	8 (33%)
Part II: Components of ICC	31	30 (97%)	1 (3%)
Part III: ICC assessment methods	28	18 (64%)	10 (36%)
Part IV: ICC assessment issues	15	12 (80%)	3 (20%)

Twenty-two items from Round 2 received a mean of 2.4 or below which indicated items upon which there was a lack of consensus. These items were eliminated from further consideration by the expert panelists. Of the items eliminated, 5 (23%) had a mean of 2.4 which was just below the cut-off of 2.5. Included in this group were three assessment methods: standardized competency instrument, psychometric instrument, and intercultural experience. A list of all 22 eliminated items can be found in Table 11.

Table 11

List of Eliminated Items from Round 2 of the Delphi Study

MEAN	SD	SECTION/ITEM
2.4	(0.9)	Sec. 1: Ability to act as a mediator between people of different cultural origins.
2.4	(1.0)	Sec. 1: Definition must include elements of power and context at all levels (situational, historical, political, social).
2.2	(1.1)	Sec. 1: Ideal standard of conduct created by researchers to generalize to groups of others what conduct would be best for them.
2.1	(1.3)	Sec. 1: Is not an empirically verifiable, quantifiable variable that is generalizable and measurable.
1.9	(1.1)	Sec. 1: Is NOT a set of individual skills, traits, abilities, or characteristics that leads to measurable outcomes.
1.6	(1.0)	Sec. 1: Does not account for individuals' multiple identities.
1.6	(1.1)	Sec. 1: A colonialist, Eurocentric category; reflects the beliefs and behaviors that privilege the Western/Northern hemisphere, resulting in oversimplification of relationship between culture and communication.
1.5	(0.8)	Sec. 1: Best defined by specific academic fields
1.7	(0.9)	Sec. 2: Technical skills
2.4	(0.9)	Sec. 3: Standardized competency instrument/inventory
2.4	(1.0)	Sec. 3: Psychometric test/inventory (behavior-based instrument)
2.4	(1.3)	Sec. 3: Intercultural experience
2.3	(1.0)	Sec. 3: Portfolio
2.3	(1.1)	Sec. 3: Via effect on foreigners and the effect foreigners have on you
2.1	(1.0)	Sec. 3: US Foreign Service Officer rating scale (adapted)
2.0	(0.9)	Sec. 3: Knowledge-based instrument
2.0	(1.1)	Sec. 3: Evaluation devised by each academic field
1.8	(0.8)	Sec. 3: Basic written exam
1.8	(0.9)	Sec. 3: Proprietary instruments
2.3	(1.0)	Sec. 4: Measuring ICC is culturally and politically biased, reflecting Eurocentrism.
2.1	(0.8)	Sec. 4: Shift from psychological measurements to educational measurements.
2.0	(1.0)	Sec. 4: It's not possible to measure intercultural competence (ICC).

Round 3 of the Delphi Study

Round 3 of this Delphi study, the last round of the study, consisted of an instrument containing 76 items from Round 2 that had received a mean of 2.5 or higher. Given some of the comments from panelists in Round 2, slight modifications by the researcher were made on the wording of some of the items on the Round 3 instrument. Modifications made by the researcher are found in Table 12. The instrument and the data were reviewed by the monitoring team before being sent to respondents. Respondents were asked to accept or reject each item in an effort to achieve final consensus on specific items. No additions or modifications were allowed.

Table 12

Items Modified for Round 3 of the Delphi Study

Original Item	Modified Item for Round 3
Ability to communicate effectively and appropriately in cross-cultural situations based on one's intercultural knowledge, skills, and attitudes.	Ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes.
Good interpersonal skills exercised cross-culturally; the sending and receiving of messages that are accurate and appropriate.	Good interpersonal skills exercised interculturally; the sending and receiving of messages that are accurate and appropriate.
Ability to achieve one's goals to some degree through constructive interaction in a cross-cultural context.	Ability to achieve one's goals to some degree through constructive interaction in an intercultural context.
Behaving appropriately and effectively in cross-cultural situations given one's knowledge, skills, and motivation.	Behaving appropriately and effectively in Intercultural situations based on one's knowledge, skills, and motivation.
Must be placed within a theoretical frame.	A concept which must be placed within a theoretical frame.
Competence is a subjective evaluation of communication quality, referenced by what is considered effective and appropriate.	(Competence is) a subjective evaluation of communication quality, referenced by what is considered effective and appropriate.
Tolerate and engage ambiguity	Tolerating and engaging ambiguity
Withhold judgment	Withholding judgment
Learn through interaction	Learning through interaction
Sociolinguistic competence	Sociolinguistic competence (awareness of relation between language and meaning in societal context)
Function within rules of host culture	Functioning within rules of host culture
Develop specific indicators for each Component/dimension of ICC and evidence of each indicator	Developing specific indicators for each component/dimension of ICC and evidence of each indicator
Triangulation	Triangulation (use of multiple data-collection efforts as corroborative evidence for validity of qualitative research findings)
Competency evaluation is the degree to which expectancies are fulfilled.*	Competency evaluation is the degree to which expectancies (expectations) are fulfilled.

** Modified on institutional instrument but not on panel instrument given the assumption that panelists were more familiar with the terminology used in the initial statement.*

The instrument was distributed via e-mail to two different groups, the Delphi panelists and the administrators who completed the questionnaire. The panelists received the Round 3 instrument, which included the mean and standard deviation for each item so that they could view the group's position on each item. The administrators received the instrument without any indication of the means or standard deviations so as not to bias the administrators. All of the 21 experts returned completed instruments. However, one of the questionnaires was never received by the researcher so only 20 instruments were analyzed and used for the data analysis. All of the 24 institutional participants responded, although three of the questionnaires were not usable. Twenty-one instruments completed by administrators were thus analyzed and used for statistical tests. Results from a total of 41 complete Round 3 instruments were analyzed, although the analysis and statistical tests were kept separate for the two different groups completing the final instrument.

The data from this instrument were analyzed in two different ways: The first method of analysis used frequency distribution of the number of items accepted by each group, and the second method involved using Pearson's chi-squared test. Both of these methods were used to determine the items upon which the respondents reached consensus. Consensus is defined as "the judgment arrived at by most of those concerned" (Webster's, 1985). In Delphi studies, an arbitrary consensus point is determined. In this case, the arbitrary consensus points were determined through the frequency distribution and through Pearson's chi-squared test.

Frequency counts were made for all items in each respective group and were placed in frequency distribution tables (Figure 12 and Figure 13). Upon careful examination of the frequency distributions, it was determined that 80% consensus was a natural break point for

respondents in both groups. Eighty-percent of the experts accepted 44 items (58%) on the Round 3 instrument whereas 80% of the administrators accepted 64 items (84%) on the instrument. When a 70% acceptance rate is considered, experts agreed to accept seven additional items (67% items accepted) and administrators agreed to accept five additional items, bringing the percentage of items accepted by administrators to 91%. The discrepancy in item acceptance rates between experts and administrators may be explained by the nature of the respondents themselves: Experts specialize in this particular area and are thus more discerning in their responses and are responding based on their own opinion and expertise, whereas administrators are skilled to respond on behalf of their institution. It is interesting to note that there is an increase in the number of items accepted between 70-75% of the experts (7) and 65% of the experts who accepted an additional 11 items. Appendix E contains the complete frequency results for each item by group.

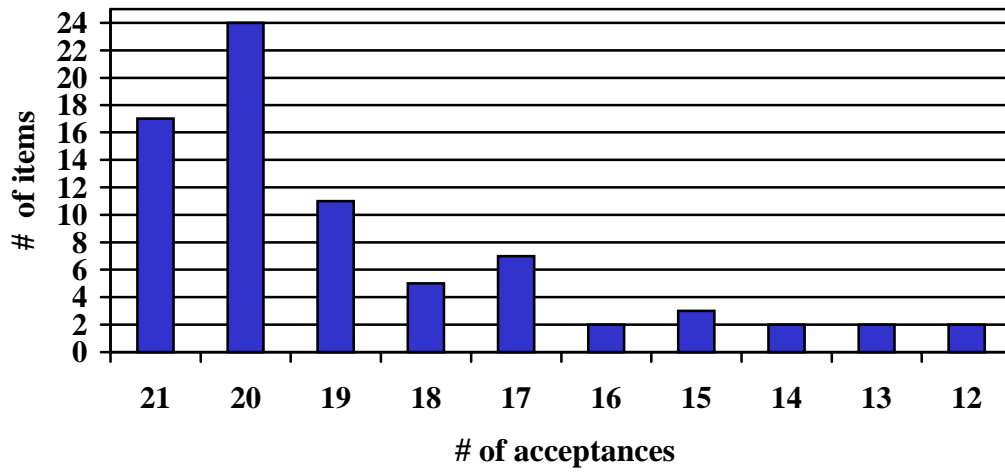


Figure 12. Frequency of administrators' responses on Round 3 items.

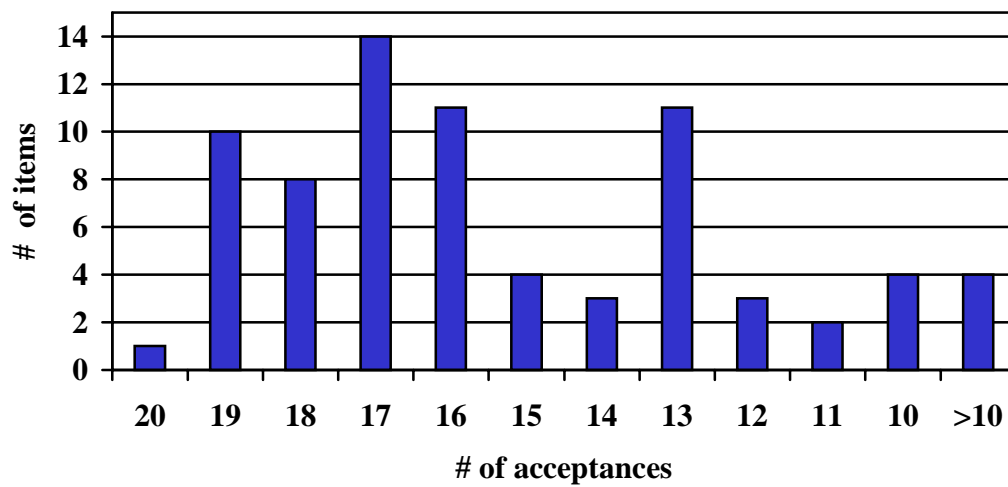


Figure 13. Frequency of experts' responses on Round 3 items.

When analyzing the frequencies for specific items in Round 3, it can be observed that the lowest number of acceptances for administrators was 12 (55%), which occurred for only two items. However, nine items received only a 50% acceptance rate or lower by expert panelists with the lowest number of acceptances for experts being six (30%). Only six experts accepted the statement that “Intercultural competence should be measured holistically and not in its separate components.” This received a 60% acceptance from administrators. Another low acceptance rate occurred with seven acceptances (35%) for “Competence is a subjective evaluation of communication quality, referenced by what is considered effective and appropriate.” (This particular item was accepted by 55% of the administrators.) Four items received a 50/50 split among experts and included the use of satisfaction ratings as an assessment method, the placement of intercultural competence within a theoretical frame, and transculturality as a component of intercultural competence.

The second method of analyzing the data collected from the Round 3 instrument used Pearson’s chi-squared test to determine the items on which consensus was obtained by setting a “prescribed” point of consensus. The number of responses made to accept or reject each item was recorded in Microsoft Excel with frequencies and percentages tabulated for each group of respondents, the experts and the administrators. Pearson’s chi-squared test was run on each item for each group. A probability value (p) was found for each item using a one-tailed chi-squared test with one degree of freedom. A one-tailed test was used because a higher rate of acceptances was expected. A null hypothesis of equal probability of acceptance was used in calculating the probability value. Though this hypothesis is not defensible in this particular instance since the two respondent groups were not random and since a higher consensus point than 50% was desired, other Delphi studies have used

Pearson's chi-squared tests as another way to determine an arbitrary point of consensus (Clark, 1997).

Table 14 and Table 15 show the chi-squared test results for each item in this round for each group of respondents, the expert panel and the institutional administrators, respectively. Any item with a probability value higher than .05 was eliminated, since items with a probability value greater than .05 did not indicate consensus had been achieved. A probability value of .05 equals a 70% acceptance rate for both groups.

Based on the results of Pearson's chi-squared test, 40 items (53%) were kept from Round 3 indicating items upon which the intercultural experts achieved at least 70% consensus. The remaining 26 items had probability values higher than .05 thus indicating that consensus had not been achieved on these items by the experts. Of the 26 items rejected, 14 (54%) of the items had received a mean of between 2.5-2.9 in Round 2, indicating that these items were ranked in the lowest third of rated items in Round 2. The remaining 12 items rejected had received a mean of 3.0-3.4 in the expert ratings from Round 2, so it is somewhat surprising that these items were then rejected in Round 3. Table 13 lists 12 items rejected with the mean of 3.0-3.4. Of those 12 items rejected, the surprising ones not accepted by the experts include "accomplished language and cultural learner (linguistic and cultural competence)" with a mean of 3.3 out of 4.0 and "functioning within rules of the host culture" with a mean of 3.0. However, standard deviations were often greater for these rejected items with five items having a standard deviation of 1.0 or higher, meaning there was greater variation in the initial responses and thus less consensus on those particular items. Other items that were rejected included quantitative methods of measurement, pre/post test method, and holistic measurement of intercultural competence.

Table 13

Items Rejected by Experts with Mean of 3.0-3.4 out of 4.0

MEAN	SD	REJECTED ITEM
3.3	(0.8)	Ability to execute communication behaviors effectively and appropriately that negotiate each other's cultural identity or identities in a culturally diverse environment.
3.3	(1.1)	Ability to live, work, and function effectively and with full confidence in another culture.
3.0	(1.1)	The characteristic of the association between individuals which is comprised of three key elements: interpersonal and situational context, degree of appropriateness and effectiveness of the interaction, and sufficient knowledge, motivations, and actions.
3.3	(0.8)	Accomplished language and cultural learner (linguistic and cultural competence)
3.2	(0.8)	Gaining trust and confidence of others
3.0	(0.9)	Functioning within rules of host culture
3.0	(1.0)	Compassion
3.2	(1.0)	Quantitative measures
3.1	(0.9)	Critical incidents
3.1	(0.9)	Critical essays
3.1	(1.0)	Other-report measures
3.2	(0.9)	ICC is very complex; assessment of ICC risks oversimplification.

All items that received a mean of 3.5 - 4.0 in the Round 2 ratings were accepted in Round 3. Only one item (1%) of the total 76 items on the Round 3 instrument received a 100% acceptance from the experts, that item being "understanding others' world views" from the list of specific components of intercultural competence.

Table 14

Pearson's Chi-squared Tabulation of Expert Responses in Round 3

PART 1 - INTERCULTURAL COMPETENCE (ICC) is:				
CHI-SQ Value	p-value	MEAN	SD	ITEM
16.20	0.000	3.8	(0.5)	Ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes.
7.20	0.004	3.6	(0.6)	Good interpersonal skills exercised interculturally; the sending and receiving of messages that are accurate and appropriate.
16.20	0.000	3.6	(0.8)	Ability to shift frame of reference appropriately and adapt behavior to cultural context; Adaptability, expandability, and flexibility of one's frame of reference/filter
16.20	0.000	3.4	(0.7)	Ability to identify behaviors guided by culture and engage in new behaviors in other cultures even when behaviors are unfamiliar given a person's own socialization
9.80	0.001	3.4	(0.8)	Ability to achieve one's goals to some degree through constructive interaction in an intercultural context.
12.80	0.000	3.4	(1.0)	Behaving appropriately and effectively in intercultural situations based on one's knowledge, skills, and motivation.
1.80	0.090	3.3	(0.8)	Ability to execute communication behaviors effectively and appropriately that negotiate each other's cultural identity or identities in a culturally diverse environment.
1.80	0.090	3.3	(1.1)	Ability to live, work, and function effectively and with full confidence in another culture.
7.20	0.004	3.1	(1.0)	Transformational process toward enlightened global citizenship that involves intercultural adroitness (behavioral aspect focusing on communication skills), intercultural awareness (cognitive aspect of understanding cultural differences), and intercultural sensitivity (focus on positive emotion towards cultural difference).

0.80	0.186	3.0	(1.1)	The characteristic of the association between individuals which is comprised of three key elements: interpersonal and situational context, degree of appropriateness and effectiveness of the interaction, and sufficient knowledge, motivations, and actions.
6.37	0.006	2.9	(1.1)	To see yourself as others see you and others as they see themselves.
0.20	0.327	2.9	(1.4)	Communication negotiation process that is socially constrained, relational, dynamic, and situational.
0.00	0.500	2.7	(0.8)	Ability to interact with people from another country and culture in a foreign language
0.00	0.500	2.7	(1.3)	A concept which must be placed within a theoretical frame.*
0.20	0.327	2.6	(1.0)	Mutually agreed upon impressions of what is culturally, situationally, and relationally appropriate and effective.
0.25	0.126	2.6	(1.1)	(Competence is) a subjective evaluation of communication quality, referenced by what is considered effective and appropriate.

PART II - SPECIFIC COMPONENTS OF ICC INCLUDE:

CHI-SQ value	p-value	MEAN	SD	ITEM
12.80	0.000	3.8	(0.4)	Skills to analyze, interpret, & relate
12.80	0.000	3.8	(0.4)	Flexibility
16.20	0.000	3.8	(0.6)	Cultural self-awareness and capacity for self-assessment
16.20	0.000	3.7	(0.6)	Adaptability - adjustment to new cultural environment
12.80	0.000	3.7	(0.6)	Tolerating and engaging ambiguity
12.80	0.000	3.6	(0.6)	Deep knowledge and understanding of culture (one's own and others')
7.20	0.001	3.6	(0.8)	Withholding judgment
16.20	0.000	3.5	(0.6)	Skills to listen and observe
12.80	0.000	3.5	(0.8)	Respect for other cultures
9.80	0.001	3.5	(0.9)	Cross-cultural empathy
19.97	0.000	3.4	(0.7)	Understanding others' world views
7.20	0.004	3.4	(0.8)	Curiosity and discovery
16.20	0.000	3.4	(0.8)	General openness toward intercultural learning and to people from other cultures
16.20	0.000	3.4	(0.8)	Ability to adapt to varying intercultural communication and learning styles
9.80	0.001	3.4	(1.0)	Understanding the value of cultural diversity
1.80	0.090	3.3	(0.8)	Accomplished language and cultural learner (linguistic and cultural competence)

9.80	0.001	3.3	(0.9)	Understanding of role and impact of culture and the impact of situational, social, and historical contexts involved
1.80	0.090	3.2	(0.8)	Gaining trust and confidence of others
7.20	0.004	3.2	(0.9)	Learning through interaction*
9.80	0.001	3.2	(1.0)	Cognitive flexibility – ability to switch frames from etic to emic and back again
5.00	0.013	3.1	(1.1)	Discourse competence; knowledge/consciousness of processes of interaction; interaction management
7.20	0.004	3.1	(1.2)	Ethnorelative view
11.84	0.000	3.0	(0.8)	Sociolinguistic competence (awareness of relation between language and meaning in societal context)
1.80	0.090	3.0	(0.9)	Functioning within rules of host culture
0.37	0.186	3.0	(1.0)	Compassion
9.80	0.001	3.0	(1.1)	Mindfulness
7.20	0.004	2.9	(0.9)	Culture-specific knowledge/understanding host culture's traditions
1.80	0.090	2.6	(0.9)	Comparative thinking skills – relating parts to the whole to make sure that comparisons are valid
0.00	0.500	2.6	(1.2)	Transculturality – cultural sharing
0.20	0.327	2.5	(0.9)	Cross-cultural scholarship – acquisition and application of facts about other cultures/countries
PART III - WAYS TO ASSESS INTERCULTURAL COMPETENCE INCLUDE:				
CHI-SQ value	p-value	MEAN	SD	ITEM
9.80	0.001	3.7	(0.8)	Mix of quantitative and qualitative measures
9.80	0.001	3.4	(0.7)	Qualitative measures
12.80	0.000	3.2	(0.9)	Case studies
9.80	0.001	3.2	(0.9)	Analysis of narrative diaries
9.80	0.001	3.2	(0.9)	Self-report instruments
9.80	0.001	3.2	(0.9)	Observation by others/host culture
1.80	0.090	3.2	(1.0)	Quantitative measures
1.80	0.090	3.1	(0.9)	Critical incidents
1.80	0.090	3.1	(0.9)	Critical essays
3.20	0.037	3.1	(1.0)	Other-report measures
9.80	0.001	3.1	(1.0)	Judgment by self and others
7.20	0.004	3.1	(1.1)	Developing specific indicators for each component/dimension of ICC and evidence of each indicator*
5.00	0.013	3.1	(1.1)	Inventory combined with qualitative measure
7.20	0.004	3.0	(1.2)	Triangulation (use of multiple data-collection efforts as corroborative evidence for validity of qualitative research findings)

12.80	0.000	2.9	(1.0)	Interviews
3.20	0.037	2.9	(1.0)	Bottoms up approach (focus groups, workshops, dialogues, open-ended surveys)
0.00	0.500	2.7	(1.0)	Satisfaction ratings with all involved in the interaction
1.80	0.090	2.6	(1.0)	Pre/post test
PART IV - ISSUES RAISED BY EXPERTS IN ASSESSING ICC INCLUDE:				
CHI-SQ value	p-value	MEAN	SD	ITEM
16.20	0.000	3.6	(0.5)	ICC assessment involves more than just observable performance.
9.80	0.001	3.6	(0.6)	It is important to determine who measures ICC, who is the locus of evaluation, in what context, for what purpose, to what benefit, the time frame involved, the level of cooperation, and the level of abstraction.
16.20	0.000	3.4	(0.6)	It is important to consider the cultural and social implications of assessing ICC.
5.00	0.013	3.3	(0.9)	It's very difficult to measure ICC accurately, precisely, and consistently.
0.80	0.186	3.2	(0.9)	ICC is very complex; assessment of ICC risks oversimplification.
7.20	0.004	3.2	(0.9)	It is important to measure the degrees of ICC.
7.20	0.004	3.1	(0.7)	When assessing ICC, it is important to analyze the impact of situational, social, and historical contexts involved.
1.80	0.090	2.9	(0.9)	Measuring ICC is specific to context, situation, and relation.
3.20	0.037	2.9	(1.0)	Measurement of ICC needs to account for multiple voices, multiple competencies, and multiple identities.
0.05	0.409	2.7	(0.7)	Competency evaluation is the degree to which expectancies are fulfilled.
2.58	0.054	2.7	(1.1)	ICC should be measured holistically and not in its separate components.
0.05	0.409	2.5	(1.0)	Avoid using standardized competency instruments to measure ICC

In analyzing the administrators' responses from Round 3 of the Delphi study using the Pearson's chi-squared test, 69 items (91%) were kept from Round 3. The remaining seven items had probability values higher than .05 indicating that 70% consensus or more had not been achieved on these items. Seventeen items (22%) received a 100% acceptance from the administrators, meaning that all administrators accepted those items. Of the 17 items, 11 specific components of intercultural competence received 100% agreement including sociolinguistic competence, flexibility, adaptability, cross-cultural empathy, understanding others' world views, and cultural self-awareness. The four assessment methods receiving 100% consensus were interviews, observation, case studies, and judgment by self and others. The lowest number of acceptances by administrators was 12 (55%) and that was on two items, one of which was the use of standardized instruments to assess intercultural competence and the other was evaluating competency based on the degree to which expectations are fulfilled.

Other observations can be made from administrators' responses. While 70% of the administrators accepted the definition of intercultural competence as "the ability to interact with people from another country and culture in a foreign language," it is interesting to note that 80% accepted "accomplished language and cultural learner" as one of the key components of intercultural competence. This may indicate some controversy over the perceived role of language in intercultural competence. And although "portfolios" was dropped from Round 2 given the response from intercultural experts, it would still have been interesting to see how administrators perceived this as an assessment method, given that it is currently being used by a number of institutions.

Table 15

Pearson's Chi-squared Tabulation of Administrator Responses in Round 3

PART 1 - INTERCULTURAL COMPETENCE (ICC) is:		
CHI-SQ value	p-value	ITEM
20.98	0.000	Ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes.
17.19	0.000	Good interpersonal skills exercised interculturally; the sending and receiving of messages that are accurate and appropriate.
17.19	0.000	Ability to shift frame of reference appropriately and adapt behavior to cultural context; Adaptability, expandability, and flexibility of one's frame of reference/filter
17.19	0.000	Ability to identify behaviors guided by culture and engage in new behaviors in other cultures even when behaviors are unfamiliar given a person's own socialization
17.19	0.000	Ability to achieve one's goals to some degree through constructive interaction in an intercultural context.
17.19	0.000	Behaving appropriately and effectively in intercultural situations based on one's knowledge, skills, and motivation.
13.76	0.000	Ability to execute communication behaviors effectively and appropriately that negotiate each other's cultural identity or identities in a culturally diverse environment.
10.71	0.001	Ability to live, work, and function effectively and with full confidence in another culture.
13.76	0.000	Transformational process toward enlightened global citizenship that involves intercultural adroitness (behavioral aspect focusing on communication skills), intercultural awareness (cognitive aspect of understanding cultural differences), and intercultural sensitivity (focus on positive emotion towards cultural difference).
8.05	0.002	The characteristic of the association between individuals which is comprised of three key elements: interpersonal and situational context, degree of appropriateness and effectiveness of the interaction, and sufficient knowledge, motivations, and actions.
10.71	0.001	To see yourself as others see you and others as they see themselves.
2.33	0.063	Communication negotiation process that is socially constrained, relational, dynamic, and situational.
3.86	0.025	Ability to interact with people from another country and culture in a foreign language
1.80	0.090	A concept which must be placed within a theoretical frame.
1.80	0.090	Mutually agreed upon impressions of what is culturally, situationally, and relationally appropriate and effective.
3.86	0.025	(Competence is) a subjective evaluation of communication quality, referenced by what is considered effective and appropriate.

PART II - SPECIFIC COMPONENTS OF ICC:		
CHI-SQ value	p-value	ITEM
20.98	0.000	Skills to analyze, interpret, & relate
20.98	0.000	Flexibility
20.98	0.000	Cultural self-awareness and capacity for self-assessment
20.98	0.000	Adaptability - adjustment to new cultural environment
13.76	0.000	Tolerating and engaging ambiguity
8.05	0.002	Deep knowledge and understand of culture (one's own and others')
9.80	0.001	Withholding judgment
20.98	0.000	Skills to listen and observe
20.98	0.000	Respect for other cultures
20.98	0.000	Cross-cultural empathy
20.98	0.000	Understanding others' world views
17.19	0.000	Curiosity and discovery
20.98	0.000	General openness toward intercultural learning and to people from other cultures
20.98	0.000	Ability to adapt to varying intercultural communication and learning styles
17.19	0.000	Understanding the value of cultural diversity
8.05	0.002	Accomplished language and cultural learner (linguistic and cultural competence)
17.19	0.000	Understanding of role and impact of culture and the impact of situational, social, and historical contexts involved
5.76	0.008	Gaining trust and confidence of others
17.19	0.000	Learning through interaction
13.76	0.000	Cognitive flexibility – ability to switch frames from etic to emic and back again
13.76	0.000	Discourse competence; knowledge/consciousness of processes of interaction; interaction management
10.71	0.001	Ethnorelative view
20.98	0.000	Sociolinguistic competence
17.19	0.000	Functioning within rules of host culture
8.05	0.002	Compassion
17.19	0.000	Mindfulness
17.19	0.000	Culture-specific knowledge/understanding host culture's traditions
19.97	0.000	Comparative thinking skills – relating parts to the whole to make sure that comparisons are valid
8.05	0.002	Transculturality – cultural sharing
17.19	0.000	Cross-cultural scholarship – acquisition and application of facts about other cultures/countries
PART III - WAYS TO ASSESS INTERCULTURAL COMPETENCE:		
CHI-SQ value	p-value	ITEM
17.19	0.000	Mix of quantitative and qualitative measures

8.05		Qualitative measures
20.98	0.000	Case studies
17.19	0.000	Analysis of narrative diaries
17.19	0.000	Self-report instruments
20.98	0.000	Observation by others/host culture
3.86	0.025	Quantitative measures
16.20	0.000	Critical incidents
12.80	0.000	Critical essays
17.19	0.000	Other-report measures
20.98	0.000	Judgment by self and others
13.76	0.000	Developing specific indicators for each component/dimension of ICC and evidence of each indicator
10.71	0.001	Inventory combined with qualitative measure
17.19	0.000	Triangulation
20.98	0.000	Interviews
17.19	0.000	Bottoms up approach (focus groups, workshops, dialogues, open-ended surveys)
5.76	0.008	Satisfaction ratings with all involved in interaction
13.76	0.000	Pre/post test
PART IV - ISSUES RAISED IN ASSESSING ICC:		
CHI-SQ value	p-value	ITEM
17.19	0.000	ICC assessment involves more than just observable performance.
20.98	0.000	It is important to determine who measures ICC, who is the locus of evaluation, in what context, for what purpose, to what benefit, the time frame involved, the level of cooperation, and the level of abstraction.
17.19	0.000	It is important to consider the cultural and social implications of assessing ICC.
17.19	0.000	It's very difficult to measure ICC accurately, precisely, and consistently.
13.76	0.000	ICC is very complex; assessment of ICC risks oversimplification.
13.76	0.000	It is important to measure the degrees of ICC.
20.98	0.000	When assessing ICC, it is important to analyze the impact of situational, social, and historical contexts involved.
2.33	0.063	Measuring ICC is specific to context, situation, and relation.
13.76	0.000	Measurement of ICC needs to account for multiple voices, multiple competencies, and multiple identities.
0.43	0.256	Competency evaluation is the degree to which expectancies are fulfilled.
1.19	0.138	ICC should be measured holistically and not in its separate components.
0.80	0.186	Avoid using standardized competency instruments to measure ICC

Summary of Findings from Delphi Study

Twenty-one intercultural experts completed all three phases of the Delphi study designed to gain consensus among these experts as to what constitutes intercultural competence and the best ways to measure this construct. In the first round of the Delphi, the majority of experts provided general definitions of intercultural competence while a few provided more specific definitions. Of those who provided definitions, most emphasized behavior and/or communication competence. Numerous panelists raised issues or questions regarding intercultural competence and its assessment, although most agreed on similar ways of assessment, particularly in that it should include a mix of qualitative and quantitative measures. One instrument or method alone does not suffice in measuring intercultural competence. A distinct minority of these experts no longer considers intercultural competence to be a valid concept and believe that it is not possible to assess it; this group includes those who had been involved in actively researching this concept earlier in their academic careers but have since come to these conclusions which question the validity of the concept itself. This points to the importance of recognizing that experts' opinions change and evolve over time.

The second round of the Delphi study involved rating the data that had been summarized from the first round. This resulted in a total of 98 items on the Round 2 instrument, 22 of which received below a 2.5 mean and were thus eliminated from further consideration by the intercultural experts. As with the first round, most experts preferred the more general definitions of intercultural competence with several commenting on the futility of developing "shopping lists" of components. Of the components that were listed, most were more general in nature, with the top components emerging as skills to analyze, interpret

and relate, flexibility, and cultural self-awareness and capacity for self-assessment followed by adaptability and tolerating/engaging ambiguity. It is interesting to note that “deep cultural knowledge” was ranked higher with a mean of 3.6 out of 4.0 when compared to “culture-specific knowledge” which received a mean of 2.9. Experts seemed to feel strongly that knowledge alone does not constitute competence and several made specific comments to that end. While there was mixed reaction among experts regarding the importance of placing intercultural competence within a theoretical frame, most felt that an important part of the definition was the ability to shift one’s frame of reference appropriately.

In the second round of the Delphi, most experts felt that assessing intercultural competence is very difficult and complex. According to the experts on the panel, the top way to assess intercultural competence was through a mix of quantitative and qualitative measures with the following qualitative methods receiving high marks from the experts: case studies, analysis of narrative diaries, self-report instruments, and observation by others. Several assessment methods that fell below the 2.5 mean cutoff included portfolios, intercultural experience, evaluation devised by each academic field, knowledge-based instruments, and standardized competency instruments/ inventories. One finding of note that emerged from Round 2 was the importance of considering cultural and social implications of assessing intercultural competence.

In the last round of the Delphi, 20 intercultural experts confirmed whether they definitively accepted or rejected the top items that had emerged from Round 2. (Note: Although 21 experts participated in the last round, one form was not usable in the research.) Surprisingly, only 65% of the items was accepted by the intercultural experts in round 3, based on a 70% acceptance rate. Of those items that did not receive 70% acceptance by the

experts, several came as a surprise based on responses from previous rounds. Those items that were essentially rejected included accomplished language and cultural learner, the use of pre/post test as an assessment method, and the placement of the concept within a theoretical frame. Those items receiving a high acceptance rate included understanding others' world views (which received 100% acceptance from the experts), mindfulness, sociolinguistic competence and the use of interviews as an assessment method (95% agreement although it initially only received a standard mean of 2.9). There continued to be greater acceptance among experts of deep cultural knowledge versus culture-specific knowledge. And while two-thirds of the experts accepted the assessment of intercultural competence as specific to context, it did not reach the 70% acceptance threshold and was thus ultimately rejected.

The last round of the Delphi study also involved feedback from 21 administrators who participated in the initial questionnaire regarding their institutions' conception of intercultural competence. These administrators indicated whether they agreed with the data developed by the expert panel on intercultural competence. There was much greater agreement among administrators with 90% of the items in Round 3 accepted by the administrators, 22% of which received 100% consensus. Of the 17 items that received 100% agreement, key highlights include sociolinguistic competence, and the use of interviews, observation by others, and judgment by self and others, as top assessment methods. Nineteen items (25%) were accepted by administrators but rejected by the intercultural experts, indicating areas of disagreement, the key one being the use of pre/post tests to assess intercultural competence.

The results from this last round of the Delphi study represent the collective opinion of two highly qualified groups, specifically the collective opinion of 21 nationally-known

experts in the intercultural field as well as the collective opinion of 24 administrators currently engaged in implementing internationalization strategies at their respective institutions. For the expert panelists, the results of the last round represent a culmination of their participation over a three-month period of time in which they brainstormed, evaluated, and reacted to data regarding the definition and assessment of intercultural competence.

Comparison of Findings from Administrators and Experts

In general, the higher education administrators and intercultural experts who participated in this study seem to agree on many items related to intercultural competence and its assessment. One initial area of disagreement may be in regard to the terminology used to refer to the concept with intercultural experts generally preferring the use of “intercultural competence” while there is yet to be agreement among administrators as to which term to use although “cross-cultural competence” and “global competence” appear to be used more frequently.

Most of the data regarding the comparative views of administrators and experts on intercultural competence is derived from the third round of the Delphi study. When comparing the findings from the frequency distribution and Pearson’s chi-squared test of the administrator and expert responses from the third round of this Delphi, there appears to be general agreement on many of the items, with agreement of both groups on 75% of the items (based on the Pearson’s chi-squared test results). Administrators reached 100% consensus on 17 items (22%) while experts reached 100% consensus on one item (1%), indicating that there was more agreement among administrators than among intercultural experts. Table 18 indicates a comparison of the number of items accepted or rejected by the two groups

respectively, based on results of Pearson's chi-squared test (which indicated at least 70% acceptance by each group). Appendix E contains the actual items accepted and rejected by each group.

The administrators generally agreed with the intercultural experts regarding definitions and components of intercultural competence. Both groups accepted five of the definitions and rejected three other definitions. However, the experts rejected another five definitions accepted by the administrators, indicating ones upon which experts and administrators disagreed. The contentious definitions included ones such as "Ability to interact with people from another country and culture in a foreign language" and "Ability to live, work, and function effectively with full confidence in another culture." The top definition in both groups was the "Ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes." This was the only definition to receive 100% consensus from administrators and received a 95% acceptance from the experts. It is important to note this definition's emphasis on communication in intercultural situations.

Regarding specific components of intercultural competence, administrators accepted all 30 components generated by the intercultural experts. However, in the end, the experts rejected seven of these, which constituted rejection of nearly one-quarter of the specific components of intercultural competence (23%). Of the seven components upon which there was disagreement between experts and administrators, some key components included accomplished language and cultural learner (indicating linguistic and cultural competence), comparative thinking skills, and gaining trust and confidence of others.

When viewing the ratings of specific components of intercultural competence, there are some similarities between the two groups as well as some differences (Table 16). The top-rated components from both groups include cultural self-awareness, respect for other cultures, and cultural empathy. Components rated highly by the experts but initially low by the administrators included flexibility and adaptability. However, these two components later received 100% acceptance from the administrators in the final round of the Delphi.

Table 16

Comparison of Top-Rated Components of Intercultural Competence by Administrators and Intercultural Experts

BY ADMINISTRATORS:	MEAN	BY ICC EXPERTS:	MEAN
Cross-cultural awareness	3.8	Skills to analyze, interpret, & relate	3.8
Respect for other cultures	3.7	Flexibility (Ad.=2.8)	
Global knowledge	3.5	Cultural self-awareness and	3.8
Self-knowledge/awareness	3.5	capacity for self-assessment	
Global skills	3.4	Adaptability - adjustment to new	3.8
CC communication skills	3.3	cultural environment (Ad.=2.9)	
Appropriate/effective		Tolerating and engaging ambiguity	3.7
behavior	3.3	Deep knowledge and understanding	3.7
Cultural empathy	3.2	of culture (one's own and others')	3.6
Interpersonal skills	3.2	Withholding judgment	3.6
		Skills to listen and observe	3.5
		Respect for other cultures	3.5
		Cross-cultural empathy	3.5

Note: Standard mean is based on a 4-point Likert-type scale with 4 being most important.

There was more variation in responses on assessment methods, with experts and administrators disagreeing on one-third of the items. As with the cultural components, administrators accepted all of the assessment methods while experts rejected a total of six assessment methods. Of those six items, key assessment methods over which there is some disagreement include quantitative measures, other-report measures, and pre/post test. Specifically, 65% of experts accepted quantitative measures compared to 70% of administrators, which indicates a closer position for both groups than some of the other more controversial methods. For example, 70% of experts accepted other-report measures compared to 95% acceptance by administrators. One of the more controversial assessment methods seems to be pre/post test, which was accepted by just 65% of the experts but by 90% of the administrators. Due to the variance in response, Table 17 is shown to display the assessment method data more explicitly.

Table 17

Comparison of Expert and Administrator(Admin) Accept/Reject Rate (Acc/Rej) on Methods to Assess Intercultural Competence

EXPERT ACC/REJ	ADMIN ACC/REJ	ITEM
17/3 (85%)	20/1 (95%)	Mix of quantitative and qualitative measures
17/3 (85%)	17/4 (80%)	Qualitative measures
18/2 (90%)	21/0 (100%)	Case studies
17/3 (85%)	20/1 (95%)	Analysis of narrative diaries
17/3 (85%)	20/1 (95%)	Self-report instruments
17/3 (85%)	21/0 (100%)	Observation by others/host culture
13/7 (65%)	15/6 (70%)	Quantitative measures
13/7 (65%)	19/1 (90%)	Critical incidents
13/7 (65%)	18/2 (85%)	Critical essays
14/6 (70%)	20/1 (95%)	Other-report measures
17/3 (85%)	21/0 (100%)	Judgment by self and others
16/4 (80%)	19/2 (90%)	Developing specific indicators for each component/ dimension of ICC and evidence of each indicator
15/5 (75%)	18/3 (85%)	Inventory combined with qualitative measure
16/4 (80%)	20/1 (95%)	Triangulation
18/2 (90%)	21/0 (100%)	Interviews
14/6 (79%)	20/1 (95%)	Bottoms up approach (focus groups, workshops, dialogues, open-ended surveys)
10/10 (50%)	16/5 (75%)	Satisfaction ratings with all involved in interaction
13/7 (65%)	19/2 (90%)	Pre/post test

Note: The percentage number in () indicates the percent who accepted this item.

Despite the variance of agreement regarding the actual methods, there is actually stronger agreement between experts and administrators on issues related to assessing intercultural competence with only one item incurring disagreement between the two groups. The item upon which the two groups disagreed was “Intercultural competence is very complex; assessment of intercultural competence risks oversimplification,” with the administrators accepting this statement and the experts rejecting it. On the remaining items,

though, the experts and administrators were in agreement including items such as intercultural competence involving more than observable performance, the importance of measuring degrees of intercultural competence and the need for measurement to account for multiple voices, competencies, and identities. It is important to note that the administrators accepted all items that were accepted by the experts.

Table 18 contains a summary comparison of the number of items accepted and rejected by administrators and intercultural experts, respectively.

Table 18

*Summary Comparison of Number of Items Accepted/Rejected by Experts and Administrators**Definitions of Intercultural Competence*

ADMINISTRATORS		EXPERTS	
		ACCEPT	REJECT
	ACCEPT	8	5
	REJECT	0	3

Components of Intercultural Competence: Number of Items Accepted/Rejected

ADMINISTRATORS		EXPERTS	
		ACCEPT	REJECT
	ACCEPT	23	7
	REJECT	0	0

Methods of Assessment of Intercultural Competence: Number of Items Accepted/Rejected

ADMINISTRATORS		EXPERTS	
		ACCEPT	REJECT
	ACCEPT	12	6
	REJECT	0	0

Issues Raised in Assessing Intercultural Competence: Number of Items Accepted/Rejected

ADMINISTRATORS		EXPERTS	
		ACCEPT	REJECT
	ACCEPT	7	1
	REJECT	0	4

Chapter Summary

This chapter described the findings of the institutional questionnaire and the three rounds of the Delphi process in an effort to identify components of intercultural competence and best methods for assessing this construct in undergraduate students. The chapter concluded with a comparison of findings between the responses of the intercultural experts and the college administrators who participated in this study. Overall conclusions and implications of the findings discussed in this chapter can be found in chapter 5.

Chapter 5: Summary, Conclusions, and Implications

The purpose of this study was to identify a consensual definition and assessment methods of intercultural competence for use by higher education administrators in evaluating the effectiveness of internationalization efforts on their campuses. Specifically, the Delphi technique was used to develop consensus by a panel of nationally-known intercultural experts on a definition and components of intercultural competence, as well as recommended ways for assessing intercultural competence. A questionnaire was also distributed to institutions of higher education committed to internationalization to gauge their current level of involvement in identifying and assessing intercultural competence as a student outcome of internationalization. This chapter provides a discussion of the overall research findings of the study as well as the conclusions, implications, and recommendations for practice and future research.

This chapter also fulfills the last part of the conceptual model for this study. As noted in chapter 1, Cronbach (1982) delineated two phases of identifying and selecting evaluation criteria which he termed *divergent* and *convergent* phases. The divergent phase involved the solicitation of possible questions and criteria from numerous sources. “Sources” were further delineated by Worthen, Sanders, and Fitzpatrick (1997) when they wrote that the evaluator “must ‘throw a broad net’ to encompass a wide variety of sources” including:

1. Questions, concerns and values of stakeholders
2. The use of evaluation “models,” frameworks, and approaches as heuristics
3. Models, findings, or salient issues raised in the literature in the field of the program
4. Professional standards, checklists, guidelines, instruments, or criteria developed or used elsewhere
5. Views and knowledge of expert consultants
6. The evaluator’s own professional judgment
(Worthen, Sanders & Fitzpatrick, 1997, p. 247)

The first five elements of the Worthen, Sanders, and Fitzpatrick framework were accomplished through the preceding chapters of this study, constituting the divergent phase. Cronbach's convergent phase involves the conclusions from data and information collected during the divergent phase; this corresponds to the last element in the above framework, that of the evaluator's own professional judgment. Thus, this chapter addresses the convergent phase outlined initially by Cronbach (1982).

Research questions

Below are the specific research questions that were explored by this study:

1. How do higher education administrators at US institutions committed to internationalization define intercultural competence as a student outcome of internationalization?
2. How do higher education administrators at US institutions committed to internationalization currently measure intercultural competence as a student outcome of internationalization?
3. What constitutes intercultural competence according to intercultural experts?
4. How can intercultural competence be assessed according to intercultural experts?
5. Do practitioners, defined as higher education administrators who completed the questionnaire, agree with intercultural experts in regard to the identification and assessment of intercultural competence?

Research Procedures

As explained in detail in chapter 3, this study used a combination of two research methodologies in analyzing the concept and measurement of intercultural competence as a student outcome of internationalization efforts at institutions of higher education. The two methods were a questionnaire completed by institutional administrators of internationalization strategies and a Delphi study involving nationally-known intercultural experts.

A total of 73 institutions initially received invitations through either NAFSA: Association of International Educators and the American Council on Education to participate in the first phase of this study. These institutions were identified as those that were strongly committed to internationalization. Twenty-four of the 73 institutions chose to participate from across the United States representing a wide variety of institutions. The 11-item questionnaire targeted what administrators are currently doing regarding intercultural competence as a student outcome. The questionnaire also asked administrators to identify intercultural experts for participation in the Delphi study. This was one method used to generate names of top intercultural experts to invite to participate in the second phase of this research. In addition, names were generated through recommendations of other experts, the literature review, and those included in the International Academy of Intercultural Research. From the names generated through these lists, a total of 37 experts received multiple nominations and were invited to participate in the Delphi study.

Twenty-three nationally-known intercultural experts accepted the invitation and participated in a three-round Delphi study. These experts served as consultants to determine the specific nature of intercultural competence through consensus. The first round of the

study involved open-ended questions, the second round reflected the data collected in Round 1 and was rated by the experts and the third round involved accepting or rejecting the data collected and analyzed in Round 2. Institutional respondents also participated in the last round of the Delphi study to indicate whether they agreed with the data developed by the intercultural experts.

Summary of Findings

Based on the data collected and analyzed in this study, the following key findings emerged:

Finding One

What is intercultural competence according to administrators at U.S. institutions of higher education committed to internationalization?

There were a variety of opinions and definitions among administrators as to what constitutes intercultural competence. Most preferred a more general definition of the construct as opposed to specific, delineated components as to exactly what constitutes intercultural knowledge, for example. The reason most often cited for a more general definition of intercultural competence is that administrators need an institutional definition that works with all students in all situations, regardless of their majors.

Nine definitions of intercultural competence, culled from intercultural literature, were provided to administrators who participated in this study. The definition deemed most applicable to institutions' internationalization strategies was one derived from Byram's (1997) work on intercultural competence. It received an average rating of 3.5 out of 4.0 and

was summarized as follows: “Knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others’ values, beliefs, and behaviors; and relativizing one’s self. Linguistic competence plays a key role” (Byram, 1997). The second highest-rated definition received an average rating of 3.3 and can be summarized as follows: “Five components: World knowledge, foreign language proficiency, cultural empathy, approval of foreign people and cultures, ability to practice one’s profession in an international setting” (Lambert, 1994). In addition, several schools had developed institutional definitions of intercultural competence that were general in nature and contained several common elements. The top three common elements were the awareness, valuing and understanding of cultural differences, experiencing other cultures, and self-awareness of one’s own culture. These common elements stress the underlying importance of cultural awareness, both of one’s own as well as others’ cultures.

It is interesting to note the variety of terminology used by administrators to refer to the concept of intercultural competence, with over six different terms cited by administrators, including cross-cultural competence, global competence, intercultural competence, and global citizenship. It is apparent that consensus has not yet been reached among administrators as to what terminology is best to use.

Finding Two

What is intercultural competence according to intercultural experts?

There was an even greater breadth of definitions among intercultural experts than among the administrators, with a wide variety of definitions put forward. Based on the data generated from intercultural experts through the Delphi study, the top-rated definition was

one in which intercultural competence was defined as “the ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills, and attitudes.” There were numerous other statements developed by the experts regarding intercultural competence which received 85% or higher agreement including the ability to shift one’s frame of reference appropriately, the ability to achieve one’s goals to some degree and behaving appropriately and effectively in intercultural situations. The definitions seemed to focus primarily on communication and behavior in intercultural situations.

Of the specific components of intercultural competence noted, many of them addressed an individual’s personal attributes such as curiosity, general openness, and respect for other cultures. Other delineated components involved cultural awareness, various adaptive traits, and cultural knowledge (both culture-specific knowledge as well as deep cultural knowledge).

One surprising result of this study was the specific skills that emerged through consensus which included skills to analyze, interpret, and relate as well as skills to listen and observe. Cognitive skills emerged including comparative thinking skills and cognitive flexibility. These skills point to the importance of *process* in acquiring intercultural competence and the attention that needs to be paid to developing these critical skills. This finding confirms the writing of Yeshova, DeJeagbere, and Mestenhauser (2000) in which they argue that the intercultural perspective along with intellectual competencies is integral to developing intercultural competence.

In regard to specific components of intercultural competence, the intercultural experts in particular seemed to feel strongly that one component alone is not enough to ensure competence i.e. knowledge by itself. Table 19 contains all items receiving 80% or higher

acceptance by the top intercultural experts in this study. This is a very important finding of this study since there has previously been no consensus among experts as to what constitutes intercultural competence. The items contained in Table 19 provide documented consensus on intercultural competence. It is important to note that only one element received 100% agreement from the intercultural experts which was “the understanding of others’ world views.” This substantiates other literature that views respect for other worldviews as essential to intercultural competence, where world view is described as basic perceptions and understandings of the world (Ibrahim, 1985; Sue & Sue, 1990; Fong & Furuto, 2001.)

Table 19.

Intercultural competence elements with 80%-100% agreement among top intercultural experts

INTERCULTURAL COMPETENCE (ICC) is:				
ACC.	REJ.	MEAN	SD	ITEM
19	1	3.8	(0.5)	Ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes.
19	1	3.6	(0.8)	Ability to shift frame of reference appropriately and adapt behavior to cultural context; Adaptability, expandability, and flexibility of one's frame of reference/filter.
19	1	3.4	(0.7)	Ability to identify behaviors guided by culture and engage in new behaviors in other cultures even when behaviors are unfamiliar given a person's own socialization
18	2	3.4	(1.0)	Behaving appropriately and effectively in intercultural situations based on one's knowledge, skills, and motivation.
17	3	3.4	(0.8)	Ability to achieve one's goals to some degree through constructive interaction in an intercultural context.
16	4	3.6	(0.6)	Good interpersonal skills exercised interculturally; the sending and receiving of messages that are accurate and appropriate.
16	4	3.1	(1.0)	Transformational process toward enlightened global citizenship that involves intercultural adroitness (behavioral aspect focusing on communication skills), intercultural awareness (cognitive aspect of understanding cultural differences), and intercultural sensitivity (focus on positive emotion towards cultural difference).

SPECIFIC COMPONENTS OF INTERCULTURAL COMPETENCE INCLUDE:				
ACC.	REJ.	MEAN	SD.	ITEM
20	0	3.4	(0.7)	Understanding others' world views
19	1	3.8	(0.6)	Cultural self-awareness and capacity for self-assessment
19	1	3.7	(0.6)	Adaptability - adjustment to new cultural environment
19	1	3.5	(0.6)	Skills to listen and observe
19	1	3.4	(0.8)	General openness toward intercultural learning and to people from other cultures
19	1	3.4	(0.8)	Ability to adapt to varying intercultural communication and learning styles
18	2	3.8	(0.4)	Flexibility
18	2	3.8	(0.4)	Skills to analyze, interpret, & relate
18	2	3.7	(0.6)	Tolerating and engaging ambiguity
18	2	3.6	(0.6)	Deep knowledge and understanding of culture (one's own and others')
18	2	3.5	(0.8)	Respect for other cultures
17	3	3.5	(0.9)	Cross-cultural empathy
17	3	3.4	(1.0)	Understanding the value of cultural diversity
17	3	3.3	(0.9)	Understanding of role and impact of culture and the impact of situational, social, and historical contexts involved
17	3	3.2	(1.0)	Cognitive flexibility – ability to switch frames from etic to emic and back again
17	2	3.0	(0.8)	Sociolinguistic competence (awareness of relation between language and meaning in societal context)
17	3	3.0	(1.1)	Mindfulness
16	4	3.6	(0.8)	Withholding judgment
16	4	3.4	(0.8)	Curiosity and discovery
16	4	3.2	(0.9)	Learning through interaction
16	4	3.1	(1.2)	Ethnorelative view
16	4	2.9	(0.9)	Culture-specific knowledge/understanding host culture's traditions

Finding Three

What are the best ways to assess students' intercultural competence according to administrators at institutions of higher education committed to internationalization?

Over half of the institutions in this study already assess students' intercultural competence. There was surprising consistency among methods used. Top assessment methods currently being used by administrators to assess intercultural competence include student interviews (used by eight out of nine institutions), followed by student

papers/presentations, student portfolios, observation of students by others/host culture, professor evaluations (in courses), and pre/post tests. An important finding from this study is that these institutions used a variety of methods to assess students' intercultural competence, with an average of five different assessment methods used per institution.

The results of the administrators' participation in the last round of the Delphi study indicated that administrators achieved 100% agreement on four specific assessment methods: Observation by others/host culture, case studies, judgment by self and others, and student interviews. Administrators were nearly unanimous (95%) in using a mix of qualitative and quantitative measures to assess students' intercultural competence. Also receiving 95% acceptance among administrators were the following assessment methods: analysis of narrative diaries, self-report instruments, other-report instruments, triangulation (multiple methods), and a bottoms up approach involving such techniques as focus groups, dialogues, and workshops.

Finding Four

What are the best ways to assess intercultural competence according to intercultural experts?

According to the intercultural experts, the best way to assess intercultural competence is through a mix of qualitative and quantitative measures (rated 3.7 out of 4.0). Specifically, case studies and interviews received the strongest agreement (90%) followed by analysis of narrative diaries, self-report instruments, observation by others/host culture, and judgment by self and others (all at 85% agreement). Table 20 contains further details.

Table 20.

Assessment items with 80%-100% agreement among top intercultural experts

WAYS TO ASSESS INTERCULTURAL COMPETENCE INCLUDE:				
ACC.	REJ.	MEAN	SD	ITEM
18	2	3.2	(0.9)	Case studies
18	2	2.9	(1.0)	Interviews
17	3	3.7	(0.8)	Mix of quantitative and qualitative measures
17	3	3.4	(0.7)	Qualitative measures
17	3	3.2	(0.9)	Analysis of narrative diaries
17	3	3.2	(0.9)	Self-report instruments
17	3	3.2	(0.9)	Observation by others/host culture
17	3	3.1	(1.0)	Judgment by self and others
16	4	3.1	(1.1)	Developing specific indicators for each component/dimension of ICC and evidence of each indicator
16	4	3.0	(1.2)	Triangulation (use of multiple data-collection efforts as corroborative evidence for validity of qualitative research findings)
ISSUES RAISED BY EXPERTS IN ASSESSING INTERCULTURAL COMETENCE INCLUDE:				
ACC.	REJ.	MEAN	SD	ITEM
19	1	3.6	(0.5)	ICC assessment involves more than just observable performance.
19	1	3.4	(0.6)	It is important to consider the cultural and social implications of assessing ICC.
17	3	3.6	(0.6)	It is important to determine who measures ICC, who is the locus of evaluation, in what context, for what purpose, to what benefit, the time frame involved, the level of cooperation, and the level of abstraction.
16	4	3.2	(0.9)	It is important to measure the degrees of ICC.
16	4	3.1	(0.7)	When assessing ICC, it is important to analyze the impact of situational, social, and historical contexts involved.

Finding Five

Do higher education administrators agree with intercultural experts in regard to the identification and assessment of intercultural competence?

Generally, intercultural experts and higher education administrators agreed on the definitions, components and assessment methods for intercultural competence that emerged through this study. However, administrators accepted a larger percentage of the items pertaining to the definition and assessment of intercultural competence areas with the experts rejecting 19 items that were accepted by the administrators, based on a 70% acceptance rate by both groups. Those items upon which there was disagreement between administrators and experts included the following components of intercultural competence: accomplished language and cultural learner, gaining trust and confidence of others, comparative thinking skills, operating within the rules of the host culture, and cross-cultural scholarship.

Assessment methods rejected by experts but accepted by administrators included quantitative measurements, pre-post tests, other-report measures and critical incidents and essays. In fact, it is important to note that only 65% of the experts felt that pre/post testing should be used as a way to assess intercultural competence. This proves controversial with administrators since administrators (90%) overwhelmingly agreed on the use of pre/post tests.

Both administrators and experts rejected seven items including statements about placing the concept within a theoretical frame, measuring intercultural competence holistically as well as within a specific situation or context, and avoiding the use of

standardized competency instruments. Both groups agreed that assessment of intercultural competence involves more than observable performance, that it is important to measure the degrees of competence, and that it is important to consider the cultural and social implications when assessing intercultural competence.

While 65% of both the administrators and intercultural experts accepted the statement “Measuring intercultural competence is specific to context, situation, and relation” (65% did not constitute consensus), there was general agreement on the importance of analyzing the situational, social, and historical contexts when assessing intercultural competence.

Conclusions

Based on the findings of this study, the following conclusions can be made:

Conclusion One

Intercultural experts and higher education administrators did not define intercultural competence in relation to specific components (i.e., what specifically constitutes intercultural knowledge, skills, and attitudes). Instead, both groups preferred definitions that were broader in nature. While this may be a surprising conclusion, this is actually in keeping with the literature review with most definitions being more general. However, it is important to note that a key criticism of existing definitions is that they are either too general or provide a disjointed list of attributes. This criticism may be responsible, in part, for the lack of specificity on the part of the intercultural experts.

One of the key motivations for initiating this research was the assumption that specific components of intercultural competence needed to be delineated for institutions to

assess students' intercultural competence. The findings in this study actually run contrary to this initial assumption. Since both administrators and intercultural experts in this study preferred more general conceptions of intercultural competence, this impacts further research on the development of this definition. In reviewing the specific components developed by the experts in this study, it can be concluded that even these components are more general in nature (e.g., culture-specific knowledge, flexibility).

Based on the literature review and the findings of this study, what can be concluded about intercultural competence? It is important to note that 80% or more of the intercultural experts and administrators in this study were able to reach consensus on 44 essential elements of intercultural competence (Table 19 and Table 20). Those key elements primarily involved the communication and behavior of an individual in intercultural contexts.

There are many ways that the information in Table 19 and Table 20 could be organized. Utilizing the items upon which 80% or more of both the intercultural experts and administrators agreed, an attempt was made by the researcher to organize these items into two visual ways of defining intercultural competence that could be used by administrators and others in their work in developing and assessing intercultural competence.

The following visual representation (Figure 14) of intercultural competence, developed by Deardorff (2004), eliminates long fragmented lists by placing components of intercultural competence within a visual framework that can be entered through various levels of the model. However, having components of the previous levels enhances current levels. Process orientation (mindfulness) throughout is key – this means being aware of the learning that takes place at each level.

Though individuals can enter these frameworks at any particular point, attitude is a fundamental starting point (Byram, 1997) as illustrated in both of these visual representations. It has been referred to as the affective filter in other models (Krashen, 1982, as cited in Hadley, 2001). Lynch and Hanson (1998) highlight the fundamental role of attitude in intercultural competence when they wrote, “After all the books have been read and the skills learned and practiced, the cross-cultural effectiveness of each of us will vary. And it will vary more by what we bring to the learning than by what we have learned” (p. 510). Okayama, Furuto, and Edmondson (2001) reinforce the foundational importance of attitude by stating that “What may be most important is ...to maintain culturally competent attitudes as we continue to attain new knowledge and skills while building new relationships. Awareness, the valuing of all cultures, and a willingness to make changes are underlying attitudes that support everything that can be taught or learned” (p. 97). The following two models concur with these scholars in emphasizing the importance of attitude to the learning that follows. Specifically, the attitudes of openness, respect (valuing all cultures), and curiosity and discovery (tolerating ambiguity) are viewed as fundamental to intercultural competence.

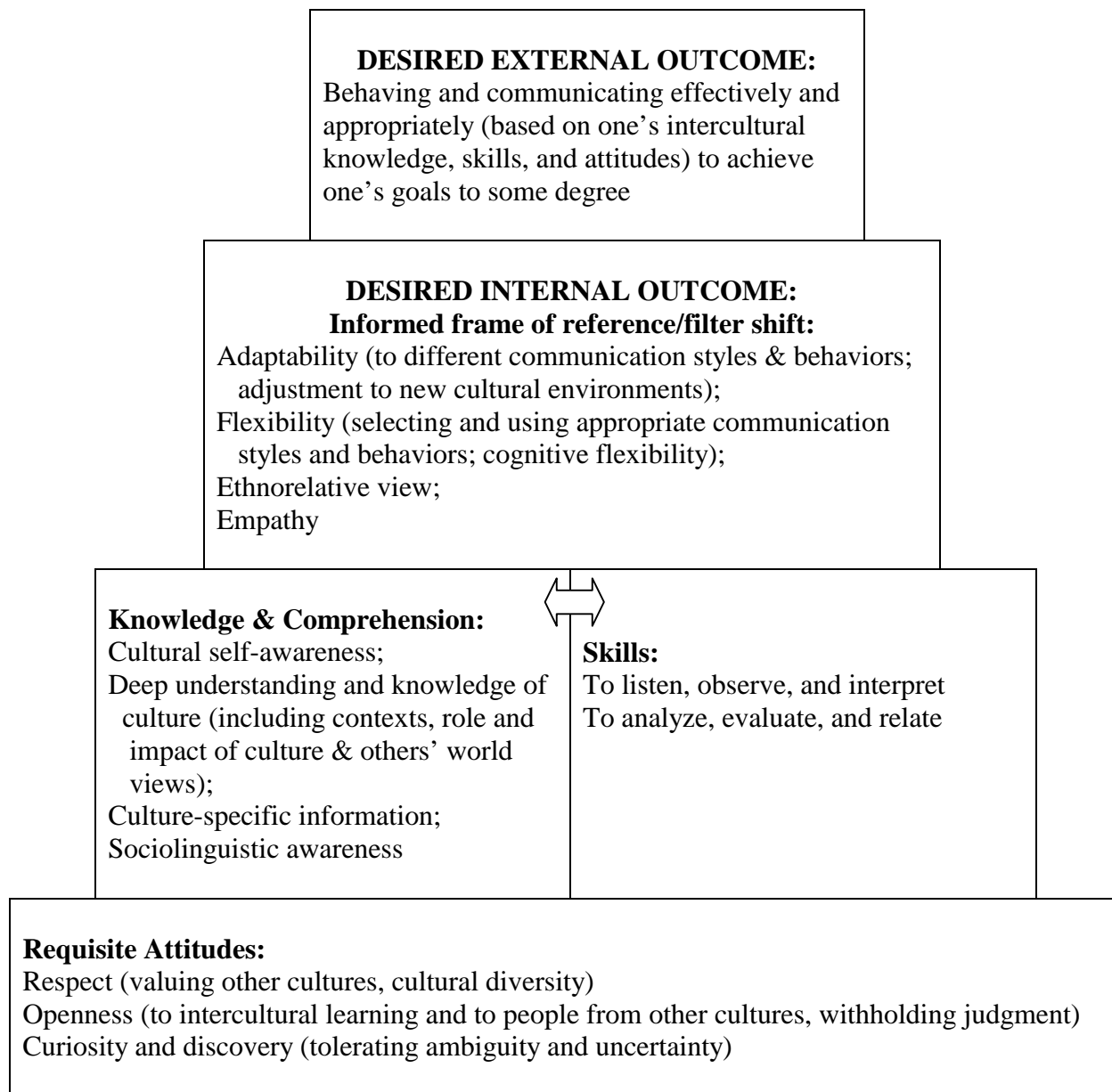
This model of intercultural competence (Figure 14) allows for degrees of competence (the more components acquired/developed increases probability of greater degree of intercultural competence as an external outcome), and while it provides some delineation of the definition, it is not limited to those components included in the model. This model enables the development of specific assessment indicators within a context/situation while also providing a basis for general assessment of intercultural competence, thus embracing both general and specific definitions of intercultural competence. This model of intercultural

competence moves from the individual level of attitudes/personal attributes to the interactive cultural level in regard to the outcomes. The specific skills delineated in this model are skills for acquiring and processing knowledge about other cultures as well as one's own culture. The model also emphasizes the importance of attitude and the *comprehension* of knowledge (Bloom, 1965).

A unique element of this model is its emphasis on the internal as well as external outcomes of intercultural competence. The internal outcome which involves an internal shift in frame of reference, while not requisite, enhances the external (observable) outcome of intercultural competence. The external outcome can be described as essentially "Behaving and communicating appropriately and effectively in intercultural situations." Definitions of *effective* and *appropriate* are taken from Spitzberg's work (1989) where appropriateness is the avoidance of violating valued rules and effectiveness is the achievement of valued objectives.

It is interesting to compare this model to the four developmental stages developed by the American Council on International Intercultural Education (1996) noted in chapter 2 of this study. The four developmental stages of the global competence development process were listed as follows: 1) Recognition of global systems and their interconnectedness (including openness to other cultures, values, attitudes), 2) Intercultural skills and experiences, 3) General knowledge of history and world events and 4) Detailed areas studies specialization (i.e. language). The administrators who developed these stages recognized that the first stage was most important to all global learners. The first stage stressed the importance of openness which is the same starting point as the two visual models presented

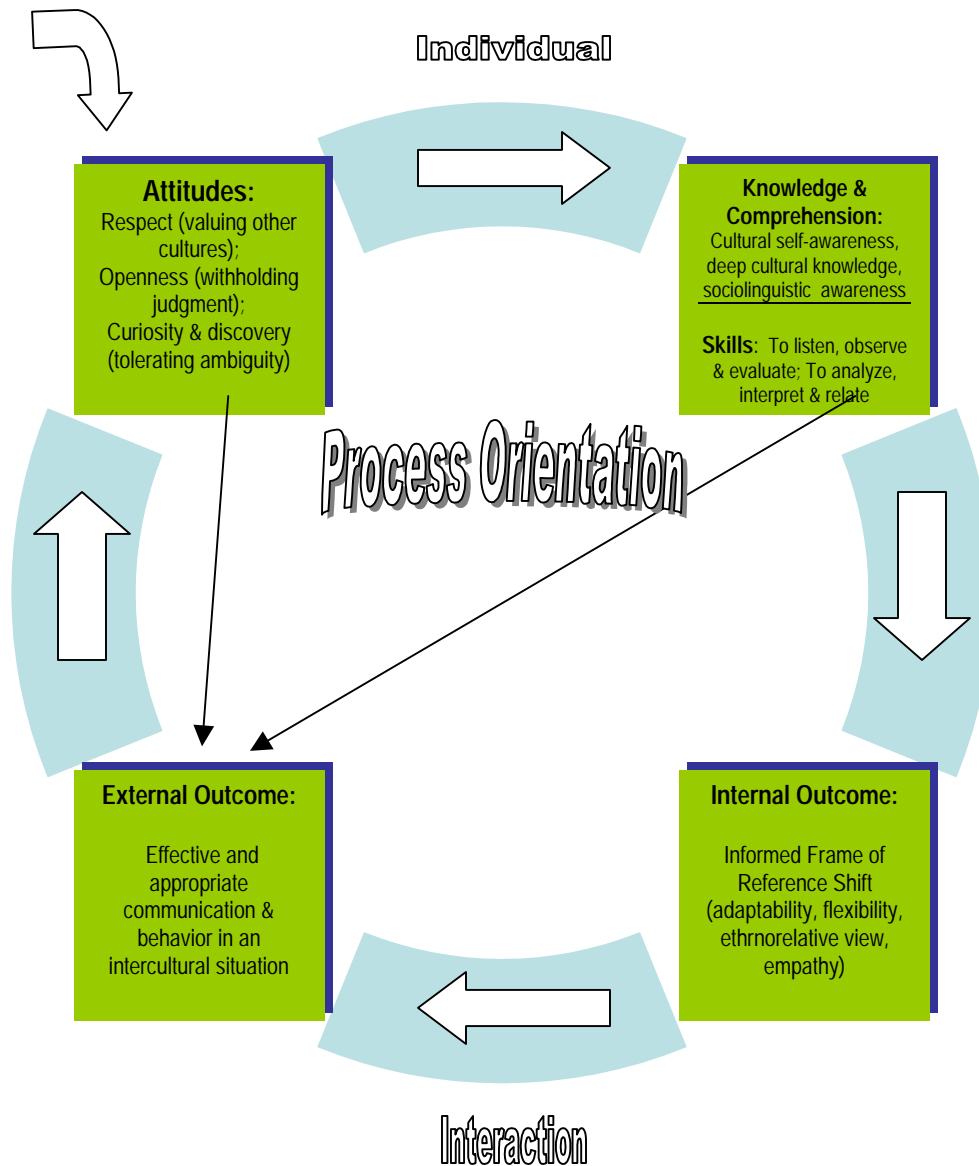
in this chapter. Intercultural skills and general knowledge are also noted in the developmental stages that are accounted for in the two visual models.



- *Move from personal level (attitude) to interpersonal/interactive level (outcomes)*
- *Degree of intercultural competence depends on acquired degree of underlying elements*

Figure 14. Model of intercultural competence (Deardorff, 2004).

Another way of organizing and displaying the final data is the following model in Figure 15 developed by Deardorff (2004). This model, while containing the same elements as the first, depicts more of the movement and process orientation that occurs between the various elements. This model denotes movement from the personal level to the interpersonal level (intercultural interaction). As in the first model, it is possible to go from attitudes and/or attitudes and skills/knowledge directly to the external outcome but the appropriateness and effectiveness of the outcome may not be nearly as strong as when the entire cycle is completed and begins again. This model also demonstrates the *ongoing* process of intercultural competence development. As with the first model, the attitudinal element is the most critical and as such, attitudes are indicated as the starting point in this cycle.



Notes:

- *Begin with attitudes; Move from individual level (attitudes) to interaction level (outcomes)*
- *Degree of intercultural competence depends on degree of attitudes, knowledge/comprehension, and skills*

Figure 15. Process model of intercultural competence (Deardorff, 2004).

There are, of course, adaptations that can and will be made to these models and it will remain to future research to determine the usefulness of these models. And as with any model, there are limitations to both. Nonetheless, these models are attempts to organize the components of intercultural competence agreed upon by both intercultural experts and administrators.

Conclusion Two

The literature review raised the question of whether intercultural competence can be measured; some of the intercultural experts on the Delphi panel raised this same issue. Based on the overall consensus of both the experts and administrators, however, it can be concluded that intercultural competence can indeed be measured. Furthermore, it is important to measure degrees (levels) of intercultural competence (as discussed in Pottinger, 1979, in chapter 2). It can be concluded that it is important to measure intercultural competence over a period of time as opposed to one time (this corresponds with the literature and in particular, systems thinking espoused by Senge, 1990, in which it is important to look for patterns of change over time.) However, measuring intercultural competence is complex and several conclusions can be made on assessing intercultural competence based on the results of this study.

Given the findings of this study, it is best to use multiple assessment methods and not just one method such as an inventory (as supported by the literature review and in particular, Tyler, 1949). In fact, it is important to note that an inventory alone is not a sufficient measurement of intercultural competence according to the results of this study.

Recommended assessment methods are primarily qualitative in nature including the use of

interviews, observation, and case studies as well as the possible use of standardized competency instruments. Quantitative methods of measurement are somewhat controversial with administrators and intercultural experts and there is much stronger agreement between both groups on the use of qualitative measures. Both groups agree that intercultural competence can be measured in its separate components and not holistically, as some of the literature had indicated.

In measuring intercultural competence, it is important first to determine who is engaged in the actual measurement (including identifying their cultural biases), who is the locus of evaluation, in what context, for what purpose, to what benefit, the time frame involved (e.g. ongoing assessment), the level of cooperation, and the level of abstraction. Furthermore, it is important to determine how the assessment will be used and how measurement methods will account for multiple competencies and multiple cultural identities within individuals. It is vital for the assessment method to match the definition devised for intercultural competence (i.e. more specific methods for more specific definitions and more general methods for more general definitions). This leads to the importance of developing indicators (perhaps in specific contexts) and delineated objectives and criteria for measurement if definitions and assessment methods are more specific.

Conclusion Three

The definition of intercultural competence continues to evolve, which is perhaps one reason why this construct has been so difficult to define. The panel experts' opinions and definitions have changed over the years so what was written 10-15 years ago may not be considered valid anymore by the author and in fact, several panelists expressed this explicitly

to the researcher. Definitions and assessment methods need to be re-assessed on an on-going basis. Just as culture is ever-changing, scholars' opinions on intercultural competence change over time. It is important for research and practice to stay current with scholars' research and thought process on this construct.

Conclusion Four

Intercultural competence continues to be a complex topic fraught with controversial issues. This study highlighted several issues that remain controversial, including the following upon which intercultural experts and administrators were not able to agree, sometimes even within their own group:

- The use of quantitative methods to assess competence
- The use of standardized competency instruments
- The value of a theoretical frame in which to place intercultural competence
- The use of pre/post tests and knowledge tests to assess intercultural competence
- The role/importance of language in intercultural competence
- Whether measuring intercultural competence is specific to context, situation, and relation
- Whether this construct can/should be measured holistically and/or in separate components

Recommendations and Implications

For Practice

1. Identifying and measuring students' intercultural competence will help not only to measure the effectiveness of internationalization strategies, but at a minimum, it gives meaning to outputs (numbers) that are commonly cited as evidence of successful internationalization efforts. Ultimately, the exploration of intercultural competence raises the question of how the knowledge, skills, and attitudes attributed to intercultural competence vary from those attributed to a liberal arts education.

2. Intercultural competence needs to be identified as a student outcome of internationalization and assessed over time – not just at one point in time. The development of intercultural competence needs to be recognized as an ongoing process.

3. To assess intercultural competence, the concept first needs to be defined by the institution keeping in mind that there are multiple definitions of intercultural competence from a variety of academic disciplines as well as the intercultural field and it is important for administrators to at least be aware of these definitions instead of re-creating a definition without any influence or grounding from the intercultural field.

4. Definitions of intercultural competence are still evolving and have changed over time, so it behooves administrators to re-visit institutional definitions of intercultural competence on a regular basis to keep definitions current and relevant.

5. In defining and assessing intercultural competence, it may be helpful for administrators to develop specific indicators of intercultural competence in specific situations. At a minimum, assessment methods need to correspond with the definition (i.e.,

more specific methods for more specific definitions and more general methods for more general definitions).

6. Intercultural competence is a complex construct that involves more than one component. For example, knowledge does not guarantee intercultural competence. Thus, internationalization strategies need to address the development of the components of intercultural competence in a variety of ways (i.e., course work, study abroad, on campus interaction with students from different cultural backgrounds, etc.) as well as the actual *process* for acquiring intercultural competence, including necessary cognitive skills.

7. It is important for administrators to use multiple assessment methods in measuring intercultural competence— both in and out of the classroom.

8. Given that there is no real agreement among administrators on the terminology to use in referring to intercultural competence, it will be important for administrators to explore the implications of using different terminology to refer to intercultural competence and how the different terms are interpreted. (For example, what are the implications of using “cross-cultural competence” versus “intercultural competence?”)

9. To assist in assessing intercultural competence, an assessment inventory guide was developed by the researcher as a result of this study. It can be found in Appendix G.

For Further Research

Questions and research areas that have been raised by this study that are recommended for further study include the following:

1. How do specific internationalization strategies impact the development and preparation of global citizens who are interculturally competent? How is intercultural competence developed in students through internationalization efforts?

2. How are the assessment methods noted in this study specifically implemented to assess intercultural competence? Further study is needed on the specifics and effectiveness of these assessment methods.

3. How does the developmental stage of an individual impact the assessment of that individual's intercultural competence? More research is needed on the intersection of an individual's development stages and the acquisition/development of intercultural competence.

4. What are the implications of assessment results? How do administrators use assessment results to benefit the students, the institution, and internationalization strategies?

5. How do college students perceive and define intercultural competence? How do they perceive the development, value, and benefit of intercultural competence?

6. In this study, the expert panelists were comprised primarily of Western experts from the intercultural field. What are the perspectives of other experts, including those from non-Western perspectives and from different fields including service fields (i.e., healthcare, public safety)?

7. Two models of intercultural competence were developed in this study as a result of the data collected. More research is needed to refine these models as well as to determine their usefulness to higher education administrators in identifying and assessing intercultural competence as a student outcome.

8. Since the definition of intercultural competence continues to evolve, how will the results of this study change and evolve in the future? It would be valuable to research the actual evolution of intercultural competence through time.

9. How does the development of intercultural competence impact global workforce development?

10. How do other current and future studies on the definition and delineation of intercultural competence correspond with the findings of this study?

11. Looking more broadly at the overall topic of assessing meaningful outcomes of internationalization efforts, is there consensus on the criteria of an internationalized institution? What are the most effective ways of assessing meaningful outcomes of internationalization strategies at post-secondary institutions?

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APPENDICES

APPENDIX A: APPROVAL LETTER FROM INSTITUTIONAL REVIEW BOARD

North Carolina State University is a land-grant university and a constituent institution of The University of North Carolina

Office of Research
and Graduate Studies

NC STATE UNIVERSITY

Sponsored Programs and
Regulatory Compliance
Campus Box 7514
1 Leazar Hall
Raleigh, NC 27695-7514
919.515.7200
919.515.7721 (fax)

From: Debra A. Paxton, Regulatory Compliance Administrator
North Carolina State University
Institutional Review Board

Date: November 4, 2003

Project Title: The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalism at Institutions of Higher Learning

IRB#: 253-03-11

Dear Ms. Deardorff:

The research proposal named above has received administrative review and has been approved as exempt from the policy as outlined in the Code of Federal Regulations (Exemption: 46.101.b.2). Provided that the only participation of the subjects is as described in the proposal narrative, this project is exempt from further review.

NOTE:

1. This committee complies with requirements found in Title 45 part 46 of The Code of Federal Regulations.
For NCSU projects, the Assurance Number is: FWA00003429; the IRB Number is: IRB00000330
2. Review de novo of this proposal is necessary if any significant alterations/additions are made.

Please provide your faculty sponsor with a copy of this letter. Thank you.

Sincerely,

Debra Paxton
NCSU IRB

APPENDIX B: SUPPORTING DOCUMENTS FOR RESEARCH PHASE 1

RESEARCH PHASE 1-- INSTITUTIONAL QUESTIONNAIRE:

Pilot Study Feedback Form

Electronic Invitations to Potential Institutional Participants

Institutional Questionnaire

Letters of Support

Follow-up Correspondence

Results of Institutional Questionnaire

PILOT STUDY – RESEARCH QUESTIONNAIRE FEEDBACK FORM

Please provide comments on the Research Questionnaire you just completed. Feel free to edit questions on the form itself.

OVERALL COMMENTS:

1. Layout?
2. Flow?
3. Length?
4. Time it took to complete?
5. Other comments about the research questionnaire:

6. Questions 6 and 7 have both been included in the Pilot Study although it is possible that only one of these questions will be included on the actual questionnaire that is sent out in the study. Any comments you can provide related to these two questions would be greatly appreciated:

SECTION A. DEFINING INTERCULTURAL COMPETENCE AS A STUDENT OUTCOME.

Below is a format in which you can comment on specific questions.

Question 1:

- a) Clarity of question:
- b) Ease in following directions:
- c) Suggestions for improvement:

Question 2:

- a) Clarity of question:
- b) Ease in following directions:
- c) Suggestions for improvement:

Question 3:

- a) Clarity of question:
- b) Ease in following directions:
- c) Suggestions for improvement:

Question 4:

- a) Clarity of question:
- b) Ease in following directions:
- c) Suggestions for improvement:

Question 5:

- a) Clarity of question:
- b) Ease in following directions:
- c) Suggestions for improvement:

Question 6:

- a) Clarity of question:
- b) Ease in following directions:
- c) Suggestions for improvement:

Question 7:

- a) Clarity of question:
- b) Ease in following directions:
- c) Suggestions for improvement:

Question 8:

- a) Clarity of question:
- b) Ease in following directions:
- c) Suggestions for improvement:

B. ASSESSMENT OF INTERCULTURAL COMPETENCEQuestion 9:

- a) Clarity of question:
- b) Ease in following directions:
- c) Suggestions for improvement:

Question 10:

- a) Clarity of question:
- b) Ease in following directions:
- c) Suggestions for improvement:

Question 11:

- a) Clarity of question:
- b) Ease in following directions:
- c) Suggestions for improvement:

Question 12:

- a) Clarity of question:
- b) Ease in following directions:
- c) Suggestions for improvement:

BACKGROUND INFORMATION

Comments on any of these items:

Darla K. Deardorff * 4142 Wallingford Place * Durham, NC 27707

November 14, 2003

Dear International Educator:

Given your inclusion in ACE's International Collaborative and the deep commitment your institution has demonstrated to internationalization, I have chosen your institution to be featured in a research study on student outcomes of internationalization. Specifically, I am researching components of intercultural competence as a student outcome of internationalization efforts. The results from this project will enable me to complete my doctoral dissertation study at North Carolina State University. Further, it is hoped that the results of this study will be helpful to other administrators in better assessing such student outcomes. Your institution's participation in this study is very important.

To participate, I would ask that you complete the short, 11-item questionnaire that follows this cover letter. ***Please complete and return the questionnaire to me within one week.*** The questionnaire should take approximately ten minutes or less to complete. (You may return the completed questionnaire via email to me at the email address below or fax to 919-962-5375; if you prefer a hard copy of the instrument to complete, I will be happy to mail one to you.) Then, in the spring, I will ask you via E-mail to respond to data collected from intercultural experts which will involve simply marking whether you accept or reject their findings. Estimated time for this last phase of the study will be approximately five minutes or less.

If you are personally unable to participate for any reason in both phases of this research study, please let me know as soon as possible about someone else within your institution who could participate in both phases. Individual answers will be kept confidential and participation in the study is entirely voluntary. This study has been approved by the Institutional Review Board at NC State University.

Please do not hesitate to contact me at any time if you have questions regarding this study. I can be reached via E-mail at darla_deardorff@ncsu.edu or by phone at 919-696-5690.

I appreciate your help and willingness to participate in this doctoral study. I believe that the results of this study will be helpful to other administrators in their assessment efforts of internationalization strategies. Again, thank you and I look forward to hearing from you soon

Sincerely,

Darla K. Deardorff
Doctoral Candidate in Higher Education Administration
North Carolina State University

QUESTIONNAIRE FOLLOWS BELOW:

Darla K. Deardorff * 4142 Wallingford Place * Durham, NC 27707

November 14, 2003

Dear Colleague:

Given your inclusion in NAFSA's recent publication on "*Internationalizing the Campus: Profiles of Success at Colleges and Universities*" and the outstanding leadership your institution has demonstrated in internationalization efforts, I have chosen your institution to be featured in a research study on student outcomes of internationalization. Specifically, I am researching components of intercultural competence as a student outcome of internationalization efforts. The results from this project will enable me to complete my doctoral dissertation study at North Carolina State University. Further, it is hoped that the results of this study will be helpful to other administrators in better assessing such student outcomes. Your institution's participation in this study is very important.

To participate, I would ask that you complete the short, 11-item questionnaire that follows below. ***Please complete and return the questionnaire to me within one week.*** The questionnaire should take approximately ten minutes or less to complete. (You may return the completed questionnaire via email to me or fax to 919-962-5375; if you prefer a hard copy of the instrument, I will be happy to mail one to you.) Then, in the spring, I will ask you via E-mail to respond to data collected from intercultural experts which will involve simply marking whether you accept or reject their findings. Estimated time for this last phase of the study will be approximately five minutes or less.

If you are personally unable to participate for any reason in both phases of this research study, please let me know as soon as possible about someone else within your institution who could participate in both phases. Individual answers will be kept confidential and participation in the study is entirely voluntary. This study has been approved by the Institutional Review Board at NC State University.

Please do not hesitate to contact me at any time if you have questions regarding this study. I can be reached via E-mail at darla_deardorff@ncsu.edu or by phone at 919-696-5690.

I appreciate your help and willingness to participate in this study. I believe that the results of this study will be helpful to other administrators in their assessment efforts of internationalization strategies. Again, thank you and I look forward to hearing from you soon.

Sincerely,

Darla K. Deardorff
Doctoral Candidate in Higher Education Administration
North Carolina State University

QUESTIONNAIRE FOLLOWS BELOW:

RESEARCH QUESTIONNAIRE – NOVEMBER 2003

This questionnaire is being conducted by Darla K. Deardorff, a doctoral candidate in higher education administration at North Carolina State University. The data collected will be used in her dissertation research entitled “The identification and assessment of intercultural competence as an undergraduate student outcome of internationalization.” The purpose of this questionnaire is exploratory in nature. Completion of this questionnaire is entirely voluntary. Thank you in advance for your cooperation and assistance.

Directions: Please take a few minutes to answer each of the questions below. Return completed questionnaires to: Darla Deardorff, 4142 Wallingford, Durham, NC 27707. Or E-mail to: darla_deardorff@ncsu.edu. Or fax to: 919-962-5375.

Note: For purposes of this study, “intercultural competence” is synonymous with international competence, intercultural effectiveness, global competence, global citizenship, and other similar terms.

A. DEFINING INTERCULTURAL COMPETENCE AS A STUDENT OUTCOME:

1. How important is intercultural competence as a desired student outcome of internationalization strategies at your institution? Please mark the most appropriate response below:

- Extremely important*
 Important
 Somewhat important
 Not important

2. Has intercultural competence been specifically identified as a student outcome of internationalization at your institution?

- Yes *If yes, please go to Question #3*
 No *If no, please skip Question #3 and go to Question #4.*
 Don't know/Not sure *Please skip Question #3 and go to Question #4.*

3. a) What specific terminology is used by your institution for “intercultural competence?”

- | | |
|--|---|
| <input type="checkbox"/> intercultural competence | <input type="checkbox"/> global citizenship |
| <input type="checkbox"/> global competence | <input type="checkbox"/> international competence |
| <input type="checkbox"/> cross-cultural competence | <input type="checkbox"/> other: _____ |

b) How is intercultural competence defined at your institution? Please be as specific as possible in the definition.

c) Upon what is this definition based (specific theoretical framework, focus group, etc.)?

When Question 3 is answered, please skip Question #4 and go to Question #5.

4. Does your institution plan to address intercultural competence in the future?

Yes If yes, how? _____

No If no, why not? _____

5. Based on your institution's internationalization strategies, please rate each of the following components of intercultural competence as follows:

1=least important 2=somewhat important 3=important 4=most important

global knowledge

cultural empathy

global skills

self-knowledge/awareness

appropriate attitudes

interpersonal skills

cross-cultural awareness

cross-cultural communication skills

motivation

cooperation across cultures

flexibility

depends on context/situation

foreign language

technical skills

adaptability

appropriate and effective behavior

respect for other cultures

others:

Comments on any of the above components:

6. Of the following statements, mark the one that is most consistent with your institution's internationalization strategies:

a) It is most useful to assess general components of intercultural competence.

b) It is most useful to assess specific, delineated components of intercultural competence.

c) It is most useful for my institution to identify and assess intercultural competencies that are most relevant to our student population.

d) Intercultural competence depends on the situation and context so it is not possible to list and assess specific components of intercultural competence.

e) Other: _____

7. Definitions of Intercultural Competence. On a scale from 1 to 4, with 4 being highly applicable and 1 being not applicable, please review the following nine definitions of

intercultural competence and rate EACH of them based on their applicability to your institution's internationalization strategies. Please write your rating number in the blank provided next to each definition. Note: The first five definitions are more general; the last four are more specific.

1=not applicable 2=somewhat applicable 3=applicable 4=highly applicable

___ a) One's adaptive capacity to suspend/modify old cultural ways, learn/accommodate to new cultural ways, and creatively manage dynamics of cultural difference/unfamiliarity and accompanying stress (Kim, 1992)

___ b) Ability to effectively and appropriately execute communication behaviors in a culturally diverse environment (Chen & Starosta, 1998). Includes intercultural sensitivity (affective process), intercultural awareness (cognitive process), and verbal/nonverbal skills (Fantini, 2000). May include motivation dimension (Wiseman, 2001).

___ c) Knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others' values, beliefs, and behaviors; and relativizing one's self. Linguistic competence plays a key role. (Byram, 1997)

___ d) Not comprised of individual traits or characteristics but rather the characteristic of the association between individuals. Dependent on the relationships and situations within which the interaction occurs. No prescriptive set of characteristics guarantees competence in all intercultural situations. (Lustig and Koester, 2003)

___ e) The expandability, flexibility, and adaptability of one's frame of reference/filter (Fennes and Hapgood, 1997)

___ f) Comprised of six factors: Knowledge of target culture, one's personal qualities, behavioral skills, self-awareness, technical skills, and situational factors (Paige, 1993)

___ g) Five key competencies: Mindfulness, cognitive flexibility, tolerance for ambiguity, behavioral flexibility, cross-cultural empathy (Gudykunst, Pusch, 1994)

___ h) Five components: World knowledge, foreign language proficiency, cultural empathy, approval of foreign people and cultures, ability to practice one's profession in an international setting (Lambert, 1994)

___ i) Eight components: Display of respect, orientation to knowledge, empathy, interaction management, task role behavior, relational role behavior, tolerance for ambiguity, and interaction posture (Koester and Olebe, 2003)

B. ASSESSMENT OF INTERCULTURAL COMPETENCE

8. Is your institution currently assessing/measuring students' intercultural competence?

Yes No Don't know/Not sure

9. If "yes," what specific tools/methods does your institution utilize in measuring undergraduate students' intercultural competence? Please mark all measures currently in use. If you marked "no" or "don't know" in Question 8, please RANK the following with #1 being the one your institution would be most likely to use.

- student portfolios
- interviews with students
- observation of students in specific situations
- student paper and/or presentation
- evaluation conducted by professors in individual courses
- pre/post test
- custom-designed/adapted self-report paper instrument
- commercial self-report paper instrument
(please list: CCAI, IDI, other: _____)
- written test
- other:

10. How often should students' intercultural competence be assessed during their studies at your institution:

- one time (*e.g.* just prior to graduation)
- on-going throughout their studies
- other: _____

11. Please list up to 5 nationally/internationally known experts in the intercultural field who could be consulted to address issues of intercultural competence in more depth through further research specifically on the definition and components of intercultural competence:

- 1.
- 2.
- 3.
- 4.
- 5.

BACKGROUND INFORMATION: Please complete the following information as fully as possible

ABOUT YOUR INSTITUTION:

Private 2-yr

Public 4-yr

research institution

teaching institution

Approximate # of undergraduate students at your institution: _____

Your position at your institution: _____

Name of your institution: _____

Contact name and email address for follow up on this questionnaire:

CONTACT NAME:

EMAIL ADDRESS:

Thank you very much for your participation in this research study. Your efforts will help other administrators in their work in internationalization.



The University of North Carolina

OFFICE OF THE PRESIDENT

POST OFFICE BOX 2688, CHAPEL HILL, NC 27515-2688

BETSY E. BROWN, *Associate Vice President for Academic Affairs*

Telephone: (919) 962-4613 • Fax: (919) 962-7139 • E-mail: brownb@northcarolina.edu

Appalachian State
University

East Carolina
University

Elizabeth City
State University

Fayetteville State
University

North Carolina
Agricultural and
Technical State
University

North Carolina
Central University

North Carolina
School of
the Arts

North Carolina
State University
at Raleigh

University of
North Carolina
at Asheville

University of
North Carolina
at Chapel Hill

University of
North Carolina
at Charlotte

University of
North Carolina
at Greensboro

University of
North Carolina
at Pembroke

University of
North Carolina
at Wilmington

Western Carolina
University

Winston-Salem
State University

An Equal Opportunity/
Affirmative Action
Employer

November 13, 2003

Dear Colleague:

Given your institution's commitment to internationalization, you are receiving an invitation to participate in an internationalization research project. This research is being conducted by Darla K. Deardorff, a doctoral candidate at North Carolina State University, as part of her dissertation study entitled "The identification and assessment of intercultural competence as a student outcome of internationalization at institutions of higher education in the United States." The data collected from this research study will be helpful to higher education administrators in assessing meaningful outcomes of internationalization efforts on college campuses.

I encourage you to participate in this study by completing the attached instrument and by sharing information about the work your institution has done in internationalization. Thank you very much for your time and attention to this important research project.

Sincerely,

A handwritten signature in black ink that reads "Betsy E. Brown".

Betsy E. Brown

Duke University
 Durham, North Carolina
 27708-0006

Office of the Provost 121 Allen
 Building, Box 90006
 Vice Provost for International Affairs
 Telephone: (919) 684-5830
 Director, Center for International Studies E-
 mail: Gilbert.Merkx@duke.edu

November 14, 2003

Dear Colleague:

Given your institution's commitment to internationalization, you are receiving an invitation to participate in an internationalization research project which involves completing a research questionnaire. This research is being conducted by Darla K. Deardorff, a doctoral candidate at North Carolina State University, as part of her dissertation study entitled "The identification and assessment of intercultural competence as a student outcome of internationalization at institutions of higher education in the United States." It is hoped that the data collected from this research study will be used by higher education administrators in assessing meaningful outcomes of internationalization efforts on college campuses.

I encourage you to participate in this study by sharing about the work your institution has done in internationalization and completing the attached instrument. Thank you very much for your time and attention to this important research project.

Sincerely,

Gilbert Merkx
 Vice Provost for International Affairs and Development
 Duke University

FOLLOW-UP CORRESPONDENCE

Follow up email that was forwarded by NAFSA:

Dear NAFSA Colleagues:

Many thanks to those of you who responded to the research questionnaire that was forwarded to you on Nov. 17. If you have not yet had a chance to respond and would still like to do so, please email the completed questionnaire to darla_deardorff@ncsu.edu as soon as possible. (You may also contact me at the same email for another form, any questions you may have, etc.) Your participation is greatly appreciated in this research study.

Sincerely,
Darla K. Deardorff
Doctoral Candidate, NC State University
darla_deardorff@ncsu.edu

Follow up email that was forwarded by ACE:

Dear Members of the Internationalization Collaborative:

Many thanks to those of you who responded to the research questionnaire that was forwarded to you on Nov. 14. If you have not yet had a chance to respond and would still like to do so, please email the completed questionnaire to darla_deardorff@ncsu.edu as soon as possible. (You may also contact me at the same email for another form, any questions you may have, etc.) Your participation is greatly appreciated in this research study.

Sincerely,
Darla Deardorff
Doctoral Candidate, NC State University
darla_deardorff@ncsu.edu

INSTITUTIONAL RESEARCH QUESTIONNAIRE – RESULTS
(N=24)

Note: For purposes of this study, “intercultural competence” is synonymous with international competence, intercultural effectiveness, global competence, global citizenship, and other similar terms.

A. DEFINING INTERCULTURAL COMPETENCE AS A STUDENT OUTCOME:

1. How important is intercultural competence as a desired student outcome of internationalization strategies at your institution? Please mark the most appropriate response below:

- 4 *Extremely important* 13/24=54%
 - 3 *Important* 10/24=42%
 - 2 *Somewhat important* =4%
 - 1 *Not important*
- Avg=3.5 with SD of 0.6**

2. Has intercultural competence been specifically identified as a student outcome of internationalization at your institution?

- 58% Yes** *If yes, please go to Question #3 (14/24)*
- 33% No** *Please skip Question #3 and go to Question #4. (8/24)*
- 8% Don't know/Not sure** *Please skip Question #3 and go to Question #4. (2/24)*

3. a) What specific terminology is used by your institution for “intercultural competence?”

- | | |
|---|---|
| <u> </u> 3 <u> </u> intercultural competence | <u> </u> 3 <u> </u> global citizenship |
| <u> </u> 5 <u> </u> global competence | <u> </u> 2 <u> </u> international competence |
| <u> </u> 6 <u> </u> cross-cultural competence | 2 Cross-cultural understanding |
| 2 global awareness | other: intercultural awareness, cc skills, global understanding |

b) How is intercultural competence defined at your institution? Please be as specific as possible in the definition.

c) Upon what is this definition based (specific theoretical framework, focus group, etc.)?

working committee (3)

strategic planning process (2)

other: lit review, focus groups, statement of purpose, collective study of academic leaders, Bennett/Paige/Hammer/others, Marshall McLuhan

When Question 3 is answered, please skip Question #4 and go to Question #5.

4. Does your institution plan to address intercultural competence in the future?

42% *Yes* 10/25 If yes, how? _____

0% *No* If no, why not? _____

54% *blank* (13/24)

1/24 don't know

5. Based on your institution's internationalization strategies, please rate each of the following components of intercultural competence as follows:

1=least important 2=somewhat important 3=important 4=most important

3.5 global knowledge

3.4 global skills

3.1 appropriate attitudes

3.8 cross-cultural awareness

2.7 motivation

2.8 flexibility

3.0 foreign language

2.9 adaptability

3.7 respect for other cultures

3.2 cultural empathy

3.5 self-knowledge/awareness

3.2 interpersonal skills

3.3 cross-cultural communication skills

3.1 cooperation across cultures

2.8 depends on context/situation

2.4 technical skills

3.3 appropriate and effective behavior

__ others: tolerance of ambiguity (1 resp=3)

Comments on any of the above components:

6. Of the following statements, mark the one that is most consistent with your institution's internationalization strategies:

54% 13/24 a) It is most useful to assess general components of intercultural competence.

17% 4/24 b) It is most useful to assess specific, delineated components of intercultural competence.

13% 3/24 c) It is most useful for my institution to identify and assess intercultural competencies that are most relevant to our student population.

4% 1/24 d) Intercultural competence depends on the situation and context so it is not possible to list and assess specific components of intercultural competence.

e) Other: *mixture of above (1), blank (1) =12%*

7. Definitions of Intercultural Competence. On a scale from 1 to 4, with 4 being highly applicable and 1 being not applicable, please review the following nine definitions of intercultural competence and rate EACH of them based on their applicability to your institution's internationalization strategies. Please write your rating number in the blank provided next to each definition. Note: The first five definitions are more general; the last four are more specific.

1=not applicable 2=somewhat applicable 3=applicable 4=highly applicable

3.0 (0.7) a) One's adaptive capacity to suspend/modify old cultural ways, learn/accommodate to new cultural ways, and creatively manage dynamics of cultural difference/unfamiliarity and accompanying stress (Kim, 1992)

2.9 (0.6) b) Ability to effectively and appropriately execute communication behaviors in a culturally diverse environment (Chen & Starosta, 1998). Includes intercultural sensitivity (affective process), intercultural awareness (cognitive process), and verbal/nonverbal skills (Fantini, 2000). May include motivation dimension (Wiseman, 2001).

3.5 (0.7) c) Knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others' values, beliefs, and behaviors; and relativizing one's self. Linguistic competence plays a key role. (Byram, 1997)

2.2 (0.9) d) Not comprised of individual traits or characteristics but rather the characteristic of the association between individuals. Dependent on the relationships and situations within which the interaction occurs. No prescriptive set of characteristics guarantees competence in all intercultural situations. (Lustig and Koester, 2003)

2.7 (0.8) e) The expandability, flexibility, and adaptability of one's frame of reference/filter (Fennes and Hapgood, 1997)

2.8 (0.7) f) Comprised of six factors: Knowledge of target culture, one's personal qualities, behavioral skills, self-awareness, technical skills, and situational factors (Paige, 1993)

3.0 (0.9) g) Five key competencies: Mindfulness, cognitive flexibility, tolerance for ambiguity, behavioral flexibility, cross-cultural empathy (Gudykunst, 1994; Pusch, 1994)

3.3 (0.8) h) Five components: World knowledge, foreign language proficiency, cultural empathy, approval of foreign people and cultures, ability to practice one's profession in an international setting (Lambert, 1994)

2.9 (0.9) i) Eight components: Display of respect, orientation to knowledge, empathy, interaction management, task role behavior, relational role behavior, tolerance for ambiguity, and interaction posture (Koester and Olebe, 2003)

B. ASSESSMENT OF INTERCULTURAL COMPETENCE

8. Is your institution currently assessing/measuring students' intercultural competence?

9 (38%) *Yes* 12 (50%) *No* 3 (12%) *Don't know/Not sure*

9. If "yes," what specific tools/methods does your institution utilize in measuring undergraduate students' intercultural competence? Please mark all measures currently in use (# noted in parenthesis). If you marked "no" or "don't know" in Question 8, please RANK the following with #1 being the one your institution would be most likely to use.

2.3 evaluation conducted by professors in individual courses (5/9)

3.3 interviews with students (8/9)

3.8 student paper and/or presentation (7/9)

Raw data from questionnaire – institutional definitions of intercultural competence:

Developing an understanding of the relationships between and among cultures through focused studies of particular forms or stages of civilization, such as that of nations or periods. ICC means to acquire a global perspective through study of the impact of other countries and their peoples on society and to develop skills which enable a student to function effectively in a complex and increasingly interdependent global community.

We have no formal definition; however, we have operationalized icc as comprehensive knowledge, skills, and attitudes encompassing an understanding of international issues, other cultures, other countries, and one's own culture; an appreciation of human difference; an ability to be open-minded, interact effectively with people from different backgrounds, cope with unfamiliar situations, and problem-solve effectively; and valuing foreign language study

The aim of interculturalism is to help all members of the university community understand living differences among peoples and cultures in their global and local contexts

ccc is the capacity to know and understand another culture and use that info in reflecting upon your own culture. Cross-cultural learning involves experiencing other cultures in order to understand the complexity of the difference inherent in quality cultural understanding

mission statement speaks of preparing leaders for a global society, core requirement specifies at a minimum students must complete a course which qualifies for "global studies" (elsewhere termed "non-western culture") and also calls for minimum 2 semester of a foreign language and courses satisfying diversity requirements

from mission statement: (this institution) "intends to develop an international consciousness..." interpreted across campus. Requirements within the gen ed courses. Also within dpts. Not based on single definition.

it's part of our assessment plan "recognize one's role and responsibilities as a global citizen"

1) developing citizen-leaders who are capable of addressing complex ethical, moral, social, and economic problems (from newly revised vision statement) 2) preparing articulate, ethical leaders who will serve their communities and professions effectively in an increasingly complex, interdependent, and global world (from the mission statement)

to help our students "find their place in the world"

"intercultural understanding is an awareness of the different ways that people experience and organize the world and an openness to learning from those who differ from one's own self and culture. By studying and experiencing other cultures, students expand their consideration of events, ideas, and beliefs beyond the filter of their own culture" 2003-04 Academic Catalogue p.

From 2003-04 Undergrad Catalog: (our institution's) cross-cultural requirement fosters students' sense of global awareness in an experiential program of listening, observation and reflection in a different culture... Students will be asked to demonstrate their global awareness, expressed in ways which can document their own understanding and valuing the interdependence of cultures and national... The world in which we live, rapidly changing and increasingly smaller, calls for persons who have learned truths and commonalities which lie beyond the boundaries which cultures tend to place on knowing...Each student will take nine semester hours of cross-cultural courses...

Our definition of icc is embedded within 2 phrases of our "statement of purpose" as listed in the 2003-05 catalog: "As students from diverse backgrounds study and live together, they are expected to respect the rights and dignity of others, to be open to cultural differences, and to exercise personal and social responsibility" and "While each student's educational plan is unique , all programs of study foster these capacities: ... to understand key dimensions of the heritage of more than one society; to approach problems with creativity and imagination; to work both independently and collaboratively..."

students will be aware of, value, understand and have experiences in a multicultural and different cultural setting

"participation in an emerging global society"

APPENDIX C: SUPPORTING DOCUMENTS FOR RESEARCH PHASE 2, ROUND 1

RESEARCH PHASE 2-- DELPHI STUDY, ROUND 1:

Round 1 Electronic Invitation and Research Questions

Supporting Documents to the Invitation (Consent Form, Study Overview)

Letters of Support

Raw Data Collected from Round 1 Questions

Monitoring Team Description and Sample Correspondence

DELPHI ROUND 1: ELECTRONIC INVITATION AND RESEARCH QUESTIONS

Dear

You have been recommended to participate in a doctoral study on the identification and assessment of intercultural competence. Attached you will find the following:

- 1) Detailed letter about the research study
- 2) Letter of support from Margaret D. Pusch, Past President of SIETAR-USA
- 3) Letter of support from Will Philipp, Associate Executive Director of NAFSA:
Association of International Educators

Your participation in this study is very important and I apologize for sending this request at a busy time of the year. For now, I ask only that you answer the two questions listed below. Your answers will serve as the basis for the remaining phases of the study, which will occur in early 2004.

Thank you very much for your time, especially at this particularly hectic time of the year. I am very grateful for your willingness to help with this study. I look forward to hearing from you soon.

Sincerely,

Darla K. Deardorff
 Doctoral Candidate, North Carolina State University
 darla_deardorff@ncsu.edu

2 RESEARCH QUESTIONS to be answered and returned via e-mail within one week:

- 1) What constitutes intercultural competence?

- 2) What are the best ways to measure intercultural competence?

Darla K. Deardorff * 4142 Wallingford Place * Durham, NC 27707

December 5, 2003

Dear

Congratulations! You have been recommended as one of 20 experts to participate in a national study on the identification and assessment of intercultural competence. The overall goal of this study, known as a Delphi study, is to achieve consensus among the top experts on what specifically constitutes intercultural competence and the best ways to measure this construct. The results of this study will be used by higher education administrators in assessing meaningful student outcomes of internationalization efforts on college campuses. Results of this study will be presented at several professional conferences and submitted for publication in several different journals. A one-page overview of this research study can be found at the end of this document.

To participate, I ask that you complete four questionnaires that will be sent to you via e-mail. The questionnaires will be distributed to you and the other experts over a 6-8 week period; total estimated time to complete the four questionnaires over this period is less than one hour. Each questionnaire will only take a short period of time to complete and participants will be asked to complete and return the questionnaires via e-mail within one week from when the initial questionnaire is received. Participation in this study is entirely voluntary. Note: Once you agree to participate, it is very important to participate in all 4 rounds of the questionnaire since incomplete data sets cannot be included in the study.

Should you choose to participate, you simply need to answer the first two open-ended questions contained in this e-mail and return the answers to me via e-mail within the next week. Subsequent rounds will be sent to you after the first of the year with Round 2 involving a rating of the data from Round 1, Round 3 consisting of ranking data from Round 2, and Round 4 comprised of simply accepting or rejecting the final data. Your individual responses will be kept strictly confidential and names of those participating in the study will not be made public except through expressed written consent of the individual. Participation in this study signifies that you have read and agree to the informed consent form below.

Please feel free to contact me at any time if you have questions regarding this study. I can be reached via e-mail at darla.deardorff@ncsu.edu or by phone at 919-401-4180.

Your participation in this study is critical for its success. I believe that the results of this study will be helpful to higher education administrators in their assessment efforts of internationalization strategies. I look forward to hearing from you soon.

Sincerely,

Darla K. Deardorff
Doctoral Candidate in Higher Education Administration
North Carolina State University

North Carolina State University
INFORMED CONSENT FORM for RESEARCH – DELPHI STUDY

Title of Study: The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization at Institutions of Higher Education in the United States

Principal Investigator: Darla K. Deardorff

Faculty Sponsor: Dr. John Pettitt

We are asking you to participate in a research study. The purpose of this study is to identify specific components of intercultural competence in an effort to provide higher education administrators with a more thorough definition of intercultural competence that they can use in assessing intercultural competence as a student outcome of internationalization efforts.

INFORMATION

If you agree to participate in this study, you will be asked to participate in an on-line Delphi study, which consists of 4 rounds of questions posed to a group of experts in an effort to reach consensus among experts as to what constitutes intercultural competence. Estimated completion time will vary by individual but it is estimated at a total of 1 hour or less over a period of 6-8 weeks.

RISKS

There are no risks or discomforts associated with completing the survey.

BENEFITS

There is no direct benefit expected to the subject, but knowledge may be gained that could help others.

CONFIDENTIALITY

The information in the study records will be kept strictly confidential unless you wish to have your identity revealed at the end of the study. Data will be stored securely in a computer located off-campus. No reference will be made in oral or written reports which could link your answers to the study unless you give your permission at the end of the study to do so.

CONTACT

If you have questions at any time about the study or the procedures, you may contact the researcher, Darla K. Deardorff, at darla_deardorff@ncsu.edu, or 919/401-4180 or the faculty advisor, Dr John Pettitt at john_pettitt@ncsu.edu. If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact Dr. Matthew Zingraff, Chair of the NCSU IRB for the Use of Human Subjects in Research Committee, Box 7514, NCSU Campus (919/513-1834) or Mr. Matthew Ronning, Assistant Vice Chancellor, Research Administration, Box 7514, NCSU Campus (919/513-2148)

PARTICIPATION

Your participation in this study is voluntary; you may decline to participate without penalty. If you decide to participate, you may withdraw from the study at any time without penalty and without loss of benefits to which you are otherwise entitled. If you withdraw from the study before data collection is completed your data will be returned to you or destroyed at your request.

CONSENT

“I have read and understand the above information. I have received a copy of this form. I agree to participate in this study with the understanding that I may withdraw at any time.”

Doctoral Candidate: Darla K. Deardorff, NC State University (College of Education, Dpt. of Adult and Community College Education)

Dissertation proposal: Identification and assessment of intercultural competence as a student outcome of internationalization at institutions of higher education in the United States

Introduction:

Institutions of higher education in the United States face many challenges at the beginning of the twenty-first century including the tasks of remaining intellectually and culturally viable in a rapidly changing world, preparing students to vie competitively in the global marketplace, and staying abreast of the electronic deluge of information and globalized knowledge. Internationalization of higher education has become one possible response to such challenges. According to a 2002 study by the American Council on Education, 75 percent of four-year institutions highlight their international endeavors in student recruitment literature, with one-third of the institutions reporting concentrated efforts in internationalization. A key question in internationalization is how do institutions of higher education measure the effectiveness of such efforts? Other key questions include: How do institutions know if they are graduating intercultural competent students and what does it mean to be intercultural competent? Furthermore, what works and what doesn't work in the way of assessment and how are the results communicated effectively?

Statement of the research problem:

Intercultural competency assessment measures are needed in more effectively assessing the student outcomes of internationalization efforts at institutions of higher education. In other words, how can students' intercultural competence be measured as one effective outcome of internationalization efforts? To answer this, another underlying question must first be answered: Do experts agree on the specific components of intercultural competence and if so, what are those components?

Purpose of the study:

The purpose of this research is to identify specific components of intercultural competence (based on opinions from experts) in an effort to provide higher education administrators with a more thorough definition of intercultural competence that they can use in assessing intercultural competence as a student outcome of internationalization efforts at institutions of higher education. In this way, this study will help administrators become better evaluators of internationalization efforts.

Research questions:

Below are the specific research questions that will be explored by this study:

1. How do higher education administrators at US institutions engaged in internationalization define student outcomes of internationalization strategies and in particular, how do they define intercultural competence?
2. How do higher education administrators at US institutions currently measure student outcomes of internationalization strategies and specifically, intercultural competence?
3. What constitutes intercultural competence according to intercultural experts?
4. How can intercultural competence be measured according to intercultural experts?
5. Do practitioners, defined as higher education administrators at US institutions, agree with intercultural experts in regard to the identification and assessment of intercultural competence?

Research design at a glance:

* **Informational questionnaire** to administrators at ~65 institutions identified by American Council on Education and NAFSA as institutions strongly committed to internationalization. Survey will focus on identification and assessment of intercultural competence as a student outcome of internationalization. Respondents will be asked to provide a definition of intercultural competence as well as ways they are or may assess it. Respondents will also be asked to list experts in the intercultural field, as part of the identification process of experts for the Delphi study to follow.

* **Delphi study** involving ~20-25 experts in the intercultural field. (Delphi is a series of interactive questions between researcher and experts with the objective of obtaining consensus from the experts.) Goal: Achieve consensus on what constitutes intercultural competence (in areas of knowledge, skills and attitudes) and best ways to assess this competence. This conventional Delphi study will involve four rounds of questions with the last round including the respondents from the questionnaire to determine whether practitioners accept or reject the findings of the Delphi panel.

December 3, 2003

Dear Colleague:

SIETAR-USA makes every effort to support graduate students in the research they are conducting to complete advanced degrees. This is one way the Society fulfills its mission to advance the knowledge of intercultural relations.

Darla K. Deardorff, a doctoral candidate at North Carolina State University, is conducting a Delphi study for her doctoral dissertation entitled "The identification and assessment of intercultural competence as a student outcome of internationalization at institutions of higher education in the United States." Her research will make a contribution to the intercultural field, enhancing our understanding of the impact of international education on students who study on American campuses especially in identifying the intercultural competencies they acquire. It is hoped that the data collected from this research will be used by higher education administrators in assessing meaningful outcomes of internationalization. Darla is asking that you participate in the Delphi study as an intercultural expert and I urge you to assist her in this manner.

I have known Darla for over five years as an active volunteer in NAFSA: Association of International Educators and an avid student of intercultural communication. She is, in my experience, delightful to work with and committed to her profession of international education administration. She fully appreciates that the theory of intercultural communication is fundamental to international education.

You can play an important role in this study. In fact, without the participation of intercultural experts, it will be impossible to achieve the goals of the research. Thank you for considering this opportunity to assist Darla in completing this study.

Sincerely yours,

Margaret D. Pusch
Executive Director

Past-President
SIETAR-USA



December 2, 2003

Dear Intercultural Expert:

As Associate Executive Director of NAFSA: Association of International Educators, I am writing to express my hope that you will choose to participate in the Delphi study that is being conducted by Darla K. Deardorff as part of her doctoral dissertation research entitled "The identification and assessment of intercultural competence as a student outcome of internationalization at institutions of higher education in the United States." This research is of great interest to NAFSA and we are very interested in the results of Ms. Deardorff's study. In fact, this research relates very specifically to NAFSA's strategic plan and direction for the future as we strive to address global workforce development more fully. Efforts are currently underway to define NAFSA's role in connecting the competencies and skills of learners in international education with the employment needs of companies and organizations all around the world. This research study will help in aiding this critical endeavor.

As I understand, the participation of intercultural experts such as yourself is absolutely critical to the success of this study. I encourage you to participate by sharing your expert opinion in the four rounds of the Delphi study. Those of us in the international education field will greatly benefit from your expertise and time you give through this study. Thank you very much in advance for your attention to this important research project.

Sincerely,

Will Philipp
Associate Executive Director
Organizational Advancement
NAFSA: Association of International Educators

1307 New York Ave. NW, Eighth Floor
Washington, DC 20005-4701 USA
Phone: 1-202-737-3699 x 219
Fax: 1-202-737-3657
E-mail: willp@nafsa.org

DELPHI ROUND ONE - RAW DATA (N=23)

QUESTION 1: WHAT CONSTITUTES INTERCULTURAL COMPETENCE?

1) What constitutes intercultural competence?

the ability to achieve one's goals (whatever they are, assuming they are legal and moral) in a situation requiring constructive interaction with people who are culturally different

Question 1. Intercultural competence is the ability to identify behaviors in people's everyday behavioral repertoires that are guided by the culture where they were socialized or cultures where they have had extensive experience. Once these behaviors have been identified (have become the target of their sensitivity), intercultural competence also includes the ability to engage in these new behaviors (in other cultures) even though the behaviors may be unfamiliar given a person's own socialization in his/her own culture. This definition becomes clearer with examples. An American of dating age goes out on a one-on-one date to get to know someone better. For people in other cultures, a one-on-one date is a very serious issues, just a step short of an engagement. Interculturally competent people recognize this cultural difference, can explain it in cultural terms, and are willing to behave according to different cultural norms based on where they are living. For instance, Americans would engage in more going out with groups of people where there are no one-one-one implications. (I'm sure you have experienced misunderstandings among international students entering the "dating scene" at USA universities).

Question 1: Intercultural competence refers to the capacity to communicate effectively and appropriately in a wide variety of intercultural contexts. It is based on intercultural knowledge (mindset), skills (skillset) and attitudes (heartset). There is an enormous literature in international ed on outcomes, impact studies, and intercultural competence that reflects on the specific competencies that might fall into each of these categories noted above.

Question 1: Intercultural Competence:

Dear Darla, thanks for your inquiry. Let me email you three models I developed during the past years about intercultural comm competence (ICC) in which you can see the dimensions/components of the concept. You can see all my publications on ICC at the bottom of each model. Please let me know which ones you like to read. I'll email them to you if you are unable to find them in the library. Best wishes to your study. Summarized from the articles:

ICC (intercultural communication competence) is umbrella concept comprised of 3 components: intercultural adroitness (behavioral aspect focusing on comm. skills), intercultural awareness (cognitive aspect of understanding basic cultural traits and cultural values), and intercultural sensitivity (affective aspect that refers to self-esteem, self-monitoring, open-mindedness, empathy, and suspending judgment in order to develop positive *emotion* towards understanding and appreciating cultural differences) - p. 49 in Human Communication Winter 1998/Spring 1999

Foundation for individuals to reach ICC: understanding a culture through cognitive learning, accompanied by ability of intercultural sensitivity and intercultural adroitness - goal is to develop multiple cultural identities that transform us from single-culture minded beings (p. 50-51 in Human Communication Winter 1998/Spring 1999)

The ability to effectively and appropriately execute communication behaviors that negotiate each other's cultural identity or identities in a culturally diverse environment

Model of "interactive-multiculture building" – aimed at promoting interactants' abilities to acknowledge, respect, tolerate, and integrate cultural differences so that they can qualify for enlightened global citizenship. Model represents a transformational process of symmetrical interdependence that can be explained in the above 3 components (p. 362 in Comm Yearbook 19).

Confusion in terminology: Intercultural sensitivity is related to the cognitive, affective and behavioural aspects of interactional situation but it mainly deals w/ affect =emotion. Involves a desire to motivate oneself to understand, appreciate, and accept differences among cultures and to produce a positive outcome from intercultural interactions. Intercultural awareness (cognitive) is foundation of IS which in turn leads to ICC (behavior). – p. 5 in Human Communication, 1997

Culture = set of preferences and possibilities that inform (rather than determine) given interactions (p. 359).

Diff b/w communication competence and ICC – ICC places more emphasis on contextual factors (p. 358)

Effectiveness – individual's ability to produce intended effects through interaction with environment (p. 356)

Appropriateness – ability of interactant to meet basic contextual requirements – verbal context, relationship context, and environmental context (p. 357) – as quoted by Wiemann and Backlund (1980)

Sociologists, linguists and communication scholars – 2 separate schools of thought – 1) cultural dialogue and 2) cultural criticism

As I have written a book on the two questions you have below, I don't think I can answer them in a short time. Perhaps the best way is to suggest you look at my book. Summarized from the book:

Question 1: Intercultural competence:

Ultimately, ICC is: knowledge (savoirs), skills (savoir comprendre, savoir apprendre/faire), attitudes (savoir etre) and critical cultural awareness (savoir s'engager) – p. 88
Dimensions include cultural, linguistic, sociolinguistic, and discourse competence (p. 110)

Details:

Knowledge (savoirs) – in 2 subcategories:

a) About social groups and their cultures in one's own country, and similar knowledge of interlocutor's country

b) about processes of interaction at individual and societal levels

plus skills to interpret and relate; skills to discover and/or to interact; critical cultural awareness/political education; valuing others' values, beliefs, and behaviors; and relativizing one's self

Linguistic competence plays a key role.

Knowledge and attitude as pre-conditions but are modified by processes of intercultural communication (attitudes – curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own culture)

Intercultural competence (IC) is: ability to interact in one's own language w/ people from another country & culture, drawing on their knowledge about intercultural communication, attitudes of interest in otherness and their skills in interpreting, relating and discovering (p. 70)

Intercultural communication competence (ICC) is: ability to interact w/ people from another country and culture in a foreign language, ability to negotiate a mode of communication and interaction which is satisfactory to themselves and the other and the ability to act as a mediator between people of different cultural origins – knowledge of other culture is linked to language competence through ability to use language appropriately; have basis for acquiring new languages and cultural understandings as consequence of skills acquired in learning first foreign language

Question 1: See summary of video script:

All behaviors are learned and displayed in a cultural context. Foundations of competence are meaningful understanding and assessment of behaviors. Requires awareness of multicultural context.

Multicultural competency = knowledge, skills (ability to send and receive both verbal and nonverbal messages accurately and appropriately) and attitudes (respect)

3 dimensions of basic multicultural competences (listed out as 34 competencies):

- 1) Self Awareness of own assumptions, values, biases
- 2) Understanding of other's worldview
- 3) Developing appropriate intervention strategies and techniques (responses)

broadly defined culture includes ethnographic, demographic, status and affiliation variables - culture as complex and dynamic

May be helpful to examine multicultural incompetence which includes dehumanization of other's dignity, derogation, disparagement, and denigration, biased evaluations with unflattering comparisons, desecrating others to demonstrate contempt

1) What constitutes intercultural competence?

behaving appropriately and effectively in situations by drawing upon knowledge, motivation and skills

...And part of the reason it took so long is that I find this whole area of research very problematic, as you can tell from my response. While I've conducted a number of studies on competence, I (along with a number of other researchers) have realized the limitations of our earlier research and recognize that the challenges were much greater than we imagined! But I've tried to answer the questions as well as I could in a limited time. It's a tough area to research and while I respect much of the current attempts, I guess I have to say I've turned my interests to other topics at this point.

1) What constitutes intercultural competence?

For me, intercultural competence has to do with the ability to live and work effectively in another culture. With respect to living successfully in a new culture, intercultural competence means understanding and coping with culture shock, understanding and participating in some of the host culture's traditions, and coming to feel at home in the new culture. With respect to working effectively, intercultural competence means first understanding how culture shapes and conditions the attitudes and behavior of individuals and organizations, and, second, being able to function within the rules and structures of the host culture and succeed in gaining the trust and confidence of local colleagues and supervisors.

1) What constitutes intercultural competence?

I conceptualize intercultural competence as a gestalt - a syndrome of cultural specific and culture general knowledge and skills as well as a general openness to and acceptance of cultures and cultural difference. The IC person is also an accomplished language and culture learner (cf. Paige, Cohen, Kappler, Chi, & Lassegard, 2002). At a foundational level, IC persons have a deep knowledge of culture, of themselves as being cultural, and of the impact of culture. They have the capacity to adapt to another culture. In Bennett's terms, they have an ethnorelative worldview, the ability to respond to difference based on more elaborated cognitive, behavioral, and affective frames of reference.

1) What constitutes intercultural competence?

Intercultural competence is the ability to function effectively and mindfully with people who are culturally different. There is a skill and knowledge set that facilitates this capability and while those lists may differ from one source to another, they almost always include the ability to learn from interacting, to listen and observe, to engage ambiguity, to be flexible, withhold judgment (this does not mean refrain from judging but to withhold until you know enough to make informed judgments), to communicate, and, very important, to be aware of your own cultural conditioning and recognize the cultural conditioning in others. The knowledge set may include theoretical grounding in intercultural communication and also a framework within which you can explore unfamiliar cultures.

Barbara Schaetti separates this from intercultural capacity which she defines as being able to live mindfully and creatively in each moment of intercultural interaction. I would tend to include

capacity in competence although I appreciate her distinction. She puts mindfulness and creativity into the capacity part of her definition. Since Barbara's work is very much in personal leadership, there are reasons for her distinction and specific processes that she includes in the capacity portion of her definition: Engaging in a learning orientation in every moment. Cultivating an internal dialogue with one's innate wisdom. Crafting a life in alignment with one's vision of the highest and best one can be.

1) What constitutes intercultural competence?

(1) Assumptions:

A. Competence is a subjective evaluation of communication quality, not a set of skills or abilities. Skills (i.e., manifest, repeatable, goal-oriented action sequences) are predictive (to varying degrees) of that evaluation of quality.

B. The subjective evaluation of competence is optimally referenced by the perceptual criteria of appropriateness and effectiveness. (i) Appropriateness is an assessment of fitness, legitimacy, and acceptability within a given context of action. It is not the same as normative conformity, because the most appropriate behavior may violate existing norms or rules in order to establish the "new" rules of a given context. (ii) Effectiveness is an assessment of relative reward resulting from objective fulfillment. It is not the same thing as success, because sometimes the most rewarding outcome is selecting the least punishing path in a contextual dilemma in which there are no "satisfying" outcomes.

C. The macro conceptual individual factors most predictive of competence are synthesized in the theoretical metaphors of motivation, knowledge, and skills. (i) Motivation includes all those constructs that reference goals, confidence, apprehension, anxiety, and the energizing facets of the self-efficacy concept. It has both approach (e.g., confidence) and avoidance (e.g., apprehension) facets, but is cognitive and affective in scope. (ii) Knowledge is the cognitive access to content (i.e., the "what" of communicative behavior; e.g., the semantic and verbal "lines" of telling a joke) and procedural (i.e., the "how" of communicative behavior; e.g., the "timing, inflection, animation, etc." of telling a joke) information relevant to potential action. (iii) Skills are the manifest action sequences resulting from the utilization of motivation and knowledge in a communicative context. Research across hundreds of studies of interpersonal skills suggests four mezzo-level skills constructs: (a) attentiveness (i.e., the ability to show concern for, interest in, and attention to others in the context; e.g., altercentrism, empathic behavior, listening, eye contact, topic uptake, etc.); (b) composure (i.e., the ability to demonstrate control of one's action sequences in the service of intended outcomes; e.g., confident behavior, assertive behavior, spontaneity, avoiding shaking or twitches, awkward pausing, etc.); (c) coordination (i.e., the ability to manage the timing and flow of interaction; e.g., balancing talk time, entering and departing both speaking turns and conversational episodes, etc.), and (d) expressiveness (i.e., the ability to animate verbal and nonverbal behavior; e.g., facial expressions, gestures, word choice, narrative and humorous creativity, etc.).

D. Context is enacted, not pre-ordained or static. As such, "culture" exists as an enacted process, not a presumptive influential factor in interactional outcome. All interactants must manage speaking turns, eye contact (among the seeing population at least), word-choice, etc. Cultures may vary in how they enact these behaviors, and what their expectations are regarding these behaviors, but the basic skills themselves are invariantly functional for human interaction. Interactants from different cultures, ethnicities, races, or other co-cultural groups and

identifications may, or may not, enact behavior in accordance with those identifications or backgrounds, and the collective interactional group may, or may not, behave in ways that manifest those cultural identifications or backgrounds.

E. Contexts, and the social expectancies that develop in regard to them, can be differentiated usefully as: (i) Cultural (i.e., relatively enduring and intergenerationally socialized beliefs, values, and behavior patterns), (ii) chronemic (i.e., the use of time both within and across social episodes), (iii) relational (i.e., the type of social relationship among the interactants; e.g., task/socioemotional, romantic, platonic, etc.), (iv) environmental (i.e., the physical space, artifacts, temperature, etc., of an interactional episode), (v) functional (i.e., the purpose of an episode; e.g., conflict vs. interview, a "date" vs. a wedding, etc.).

F. The fact that expectancies evolve around contexts and the skills anticipated as appropriate and effective for such contexts, competence evaluation is also a product of the degree to which these expectancies are fulfilled. Thus, positively valenced expectancy fulfillment, and appropriate violation of negatively valenced expectancies, are likely to predict impressions of competence. Conversely, fulfillment of negatively valenced expectancies, or violation of positively valenced expectancies, are likely to predict impressions of incompetence.

1) What constitutes intercultural competence?

Jack Condon put it best: Being able to see yourself as others see you and being able to see others as they see themselves.

Expanding a bit:

1. Seeing your own culture as one of many possible legitimate cultures.
2. Being able to interpret/judge "foreign" behaviors the way people inside that culture do.
3. Understanding how your behaviors may be interpreted/judged by people from foreign cultures.

1) What constitutes intercultural competence? Skill to have good interpersonal relations with persons from other cultures.

1. Intercultural competency includes the ability to:

- a. communicate effectively with those who are culturally different--both domestically and internationally.
- b. adjust to a new cultural environment--both domestically and internationally.
- c. analyze and interpret what occurs in a cross-cultural encounter, especially one that involves conflict and misunderstandings caused by cultural differences.

Intercultural competency includes knowledge of:

- a. the field of Intercultural relations including seminal scholars and research findings.
- b. ones own culture and how it impacts ones own behavior, beliefs, perceptions, and thought patterns.
- c. the dynamics of Intercultural interaction including communication, conflict, and adjustment

Question 1: Supplemental:

The ability to effectively and appropriately execute communication behaviors that negotiate each other's cultural identity or identities in a culturally diverse environment (Chen & Starosta, 1998/99). Intercultural competence includes intercultural sensitivity (affective process), intercultural awareness (cognitive process), and intercultural adroitness (verbal/nonverbal skills) (Fantini, 2000). May include motivation dimension (Wiseman, 2001)

Knowledge of others and social processes of social groups; knowledge of self and of critical cultural awareness; skills to interpret and relate; skills to discover and/or to interact; valuing others' values, beliefs, and behaviors; and relativizing one's self (Byram, 1997). Linguistic competence plays a key role.

Not comprised of individual traits or characteristics but rather the characteristic of the association between individuals which is comprised of three key elements: interpersonal and situational context, degree of appropriateness and effectiveness of the interaction, and sufficient knowledge, motivations, and actions (Lustig and Koester, 2003). Dependent on the relationships and situations within which the interaction occurs. No prescriptive set of characteristics guarantees competence in all intercultural situations.

Comprised of six factors: Knowledge of target culture, one's personal qualities, behavioral skills, self-awareness, technical skills, and situational factors (Paige, 1993)

Five key competencies: Mindfulness, cognitive flexibility, tolerance for ambiguity, behavioral flexibility, cross-cultural empathy (Gudykunst, Pusch, 1994)

1) What constitutes intercultural competence?

This is a very problematic concept. Previous research has tried to define competence in objective ways--e.g., communication that is appropriate and effective--often in the eyes of the researcher. But we need to ask the question, "competence" according to whom? For example, previous researchers defined competence largely in the eyes of relatively privileged white people in the United States--and came up with various categories of behavioral competencies (e.g. showing respect, being friendly, displaying nonverbal immediacy behaviors etc). We know that these same sets of behaviors may not apply to all interactants in all contexts. That is, people with historically less privilege come to interaction with a perception that the interaction will not be "competent" unless there is a recognition of the impact of power/powerlessness, stereotyping, absence of prejudicial behavior. So any definition has to take into account the following issues:

Who gets to define competence? (I think it has to be a dialectic or a combination of views of all interactants)

Definition has to include elements of power. concept has to be defined from both powerful and less powerful contexts/interactants

Context (at all levels--situation, historical, social) has to be taken into consideration. For example, what was considered "competent" behavior for females in the U. S. in the 1950's would vary considerably depending on who one surveyed (males? females? rich people? white People?) and in what context (home? business? etc...

1) Intercultural competence:

- a) a deep and accurate understanding of the cultures where one is working and
- b) having the skill set required to accomplish one's tasks to a significant degree.

1) What constitutes intercultural competence?

Cultural competence is frequently defined as a set of congruent behaviors, attitudes, and skills that enable one to work effectively in cross-cultural situations. In other words, intercultural competence is the ability to communicate effectively and appropriately in a variety of cultural contexts.

Culture is further defined as the integrated, learned and shared pattern of human behavior that includes the thoughts, communications, actions, customs, beliefs, values, and institutions of a group of interacting people. Most people are taught to be relatively competent within their own group; it is in dealing with people of other groups-- with different cultures--which problems arise. Cross-cultural competence implies an ability to apply theory in daily practice across a wide range of often-unfamiliar situations and cultures, thus minimizing miscommunication and misunderstanding between people of different cultural groups.

There are six essential elements that contribute substantially to an individual's ability to become more culturally competent: (1) an understanding the value of cultural diversity, (2) the capacity for awareness and self-assessment of one's own culture (3) a consciousness of the "dynamics" inherent when people of different cultures interact, (4) knowledge of the role culture plays in human society, (5) an appreciation of, and ability to adapt to, varying intercultural communication and learning styles, and (6) skills to appropriately apply the foregoing in cross-cultural settings.

1) What constitutes intercultural competence?

Intercultural Competence is the ability to function with full confidence and effectiveness in a culture other than the one in which you were born and raised ["enculturated" into their initial culture, to use the anthropological term.] It is important that this person exhibit sufficient curiosity to explore the new culture, considering it as being at least of equal importance to his/her own culture. I used to think the most important characteristic a person needed to qualify as interculturally competent was empathy. Now I have come to believe that while empathy is still essential, it is now, in my opinion, of secondary importance to the primary characteristic of *compassion*.

Question 1: Summary of article:

ICC involves knowledge, motivation and skills to interact effectively and appropriately with members of different cultures. These 3 components can be influenced through education, experience and guided practice. This definition involves the following implications;

Culture as a learned set of shared interpretations about beliefs, values, and norms, which affect the behaviors of a relatively large group of people (Lustig & Koester, 1999). Distinctive features of cultures: individual vs. group characteristics, cultural dimensions, based on one's own self-identity

ICC is not innate – necessary conditions must exist before we are consciously and consistently competent in our intercultural interactions. Spitzberg & Cupach (1984) isolated 3 (pre)-conditions: knowledge, motivation, and skills. If an interactant is lacking one of these conditions, the likelihood of competent intercultural communication is significantly diminished.

Knowledge=our awareness or understanding of requisite information and actions to be interculturally competent

Motivation=set of feelings, intentions, needs, and drives associated with the anticipation of or actual engagement in intercultural comm.

Skills=actual performance of the behaviors felt to be effective and appropriate in the communication context. Skills must be repeatable and goal-oriented (Spitzberg, 2000).

Question 1: Thanks for considering me as you undertake your research. Your message caught me at a bad time but let me try to respond -- About "intercultural competence," I've never been comfortable with the concept. So I don't have a clear answer. Colleagues who have written about this and have described "it" in some detail have not always seemed to be to be particularly "competent." Indeed, as I imagine those who have written about this may, at least internationally, flunk even the simplest language test, let alone meet standards projected for others. (In your survey you can say that one person wondered if the very category was not, in fact, a kind of colonialist category. Competent in whose eyes? For what outcomes? In what field? Is this about "performance" or about something more thoughtful? (If the former, then you might do better if sought out responses from the diplomatic corps who have their own separate international culture but who also have more experience than those who write about "competence."

That's a first "American" reaction -- I've also known many American and other multilinguals who work across cultures -- and of course the majority of my students who also work across cultures but within the nation --who are by the "competence" standards range from totally inept or who are quite "competent." Those who fail textbook "competency guidelines" are usually more engaging and more honest

The problem -- or my problem, perhaps -- is with the category of "competence." Of course some people are more adept in relating to others from very different backgrounds, but the idea of a measure of competence is a standard that doesn't fit my limited experience.

Darla, let me know what YOU mean by "competence" and I can try to be more helpful. i've known ambassadors who are totally incompetent by the standards i've seen; and most of the grad students who come here are far ahead of their American counterparts because, of course, they've come here and their friends may never have been so challenged.

What constitutes intercultural competence?

All definitions of communication concepts and processes (I orient my work about intercultural competence as a communication process) must be properly contextualized in order to be understood. To answer your first question, therefore, I need to ask you several questions to narrow the parameters and provide a context for a response. What constitutes intercultural communication competence (ICC) according to whom? Internationalization staff? Corporate trainers? Scholars from the Business School? Scholars from International Studies? Scholars in Intercultural Communication? For whom? For all international students in all US universities? For Asian students? For African students? For international students at private institutions or public institutions? In what historical, economic and political context? In the current international climate in which the credibility of the US as a “world power” is being questioned? In the near future? In what settings? In US university classrooms? In meetings with US advisors? In social contexts? In business contexts when they return home? Who is there? What is their history together and current purpose? How is power being constructed and negotiated? What is valued? Who and what have differential status and privilege? What is the quality of interpersonal and intergroup relationships? What are the multiple and salient cultural identifications (national, racial, ethnic, sex, sexual orientation, socioeconomic class, political, religious, physical ability, age, etc.) that impact the situation? What are the cultural representations that impact the situation? Finally, and perhaps most importantly, who is asking this question? Who is benefiting from asking and answering this question?

Since my definition of and orientation toward ICC has evolved dramatically over the last twenty years, I can describe, on the basis my research and experience with diverse groups, what I currently believe ICC is not. It is not a variable; not a predictable, measurable outcome; not a closed system of particular beliefs and/or demonstrated abilities; and it is not a generalizable set of cognitive, affective and performative components.

ICC is an ideal standard of conduct that was created by researchers like me to enable us to prescribe to and generalize to groups of others what conduct would be best for them. My own conceptualization of ICC as mutually agreed upon impressions of what is culturally, situationally, and relationally appropriate and effective (the conceptualization I offered in my dissertation and “tested” in applications of intracultural and intercultural conversations among African Americans, Mexican Americans and European White Americans) is an example. I approached ICC as something that relational partners and groups with equal status and resources could come together to co-construct, which is an invalid assumption shared by most ICC scholars and corporate trainers today. For instance I asked dyads and groups to share personal experiences and preferences for conduct and then I synthesized their comments into similar “rules for conduct” that related to “preferred outcomes”. I found that not only are conversations among males and females with different ethnic identities complex, what conversational partners described as appropriate and effective differed within ethnic and sex group, as much as were similar. Now, thanks to the work of Critical and Feminist scholars we know that individual behavior is not monocultural, and individuals have a range of group identities (national, racial, ethnic, sex, sexual orientation, religious, class-related, physical ability grouping, etc.) that intersect and social norms, ideologies, status, histories, and other social forces also intersect to produce and be produced by conduct. It now seems disingenuous and self-serving to claim the ability to predict patterns of preferred conduct for members of country X or Y. This kind of positioning now seems to me one of arrogance.

ICC and the prescriptive orientation to communication emerged historically from a time of UN and international expansion by US and is reinforced by our taken-for-granted presumption that those of us in the US in general, and those of us interested and with some experience with different groups specifically, are somehow more suited to conduct research, and train others, about what is “best” to believe, value and how to behave. ICC therefore is a construct that was created by academic and corporate “experts” to enable us to make overly simplistic predictions and explanations, about what kinds of communication conduct would best serve an organization, institution, government, or group with higher status. Make no mistake, I don’t think we recognized our arrogance or the privileged position from which we were speaking and I think our “motives” were often altruistic. Nonetheless, whether for the UN, US governmental agencies, global corporations, or institutions of higher learning, definitions of ICC reflect beliefs and behaviors that privilege US and/or Western/Northern hemisphere language and worldview and oversimplify culture and the relationship between culture and communication.

To define ICC adequately it is also important to examine each of the terms in the construct, so you need to ask how I define culture, communication, competence, intercultural communication, and finally, intercultural communication competence. How one defines culture (and the consistency between conceptual and operational definitions) is quite important to judging the value of the overall conceptualization. Many of us are guilty of defining culture quite broadly as shared language, beliefs, attitudes, values, etc. etc. but “measuring” culture as national group affiliation. More specifically, take one version of my current working definition of culture. Culture is a shared location of speaking, acting, and producing; which is contextually and politically contingent, and negotiated in communication. The location reflects a history and itinerary, and is constructed and negotiated through multiple overlapping identifications and representations. With this definition all contact between people for instance is to some degree intercultural and competence becomes an extraordinarily complex, contextual, contingent, and decidedly power-implicated process.

For all these reasons I no longer use the term ICC to characterize my work. My current focus is on the communication processes through which we engage each other as individuals and members of multiple groups. I now orient my work in intercultural communication toward developing knowledge and practices about how our multiple cultural identifications and representations enhance and/or constrain our personal and intergroup relating and abilities to transform violent and destructive conflict. I am beginning to work with taken-for-granted privileges such as whiteness and class status, and ideologies based on individualism (all of which apply to me as a researcher/instructor/interlocutor). I want to better understand how levels of privilege interact to affect levels of agency and freedom to choose and enact conduct. I give attention not only to processes of relating and extent to which practices are inclusive, ethical, humane and moral as defined by all parties concerned; also I am beginning to examine the consequences and outcomes which dynamically emerge such as change in conditions, policies, procedures and practices that enhance social justice.

Question 1: The issue of competencies is controversial in the literature of learning and too complex in my research about cross-cultural learning. Most people define “competency” as a skill that you acquire through certain kind of training which could be either academic or on-the-job. Considering that there is usually very little correspondence between work and study, the acquisition of competencies rests mostly with school acquired skills, and their relevance to the job market remains a question. When you add “culture” to the skills, you increase the level of

complexity and the level of analysis and that makes it especially difficult to understand. Furthermore, the academics, especially those steeped in the positivistic tradition (which dominates in the hard core sciences and social sciences) reject or ridicule the concept of competencies because they believe that competencies are acquired through the study of their subject matter which enlightens students by example of how leaders (past and present) manage affairs of societies. Each academic discipline has its own epistemology and application, and I distinguish several of them. For example, skills of reasoning (cause and effect) is the dominant epistemology of hard core social scientists such as psychology, political science and sociology. Understanding (deep culture in the sense of Cliff Geertz) is the epistemology of cultural anthropology) and helping individual people deal with complex issues of life and work is the epistemology of counseling, communication science and social work. The epistemology of business - which also dominates the literature of CC relations is essentially instrumental, how to sell, get people to work harder, etc.

I have seen several excellent works on cross-cultural competencies, but am not satisfied with their formulations. Often they simply include a shopping list of attributes, including the proverbial kitchen sink, without identifying these skills carefully, explaining how they are acquired (often they assume these skills are part of personality attributes) or without explaining what antecedents these skills have before they are acquired. Bob Hanvey has shared with several of us his views and it is a shame that he never got to writing more about them. He changed his mind several times regarding the hierarchy of these skills, initially claiming there was a hierarchy, and then changing his mind about that. He actually did not call them competencies, but "cross-cultural sophistications" and suggested that some of them are operating on a lower level of skills simply to conserve one's psychological effort. In other words, he suggested that most common people cannot absorb complex concept of cultural acquisition, and simply have to learn a few rules, without necessarily knowing the reason or justification for these rules. This would correspond to the "rule" learning psychology- and it is in fact practiced in most so-called Cross-cultural training in study abroad programs or orientation programs for business people going to do business abroad. Example may be: when you deal with Middle Eastern people, do not point the bottom of your shoes toward them. You do not need to know anything about their culture. Hanvey suggested five of these "CC sophistications: 1) cross-cultural effectiveness (this is the "know the rules" concept) so that you can get a contract signed for doing business, and that makes you CC effective); 2) Cross-cultural openness - sophistication needed in the practice of CC counseling, social work, CC Communication, etc, that simply means minimally that you have to accept people of all kinds as your equals - still do not need to know anything about them and their cultures. 3) Cross-cultural scholarship - this is what we practice when we learn facts about other countries, e.g. history of England or French political parties. It means acquisition of facts already known. 4) Cross-cultural research - sophistication that generally means graduate work in various disciplines abroad or on people of other cultures. The methodology is defined by the discipline - and may or may not include a deeper cultural knowledge. Finally, 5) is the transculturality, which is the only one that requires what Hanvey called "culture sharing".

We have very poor record in internationalizing the academic disciplines because it would require heavy infusion of cultural concepts and thus make it interdisciplinary. I found it useful to focus in my research on "intellectual skills" that are exclusively defined in terms of cognitive sciences as thinking skills, and found among them one that I consider "almost" on the level of the "third

order" of thinking, comparative thinking. Many people do comparisons all the time, but what distinguishes my concept is that cross-culturally valid comparisons must include: 1) active control over one's thinking, 2) ability to switch frames from etic to emic and back again (cognitive flexibility) 3) deep understanding of the components of cultures - both the foreign and one's own. and 3) knowledge of at least one country other than one's own. Please note that this formulation also assumes a system thinking so that individuals must know how to relate parts to the whole in both cultures to make sure that comparisons are valid.

Question 1: (summary of phone conversation:)

Field needs to develop theoretical frame to explain ICC

Research has shown that KSAs may be inconsistent and that a laundry list of KSAs may not be helpful

Hammer & Bennett – developing and testing theoretical frame for ICC: Ability to appropriately shift frame of reference and adapt behavior to cultural context

Review of lit on ICC shows that this is not a new concept by any means:

Cross-cultural adjustment has been around since 60s (with focus on personality traits such as flexibility, tolerance of ambiguity), in the 70s the focus was on intercultural effectiveness (with focus more on job performance, predictors, skills. Flexibility and tolerance of ambiguity viewed was skills and not traits). In more recent years, attention has turned to KSAs.

A person may have KSAs but doesn't necessarily translate into effectiveness and ability to reach goals - so what's the missing piece? The missing piece is capacity to incorporate K&S through shifting worldview

Bennett's developmental model – deals with fundamental world view from which people utilize KSAs

DELPHI ROUND ONE - RAW DATA (N=23)

QUESTION 2: WHAT ARE THE BEST WAYS TO MEASURE INTERCULTURAL COMPETENCE?

2) What are the best ways to measure intercultural competence?

My real response to this is that I am not among the people who believe that "measuring" intercultural competence is possible. I believe the very question arises from a culturally-based prejudice (using that term loosely) among Americans (and perhaps others) in favor of the idea that something must be measurable if it is to be acknowledged as real or important. It is unfortunate, in my opinion, that the demand for quantification so often comes from academics in the social sciences. While some helpful information and insights have come out of quantitative approaches in social science, much that has come out of those approaches seems useless and trivial to me.

Question 2. For measurement, the best way will be assessment by people from the host culture – hosts report whether or not sojourners know about cultural differences and are the sojourners able to behave appropriately, even though they have to practice and put effort into these behaviors given that they are not familiar from their own cultural socialization? In the absence of such ratings by hosts, which can admittedly be very expensive, a knowledge test of culturally influenced behaviors and an assessment of one's willingness to engage in culturally-different behaviors, will probably be a more cost effective substitute.

Question 2: The best ways to measure intercultural competence include both quantitative and qualitative measures. Inventories exist to measure this, but must always be accompanied by observation, interviews, and other qualitative measures.

Question 2: Assessment: (summarized)

Social pressure for clarity in certification cannot be ignored – has to be taken into account – one approach is to concentrate on aspects of ICC which can be clearly designated and measured but risk of over-simplifying and misrepresenting a learner's ability in order to ensure objectivity in measurement (p.29)

Assessment is not simply a technical matter

Purposes of assessment determined by context - inc. educational institution, geo-political factors to which institution must respond (p. 87)

Consider a possible paradigm shift from psychometric models of assessment to educational models of assessment (p. 88) - also there is an implication of performance assessment w/ use of term competence but performance assessment cannot be the only approach since this relies only on what is observable. Question of deep learning vs shallow learning and deep learning cannot be measured w/ psychometric instruments (p. 90). Objectives for 5 *savoirs* not limited to observable behaviors or changes in behaviors

Complex competencies need to be assessed in complex ways – simplification of competencies has detrimental effects – trivial facts, reduction of subtle understanding to generalizations and stereotypes, lack of attention to interaction and engagement (p. 111)

Important to outline specific objectives for each component and identify evidence for each achieving each objective. Recommend use of portfolio – allows closer connection between testing/teaching/learning processes, would include variety of documents (p. 108).

Assessment needs to recognize all aspects of ICC even if they cannot be quantified and reduced to a single score

Consider thresholds of ICC – this remains a question

Question 2: Measurement of ICC: (summarized)

Lack of precision and consistency of existing measurement instruments

Use of self-report scales, other-report scales or the two together remains possible (p. 372 in Comm Yearbook 19)

What is the unit of analysis and according to whom? Western bias focuses on individual and individual traits and/or sender/receiver – other cultures may use the group or the interpersonal dimension as basis of assessment (p. 372)

Existing literature strongly reflects a Eurocentric point of view - this Western bias identifies a set of Western-oriented elements as components of ICC. An instrument needs to be used that accounts for multiple voices, multiple competencies and multiple identities. (p. 372)

2) What are the best ways to measure intercultural competence?

This is a harder question. I tend to use the DMIS (Bennett's developmental model) as a template for recognizing the behavior of people as they either talk about or talk with people from other cultures and make decisions related to serving or engaging with a diverse population. In the end, there are no precise ways of measuring this ability. Some of the most unlikely people do well; some you would expect to be very competent are not. As a formal measure, the IDI (which uses the DMIS as its base) measures someone's developmental state and might indicate competency. Is that infallible? Certainly not. I think we can identify non-competent behavior: uses stereotypes, fails to take culture into consideration, is noticeably rude to or denigrates particular groups of people, etc. and like pornography, we may not have a true measure but we know it when we see it.

There are various instruments that may help people recognize their intercultural competency (IDI, CCAI, and others--I'd have to look up a longer list) and provide guidance to further development of this capacity but I would be reluctant to say they accurately measure ic competency. The field has always shied away from claiming that it can measure competency. An exception may be Michael Tucker's instrument (Tucker and associates in Boulder, CO), which looks at the capacity to function abroad as a employee with a multinational corporation I think it

can point to the possibility of failure or success but again, does it truly measure competency? Since this is a proprietary instrument, it is hard to talk definitively about it.

Michael Paige has written an excellent chapter for a book on the instruments in the field. That will be published in the next few months. This may be very useful to your dissertation research. I will try to find out the exact publication date. It is to be published by Sage Publications and is a new edition of *The Handbook of Intercultural Training*.

Question 2: (summarized)

Very difficult to measure accurately. Traditional measures of multicultural competence have been problematic. Four instruments that have been used are the CCCI-R (Cross-Cultural Counseling Inventory – Revised), the MAKSS (Multicultural Awareness-Knowledge-and Skills Survey), the MCI (multicultural counseling inventory), all of which can be used for self-assessment, and the MCAS:B (Multicultural Counseling Awareness Scale-Form B). More research is needed to identify specific rather than general patterns of change in developing multiculturally skilled counselors. (p. 275-277).

Indicators have been developed for each of the 3 dimensions – see below for examples.

Indicators of Multicultural self awareness include interest in and sensitivity to other cultures, ability to articulate one's own cultural backgrounds, appreciation for the importance of cultural orientation, awareness of relationship between cultural groups

Indicators of multicultural knowledge and comprehension include understanding the adjustment process in target cultures, being able to give multiple interpretations of a behavior, appreciating the customs and language of other cultures, valuing other learning, thinking and communication styles

Indicators of multicultural skills: includes skills to design and use feedback, ability to establish empathic rapport or relationships, ability to evaluate accurately in multiple contexts, accurate assessment skills, self assessment skills

Question 2:

Self-report and observable measures

Need to strive for consistency in the evaluation of behavior

Need to consider the cultural and social implications of assessment

Could use 3-level typology developed by Martin (1993): 1) high-order cognitive and behavioral processes (global encoding/decoding skills, linguistic competence, understanding cultural rules) 2) mid-range constructs (interaction management, social relaxation, empathy, assertiveness, sociability, politeness, rule conformity) and 3) molecular overt behaviors (proxemic orientations, facial expressions, etc.).

For assessment, need to determine:

1) level of abstraction (see above) and level of analysis (i.e., individuals, groups)

- 2) who is the locus of competence evaluation – (collecting data from actor, coactor or uninvolved observer)
- 3) whether competence is an episodic or dispositional phenomenon (context-specific or cross-situational) - does ICC transcend contexts (thus implying universal traits)

Question 2: As for "measuring" this -- "competence" seems like a reification to me, like "most beautiful" or "perfect marriage" -- i have no idea, but you must have some very good advice and some models and i am sure that you can do the measurements by those standards. Your question or questions are good ones -- they reach out, but they also look back at what the very categories mean. And maybe that's where "the field" is today -- what do we mean by "culture" and "intercultural," and, indeed, "competence."

Darla, i fear i have not been helpful at all. Maybe because your questions are so good.

Question 2: How to measure intercultural competence?

Over the years many of us have tried to use established psychological/personality inventories to measure potential for living and working effectively in another culture. Indeed I have developed my own test for this purpose, the Intercultural Living and Working Inventory. Some people have developed critical incidents or case studies, which a person must read and analyze, to assess intercultural competence. But more and more I am convinced that intercultural competence is primarily a behavioral competency and therefore should be measured behaviorally. To do this one must first describe what interculturally competent behavior looks like; and, second, develop behavior-based instruments to assess individual competency. Along this line, myself and colleagues have produced A Profile of the Interculturally Effective Person which attempts to lay out a behavior-based description of intercultural competency. We are hoping now to focus on the development of behavioral observation instruments which could be used to measure a person's intercultural competency. This book is available on line and it would be useful for you to review it during the course of your own research. Please contact the Center for Intercultural Learning to find out to obtain this material.

- 2) What are the best ways to measure intercultural competence? There must be multiple "best" ways to measure it since intercultural competence involves judgments by both self and others. Triangulation of methods including qualitative and quantitative measures is required.

Question 2: What are the best ways to measure intercultural competence?

In response to this query, I usually recommend Milton J. Bennett's "Developmental Model of Intercultural Sensitivity," published in the *International Journal of Intercultural Research*, Volume 10/#2, 1986. This model identifies six phases through which a person passes, from Denial, Defense, Minimization, to Acceptance, Adaptation, and Integration. The ultimate goal is for the person to become bi-cultural (but full biculturalism cannot be expected to be achieved in two or three years).

One could also develop a model fashioned after the U. S. Foreign Service Institute's rating system to indicate a Foreign Service Officer's competence in learning and using a foreign language. This five-level rating system goes from Level 1 (a learning language student,

extremely limited), through Level 3 (able to live on the economy, generally able to obtain what one needs, grammatically correct, most of the time, topics related primarily to self and immediate environment), to top Level 5 (speaks like an educated native speaker of the language). The matching rating of Intercultural Correctness would need to have descriptions of cultural actions at each of the five levels assigned.

Since 1978, I have been perfecting my “Cross-Cultural Preparedness Rating Form” which rates an American trainee’s readiness to function in a foreign assignment. That scale scores the trainee in six specific relationships: The Trainee and His/Her Self-Awareness, The Trainee and Others, The Trainee and His/Her Ability to “Become” Others (Empathy), The Trainee and His/Her Job, The Trainee and His/Her Life Style, The Trainee and the Foreign Culture.

2) What are the best ways to measure intercultural competence?

This is the crux of the question, isn't it? First of all the "best ways" are often time intensive, labor intensive, dichronic (over time), use expensive instruments, and require a commitment of both institutions and the target population to accomplish. Because they are comprehensive they are out of the range of what a 'normal' office or company can expect to accomplish. Many of the "best practices" which companies have evolved remain proprietary material and unavailable to outsiders and might not be generally applicable outside of that specific industry or sponsor.

So, the best ways really boils down to "what can we do with the time and money and opportunities we have to assess intercultural competence". And one runs immediately into what kinds of settings we are talking about. How many people? Over what span of time? What level of cooperation can we expect (can we require participation? voluntary? what are logistical constraints?).

I do not believe that there is only one way to measure anything nor that such assessments necessarily need to be instrument-based or mathematically expressed. Pre- and post-tests of various kinds are often used (Bennett's IDI adaptation of the DMIS seems to hold some promise in such arenas as study abroad and international student exchange). There are more subjective measures such as ability to code switch culturally as well as linguistically, ability to understand the basis of cross-cultural conflict and how to avoid it, and even analysis of narrative diaries to detect shifts in cognition and attitude towards difference. Critical essays can express attitudes and understanding about intercultural events or experiences as can creation of critical incidents that show an understanding of what and why something when wrong in an intercultural transaction. But I frankly can't simply give a list of what are the best ways to measure. Look at the six essential elements listed above and one finds that there are literally dozens of methods that one could choose to evaluate any one of the six and they might all be quite disparate. From an evaluation perspective the list seems to me to be about equally divided between those that are: 1 knowledge/cognitively centered and may be gauged by standard testing methods used in academia and; 2. those that are behaviorally or interactionally based and are somewhat harder to uncover other than direct participant-observation during an event or self-reportage after the event.

2) What are the best ways to measure intercultural competence?

I think the Intercultural Development Inventory (Hammer & Bennett, 2002) is unquestionably the best paper and pencil measure of intercultural competence. It has very strong validity and reliability as an instrument and is based on a well-established conceptual model (Bennett, 1993). For the latest on the IDI, see the 2003 special issue of IJIR that I guest edited on intercultural development, vol. 27. One advantage of the IDI is that it is in the literature and is well-established. So, you won't have the problem of establishing the validity and reliability of your approach.

I would complement the IDI with interviews or essays so as to gain an independent measure of their competence. In a study abroad research program I'm currently involved with, we are going to be using interviews and the IDI. In another study abroad project, we are using the IDI along with journal entries and two (culture and language) learning strategies inventories to get at their intercultural capabilities.

One last thing. If you go to the CARLA (Center for Advanced Research on Language Acquisition) websites below, you will be able to see the two questionnaires I mentioned earlier - they can also be found in *Maximizing Study Abroad* (Paige et al, 2002). We revised them slightly for the study abroad research project by utilizing frequency for our response choices (ranging from "I use this strategy a lot." to "I don't use this strategy at all). The idea was to get at HOW they learn language and culture when they are actually in the field. In terms of your study, we were in effect asking them how they become linguistically and culturally competent. We are analyzing the journal entries now.

2) What are the best ways to measure intercultural competence?

As an impression, competence is best referenced (1) by self- and other-reports, (2) of those involved, (3) in an actual episode of interaction. Appropriateness is optimally referenced by the other(s) in an interaction, because only the other knows whether or not s/he has been "offended" by the behavior of an interactant, and interactants tend to presumptively assume their behavior is appropriate. In contrast, effectiveness is optimally referenced by the self in an interaction, because only the self knows the extent to which personal objectives or goals have been achieved. Whereas these are the optimal loci of report, both appropriateness and effectiveness can be subjectively evaluated by both self and other, as well as uninvolved third parties.

Objective assessments of skills are useful to the overall assessment of competence, in that, once it is empirically established which specific skills tend to predict impressions of competence, these skills become the "best bet" for assessment, instruction, training, intervention, and reinforcement.

2) What's the best way to measure? Very tough.

1. Via the effect you have on foreigners; Are they reacting to you? How much?
2. By observing the effect foreigners have on you; Do you react? How much?

2) What are the best ways to measure intercultural competence?

Ratings of satisfaction with interpersonal relationships obtained from all persons that are relevant (actor, host, fellow workers, etc)

2. *The following are some of the best ways to measure Intercultural competence.* However, measurement should include some combination of these criteria:

a. experience living in other cultures for at least a year or so. Without this experience, no consultant trainer or educator should be taken too seriously. This experience could be domestic or international.

b. some formal educational background or training such as a formal degree in an area related to Intercultural relations, i.e., international relations, cross-cultural communication, cultural anthropology, etc. But, this degree must include some experiential work involving cross-cultural communication, some hands on research, and courses that are directly related to the field of Intercultural relations. For example, someone could have a degree in international relations and still have no competency in Intercultural relations without studies in this area and experience.

This "formal education" might also include mentoring, or attending serious institutes, workshops or seminars conducted by experienced educators or training.

c. I suppose we could accumulate some basic information that everyone in the field ought to know and measure this with an examination of some sort.

d. A good fifteen-minute interview.

I think we need to be careful of any effort to "certify" competence. On the other hand, we can certify that someone has met some of the above criteria. I also think we should carefully avoid any kind of standardized competency tool such as those invented by Tucker, Bennet and Hammer, etc. They are useful as training tools but ought never to be used to measure competence in this field.

I also think we need to avoid any kind of "uncertainty reduction" approaches where, if people amass enough knowledge about another culture, they are competent. One could know all about an African culture, but if he or she cannot communicate effectively with an African from that culture, they are certainly not competent. Even worse, their overconfidence in their ability may cause them to have even greater adjustment difficulties.

2) What are the best ways to measure intercultural competence?

This question is posed in the context of social science and a functionalist epistemological paradigm. In order to answer the question, I am required to define ICC as an empirically verifiable, quantifiable variable. Quite simply, I no longer think we can do so. Although there are many notable scholars and practitioners who offer scaled measures of "intercultural skills/competencies" the instruments with which I am familiar are not valid, nor comprehensive, nor generalizable, nor do they correlate with or predict to conduct in use.

The problems with measurements of ICC are too numerous to list in detail, but allow me to describe just a few of them that many of us who have conducted research and training programs on ICC have described including Judith Martin, Brian Spitzberg, Radha Hegde, and me. My first critique is that according to my experience with corporate audiences and students in diverse countries, measures of ICC neither correlate with, nor predict or explain, patterns of conduct in specific situations. Thus the validity and generalizability of such measures are

suspect. Second, respondents who fill out questionnaires, who are often individuals speaking from cultural locations that are marginalized and have lower status than the researcher or trainer, continue to tell me that they object to being essentialized as if they have only one cultural group membership such as being from country X or Y and find that the limited lists of “skills” often do not translate nor apply to their lives and worlds. Third, the lists of competencies that are judged to be relevant by respondents become so general that they are difficult to engage in praxis. Empathy and an “other orientation” are examples. How empathy is communicated in particular situations for particular interlocutors with particular locations differs; for example in my earlier research I found that respondents who identified as Mexican American, female, in a casual conversation with an acquaintance or friend would be likely to use nonverbal cues of body position and paralinguistic attentiveness to communicate empathy while European American White females would be more likely to use verbal cues of reinforcement. Measurements of empathy gloss over these distinctions.

Fourth, the skills themselves are based on the assumption that if members of one group can agree on what is appropriate and effective for conduct with each other, then researchers should be able to ask them what skills would apply to their contact with others who have a different cultural location. This seems to problematically presume again, that competence is a set of skills pertaining to one group identity and that members of a particular group can agree on them. It also presumes an additive model of ICC and an ability to predict and prescribe when people should choose “their own” national cultural competencies, adapt to the other person’s national competencies, or create a kind of compromise in the way of a “third” culture set of competencies. From our own experiences as well as respondent accounts of their experiences we should now acknowledge that ICC is a communicative negotiation process that is socially constrained, relational, dynamic, and situational.

There are all sorts of problems in trying to describe results of scaled measures of the multiple components of ICC. What is judged as appropriate conduct is often not effective for instance. So then what is competent? Sometimes the same cognitive items (knowing the history of the other’s group or about their beliefs) or affective items (feeling positively confirmed) are not viewed as important by different groups. The type of contact and setting changes impressions of what is appropriate and/or effective. or settings. Within group variation is greater than between group variation; there is not consistent agreement about what is appropriate and/or what is effective within cultural groups, i.e., among members of the same national or ethnic groups. ICC is contextually and situationally and relationally variant but these “conditions” are rarely incorporated in instruments. Competence is most often measured as impressions of conduct rather than observations of performed conduct. There seems to be an unspoken assumption that respondents would be able to demonstrate the doing of competent conduct based upon their abilities to describe what would be interculturally competent. I have found in my classrooms and workshops that demonstrating performative skill is much more difficult than demonstrating knowledge. With regard to performance, the question also arises as to who judges the degree of ICC? Should it be the performer, an audience, experts who observe, or a combination of all of these?

Over the years my international students have pointed out that measures of intercultural competence are assimilationist and reflect biases toward particular values and expectations. For instance individualism is foundational, directness and rational argument are best, and too much politeness is defined as deference. An international student in a recent seminar asked the following questions in class. What does “empathy” and an “other orientation” look like when we

consider everyday conduct in corporations or social settings? How often do persons in higher status positions (administrators of international student programs, most faculty in classrooms, and most White, US. middle and upper class, English speaking students for example) demonstrate empathy in their interactions? Why should they? Aren't women generally socialized to use more empathy? Where has it gotten them? These are interesting questions. She also pointed out that in measurements of intercultural competent skills, like empathy for instance, international student respondents are likely to become the targeted group who are told to use empathy in order to better help them understand what they are expected to say and do by the "host" culture, even while members of the "host" culture don't see a need to use that behavior, and use of that behavior by international students serves to keep them in lower status positions.

Given my goals of enhancing understanding of cultural identifications and representations and relating to transform conflict, I have turned away from such instruments. To assess international students' experiences and views I would recommend taking a "bottom up" approach and assessing needs and evolving outcomes by using open-ended questionnaires and/or interviews and focus group discussions. I'd organize various configurations of culturally specific identity groupings that are relevant to particular groups AND groups of culturally mixed/diverse students. For instance, in workshops I have found that separating males and females, or Muslim, Christian, and Jewish students into different groups generates different responses than when they are grouped together. I would develop workshops in which groups of international students along with US students learn about their own and others' multiple cultural identifications and representations. I might begin by asking students to specify what they want out of their university experience and if they think there are cognitive, affective and behavioral skills that they think would fit or could be adapted across situations and settings. I'd ask them to define what it is they think they want to learn, ask them again periodically, and ask them at the end of their studies whether their ideas about what they wanted had changed and the degree to which they learned what they wished. In other words, I'd plan longitudinal studies.

I'd also recommend that you acknowledge that assessing ICC is politically and culturally biased. My guess is that staff members at many institutions of higher learning in the US would define ICC for international students similarly and that their definitions would also reveal a bias toward US norms of preferred conduct. If your results suggest otherwise, I'll be happily proved wrong! These findings then would reveal an "invisible" and unnamed standard that is presented in the guise of "intercultural competence."

So do I throw out all the previous research? You might wonder what do I do in my own classrooms and workshops on intercultural communication? My research methods continue to evolve. I have begun to facilitate dialogues among students in which they discuss experiences of relating with others who have multiple identifications different from theirs. I have them learn about their own as well as others' cultural identifications and the diversity of voices within identity groupings. I am working on a research project in which students participate in ongoing dialogues about cultural identity politics applied to a current relationship in which they are engaged. I try, whenever possible, to comprise research teams of individuals with differing cultural identity locations and work with more than one "informant". In this way interpretations and assessments are more valid and relevant and we can remind each other of cultural biases and assumptions. I try to take interpretations and contingent conclusions back to respondents for editing and feedback. In short, I'd recommend trying to start from the "ground up" and work with experiences of students in context. Though I haven't published any of the informal data I've collected over the years, in your project I would also assess and identify the experiences and

views of faculty, administrators, staff, and US students with regard to their experiences and multiple cultural identifications and representations and their experiences relating with international students in a variety of situations on campus.

Question 2: Now coming back to your second question, the answer depends on how you formulate the concept of competency. In other words, the academic discipline that defines the skill would value its dominant way of thinking, e.g. analytical thinking, meanings, use of the concept in helping human situations, etc. Relatively simple pen and pencil tests could be designed in which the questions will be formulated by these concepts. The transculturality would require exposing students to real situations (critical incidents or sophisticated case studies) that would be designed to challenge respondents to multiple frames, ambiguity of "final solution", the role of the context in the solution of problems and the understanding of the consequences of various solutions (kind of a contingency thinking).

2) What are the best ways to measure intercultural competence?

I think the best way to measure intercultural competence is qualitatively through the interviewing/survey of all interactants engaged in the communication and with a careful analysis of the impact of the situational, social and historical contexts involved.

2) These are best measured by unobtrusive measures such as watching a person perform in a new environment under stress.

2) Measuring ICC:

A number of instruments out there: CCAI, Moran's, Tucker & Kealey instruments – more on attitudinal/personal characteristics – touches on piece of skills & knowledge - has some relation to ICC but not reliable predictors. IDI – better assessment of ICC

MONITORING TEAM FOR DISSERTATION STUDY

Thank you so much for agreeing to be on the monitoring team for my dissertation study. The key objective of a monitoring team as noted in Chapter 3 of my dissertation is the following:

“A monitoring team consisting of two members will be used to monitor and verify the coding of the data in round one as well as the synthesis and analysis of data in rounds two and three. This team will help ensure the reliability of the data and to guard against researcher bias. Such teams have been used in previous Delphi studies as means of minimizing researcher bias (Linstone and Turoff, 1975; Leibowitz, 2002, Clark and Wenig, 1999).” In addition, I would ask that you be able to look over the results and summary of the institutional questionnaire to make sure researcher bias has been minimized.

Below are some ways in which monitoring team members can specifically assist:

- 1) Scan responses and data summary to make sure the coding and data summary have been done as accurately as possible.
- 2) Scan the responses from Round One of the Delphi and make sure the 2nd questionnaire in Round Two reflects respondents' initial intentions.
- 3) Review categories and subcategories to make sure titles make sense based on respondents' answers.
- 4) Review instructions for each instrument to make sure they are clear.
- 5) Make suggestions for improvement for instrument drafts as well as data summaries.
- 6) If possible, review the results chapter, tables, data output and make any suggestions/revisions.

Tentative Timeline:

- 1) Institutional Questionnaire – hopefully before the holidays
- 2) Delphi study – will take approximately 8 weeks to complete (2 weeks per round for a total of 4 rounds). This means monitoring/reviewing the data/instruments approximately every other week once the Delphi begins. Latest beginning date: early January. Earliest beginning date: December

SAMPLE CORRESPONDENCE WITH MONITORING TEAM FOLLOWING ROUND 1

Dear Monitoring Team Member:

Thank you again for your willingness to serve as a member of the monitoring team for this doctoral Delphi study on intercultural competence. In round one of the Delphi study, 21 expert panelists responded to two open-ended questions:

- 1) What constitutes intercultural competence?
- 2) What are the best ways to measure intercultural competence?

Attached you will find the raw data collected from these 21 experts. I coded and categorized these data which you will find summarized in the attached matrix, along with the codes used. Based on this matrix, I have drafted the instrument to be used in round two of the Delphi study. Your main role as a monitoring team member is to ensure that researcher bias does not contaminate this study. At this point, I need to you to:

- 1) Scan responses and data summary matrix to make sure the coding and data summary have been done as accurately as possible.
- 2) Scan the responses from Round One of the Delphi and make sure the 2nd questionnaire in Round Two reflects respondents' initial intentions.
- 3) Review categories and items under each to make sure titles make sense based on respondents' answers.
- 4) Review instructions for the instrument to make sure they are clear.
- 5) Make suggestions for improvement for instrument draft

If you have any questions, please do not hesitate to contact me. I would also be happy to discuss this with you in person or by phone. Subsequent phases of this study will not require as much of your time as this one. I deeply appreciate your time, input, and recommendations.

Ideally, I would like to have your comments and recommendations by January 15 since the next round of the Delphi should be sent out as soon after that as possible. If the January 15 deadline is not possible, please let me know.

Again, thank you so much for working with me on this study. I know your time is valuable and I am deeply grateful to you for the important role you are playing in this study.

Sincerely,

Darla K. Deardorff
Phone Numbers: W 843-2792; H 401-4180

APPENDIX D: SUPPORTING DOCUMENTS FOR ROUND 2 RESEARCH

Round 2 Delphi Correspondence and Instrument

Round 2 Results

ROUND 2 E-MAIL CORRESPONDENCE WITH EXPERT PANELISTS

January 21, 2004

Dear

Thank you again so much for your willingness to participate in my doctoral study on intercultural competence and for your response to the first round of the Delphi study. The data have been coded and categorized from round one and are now reflected in the attached instrument. The attached instrument constitutes round two (out of four rounds) of the Delphi study and simply involves rating the items on the instrument in an effort to begin to achieve consensus among the top experts on intercultural competence.

You will find further instructions on the instrument itself. It should take less than 10 minutes to complete. If at all possible, I would ask that you complete and return the instrument within one week *by January 28* (- if this is not possible, please let me know when you could return the completed instrument).

If you have any questions about this, please do not hesitate to contact me. I can be reached via phone at 919-696-5690 or via email at this address (darla_deardorff@ncsu.edu).

Thank you again so very much for agreeing to work with me on this study.

I am deeply grateful for your time and expertise. Your participation is vital to the success of this research. I look forward to receiving your response soon.

Sincerely,
Darla K. Deardorff
Doctoral Candidate, North Carolina State University

ROUND 2 FOLLOW UP E-MAIL CORRESPONDENCE

Dear

One week ago, you received an email and instrument for round two of my doctoral Delphi study. As an expert panel member in this study, it is vital for the success of the research that I receive your response as soon as possible. If you need me to resend the instrument, please let me know.

The Round Two instrument that was sent to you reflects the pages of raw data received in Round One and was designed to continue moving toward expert consensus, if possible. I realize that not only is the instrument itself far from perfect but that there are certainly some valid critiques of the Delphi process itself; nonetheless, I really appreciate your voice in this process and I welcome your continued participation in this doctoral study. Please let me know how soon you could return the completed instrument for round two and/or if you wish to discuss any of this further with me.

Thank you again so very much. I look forward to hearing from you soon.

Sincerely,
Darla

Darla K. Deardorff
Doctoral Candidate, NC State University

INTERCULTURAL COMPETENCE DOCTORAL STUDY (DEARDORFF) Delphi Study - Questionnaire Two

Thank you very much for your response to Round One of the Delphi Study I am conducting as part of my dissertation research. This instrument comprises Round Two of the study and involves rating the data analyzed from Round One. The ultimate goal of the Delphi process is to determine areas where expert panelists can achieve consensus.

To mark your score electronically, please mark your rating number in the blank provided next to each item. Please be sure to rate all items before returning this instrument. These items appear in no particular ordering. You may return this instrument electronically to darla_deardorff@ncsu.edu or fax a hard copy to 919-962-5375. All responses will be kept confidential. Note: In this round, you may *add* statements/items that you feel important to include in this study.

Your timely response and completed questionnaire is needed within one week if at all possible. Thank you very much for your time and expertise.

Instructions for the following sections: Below is the analyzed data from round one of this study. Please rate each of the following items using the following Likert scale:

- 4=Highly relevant/important
- 3= Relevant/important
- 2= Somewhat relevant/important
- 1= Not relevant/important to intercultural competence

PART 1 - INTERCULTURAL COMPETENCE (ICC) is:

Communication:

- Good interpersonal skills exercised cross-culturally; the sending and receiving of messages that are accurate and appropriate.
- Ability to communicate effectively and appropriately in cross-cultural situations based on one's intercultural knowledge, skills, and attitudes.
- Ability to achieve one's goals to some degree through constructive interaction in a cross-cultural context.
- Ability to interact with people from another country and culture in a foreign language
- Ability to act as a mediator between people of different cultural origins.
- Communication negotiation process that is socially constrained, relational, dynamic, and situational
- Other: _____

Behavior:

- Ability to live, work, and function effectively and with full confidence in another culture.
- Ability to identify behaviors guided by culture and engage in new behaviors in other cultures even when behaviors are unfamiliar given a person's own socialization.
- Behaving appropriately and effectively in cross-cultural situations given one's knowledge, skills, and motivation.
- Ability to execute communication behaviors effectively and appropriately that negotiate each other's cultural identity or identities in a culturally diverse environment
- Transformational process toward enlightened global citizenship that involves intercultural adroitness (behavioral aspect focusing on communication skills), intercultural awareness (cognitive aspect of understanding cultural differences), and intercultural sensitivity (focus on positive emotion towards cultural difference).
- Other: _____

Other. ICC (is):

- Ideal standard of conduct created by researchers to generalize to groups of others what conduct would be best for them.
- To see yourself as others see you and others as they see themselves.
- Mutually agreed upon impressions of what is culturally, situationally, and relationally appropriate and effective.
- Competence is a subjective evaluation of communication quality, referenced by what is considered effective and appropriate.
- Best defined by specific academic fields
- A colonialist, Eurocentric category; reflects the beliefs and behaviors that privilege the Western/Northern hemisphere, resulting in oversimplification of relationship between culture and communication.
- Does not account for individuals' multiple identities.
- Is NOT a set of individual skills, traits, abilities, or characteristics that leads to measurable outcomes.
- Is not an empirically verifiable, quantifiable variable that is generalizable and measurable.
- Must be placed within a theoretical frame
- Definition must include elements of power and context at all levels (situational, historical, political, social).
- The characteristic of the association between individuals which is comprised of three key elements: interpersonal and situational context, degree of appropriateness and effectiveness of the interaction, and sufficient knowledge, motivations, and actions.
- Ability to shift frame of reference appropriately and adapt behavior to cultural context; Adaptability, expandability, and flexibility of one's frame of reference/filter
- Other: _____

PART II - SPECIFIC COMPONENTS OF ICC:

- adaptability - adjustment to new cultural environment
- skills to analyze, interpret, & relate
- compassion
- curiosity & discovery
- cross-cultural empathy
- gaining trust and confidence of others
- function within rules of host culture
- culture-specific knowledge/ understanding host culture's traditions
- deep knowledge and understanding of culture – one's own and others'
- accomplished language and cultural learner (linguistic and cultural competence)
- skills to listen & observe
- tolerate and engage ambiguity
- flexibility
- withhold judgment
- cultural self-awareness and capacity for self-assessment
- ethnorelative view
- mindfulness
- learn through interaction
- general openness toward cross-cultural learning and to people from other cultures
- sociolinguistic competence
- discourse competence; knowledge/consciousness of processes of interaction; interaction management
- understanding others' world views
- understanding value of cultural diversity
- understanding of role and impact of culture and the impact of situational, social, and historical contexts involved
- ability to adapt to varying intercultural communication and learning styles

- cross-cultural scholarship – acquisition and application of facts about other cultures/countries
- cognitive flexibility - ability to switch frames from etic to emic and back again
- transculturality – cultural sharing
- comparative thinking skills – relating parts to the whole to make sure that comparisons are valid
- technical skills
- respect for other cultures
- other: _____

PART III - WAYS TO ASSESS INTERCULTURAL COMPETENCE:

- qualitative measures
- quantitative measures
- mix of quantitative and qualitative measures
- triangulation
- inventory combined with qualitative measure
- self report instruments
- other-report measures
- observation by others/host culture
- portfolio
- interview
- critical incidents
- case studies
- pre/post test
- critical essays
- analysis of narrative diaries
- judgment by self and others
- satisfaction ratings with all involved in the interaction
- via effect on foreigners and the effect foreigners have on you
- bottoms up approach (focus groups, workshops, dialogues, open-ended surveys)
- evaluation devised by each academic field
- intercultural experience
- basic written exam
- knowledge-based instrument
- psychometric test/inventory (behavior-based instrument)
- proprietary instruments
- standardized competency instrument/inventory
- develop specific indicators for each component/dimension of ICC and evidence of each indicator
- US Foreign Service Officer rating scale (adapted)
- other: _____

PART IV - ISSUES RAISED IN ASSESSING ICC:

Instructions: Please use the following Likert scale for rating the statements below:

- 4=agree strongly
- 3=agree
- 2=disagree
- 1=disagree strongly

- It's not possible to measure intercultural competence (ICC).
- It's very difficult to measure ICC accurately, precisely, and consistently.
- Avoid using standardized competency instruments.
- Shift from psychological measurements to educational measurements.
- Measuring ICC is culturally and politically biased, reflecting Eurocentrism.
- ICC is very complex; assessment of ICC risks oversimplification.

- Competency evaluation is the degree to which expectancies are fulfilled.
- Measurement of ICC needs to account for multiple voices, multiple competencies, and multiple identities.
- Measuring ICC is specific to context, situation, and relation.
- ICC should be measured holistically and not in its separate components.
- When assessing ICC, it is important to analyze the impact of situational, social, and historical contexts involved.
- It is important to measure the degrees of ICC.
- ICC assessment involves more than just observable performance.
- It is important to determine who measures ICC, who is the locus of evaluation, in what context, for what purpose, to what benefit, the time frame involved, the level of cooperation, and the level of abstraction.
- It is important to consider the cultural and social implications of assessing ICC
- Other: _____

INTERCULTURAL COMPETENCE DOCTORAL STUDY (DEARDORFF) - RESULTS Delphi Study - Questionnaire Two

Thank you very much for your response to Round One of the Delphi Study I am conducting as part of my dissertation research. This instrument comprises Round Two of the study and involves rating the data analyzed from Round One. The ultimate goal of the Delphi process is to determine areas where expert panelists can achieve consensus.

To mark your score electronically, please mark your rating number in the blank provided next to each item. Please be sure to rate all items before returning this instrument. These items appear in no particular ordering. You may return this instrument electronically to darla_deardorff@ncsu.edu or fax a hard copy to 919-962-5375. All responses will be kept confidential. Note: In this round, you may *add* statements/items that you feel important to include in this study.

Your timely response and completed questionnaire is needed within one week if at all possible.
Thank you very much for your time and expertise.

Instructions for the following sections: Below is the analyzed data from round one of this study. Please rate each of the following items using the following Likert scale:

- 4=Highly relevant/important
- 3= Relevant/important
- 2= Somewhat relevant/important
- 1= Not relevant/important to intercultural competence

PART 1 - INTERCULTURAL COMPETENCE (ICC) is:

Note: First number is mean; second number in () is one standard deviation

Communication:

- 3.6 (0.6) Good interpersonal skills exercised cross-culturally; the sending and receiving of messages that are accurate and appropriate.
- 3.8 (0.5) Ability to communicate effectively and appropriately in cross-cultural situations based on one's intercultural knowledge, skills, and attitudes.
- 3.4 (0.8) Ability to achieve one's goals to some degree through constructive interaction in a cross-cultural context.
- 2.7 (0.8) Ability to interact with people from another country and culture in a foreign language
- 2.4 (0.9) Ability to act as a mediator between people of different cultural origins.
- 2.9 (1.4) Communication negotiation process that is socially constrained, relational, dynamic, and situational

Behavior:

- 3.3 (1.1) Ability to live, work, and function effectively and with full confidence in another culture.
- 3.4 (0.7) Ability to identify behaviors guided by culture and engage in new behaviors in other cultures even when behaviors are unfamiliar given a person's own socialization.
- 3.4 (1.0) Behaving appropriately and effectively in cross-cultural situations given one's knowledge, skills, and motivation.

- 3.3 (0.8) Ability to execute communication behaviors effectively and appropriately that negotiate each other's cultural identity or identities in a culturally diverse environment
- 3.1 (1.0) Transformational process toward enlightened global citizenship that involves intercultural adroitness (behavioral aspect focusing on communication skills), intercultural awareness (cognitive aspect of understanding cultural differences), and intercultural sensitivity (focus on positive emotion towards cultural difference).

Other. ICC (is):

- 2.2 (1.1) Ideal standard of conduct created by researchers to generalize to groups of others what conduct would be best for them.
- 2.9 (1.1) To see yourself as others see you and others as they see themselves.
- 2.6 (1.0) Mutually agreed upon impressions of what is culturally, situationally, and relationally appropriate and effective.
- 2.6 (1.1) Competence is a subjective evaluation of communication quality, referenced by what is considered effective and appropriate.
- 1.5 (0.8) Best defined by specific academic fields
- 1.6 (1.1) A colonialist, Eurocentric category; reflects the beliefs and behaviors that privilege the Western/Northern hemisphere, resulting in oversimplification of relationship between culture and communication.
- 1.6 (1.0) Does not account for individuals' multiple identities.
- 1.9 (1.1) Is NOT a set of individual skills, traits, abilities, or characteristics that leads to measurable outcomes.
- 2.1 (1.3) Is not an empirically verifiable, quantifiable variable that is generalizable and measurable.
- 2.7 (1.3) Must be placed within a theoretical frame
- 2.4 (1.0) Definition must include elements of power and context at all levels (situational, historical, political, social).
- 3.0 (1.1) The characteristic of the association between individuals which is comprised of three key elements: interpersonal and situational context, degree of appropriateness and effectiveness of the interaction, and sufficient knowledge, motivations, and actions.
- 3.6 (0.8) Ability to shift frame of reference appropriately and adapt behavior to cultural context; Adaptability, expandability, and flexibility of one's frame of reference/filter

PART II - SPECIFIC COMPONENTS OF ICC:

- 3.7 (0.6) adaptability - adjustment to new cultural environment
- 3.8 (0.4) skills to analyze, interpret, & relate
- 3.0 (1.0) compassion
- 3.4 (0.8) curiosity & discovery
- 3.5 (0.9) cross-cultural empathy
- 3.2 (0.8) gaining trust and confidence of others
- 3.0 (0.9) function within rules of host culture
- 2.9 (0.9) culture-specific knowledge/ understanding host culture's traditions
- 3.6 (0.6) deep knowledge and understanding of culture – one's own and others'
- 3.3 (0.8) accomplished language and cultural learner (linguistic and cultural competence)
- 3.5 (0.6) skills to listen & observe
- 3.7 (0.6) tolerate and engage ambiguity
- 3.8 (0.4) flexibility
- 3.6 (0.8) withhold judgment
- 3.8 (0.6) cultural self-awareness and capacity for self-assessment

- 3.1 (1.2) ethnorelative view
- 3.0 (1.1) mindfulness
- 3.2 (0.9) learn through interaction
- 3.4 (0.8) general openness toward cross-cultural learning and to people from other cultures
- 3.0 (0.8) sociolinguistic competence
- 3.1(1.1) discourse competence; knowledge/consciousness of processes of interaction;
interaction management
- 3.4 (0.7) understanding others' world views
- 3.4 (1.0) understanding value of cultural diversity
- 3.3 (0.9) understanding of role and impact of culture and the impact of situational, social, and
historical contexts involved
- 3.4 (0.8) ability to adapt to varying intercultural communication and learning styles
- 2.5 (0.9) cross-cultural scholarship – acquisition and application of facts about other
cultures/countries
- 3.2 (1.0) cognitive flexibility - ability to switch frames from etic to emic and back again
- 2.6 (1.2) transculturality – cultural sharing
- 2.6 (0.9) comparative thinking skills – relating parts to the whole to make sure that
comparisons are valid
- 1.7 (0.9) technical skills
- 3.5 (0.8) respect for other cultures

PART III - WAYS TO ASSESS INTERCULTURAL COMPETENCE:

- 3.4 (0.7) qualitative measures
- 3.2 (1.0) quantitative measures
- 3.7 (0.8) mix of quantitative and qualitative measures
- 3.0 (1.2) triangulation
- 3.1 (1.1) inventory combined with qualitative measure
- 3.2 (0.9) self report instruments
- 3.1 (1.0) other-report measures
- 3.2 (0.9) observation by others/host culture
- 2.3 (1.0) portfolio
- 2.9 (1.0) interview
- 3.1 (0.9) critical incidents
- 3.2 (0.9) case studies
- 2.6 (1.0) pre/post test
- 3.1 (0.9) critical essays
- 3.2 (0.9) analysis of narrative diaries
- 3.1 (1.0) judgment by self and others
- 2.7 (1.0) satisfaction ratings with all involved in the interaction
- 2.3 (1.1) via effect on foreigners and the effect foreigners have on you
- 2.9 (1.0) bottoms up approach (focus groups, workshops, dialogues, open-ended surveys)
- 2.0 (1.1) evaluation devised by each academic field
- 2.4 (1.3) intercultural experience
- 1.8 (0.8) basic written exam
- 2.0 (0.9) knowledge-based instrument
- 2.4 (1.0) psychometric test/inventory (behavior-based instrument)
- 1.8 (0.9) proprietary instruments
- 2.4 (0.9) standardized competency instrument/inventory
- 3.1 (1.1) develop specific indicators for each component/dimension of ICC and evidence of
each indicator
- 2.1 (1.0) US Foreign Service Officer rating scale (adapted)

PART IV - ISSUES RAISED IN ASSESSING ICC:

Instructions: Please use the following Likert scale for rating the statements below:

- 4=agree strongly
- 3=agree
- 2=disagree
- 1=disagree strongly

- 2.0 (1.0) It's not possible to measure intercultural competence (ICC).
- 3.3 (0.9) It's very difficult to measure ICC accurately, precisely, and consistently.
- 2.5 (1.0) Avoid using standardized competency instruments.
- 2.1 (0.8) Shift from psychological measurements to educational measurements.
- 2.3 (1.0) Measuring ICC is culturally and politically biased, reflecting Eurocentrism.
- 3.2 (0.9) ICC is very complex; assessment of ICC risks oversimplification.
- 2.7 (0.7) Competency evaluation is the degree to which expectancies are fulfilled.
- 2.9 (1.0) Measurement of ICC needs to account for multiple voices, multiple competencies, and multiple identities.
- 2.9 (0.9) Measuring ICC is specific to context, situation, and relation.
- 2.7 (1.1) ICC should be measured holistically and not in its separate components.
- 3.1 (0.7) When assessing ICC, it is important to analyze the impact of situational, social, and historical contexts involved.
- 3.2 (0.9) It is important to measure the degrees of ICC.
- 3.6 (0.5) ICC assessment involves more than just observable performance.
- 3.6 (0.6) It is important to determine who measures ICC, who is the locus of evaluation, in what context, for what purpose, to what benefit, the time frame involved, the level of cooperation, and the level of abstraction.
- 3.4 (0.6) It is important to consider the cultural and social implications of assessing ICC

QUALITATIVE DATA OBTAINED FROM ROUND 2

Intercultural competence is:

Ability to use one's own language in an appropriate (modified) manner when interacting with non-native speakers of one's language

Ability to be reflexive about own biases and enter into dialogue with others who have different backgrounds, political locations, and alternative views.

Communication to maintain face/esteem of self/other.

Intercultural Communication is a process of interaction between peoples of different cultural origins. It is, thus, interpersonal as well as intercultural and includes the interactions between groups of people who are culturally different. It takes into account many variables related to the political, economic, social, context and other conditions that surround the situation in which the interaction occurs. It is not diplomatic communication between two governmental entities. People in the field of intercultural communication conduct research, build conceptual models, search for competencies in intercultural relations, and conduct training to help peoples function effectively in cross-cultural environments.

“ability to achieve one's goals...” if you do mean goals of both parties, win-win, then I agree

“communication negotiation process...” US approach is often too direct to be intimidating; there is nothing cultural about this statement

Other comments:

It is hard to differentiate between one or two above; also sending and receiving accurate messages is a bit of an old concept.

There may be a problem with some of these questions. First, CCC is US culture-bound in terms of interpersonal (individualistic) pattern, and second, culture is not just “context” in which comm. take place, but a variable of both the “process” and the “product” of what is being communicated about

I don't like the use of the term cross-cultural in many of these items because it is conceptually different from intercultural. Also some terms in Part II have absolutely no shared meaning!

Some items seemed to contain more than one thought which made it difficult to complete the instrument.

“Mutually agreed upon impression...” this is not a part of ICC but part of the process of interacting using one's ICC

“Transformational process...” this is an educational/humanistic aim and not simply a behavior

“Competence is a subjective evaluation...” this is an educational humanistic element – it is not simply a matter of effectiveness; too pragmatic

“A colonialist, Eurocentric category...” disagree but it is clear that there are elements in it which reflect its “european” origins

“Is NOT a set of individual skills,...” yet to be seen ie research is ongoing

“cross-cultural empathy” - connected with compassion? If empathy means ability to decentre cognitively then I agree; if compassion refers to the ability to feel sympathy for someone else in trouble then it is not part of ICC but is part of being human

“Best defined by specific academic fields...” which ones? Some do not recognize any competencies distinct from studying content of the discipline

“characteristic of the association between individuals...” Missing in this statement is the purpose for which the people communicate

This list (part II) is repetitive and items could be combined to make it more manageable. It is easy to mark all of them 4 but I tried to put the second mention of something in a three category. This may not be the best way to differentiate.

Be careful so as not to come up with a meaningless shopping list that includes the proverbial kitchen sink.

Some of these competencies are general and the theoretical question is whether the incorporation of “culture” marginalizes the concept.

My sense is that you are unduly over emphasizing the behavioral aspect, and undervaluing the cognitive ones.

My sense is that some of these competences are more important than others, e.g. second order from which other follow.

Notice that discussion of competencies is framed in terms of “nouns” which gives people a chance to evaluate themselves favorably that they do have these competencies. In evaluation, it may be important to ask “verbs” and “adjectives” e.g. do you tolerate, etc.

I read the instrument for the second round but had difficulties, feeling forced to make choices where I did not want to. For example, virtually all of the affective and behavioral items are important, and I can't see how people can distinguish among them. As far as the methods, my background happens to be quantitative, but if I marked quantitative methods higher than qualitative it would be ethnocentric - qualitative methods have an important place, it is just that with limited life spans people can usually only make contributions within one or a few methodological areas. If I was your adviser, I would suggest you change courses -- take the

information you now have, combine it with your extensive literature review, and "design and take your best shot" at making your contribution to this admittedly difficult and complex area.

These are some interesting ideas here and most of them can be seen as part of ICC and hence I have given high scores through most things in parts 1-3. Almost all the ideas under part 3 are possible and worth investigating but there is too much still to do on this to sure which ones will be most valuable. Best wishes for the continuation of your work.

APPENDIX E: SUPPORTING DOCUMENTS FOR ROUND 3 RESEARCH

Round 3 Correspondence and Instruments

Round 3 Results

Chart of Round 3 Results

ROUND THREE E-MAIL CORRESPONDENCE WITH EXPERT PANELISTS

February 12, 2004

Dear

Thank you so much for your participation in the first two rounds of this doctoral Delphi study on intercultural competence. The attached instrument constitutes the FINAL round of this study and simply involves accepting/rejecting the items in an effort to determine where there may (or may not) be consensus among the top intercultural experts. Detailed instructions are on the instrument itself and it should take only 2-3 minutes to complete and return.

If at all possible, I would ask that you return the completed instrument by *Feb. 19.* If this is not possible, please let me know when you could return the completed instrument.

If you have any questions about this, please do not hesitate to contact me. I can be reached via phone at 919-696-5690 or via email at this address (darla_deardorff@ncsu.edu).

Thank you again so very much for your participation in this study. I am deeply grateful to you for so graciously sharing your time and expertise. Your participation has been vital to the success of this research. I look forward to receiving your response soon.

Sincerely,

Darla K. Deardorff

Doctoral Candidate, North Carolina State University

E-MAIL CORRESPONDENCE WITH ADMINISTRATORS ON DELPHI FORM

February 13, 2004

Dear

Thank you again so very much for your participation in the survey I conducted in Fall 2003 as part of my dissertation research on intercultural competence as an outcome of internationalization efforts.

I am now sending you an attached instrument which comprises the final round of research for my doctoral study. It involves simply accepting or rejecting the opinions obtained from top intercultural experts and should take only 2-3 minutes to complete and return. Detailed instructions are on the instrument itself (and it can be either returned by email or by fax).

If at all possible, I would ask that you return the completed instrument by *Feb. 20.* If this is not possible, please let me know when you could return the completed instrument.

If you have any questions about this, please do not hesitate to contact me. I can be reached via phone at 919-696-5690 or via email at this address (darla_deardorff@ncsu.edu).

Thank you again so very much for your participation in this study. I am deeply grateful to you for so graciously sharing your time and expertise. I look forward to receiving your response soon.

Sincerely,
Darla K. Deardorff
Doctoral Candidate, North Carolina State University

ROUND 3 FOLLOW UP E-MAIL CORRESPONDENCE**To Expert Panelists:**

Dear

One week ago, you received an email and instrument (see below) for the FINAL round of my doctoral Delphi study. As an expert panel member in this study, it is vital for the success of the research that I receive your response by today if possible. If this is not possible, please let me know when I may anticipate a response. If you need me to resend the instrument, please let me know and I will be happy to do so.

Thank you again so very much for your participation in this doctoral study. I look forward to hearing from you soon.

With much appreciation,

Darla

To Institutional Participants:

Dear

Just a reminder that the following email was sent to you a week ago and it would be wonderful to receive your response by tomorrow, if possible. If not possible, please let me know when a response may be anticipated. I will also be happy to re-send the survey, if needed.

Thanks so much,

Darla

Darla K. Deardorff

Doctoral Candidate, NC State University

INTERCULTURAL COMPETENCE DOCTORAL STUDY (DEARDORFF)
Delphi Study - Questionnaire Three (FINAL ROUND)

Thank you very much for your response to Round Two of the Delphi Study I am conducting as part of my dissertation research. This instrument comprises Round Three of the study (FINAL round) and involves simply accepting or rejecting the data developed from experts' responses through the first and second rounds of this Delphi. This allows you, as the expert, to give a final indication of ACCEPT or REJECT to each item on this instrument. The ultimate goal of the Delphi process is to determine areas where expert panelists can achieve consensus.

Below you will find the items from round two that received a mean of 2.5 or higher. These items appear from highest to lowest mean in each section, and are listed with the mean and standard deviation for each item. Although this statistical information is included to summarize the panel's position to date, it need not influence whether you accept or reject the items. Items modified for clarity from round two have an asterisk (*) next to the item.

To mark your response electronically, please type "X" in the appropriate column provided next to each item. Please be sure to mark all items before returning this instrument. You may return this instrument electronically to darla_deardorff@ncsu.edu or fax a hard copy to 919-962-5375. All responses will be kept confidential. You may also call the researcher at 919-696-5690 with any questions you may have.

Your completed questionnaire is needed within one week if at all possible.

Thank you very much for your time and expertise in participating in this doctoral Delphi study.

This final round will conclude your participation in this Delphi study. Once the study is completed, I will e-mail each expert panel member a final copy of the items upon which consensus was achieved. If you prefer a hard copy of the final results, please provide your preferred mailing address below:

NOTE: If you are willing to be acknowledged as a member of the expert panel for this doctoral Delphi study and thus have your name shared with others on the panel, please provide your name below. (Your name will not be associated with specific answers given on each of the instruments; all specific, individual answers will remain confidential.)

"I agree to be acknowledged as an expert panelist in this study:" _____
 (Your name here)

Organization/institutional affiliation: _____

DELPHI INSTRUMENT THREE: *Instructions for the following sections:* Below are the tabulated data from round two of this study, listed with mean and standard deviation. Please place an X in the appropriate column indicating whether you ACCEPT or REJECT each item below.

Note: The following items were rated by intercultural experts on a 4-point Likert scale with 4 being highly relevant/important, 3 being relevant/important, 2 being somewhat relevant/important, and 1 being not relevant/important to intercultural competence.

PART 1 - INTERCULTURAL COMPETENCE (ICC) is:

ACCEPT	REJECT	MEAN	SD	ITEM
		3.8	(0.5)	Ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes.*
		3.6	(0.6)	Good interpersonal skills exercised interculturally; the sending and receiving of messages that are accurate and appropriate.*
		3.6	(0.8)	Ability to shift frame of reference appropriately and adapt behavior to cultural context; Adaptability, expandability, and flexibility of one's frame of reference/filter
		3.4	(0.7)	Ability to identify behaviors guided by culture and engage in new behaviors in other cultures even when behaviors are unfamiliar given a person's own socialization
		3.4	(0.8)	Ability to achieve one's goals to some degree through constructive interaction in an intercultural context.*
		3.4	(1.0)	Behaving appropriately and effectively in intercultural situations based on one's knowledge, skills, and motivation.*
		3.3	(0.8)	Ability to execute communication behaviors effectively and appropriately that negotiate each other's cultural identity or identities in a culturally diverse environment.
		3.3	(1.1)	Ability to live, work, and function effectively and with full confidence in another culture.
		3.1	(1.0)	Transformational process toward enlightened global citizenship that involves intercultural adroitness (behavioral aspect focusing on communication skills), intercultural awareness (cognitive aspect of understanding cultural differences), and intercultural sensitivity (focus on positive emotion towards cultural difference).
		3.0	(1.1)	The characteristic of the association between individuals which is comprised of three key elements: interpersonal and situational context, degree of appropriateness and effectiveness of the interaction, and sufficient knowledge, motivations, and actions.
		2.9	(1.1)	To see yourself as others see you and others as they see themselves.
		2.9	(1.4)	Communication negotiation process that is socially constrained, relational, dynamic, and situational.
		2.7	(0.8)	Ability to interact with people from another country and culture in a foreign language
		2.7	(1.3)	A concept which must be placed within a theoretical frame.*
		2.6	(1.0)	Mutually agreed upon impressions of what is culturally, situationally, and relationally appropriate and effective.
		2.6	(1.1)	(Competence is) a subjective evaluation of communication quality, referenced by what is considered effective and appropriate.*

* Indicates items modified from round two

PART II - SPECIFIC COMPONENTS OF ICC INCLUDE:

ACCEPT	REJECT	MEAN	SD	ITEM
		3.8	(0.4)	Skills to analyze, interpret, & relate
		3.8	(0.4)	Flexibility
		3.8	(0.6)	Cultural self-awareness and capacity for self-assessment
		3.7	(0.6)	Adaptability - adjustment to new cultural environment
		3.7	(0.6)	Tolerating and engaging ambiguity*
		3.6	(0.6)	Deep knowledge and understanding of culture (one's own and others')
		3.6	(0.8)	Withholding judgment*
		3.5	(0.6)	Skills to listen and observe
		3.5	(0.8)	Respect for other cultures
		3.5	(0.9)	Cross-cultural empathy
		3.4	(0.7)	Understanding others' world views
		3.4	(0.8)	Curiosity and discovery
		3.4	(0.8)	General openness toward intercultural learning and to people from other cultures
		3.4	(0.8)	Ability to adapt to varying intercultural communication and learning styles
		3.4	(1.0)	Understanding the value of cultural diversity
		3.3	(0.8)	Accomplished language and cultural learner (linguistic and cultural competence)
		3.3	(0.9)	Understanding of role and impact of culture and the impact of situational, social, and historical contexts involved
		3.2	(0.8)	Gaining trust and confidence of others
		3.2	(0.9)	Learning through interaction*
		3.2	(1.0)	Cognitive flexibility – ability to switch frames from etic to emic and back again
		3.1	(1.1)	Discourse competence; knowledge/consciousness of processes of interaction; interaction management
		3.1	(1.2)	Ethnorelative view
		3.0	(0.8)	Sociolinguistic competence (awareness of relation between language and meaning in societal context)*
		3.0	(0.9)	Functioning within rules of host culture*
		3.0	(1.0)	Compassion
		3.0	(1.1)	Mindfulness
		2.9	(0.9)	Culture-specific knowledge/understanding host culture's traditions
		2.6	(0.9)	Comparative thinking skills – relating parts to the whole to make sure that comparisons are valid
		2.6	(1.2)	Transculturality – cultural sharing
		2.5	(0.9)	Cross-cultural scholarship – acquisition and application of facts about other cultures/countries

* Indicates items modified from round two

PART III - WAYS TO ASSESS INTERCULTURAL COMPETENCE INCLUDE:

ACCEPT	REJECT	MEAN	SD	ITEM
		3.7	(0.8)	Mix of quantitative and qualitative measures
		3.4	(0.7)	Qualitative measures
		3.2	(0.9)	Case studies
		3.2	(0.9)	Analysis of narrative diaries
		3.2	(0.9)	Self-report instruments
		3.2	(0.9)	Observation by others/host culture
		3.2	(1.0)	Quantitative measures
		3.1	(0.9)	Critical incidents
		3.1	(0.9)	Critical essays
		3.1	(1.0)	Other-report measures
		3.1	(1.0)	Judgment by self and others
		3.1	(1.1)	Developing specific indicators for each component/dimension of ICC and evidence of each indicator*
		3.1	(1.1)	Inventory combined with qualitative measure
		3.0	(1.2)	Triangulation (use of multiple data-collection efforts as corroborative evidence for validity of qualitative research findings)*
		2.9	(1.0)	Interviews
		2.9	(1.0)	Bottoms up approach (focus groups, workshops, dialogues, open-ended surveys)
		2.7	(1.0)	Satisfaction ratings with all involved in the interaction
		2.6	(1.0)	Pre/post test

PART IV - ISSUES RAISED BY EXPERTS IN ASSESSING ICC INCLUDE:

Note: The following items were rated by intercultural experts on a 4-point Likert scale with 4 being “agree strongly,” 3 being “agree,” 2 being “disagree” and 1 being “disagree strongly.”

ACCEPT	REJECT	MEAN	SD	ITEM
		3.6	(0.5)	ICC assessment involves more than just observable performance.
		3.6	(0.6)	It is important to determine who measures ICC, who is the locus of evaluation, in what context, for what purpose, to what benefit, the time frame involved, the level of cooperation, and the level of abstraction.
		3.4	(0.6)	It is important to consider the cultural and social implications of assessing ICC.
		3.3	(0.9)	It's very difficult to measure ICC accurately, precisely, and consistently.
		3.2	(0.9)	ICC is very complex; assessment of ICC risks oversimplification.
		3.2	(0.9)	It is important to measure the degrees of ICC.
		3.1	(0.7)	When assessing ICC, it is important to analyze the impact of situational, social, and historical contexts involved.
		2.9	(0.9)	Measuring ICC is specific to context, situation, and relation.
		2.9	(1.0)	Measurement of ICC needs to account for multiple voices, multiple competencies, and multiple identities.
		2.7	(0.7)	Competency evaluation is the degree to which expectancies are fulfilled.
		2.7	(1.1)	ICC should be measured holistically and not in its separate components.
		2.5	(1.0)	Avoid using standardized competency instruments to measure ICC

**INTERCULTURAL COMPETENCE DOCTORAL STUDY (DEARDORFF)
ADMINISTRATOR QUESTIONNAIRE (FINAL ROUND)**

Thank you very much for your participation in the survey I conducted in Fall 2003 as part of my dissertation research on intercultural competence as an outcome of internationalization efforts. This instrument comprises the final round of research for my doctoral study and involves simply accepting or rejecting the opinions obtained from experts in the intercultural field. This allows you, as an administrator, to give a final indication of ACCEPT or REJECT to each item on the questionnaire below.

Twenty-three well-known experts in the intercultural field participated in the study in an attempt to gain consensus among these experts on what constitutes intercultural competence as well as the best ways to measure this concept. Below are items on which these experts had begun to reach consensus.

To mark your response electronically, please type "X" in the appropriate column provided next to each item. Please be sure to mark all items before returning this questionnaire. You may return this instrument electronically to darla_deardorff@ncsu.edu or fax a hard copy to 919-962-5375. All responses will be kept confidential. You may also call the researcher at 919-696-5690 with any questions you may have.

Your completed questionnaire is needed within one week if at all possible.

Thank you again very much for your time and expertise in participating in this doctoral study.

Once the study is completed, I will e-mail you with a final copy of the items upon which consensus was achieved by experts and by administrators. If you prefer a hard copy of the final results, please provide your preferred mailing address below:

NOTE: If you are willing to have your institution listed as a participant in this doctoral study, please provide your institution's name below. (Your own name/institution will not be associated with specific answers given on either of the instruments; all specific, individual answers will remain confidential.):

"I agree to have my institution listed as a participant in this study."

Institution: _____

FINAL QUESTIONNAIRE: *Instructions for the following sections:* Below are the opinions from the expert panel. Please place an X in the appropriate column indicating whether you ACCEPT or REJECT each item below.

PART 1 - INTERCULTURAL COMPETENCE (ICC) is:

ACCEPT	REJECT	ITEM
		Ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes.
		Good interpersonal skills exercised intercultural; the sending and receiving of messages that are accurate and appropriate.
		Ability to shift frame of reference appropriately and adapt behavior to cultural context; Adaptability, expandability, and flexibility of one's frame of reference/filter
		Ability to identify behaviors guided by culture and engage in new behaviors in other cultures even when behaviors are unfamiliar given a person's own socialization
		Ability to achieve one's goals to some degree through constructive interaction in an intercultural context.
		Behaving appropriately and effectively in intercultural situations based on one's knowledge, skills, and motivation.
		Ability to execute communication behaviors effectively and appropriately that negotiate each other's cultural identity or identities in a culturally diverse environment.
		Ability to live, work, and function effectively and with full confidence in another culture.
		Transformational process toward enlightened global citizenship that involves intercultural adroitness (behavioral aspect focusing on communication skills), intercultural awareness (cognitive aspect of understanding cultural differences), and intercultural sensitivity (focus on positive emotion towards cultural difference).
		The characteristic of the association between individuals which is comprised of three key elements: interpersonal and situational context, degree of appropriateness and effectiveness of the interaction, and sufficient knowledge, motivations, and actions.
		To see yourself as others see you and others as they see themselves.
		Communication negotiation process that is socially constrained, relational, dynamic, and situational.
		Ability to interact with people from another country and culture in a foreign language
		A concept which must be placed within a theoretical frame.
		Mutually agreed upon impressions of what is culturally, situationally, and relationally appropriate and effective.
		(Competence is) a subjective evaluation of communication quality, referenced by what is considered effective and appropriate.

PART II - SPECIFIC COMPONENTS OF ICC INCLUDE:

ACCEPT	REJECT	ITEM
		Skills to analyze, interpret, & relate
		Flexibility
		Cultural self-awareness and capacity for self-assessment
		Adaptability - adjustment to new cultural environment
		Tolerating and engaging ambiguity
		Deep knowledge and understand of culture (one's own and others')
		Withholding judgment
		Skills to listen and observe
		Respect for other cultures
		Cross-cultural empathy
		Understanding others' world views
		Curiosity and discovery
		General openness toward intercultural learning and to people from other cultures
		Ability to adapt to varying intercultural communication and learning styles
		Understanding the value of cultural diversity
		Accomplished language and cultural learner (linguistic and cultural competence)
		Understanding of role and impact of culture and the impact of situational, social, and historical contexts involved
		Gaining trust and confidence of others
		Learning through interaction
		Cognitive flexibility – ability to switch frames from etic to emic and back again
		Discourse competence; knowledge/consciousness of processes of interaction; interaction management
		Ethnorelative view
		Sociolinguistic competence (awareness of relation between language and meaning in societal context)
		Functioning within rules of host culture
		Compassion
		Mindfulness
		Culture-specific knowledge/understanding host culture's traditions
		Comparative thinking skills – relating parts to the whole to make sure that comparisons are valid
		Transculturality – cultural sharing
		Cross-cultural scholarship – acquisition and application of facts about other cultures/countries

PART III - WAYS TO ASSESS INTERCULTURAL COMPETENCE INCLUDE:

ACCEPT	REJECT	ITEM
		Mix of quantitative and qualitative measures
		Qualitative measures
		Case studies
		Analysis of narrative diaries
		Self-report instruments
		Observation by others/host culture
		Quantitative measures
		Critical incidents
		Critical essays
		Other-report measures
		Judgment by self and others
		Developing specific indicators for each component/dimension of ICC and evidence of each indicator
		Inventory combined with qualitative measure
		Triangulation (use of multiple data-collection efforts as corroborative evidence for validity of qualitative research findings)
		Interviews
		Bottoms up approach (focus groups, workshops, dialogues, open-ended surveys)
		Satisfaction ratings with all involved in interaction
		Pre/post test

PART IV - ISSUES RAISED BY EXPERTS IN ASSESSING ICC INCLUDE:

ACCEPT	REJECT	ITEM
		ICC assessment involves more than just observable performance.
		It is important to determine who measures ICC, who is the locus of evaluation, in what context, for what purpose, to what benefit, the time frame involved, the level of cooperation, and the level of abstraction.
		It is important to consider the cultural and social implications of assessing ICC.
		It's very difficult to measure ICC accurately, precisely, and consistently.
		ICC is very complex; assessment of ICC risks oversimplification.
		It is important to measure the degrees of ICC.
		When assessing ICC, it is important to analyze the impact of situational, social, and historical contexts involved.
		Measuring ICC is specific to context, situation, and relation.
		Measurement of ICC needs to account for multiple voices, multiple competencies, and multiple identities.
		Competency evaluation is the degree to which expectancies (expectations) are fulfilled.
		ICC should be measured holistically and not in its separate components.
		Avoid using standardized competency instruments to measure ICC.

Thank you very much for your completion of this questionnaire.

INTERCULTURAL COMPETENCE DOCTORAL STUDY (DEARDORFF)
Delphi Study - Questionnaire Three (FINAL ROUND) EXPERTS: FREQUENCY RESULTS

PART 1 - INTERCULTURAL COMPETENCE (ICC) is:

ACCEPT	REJECT	MEAN	SD	ITEM
19	1	3.8	(0.5)	Ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes.*
16	4	3.6	(0.6)	Good interpersonal skills exercised interculturally; the sending and receiving of messages that are accurate and appropriate.*
19	1	3.6	(0.8)	Ability to shift frame of reference appropriately and adapt behavior to cultural context; Adaptability, expandability, and flexibility of one's frame of reference/filter
19	1	3.4	(0.7)	Ability to identify behaviors guided by culture and engage in new behaviors in other cultures even when behaviors are unfamiliar given a person's own socialization
17	3	3.4	(0.8)	Ability to achieve one's goals to some degree through constructive interaction in an intercultural context.*
18	2	3.4	(1.0)	Behaving appropriately and effectively in intercultural situations based on one's knowledge, skills, and motivation.*
13	7	3.3	(0.8)	Ability to execute communication behaviors effectively and appropriately that negotiate each other's cultural identity or identities in a culturally diverse environment.
13	7	3.3	(1.1)	Ability to live, work, and function effectively and with full confidence in another culture.
16	4	3.1	(1.0)	Transformational process toward enlightened global citizenship that involves intercultural adroitness (behavioral aspect focusing on communication skills), intercultural awareness (cognitive aspect of understanding cultural differences), and intercultural sensitivity (focus on positive emotion towards cultural difference).
12	8	3.0	(1.1)	The characteristic of the association between individuals which is comprised of three key elements: interpersonal and situational context, degree of appropriateness and effectiveness of the interaction, and sufficient knowledge, motivations, and actions.
15	4	2.9	(1.1)	To see yourself as others see you and others as they see themselves.
11	9	2.9	(1.4)	Communication negotiation process that is socially constrained, relational, dynamic, and situational.
10	10	2.7	(0.8)	Ability to interact with people from another country and culture in a foreign language
10	10	2.7	(1.3)	A concept which must be placed within a theoretical frame.*
9	11	2.6	(1.0)	Mutually agreed upon impressions of what is culturally, situationally, and relationally appropriate and effective.
7	12	2.6	(1.1)	(Competence is) a subjective evaluation of communication quality, referenced by what is considered effective and appropriate.*

PART II - SPECIFIC COMPONENTS OF ICC INCLUDE:

ACCEPT	REJECT	MEAN	SD	ITEM
18	2	3.8	(0.4)	Skills to analyze, interpret, & relate
18	2	3.8	(0.4)	Flexibility
19	1	3.8	(0.6)	Cultural self-awareness and capacity for self-assessment
19	1	3.7	(0.6)	Adaptability - adjustment to new cultural environment
18	2	3.7	(0.6)	Tolerating and engaging ambiguity*
18	2	3.6	(0.6)	Deep knowledge and understanding of culture (one's own and others')
16	4	3.6	(0.8)	Withholding judgment*
19	1	3.5	(0.6)	Skills to listen and observe
18	2	3.5	(0.8)	Respect for other cultures
17	3	3.5	(0.9)	Cross-cultural empathy
20	0	3.4	(0.7)	Understanding others' world views
16	4	3.4	(0.8)	Curiosity and discovery
19	1	3.4	(0.8)	General openness toward intercultural learning and to people from other cultures
19	1	3.4	(0.8)	Ability to adapt to varying intercultural communication and learning styles
17	3	3.4	(1.0)	Understanding the value of cultural diversity
13	7	3.3	(0.8)	Accomplished language and cultural learner (linguistic and cultural competence)
17	3	3.3	(0.9)	Understanding of role and impact of culture and the impact of situational, social, and historical contexts involved
13	7	3.2	(0.8)	Gaining trust and confidence of others
16	4	3.2	(0.9)	Learning through interaction*
17	3	3.2	(1.0)	Cognitive flexibility – ability to switch frames from etic to emic and back again
15	5	3.1	(1.1)	Discourse competence; knowledge/consciousness of processes of interaction; interaction management
16	4	3.1	(1.2)	Ethnorelative view
17	2	3.0	(0.8)	Sociolinguistic competence (awareness of relation between language and meaning in societal context)*
13	7	3.0	(0.9)	Functioning within rules of host culture*
12	8	3.0	(1.0)	Compassion
17	3	3.0	(1.1)	Mindfulness
16	4	2.9	(0.9)	Culture-specific knowledge/understanding host culture's traditions
13	7	2.6	(0.9)	Comparative thinking skills – relating parts to the whole to make sure that comparisons are valid
10	10	2.6	(1.2)	Transculturality – cultural sharing
11	9	2.5	(0.9)	Cross-cultural scholarship – acquisition and application of facts about other cultures/countries

PART III - WAYS TO ASSESS INTERCULTURAL COMPETENCE INCLUDE:

ACCEPT	REJECT	MEAN	SD	ITEM
17	3	3.7	(0.8)	Mix of quantitative and qualitative measures
17	3	3.4	(0.7)	Qualitative measures
18	2	3.2	(0.9)	Case studies
17	3	3.2	(0.9)	Analysis of narrative diaries
17	3	3.2	(0.9)	Self-report instruments
17	3	3.2	(0.9)	Observation by others/host culture
13	7	3.2	(1.0)	Quantitative measures
13	7	3.1	(0.9)	Critical incidents
13	7	3.1	(0.9)	Critical essays
14	6	3.1	(1.0)	Other-report measures
17	3	3.1	(1.0)	Judgment by self and others
16	4	3.1	(1.1)	Developing specific indicators for each component/dimension of ICC and evidence of each indicator*
15	5	3.1	(1.1)	Inventory combined with qualitative measure
16	4	3.0	(1.2)	Triangulation (use of multiple data-collection efforts as corroborative evidence for validity of qualitative research findings)*
18	2	2.9	(1.0)	Interviews
14	6	2.9	(1.0)	Bottoms up approach (focus groups, workshops, dialogues, open-ended surveys)
10	10	2.7	(1.0)	Satisfaction ratings with all involved in the interaction
13	7	2.6	(1.0)	Pre/post test

PART IV - ISSUES RAISED BY EXPERTS IN ASSESSING ICC INCLUDE:

ACCEPT	REJECT	MEAN	SD	ITEM
19	1	3.6	(0.5)	ICC assessment involves more than just observable performance.
17	3	3.6	(0.6)	It is important to determine who measures ICC, who is the locus of evaluation, in what context, for what purpose, to what benefit, the time frame involved, the level of cooperation, and the level of abstraction.
19	1	3.4	(0.6)	It is important to consider the cultural and social implications of assessing ICC.
15	5	3.3	(0.9)	It's very difficult to measure ICC accurately, precisely, and consistently.
12	8	3.2	(0.9)	ICC is very complex; assessment of ICC risks oversimplification.
16	4	3.2	(0.9)	It is important to measure the degrees of ICC.
16	4	3.1	(0.7)	When assessing ICC, it is important to analyze the impact of situational, social, and historical contexts involved.
13	6	2.9	(0.9)	Measuring ICC is specific to context, situation, and relation.
14	6	2.9	(1.0)	Measurement of ICC needs to account for multiple voices, multiple competencies, and multiple identities.
10	9	2.7	(0.7)	Competency evaluation is the degree to which expectancies are fulfilled.
6	13	2.7	(1.1)	ICC should be measured holistically and not in its separate components.
9	10	2.5	(1.0)	Avoid using standardized competency instruments to measure ICC

INTERCULTURAL COMPETENCE DOCTORAL STUDY (DEARDORFF) QUESTIONNAIRE (FINAL ROUND) – ADMINISTRATORS: FREQUENCY RESULTS
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FINAL QUESTIONNAIRE: *Instructions for the following sections:* Below are the opinions from the expert panel. Please place an X in the appropriate column indicating whether you ACCEPT or REJECT each item below.

PART 1 - INTERCULTURAL COMPETENCE (ICC) is:

ACC.	REJ.	ITEM
21	0	Ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes.
20	1	Good interpersonal skills exercised interculturally; the sending and receiving of messages that are accurate and appropriate.
20	1	Ability to shift frame of reference appropriately and adapt behavior to cultural context; Adaptability, expandability, and flexibility of one's frame of reference/filter
20	1	Ability to identify behaviors guided by culture and engage in new behaviors in other cultures even when behaviors are unfamiliar given a person's own socialization
20	1	Ability to achieve one's goals to some degree through constructive interaction in an intercultural context.
20	1	Behaving appropriately and effectively in intercultural situations based on one's knowledge, skills, and motivation.
19	2	Ability to execute communication behaviors effectively and appropriately that negotiate each other's cultural identity or identities in a culturally diverse environment.
18	3	Ability to live, work, and function effectively and with full confidence in another culture.
19	2	Transformational process toward enlightened global citizenship that involves intercultural adroitness (behavioral aspect focusing on communication skills), intercultural awareness (cognitive aspect of understanding cultural differences), and intercultural sensitivity (focus on positive emotion towards cultural difference).
17	4	The characteristic of the association between individuals which is comprised of three key elements: interpersonal and situational context, degree of appropriateness and effectiveness of the interaction, and sufficient knowledge, motivations, and actions.
18	3	To see yourself as others see you and others as they see themselves.
14	7	Communication negotiation process that is socially constrained, relational, dynamic, and situational.
15	6	Ability to interact with people from another country and culture in a foreign language
13	7	A concept which must be placed within a theoretical frame.
13	7	Mutually agreed upon impressions of what is culturally, situationally, and relationally appropriate and effective.
15	6	(Competence is) a subjective evaluation of communication quality, referenced by what is considered effective and appropriate.

PART II - SPECIFIC COMPONENTS OF ICC INCLUDE:

ACCEPT	REJECT	ITEM
21	0	Skills to analyze, interpret, & relate
21	0	Flexibility
21	0	Cultural self-awareness and capacity for self-assessment
21	0	Adaptability - adjustment to new cultural environment
19	2	Tolerating and engaging ambiguity
17	4	Deep knowledge and understand of culture (one's own and others')
17	3	Withholding judgment
21	0	Skills to listen and observe
21	0	Respect for other cultures
21	0	Cross-cultural empathy
21	0	Understanding others' world views
20	1	Curiosity and discovery
21	0	General openness toward intercultural learning and to people from other cultures
21	0	Ability to adapt to varying intercultural communication and learning styles
20	1	Understanding the value of cultural diversity
17	4	Accomplished language and cultural learner (linguistic and cultural competence)
20	1	Understanding of role and impact of culture and the impact of situational, social, and historical contexts involved
16	5	Gaining trust and confidence of others
20	1	Learning through interaction
19	2	Cognitive flexibility – ability to switch frames from etic to emic and back again
19	2	Discourse competence; knowledge/consciousness of processes of interaction; interaction management
18	3	Ethnorelative view
21	0	Sociolinguistic competence (awareness of relation between language and meaning in societal context)
20	1	Functioning within rules of host culture
17	4	Compassion
20	1	Mindfulness
20	1	Culture-specific knowledge/understanding host culture's traditions
20	0	Comparative thinking skills – relating parts to the whole to make sure that comparisons are valid
17	4	Transculturality – cultural sharing
20	1	Cross-cultural scholarship – acquisition and application of facts about other cultures/countries

PART III - WAYS TO ASSESS INTERCULTURAL COMPETENCE INCLUDE:

ACCEPT	REJECT	ITEM
20	1	Mix of quantitative and qualitative measures
17	4	Qualitative measures
21	0	Case studies
20	0	Analysis of narrative diaries
20	1	Self-report instruments
21	1	Observation by others/host culture
15	0	Quantitative measures
19	6	Critical incidents
18	2	Critical essays
20	1	Other-report measures
21	0	Judgment by self and others
19	2	Developing specific indicators for each component/dimension of ICC and evidence of each indicator
18	3	Inventory combined with qualitative measure
20	1	Triangulation (use of multiple data-collection efforts as corroborative evidence for validity of qualitative research findings)
21	0	Interviews
20	1	Bottoms up approach (focus groups, workshops, dialogues, open-ended surveys)
16	5	Satisfaction ratings with all involved in interaction
19	2	Pre/post test

PART IV - ISSUES RAISED BY EXPERTS IN ASSESSING ICC INCLUDE:

ACCEPT	REJECT	ITEM
20	1	ICC assessment involves more than just observable performance.
21	0	It is important to determine who measures ICC, who is the locus of evaluation, in what context, for what purpose, to what benefit, the time frame involved, the level of cooperation, and the level of abstraction.
20	1	It is important to consider the cultural and social implications of assessing ICC.
20	1	It's very difficult to measure ICC accurately, precisely, and consistently.
19	2	ICC is very complex; assessment of ICC risks oversimplification.
19	2	It is important to measure the degrees of ICC.
20	1	When assessing ICC, it is important to analyze the impact of situational, social, and historical contexts involved.
14	7	Measuring ICC is specific to context, situation, and relation.
19	2	Measurement of ICC needs to account for multiple voices, multiple competencies, and multiple identities.
12	9	Competency evaluation is the degree to which expectancies (expectations) are fulfilled.
13	8	ICC should be measured holistically and not in its separate components.
12	8	Avoid using standardized competency instruments to measure ICC.

Thank you very much for your completion of this questionnaire.

INTERCULTURAL COMPETENCE DOCTORAL STUDY (DEARDORFF)
Delphi Study - Questionnaire Three (FINAL ROUND) – EXPERTS STATS RESULTS

PART 1 - INTERCULTURAL COMPETENCE (ICC) is:

CHI-SQ Value	p-value	MEAN	SD	ITEM
16.20	0.000	3.8	(0.5)	Ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes.*
7.20	0.004	3.6	(0.6)	Good interpersonal skills exercised intercultural; the sending and receiving of messages that are accurate and appropriate.*
16.20	0.000	3.6	(0.8)	Ability to shift frame of reference appropriately and adapt behavior to cultural context; Adaptability, expandability, and flexibility of one's frame of reference/filter
16.20	0.000	3.4	(0.7)	Ability to identify behaviors guided by culture and engage in new behaviors in other cultures even when behaviors are unfamiliar given a person's own socialization
9.80	0.001	3.4	(0.8)	Ability to achieve one's goals to some degree through constructive interaction in an intercultural context.*
12.80	0.000	3.4	(1.0)	Behaving appropriately and effectively in intercultural situations based on one's knowledge, skills, and motivation.*
1.80	0.090	3.3	(0.8)	Ability to execute communication behaviors effectively and appropriately that negotiate each other's cultural identity or identities in a culturally diverse environment.
1.80	0.090	3.3	(1.1)	Ability to live, work, and function effectively and with full confidence in another culture.
7.20	0.004	3.1	(1.0)	Transformational process toward enlightened global citizenship that involves intercultural adroitness (behavioral aspect focusing on communication skills), intercultural awareness (cognitive aspect of understanding cultural differences), and intercultural sensitivity (focus on positive emotion towards cultural difference).
0.80	0.186	3.0	(1.1)	The characteristic of the association between individuals which is comprised of three key elements: interpersonal and situational context, degree of appropriateness and effectiveness of the interaction, and sufficient knowledge, motivations, and actions.
6.37	0.006	2.9	(1.1)	To see yourself as others see you and others as they see themselves.
0.20	0.327	2.9	(1.4)	Communication negotiation process that is socially constrained, relational, dynamic, and situational.
0.00	0.500	2.7	(0.8)	Ability to interact with people from another country and culture in a foreign language
0.00	0.500	2.7	(1.3)	A concept which must be placed within a theoretical frame.*
0.20	0.327	2.6	(1.0)	Mutually agreed upon impressions of what is culturally, situationally, and relationally appropriate and effective.
0.25	0.126	2.6	(1.1)	(Competence is) a subjective evaluation of communication quality, referenced by what is considered effective and appropriate.*

* Indicates items modified from round two

PART II - SPECIFIC COMPONENTS OF ICC INCLUDE:

CHI-SQ VALUE	p-value	MEAN	SD	ITEM
12.80	0.000	3.8	(0.4)	Skills to analyze, interpret, & relate
12.80	0.000	3.8	(0.4)	Flexibility
16.20	0.000	3.8	(0.6)	Cultural self-awareness and capacity for self-assessment
16.20	0.000	3.7	(0.6)	Adaptability - adjustment to new cultural environment
12.80	0.000	3.7	(0.6)	Tolerating and engaging ambiguity*
12.80	0.000	3.6	(0.6)	Deep knowledge and understanding of culture (one's own and others')
7.20	0.001	3.6	(0.8)	Withholding judgment*
16.20	0.000	3.5	(0.6)	Skills to listen and observe
12.80	0.000	3.5	(0.8)	Respect for other cultures
9.80	0.001	3.5	(0.9)	Cross-cultural empathy
19.97	0.000	3.4	(0.7)	Understanding others' world views
7.20	0.004	3.4	(0.8)	Curiosity and discovery
16.20	0.000	3.4	(0.8)	General openness toward intercultural learning and to people from other cultures
16.20	0.000	3.4	(0.8)	Ability to adapt to varying intercultural communication and learning styles
9.80	0.001	3.4	(1.0)	Understanding the value of cultural diversity
1.80	0.090	3.3	(0.8)	Accomplished language and cultural learner (linguistic and cultural competence)
9.80	0.001	3.3	(0.9)	Understanding of role and impact of culture and the impact of situational, social, and historical contexts involved
1.80	0.090	3.2	(0.8)	Gaining trust and confidence of others
7.20	0.004	3.2	(0.9)	Learning through interaction*
9.80	0.001	3.2	(1.0)	Cognitive flexibility – ability to switch frames from etic to emic and back again
5.00	0.013	3.1	(1.1)	Discourse competence; knowledge/consciousness of processes of interaction; interaction management
7.20	0.004	3.1	(1.2)	Ethnorelative view
11.84	0.000	3.0	(0.8)	Sociolinguistic competence (awareness of relation between language and meaning in societal context)*
1.80	0.090	3.0	(0.9)	Functioning within rules of host culture*
0.37	0.186	3.0	(1.0)	Compassion
9.80	0.001	3.0	(1.1)	Mindfulness
7.20	0.004	2.9	(0.9)	Culture-specific knowledge/understanding host culture's traditions
1.80	0.090	2.6	(0.9)	Comparative thinking skills – relating parts to the whole to make sure that comparisons are valid
0.00	0.500	2.6	(1.2)	Transculturality – cultural sharing
0.20	0.327	2.5	(0.9)	Cross-cultural scholarship – acquisition and application of facts about other cultures/countries

* Indicates items modified from round two

PART III - WAYS TO ASSESS INTERCULTURAL COMPETENCE INCLUDE:

CHI-SQ VALUE	p-value	MEAN	SD	ITEM
9.80	0.001	3.7	(0.8)	Mix of quantitative and qualitative measures
9.80	0.001	3.4	(0.7)	Qualitative measures
12.80	0.000	3.2	(0.9)	Case studies
9.80	0.001	3.2	(0.9)	Analysis of narrative diaries
9.80	0.001	3.2	(0.9)	Self-report instruments
9.80	0.001	3.2	(0.9)	Observation by others/host culture
1.80	0.090	3.2	(1.0)	Quantitative measures
1.80	0.090	3.1	(0.9)	Critical incidents
1.80	0.090	3.1	(0.9)	Critical essays
3.20	0.037	3.1	(1.0)	Other-report measures
9.80	0.001	3.1	(1.0)	Judgment by self and others
7.20	0.004	3.1	(1.1)	Developing specific indicators for each component/dimension of ICC and evidence of each indicator*
5.00	0.013	3.1	(1.1)	Inventory combined with qualitative measure
7.20	0.004	3.0	(1.2)	Triangulation (use of multiple data-collection efforts as corroborative evidence for validity of qualitative research findings)*
12.80	0.000	2.9	(1.0)	Interviews
3.20	0.037	2.9	(1.0)	Bottoms up approach (focus groups, workshops, dialogues, open-ended surveys)
0.00	0.500	2.7	(1.0)	Satisfaction ratings with all involved in the interaction
1.80	0.090	2.6	(1.0)	Pre/post test

PART IV - ISSUES RAISED BY EXPERTS IN ASSESSING ICC INCLUDE:

CHI-SQ VALUE	p-value	MEAN	SD	ITEM
16.20	0.000	3.6	(0.5)	ICC assessment involves more than just observable performance.
9.80	0.001	3.6	(0.6)	It is important to determine who measures ICC, who is the locus of evaluation, in what context, for what purpose, to what benefit, the time frame involved, the level of cooperation, and the level of abstraction.
16.20	0.000	3.4	(0.6)	It is important to consider the cultural and social implications of assessing ICC.
5.00	0.013	3.3	(0.9)	It's very difficult to measure ICC accurately, precisely, and consistently.
0.80	0.186	3.2	(0.9)	ICC is very complex; assessment of ICC risks oversimplification.
7.20	0.004	3.2	(0.9)	It is important to measure the degrees of ICC.
7.20	0.004	3.1	(0.7)	When assessing ICC, it is important to analyze the impact of situational, social, and historical contexts involved.
1.80	0.090	2.9	(0.9)	Measuring ICC is specific to context, situation, and relation.
3.20	0.037	2.9	(1.0)	Measurement of ICC needs to account for multiple voices, multiple competencies, and multiple identities.
0.05	0.409	2.7	(0.7)	Competency evaluation is the degree to which expectancies are fulfilled.
2.58	0.054	2.7	(1.1)	ICC should be measured holistically and not in its separate components.
0.05	0.409	2.5	(1.0)	Avoid using standardized competency instruments to measure ICC

INTERCULTURAL COMPETENCE DOCTORAL STUDY (DEARDORFF)
Questionnaire (FINAL ROUND) – ADMIN STATS RESULTS

PART 1 - INTERCULTURAL COMPETENCE (ICC) is:

CHI-SQ VALUE	p-value	ITEM
20.98	0.000	Ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes.
17.19	0.000	Good interpersonal skills exercised interculturally; the sending and receiving of messages that are accurate and appropriate.
17.19	0.000	Ability to shift frame of reference appropriately and adapt behavior to cultural context; Adaptability, expandability, and flexibility of one's frame of reference/filter
17.19	0.000	Ability to identify behaviors guided by culture and engage in new behaviors in other cultures even when behaviors are unfamiliar given a person's own socialization
17.19	0.000	Ability to achieve one's goals to some degree through constructive interaction in an intercultural context.
17.19	0.000	Behaving appropriately and effectively in intercultural situations based on one's knowledge, skills, and motivation.
13.76	0.000	Ability to execute communication behaviors effectively and appropriately that negotiate each other's cultural identity or identities in a culturally diverse environment.
10.71	0.001	Ability to live, work, and function effectively and with full confidence in another culture.
13.76	0.000	Transformational process toward enlightened global citizenship that involves intercultural adroitness (behavioral aspect focusing on communication skills), intercultural awareness (cognitive aspect of understanding cultural differences), and intercultural sensitivity (focus on positive emotion towards cultural difference).
8.05	0.002	The characteristic of the association between individuals which is comprised of three key elements: interpersonal and situational context, degree of appropriateness and effectiveness of the interaction, and sufficient knowledge, motivations, and actions.
10.71	0.001	To see yourself as others see you and others as they see themselves.
2.33	0.063	Communication negotiation process that is socially constrained, relational, dynamic, and situational.
3.86	0.025	Ability to interact with people from another country and culture in a foreign language
1.80	0.090	A concept which must be placed within a theoretical frame.
1.80	0.090	Mutually agreed upon impressions of what is culturally, situationally, and relationally appropriate and effective.
3.86	0.025	(Competence is) a subjective evaluation of communication quality, referenced by what is considered effective and appropriate.

PART II - SPECIFIC COMPONENTS OF ICC:

CHI-SQ VALUE	p-value	MEAN	SD	ITEM
20.98	0.000	3.8	(0.4)	Skills to analyze, interpret, & relate
20.98	0.000	3.8	(0.4)	Flexibility
20.98	0.000	3.8	(0.6)	Cultural self-awareness and capacity for self-assessment
20.98	0.000	3.7	(0.6)	Adaptability - adjustment to new cultural environment
13.76	0.000	3.7	(0.6)	Tolerating and engaging ambiguity
8.05	0.002	3.6	(0.6)	Deep knowledge and understand of culture (one's own and others')
9.80	0.001	3.6	(0.8)	Withholding judgment
20.98	0.000	3.5	(0.6)	Skills to listen and observe
20.98	0.000	3.5	(0.8)	Respect for other cultures
20.98	0.000	3.5	(0.9)	Cross-cultural empathy
20.98	0.000	3.4	(0.7)	Understanding others' world views
17.19	0.000	3.4	(0.8)	Curiosity and discovery
20.98	0.000	3.4	(0.8)	General openness toward intercultural learning and to people from other cultures
20.98	0.000	3.4	(0.8)	Ability to adapt to varying intercultural communication and learning styles
17.19	0.000	3.4	(1.0)	Understanding the value of cultural diversity
8.05	0.002	3.3	(0.8)	Accomplished language and cultural learner (linguistic and cultural competence)
17.19	0.000	3.3	(0.9)	Understanding of role and impact of culture and the impact of situational, social, and historical contexts involved
5.76	0.008	3.2	(0.8)	Gaining trust and confidence of others
17.19	0.000	3.2	(0.9)	Learning through interaction
13.76	0.000	3.2	(1.0)	Cognitive flexibility – ability to switch frames from etic to emic and back again
13.76	0.000	3.1	(1.1)	Discourse competence; knowledge/consciousness of processes of interaction; interaction management
10.71	0.001	3.1	(1.2)	Ethnorelative view
20.98	0.000	3.0	(0.8)	Sociolinguistic competence
17.19	0.000	3.0	(0.9)	Functioning within rules of host culture
8.05	0.002	3.0	(1.0)	Compassion
17.19	0.000	3.0	(1.1)	Mindfulness
17.19	0.000	2.9	(0.9)	Culture-specific knowledge/understanding host culture's traditions
19.97	0.000	2.6	(0.9)	Comparative thinking skills – relating parts to the whole to make sure that comparisons are valid
8.05	0.002	2.6	(1.2)	Transculturality – cultural sharing
17.19	0.000	2.5	(0.9)	Cross-cultural scholarship – acquisition and application of facts about other cultures/countries

PART III - WAYS TO ASSESS INTERCULTURAL COMPETENCE:

CHI-SQ VALUE	p-value	MEAN	SD	ITEM
17.19	0.000	3.7	(0.8)	Mix of quantitative and qualitative measures
8.05		3.4	(0.7)	Qualitative measures
20.98	0.000	3.2	(0.9)	Case studies
17.19	0.000	3.2	(0.9)	Analysis of narrative diaries
17.19	0.000	3.2	(0.9)	Self-report instruments
20.98	0.000	3.2	(0.9)	Observation by others/host culture
3.86	0.025	3.2	(1.0)	Quantitative measures
16.20	0.000	3.1	(0.9)	Critical incidents
12.80	0.000	3.1	(0.9)	Critical essays
17.19	0.000	3.1	(1.0)	Other-report measures
20.98	0.000	3.1	(1.0)	Judgment by self and others
13.76	0.000	3.1	(1.1)	Developing specific indicators for each component/dimension of ICC and evidence of each indicator
10.71	0.001	3.1	(1.1)	Inventory combined with qualitative measure
17.19	0.000	3.0	(1.2)	Triangulation
20.98	0.000	2.9	(1.0)	Interviews
17.19	0.000	2.9	(1.0)	Bottoms up approach (focus groups, workshops, dialogues, open-ended surveys)
5.76	0.008	2.7	(1.0)	Satisfaction ratings with all involved in interaction
13.76	0.000	2.6	(1.0)	Pre/post test

PART IV - ISSUES RAISED IN ASSESSING ICC:

CHI-SQ VALUE	p-value	MEAN	SD	ITEM
17.19	0.000	3.6	(0.5)	ICC assessment involves more than just observable performance.
20.98	0.000	3.6	(0.6)	It is important to determine who measures ICC, who is the locus of evaluation, in what context, for what purpose, to what benefit, the time frame involved, the level of cooperation, and the level of abstraction.
17.19	0.000	3.4	(0.6)	It is important to consider the cultural and social implications of assessing ICC.
17.19	0.000	3.3	(0.9)	It's very difficult to measure ICC accurately, precisely, and consistently.
13.76	0.000	3.2	(0.9)	ICC is very complex; assessment of ICC risks oversimplification.
13.76	0.000	3.2	(0.9)	It is important to measure the degrees of ICC.
20.98	0.000	3.1	(0.7)	When assessing ICC, it is important to analyze the impact of situational, social, and historical contexts involved.
2.33	0.063	2.9	(0.9)	Measuring ICC is specific to context, situation, and relation.
13.76	0.000	2.9	(1.0)	Measurement of ICC needs to account for multiple voices, multiple competencies, and multiple identities.
0.43	0.256	2.7	(0.7)	Competency evaluation is the degree to which expectancies are fulfilled.
1.19	0.138	2.7	(1.1)	ICC should be measured holistically and not in its separate components.
0.80	0.186	2.5	(1.0)	Avoid using standardized competency instruments to measure ICC

SUMMARY CHART OF EXPERT AND ADMINISTRATOR RESPONSES

(Note: Accepted items are those with 70% or more agreement)

**AREAS OF EXPERT/ADMINISTRATOR AGREEMENT:
DEFINITIONS OF INTERCULTURAL COMPETENCE**

		EXPERTS	
		ACCEPT	REJECT
ADMINISTRATORS	ACCEPT	<p>Ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes.</p> <p>Ability to shift frame of reference appropriately and adapt behavior to cultural context; Adaptability, expandability, and flexibility of one's frame of reference/filter.</p> <p>Ability to identify behaviors guided by culture and engage in new behaviors in other cultures even when behaviors are unfamiliar given a person's own socialization.</p> <p>Ability to achieve one's goals to some degree through constructive interaction in an intercultural context.*</p> <p>Behaving appropriately and effectively in intercultural situations based on one's knowledge, skills, and motivation.*</p> <p>Good interpersonal skills exercised intercultural; the sending and receiving of messages that are accurate and appropriate</p> <p>Transformational process toward enlightened global citizenship that involves intercultural adroitness (behavioral aspect focusing on communication skills), intercultural awareness (cognitive aspect of understanding cultural differences), and intercultural sensitivity (focus on positive emotion towards cultural difference).</p> <p>To see yourself as others see you and others as they see themselves.</p>	<p>Ability to execute communication behaviors effectively and appropriately that negotiate each other's cultural identity or identities in a culturally diverse environment.</p> <p>Ability to live, work, and function effectively and with full confidence in another culture.</p> <p>The characteristic of the association between individuals which is comprised of three key elements: interpersonal and situational context, degree of appropriateness and effectiveness of the interaction, and sufficient knowledge, motivations, and actions.</p> <p>Ability to interact with people from another country and culture in a foreign language *</p> <p>(Competence is) a subjective evaluation of communication quality, referenced by what is considered effective and appropriate.*</p>
	REJECT		<p>Communication negotiation process that is socially constrained, relational, dynamic, and situational.</p> <p>A concept which must be placed within a theoretical frame.*</p> <p>Mutually agreed upon impressions of what is culturally, situationally, and relationally appropriate and effective.</p>

**AREAS OF EXPERT/ADMINISTRATOR AGREEMENT:
COMPONENTS OF INTERCULTURAL COMPETENCE**

		EXPERTS	
		ACCEPT	REJECT
A D M I N I S T R A T O R S	A C C E P T	Skills to analyze, interpret, & relate Flexibility Cultural self-awareness and capacity for self-assessment Adaptability - adjustment to new cultural environment Tolerating and engaging ambiguity Deep knowledge and understand of culture (one's own and others') Withholding judgment Skills to listen and observe Respect for other cultures Cross-cultural empathy Understanding others' world views Curiosity and discovery General openness toward intercultural learning and to people from other cultures Ability to adapt to varying intercultural communication and learning styles Understanding the value of cultural diversity Understanding of role and impact of culture and the impact of situational, social, and historical contexts involved Learning through interaction Cognitive flexibility – ability to switch frames from etic to emic and back again Discourse competence; knowledge/consciousness of processes of interaction; interaction management* Ethnorelative view Sociolinguistic competence Mindfulness Culture-specific knowledge/understanding host culture's traditions	Accomplished language and cultural learner (linguistic and cultural competence) Gaining trust and confidence of others Compassion Functioning within rules of host culture Comparative thinking skills – relating parts to the whole to make sure that comparisons are valid Transculturality – cultural sharing Cross-cultural scholarship – acquisition and application of facts about other cultures/countries
	R E J E C T		

**AREAS OF EXPERT/ADMINISTRATOR AGREEMENT:
METHODS OF ASSESSMENT OF INTERCULTURAL COMPETENCE**

		EXPERTS	
		ACCEPT	REJECT
A D M I N I S T R A T O R S	A C C E P T	Mix of quantitative and qualitative measures Qualitative measures Case studies Analysis of narrative diaries Self-report instruments Observation by others/host culture Judgment by self and others Developing specific indicators for each component/dimension of ICC and evidence of each indicator Inventory combined with qualitative measure* Triangulation Interviews Bottoms up approach (focus groups, workshops, dialogues, open-ended surveys)*	Quantitative measures* Critical incidents Critical essays Other-report measures Satisfaction ratings with all involved in interaction Pre/post test
	R E J E C T		

**AREAS OF EXPERT/ADMINISTRATOR AGREEMENT:
ISSUES RAISED IN ASSESSING INTERCULTURAL COMPETENCE**

		EXPERTS	
		ACCEPT	REJECT
A D M I N I S T R A T O R S	A C C E P T	<p>ICC assessment involves more than just observable performance.</p> <p>It is important to determine who measures ICC, who is the locus of evaluation, in what context, for what purpose, to what benefit, the time frame involved, the level of cooperation, and the level of abstraction.</p> <p>It is important to consider the cultural and social implications of assessing ICC.</p> <p>It's very difficult to measure ICC accurately, precisely, and consistently.*</p> <p>It is important to measure the degrees of ICC.</p> <p>When assessing ICC, it is important to analyze the impact of situational, social, and historical contexts involved.</p> <p>Measurement of ICC needs to account for multiple voices, multiple competencies, and multiple identities.*</p>	<p>ICC is very complex; assessment of ICC risks oversimplification.</p>
	R E J E C T		<p>Measuring ICC is specific to context, situation, and relation.</p> <p>Competency evaluation is the degree to which expectancies are fulfilled.</p> <p>ICC should be measured holistically and not in its separate components.</p> <p>Avoid using standardized competency instruments to measure ICC</p>

APPENDIX F: LISTS OF STUDY PARTICIPANTS

List of Delphi Panelists

List of Institutional Participants

INTERCULTURAL EXPERTS PARTICIPATING IN THIS DELPHI STUDY:

Grateful acknowledgement is made to the following intercultural experts who graciously shared their time and expertise as expert members of the Delphi panel:

Janet Bennett, Intercultural Communication Institute, Oregon

Michael Byram, University of Durham, England

Guo-ming Chen, University of Rhode Island

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Mitchell Hammer, American University

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Jolene Koester, California State University, Northridge

L. Robert Kohls, Institute for Intercultural Leadership, California

Bruce La Brack, University of the Pacific

Josef Mestenhauser, University of Minnesota

Robert Moran, Thunderbird, American Graduate School of International Management

R. Michael Paige, University of Minnesota

Paul Pedersen, Syracuse University

Margaret Pusch, Intercultural Communication Institute, Oregon

Brian Spitzberg, San Diego State University

Craig Storti, Craig Storti & Associates, Maryland

Harry Triandis, University of Illinois

Gary Weaver, American University

Richard Wiseman, California State University, Fullerton

...and four other intercultural experts who served on the panel but did not wish to be acknowledged

INSTITUTIONAL PARTICIPANTS

Who gave their permission to be listed as participants in this study

Deep appreciation is extended to the following for their participation in this study as institutions strongly committed to internationalization:

Appalachian State University
Arcadia University
Beloit College
Bemidji State University
California State University
Chatham College
Duke University
Kalamazoo College
Manchester College
Michigan State University
New Mexico State University
Palo Alto Community College
Randolph-Macon Women's College
San Diego State University
St. Olaf College
Texas Christian University
University of Kansas
Wilson College

...and six other post-secondary institutions that also participated but did not wish to be acknowledged

APPENDIX G: ASSESSMENT GUIDE FOR INTERCULTURAL COMPETENCE

ASSESSMENT GUIDE FOR INTERCULTURAL COMPETENCE

Based on the research and findings from “The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization at Institutions of Higher Education in the United States” (Deardorff, 2004), the following questions can be utilized in assessing intercultural competence:

- 1) Has intercultural competence been defined utilizing existing definitions in the literature?
- 2) From whose perspective is intercultural competence being assessed? What are the cultural biases of the evaluator?
- 3) Who is the locus of the evaluation?
- 4) What is the context of the intercultural competence assessment?
- 5) What is the purpose of the intercultural competence assessment?
- 6) How will the assessment results be used? Who will benefit from the assessment?
- 7) What is the time frame of the assessment (i.e., one point, on-going, etc.)? In other words, is the assessment formative and not summative?
- 8) What is the level of abstraction, or in other words, will the assessment be more general or will it assess more specific components of intercultural competence?
- 9) Do the assessment methods match the working definition and stated objectives of intercultural competence?
- 10) Have specific indicators been developed for the intercultural competence assessment?
- 11) Is more than one method being used to assess intercultural competence? Do the methods involve more than one evaluator’s perspective?
- 12) Are the degrees of intercultural competence being assessed? What is to be done with those not meeting the minimal level of intercultural competence?
- 13) Does the assessment account for multiple competencies and multiple cultural identities?
- 14) Has the impact of situational, social, and historical contexts been analyzed in the assessment of intercultural competence?
- 15) How do the assessment methods impact the measurement outcomes? Have the limits of the instruments/measures been accounted for?
- 16) Have student/participant goals been considered when assessing intercultural competence?