

International Content Standards for Students

NB: * indicates a slight change to the language from the National Standards.

Italics indicate a new standard.

Academic Domain

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Competency A1 ~Improve Academic Self-concept

- A:A1.1 Articulate feelings of competence and confidence as learners
- A:A1.2 Display a positive interest in lifelong learning*
- A:A1.3 Take pride in work and achievement
- A:A1.4 Accept mistakes as essential to the learning process
- A:A1.5 Identify attitudes and behaviors which lead to successful learning
- A:A1.6 *Understand the importance of original work and academic honesty*

Competency A2 ~Acquire Skills for Improving Learning

- A:A2.1 Apply time management and task management skills
- A:A2.2 Demonstrate how effort and persistence positively affect learning
- A:A2.3 Use communications skills to know when and how to ask for help when needed
- A:A2.4 Apply knowledge and learning styles to positively influence school performance

Competency A3 ~Achieve School Success

- A:A3.1 Take responsibility for their actions
- A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- A:A3.3 Develop a broad range of interest and abilities
- A:A3.4 Demonstrate dependability, productivity, and initiative
- A:A3.5 Share knowledge

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of postsecondary options, including university.*

Competency B1 ~Improve Learning

- A:B1.1 Demonstrate the motivation to achieve individual potential
- A:B1.2 Learn and apply critical thinking skills
- A:B1.3 Apply the study skills necessary for academic success at each level
- A:B1.4 Seek information and support from faculty, staff, family and peers
- A:B1.5 Organize and apply academic information from a variety of sources
- A:B1.6 Use knowledge of learning styles to positively influence school performance
- A:B1.7 Become a self-directed and independent learner

Competency B2~ Plan to Achieve Goals

- A:B2.1 Establish challenging academic goals in early childhood through graduation *
- A:B2.2 Use assessment results in educational planning

- A:B2.3 Develop and implement an annual plan of study to maximize academic ability and achievement
- A:B2.4 Apply knowledge of aptitudes and interests to goal setting
- A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
- A:B2.6 Understand the relationship between classroom performance and success in school

- A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude, and abilities

STANDARD C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

Competency C1 ~Relate School to Life Experience

- A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life
- A:C1.2 Seek co-curricular and community experiences to enhance the school experience
- A:C1.3 Understand the relationship between learning and work
- A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals
- A:C1.5 Understand that school success is the preparation to make the transition from student to community member
- A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

Career Domain

STANDARD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self as it relates to culture and family values, and to make informed career decisions.*

Competency A:1 Develop Career Awareness within a Global Workplace*

- C:A1.1 Develop skills to locate, evaluate, and interpret career information
- C:A1.2 Learn about the variety of traditional and nontraditional occupations
- C:A1.3 Develop an awareness of personal abilities, skills, interests, and motivations
- C:A1.4 Learn how to interact and work cooperatively in teams
- C:A1.5 Learn to make decisions
- C:A1.6 Learn how to set goals
- C:A1.7 Understand the importance of planning
- C:A1.8 Pursue and develop competency in areas of interest
- C:A1.9 Develop hobbies and vocational interests
- C:A1.10 Balance between work and leisure time

Competency A:2 Develop Global Employment Readiness *

- C:A2.1 Acquire employable skills such as working on a team, problem-solving and organizational skills
- C:A2.2 Apply job readiness skills to seek employment opportunities and service learning experiences *
- C:A2.3 Demonstrate knowledge about the changing global workplace
- C:A2.4 Learn about the rights and responsibilities of employers and employees
- C:A2.5 Learn to respect individual cultural uniqueness and cultural sensitivity/understanding in the workplace*
- C:A2.6 Learn how to write a resume
- C:A2.7 Develop a positive attitude toward work and learning
- C:A2.8 Understand the importance of responsibility, dependability, integrity, and effort in the workplace
- C:A2.9 Use time and task-management skills
- C:A2.10 Understand the importance of cultural sensitivity in the workplace and external cultural environment.*
- C:A2.11 Understand the importance of being self-directed employees and how to promote initiative in one's work.*

STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction

Competency B:1 Acquire Career Information Appropriate to a Multi-Cultural Setting

- C:B1.1 Apply decision making skills to career planning, course selection, and career transition
- C:B1.2 Identify personal skills, interests, cultural background and abilities and relate them to current career options, choices, interests and possibilities*
- C:B1.3 Demonstrate knowledge of the career planning process
- C:B1.4 Know the various ways in which occupations can be classified
- C:B1.5 Use research and information resources to obtain career information
- C:B1.6 Learn to use the internet to access career planning information and career assessment tools*
- C:B1.7 Describe traditional and non-traditional occupations and how these relate to career choice
- C:B1.8 Understand how changing economic, societal and cultural needs influence employment trends and future training*
- C:B1.9 Use research and information resources about post-secondary institutions offering major/course selection leading to desired career*

Competency B:2 Identify Career Goals

- C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
- C:B2.2 Assess and modify educational plan to support career
- C:B2.3 Use employable and job readiness skills in internship, mentoring, shadowing, and/or other work experience
- C:B2.4 Select course work that is related to career interests

C:B2.5 Maintain a career planning portfolio

STANDARD C: Students will understand the relationship between personal qualities, education, training, and the world of work.

Competency C:1 Acquire Knowledge to Achieve Career Goals

C:C1.1 Understand the relationship between educational achievement and career success

C:C1.2 Explain how work can help to achieve personal success and satisfaction

C:C1.3 Identify personal and cultural preferences, interests, and expectations that influence career choice and success*

C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills

C:C1.5 Describe the effect of work on lifestyle

C:C1.6 Understand the importance of equity and access in career choice

C:C1.7 Understand that work is an important and satisfying means of personal expression

Competency C2 Apply Skills to Achieve Career Goals

C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals

C:C2.2 Learn how to use conflict management skills with peers and adults that are culturally appropriate*

C:C2.3 Learn to work cooperatively with others as a team member

C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences

Personal/ Social Domain

STANDARD A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect themselves and others.

Competency A1 ~Acquire Self-Knowledge

PS:A1.1 Develop positive attitudes toward self as a unique and worthy person*

PS:A1.2 Identify values, attitudes and beliefs

PS:A1.3 Learn the goal-setting process

PS:A1.4 Understand change is a part of growth

PS:A1.5 Identify and express feelings

PS:A1.6 Distinguish between appropriate and inappropriate behavior

PS:A1.7 Recognize personal boundaries, rights, and privacy needs

PS:A1.8 Understand the need for self-control and how to practice it

PS:A1.9 Demonstrate cooperative behavior in groups

PS:A1.10 Identify personal strengths, assets and areas for self improvement *

PS:A1.11 Identify and discuss changing personal and social roles

PS:A1.12 Identify and recognize changing family roles

Competency A2 ~ Acquire Interpersonal Skills

- PS:A2.1 Recognize that everyone has rights and responsibilities
- PS:A2.2 Respect alternative points of view
- PS:A2.3 Recognize, respect and appreciate individual differences
- PS:A2.4 Recognize, respect and appreciate ethnic and cultural diversity
- PS:A2.5 Recognize and respect differences in various family configurations
- PS:A2.6 Use effective communications skills
- PS:A2.7 Know that communication involves speaking, listening, and nonverbal behavior
- PS:A2.8 Learn how to make and keep friends
- PS:A2.9 *Learn strategies for how to cope with loss and grief*

STANDARD B: Students will make decisions set goals, and take necessary action to achieve goals.

Competency B1~ Self-Knowledge Application

- PS:B1.1 Use a decision-making and problem-solving model
- PS:B1.2 Understand consequences of decisions and choices
- PS:B1.3 Identify alternative solutions to a problem
- PS:B1.4 Develop effective coping skills for dealing with problems
- PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
- PS:B1.6 Know how to apply conflict resolution skills
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- PS:B1.8 Know when peer pressure is influencing a decision
- PS:B1.9 Identify long- and short-term goals
- PS:B1.10 Identify alternative ways of achieving goals
- PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
- PS:B1.12 Develop an action plan to set and achieve realistic goals

STANDARD C: Students will understand safety and survival skills

Competency C1 ~ Acquire Personal Safety Skills

- PS:C1.1 Demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact)
- PS:C1.2 Learn about the relationship between rules, laws, safety, and the protection of rights of the individual
- PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
- PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
- PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
- PS:C1.6 Identify resource people in the school and community, and know how to seek their help

PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices

PS:C1.8 Understand the emotional and physical dangers of substance use and abuse

PS:C1.9 Demonstrate the ability to cope with peer pressure*

PS:C1.10 Understand the signs of stress and techniques for managing stress and conflict*

PS:C1.11 Learn coping skills for managing life events

PS:C1.12 Learn internet safety skills

Global Perspective Domain¹

Standards for intercultural competence², cross-cultural identity³, and global transition.

Introduction to the Global Perspective Domain (GPD)

In the early stages of the development of the International Model for School Counseling Programs, it was recognized that counselors in international schools serve a unique community with diverse needs. International school students are cross-culture kids, Third Culture Kids and global nomads. Their unique transition experiences shape their identity and personal story. In addition, cross-cultural interactions place daily demands on school counselors' practice and students' interactions.

¹ **Global Perspective-** Involves taking a broader, more critical view of experience, knowledge and learning and includes seeking to understand the links between our own lives and those of people throughout the world. To adopt a global perspective, we need to enhance our culture specific and culture general competence. We also need to develop a practice and orientation (skills, attitudes and values), which will enable us to work together across countries and cultures. Adapted from Bournemouth University (2011).

² **Intercultural Competence-** "The ability to think and act in interculturally appropriate ways," (Hammer M. R., 2003 and Bayles, 2009); a mindset and a skill set. Schaetti, Ramsey & Watanabe (2009) define the three spheres of intercultural competence as (1) *culture specific competence*, which emphasizes learning about the specific cultural patterns exemplified by the chosen group and analyzing the impact of those cultural patterns when members of that group are involved in intergroup relations; (2) *culture general competence*--The focus here is on the general cultural contrasts that apply in interaction, regardless of the particular cultural groups involved, e.g. cultural continua/constructs/tools; and (3) *intercultural practice*-- "This approach to developing intercultural competence holds and encompasses the other two nested within it. It emphasizes moment-to-moment choice, moment-to-moment practice. This requires a whole person approach to building intercultural competence, for culture is as much an emotional and physical experience as it is an intellectual one."

³ **Identity-** "The term identity is used as the reflective self-conception or self-image that we each derive from our cultural, ethnic, and gender socialization processes. It is acquired via our interaction with others in particular situations. It refers to our reflective views of ourselves... Regardless of whether we may or may not be conscious of these identities, they influence our everyday behaviors in a generalized and particularized manner." (Ting-Toomey, 1999).

While global transition and cross-cultural identity formation are critical to the success of the international school student and the effectiveness of the school counselor, the GPD also provides standards for how they approach their time in the host culture. The GPD goes deeper into examining cross-cultural experience by introducing the field of intercultural competence to the Model. The goal

of this component is to encourage mindful cross-cultural interaction for both school counselors and students.

International school students and counselors must recognize their limitations and vulnerability in interacting with and serving with in unfamiliar cultural contexts. The intercultural competence component of the GPD aims to enhance how counselors and students, serve, understand, communicate, and build relationships with those culturally different. The GPD provides a *shared language* to construct and enrich discussion and reflection on cultural experiences for all stakeholders.

Components of the GPD may be new to school counselors. It is healthy to first consider the standards in the context of the school counselor's practice, before expecting to instruct students. It is an intentional dual benefit for counselors to enhance their knowledge and skills as intercultural communicators, and then expect the students to do so similarly. Like any new challenge, school counselors should approach the GPD with a willingness to discuss, question, learn, grow and advocate.

Recommendation for Further Reading and Implementation

There are highly regarded resources cited in the GPD. The endnotes exist to guide counselors through defined key concepts, important literature and scholars, and also example leads on how to deliver the standards.

Remember that standards are not curriculum, but a target used to identify what is important to a developmental guidance program and school. If the GPD seems overwhelming, begin with the overarching standards. In what ways does the existing program already address these standards? Then build on this positive programming by slowly and more confidently addressing the competencies and indicators to enhance delivery in this domain.

Implement the GPD collaboratively. Use the GPD to enhance the counseling program as well as school-wide initiatives. Many international schools have "global worldview" or "international mindedness" as a school wide learning target. The GPD may help the school assess this learning target. Develop a core faculty that will care for the delivery of this domain, so that it does not all fall on one person or position in the school. Examples initiatives that may be enhanced by the GPD may include transitions programs, International Day, Week-without-Walls programs, humanities and world language lesson or service learning. Maximize opportunities to expand knowledge and develop skills in the GPD through reading professional literature and consulting with experts.

Standard A: Students will develop an understanding of culture⁴ as a social construct.

Competency GP: A1 Discover what culture is and how it is formed

GP:A1.1 Understand the difference between objective culture⁵ and subjective culture⁶

GP:A1.2 Understand a given society's subjective culture and affirm its cultural variety⁷

GP:A1.3 Understand the various conceptual constructs of culture⁸

Competency GP: A2 Learn about the ways in which culture manifests in societies

GP:A2.1 Examine the core dimensions in which people and cultures differ using various conceptual constructs⁹

GP:A2.2 Identify their place(s) on the dimensions of culture in various situations

GP:A2.3 Identify where the people in their lives may place on the dimensions of culture

GP:A2.4 Articulate the difference between “common sense” and “culture sense”¹⁰

GP:A2.5 Understand the difference between processing cultural knowledge and applying intercultural competence

⁴ **Culture**- “Shared patterns of knowledge that our mind uses to create meaning and navigate our interactions with others,”(Shaules, 2010).

⁵ **Objective Culture**- The artifacts of a society: art, architecture, cuisine, etc. Also referred to as surface culture.

⁶ **Subjective Culture**- The society’s common values, beliefs, and behaviors. Also known as “deep culture.”

⁷ One might encourage students to reflect on the paradox that one can both generalize about a given society’s subjective culture, while affirming the breadth of cultural variety within it.

⁸ Note that this may include that the construct of culture applies not only to countries/nationalities, but also to gender, age/generation, profession, socio-economic status, sexual orientation, physical ability, etc.

⁹ **Conceptual Constructs/Tools or Cultural Continua**- “General cultural contrasts that apply in interaction, regardless of the particular cultural groups involved,”(Schaetti, Ramsey, & Watanabe, 2009). These continua are at the heart of culture-general approaches to intercultural communication and competence. Some examples of these are: Kluckhohn & Strodtbeck (1961) five cultural values according to *human nature, man and nature, time, activity and relational*; Hall (1976) *individualistic cultures or collectivistic cultures* and *polychronic or monochronic* (how time is perceived); Tompenaars & Hampden-Turner (1998) four cultural orientations *egalitarian, hierarchical, person, and task*; Hofstede (2005) probably the most popular and most recent five major dimensions of culture which includes: *power distance, uncertainty avoidance, individualism-collectivism, masculinity-femininity, and long term-short-term orientation*.

¹⁰ **Deep Culture/Culture Sense**- “Hidden culture of the mind that influences our thinking and values in ways that we generally aren’t aware of,” (Shaules, 2010).

Standard B: Students will acquire an awareness of their family culture¹¹ and own cultural identity¹².

Competency GP: B1 Acknowledge the role of family

GP:B1.1 Identify family as the first “culture”

GP:B1.2 Explore their family’s cultural heritage(s)

GP:B1.3 Recognize characteristics of family¹³

GP:B1.4 Understand how cultural identity can differ in family relationships¹⁴

GP:B1.5 Apply knowledge of their family culture¹⁵

Competency GP: B2 Acknowledge developing cultural identity

GP:B2.1 Understand how “cultural identity” is affected by place, belonging, history and aesthetics

GP:B2.2 Understand that “cultural identity” is made up of many different individual identities¹⁶

GP:B2.3 Delineate between fore-grounded or back-grounded identity¹⁷

GP:B2.4 Reflect on their own experiences with marginality¹⁸

¹¹ **Family Culture-** How one is socialized (enculturated) according to a family’s individual culture. Since the process of enculturation to the family happens at birth, this is a person’s first experience with culture.

¹² **Cultural identity-** “Is defined as the emotional significance we attach to our sense of belonging and our affiliation with the larger culture. All individuals are socialized within a larger cultural membership group...Our cultural identities can be so impregnated that unless we encounter major cultural differences, we may not even notice the importance of our cultural membership badges...Individuals acquire their cultural group memberships via parental guidance and responses during their formative years. Furthermore physical appearance, racial traits, skin color, language usage, education, mass media, peer groups, institutional policies, and self-appraisal factors all enter into the cultural identity construction equation,” (Ting-Toomey, 1999).

¹³ For example: attitudes, ideas, ideals, and environment- and the family’s unique history and impact on sense of self.

¹⁴ One may wish to help students reflect through their own experiences and the possibility that they are developing a different cultural identity than their parents, what extent that may be supported by their parents, and how to manage the challenges when it is not.

¹⁵ Consider how this knowledge may inform their communication, conflict resolution and decision making with in the family context.

¹⁶ Example identities may include: gender, race, nationality, language, sexual orientation, religious beliefs, ethnicity.

¹⁷ To expand, fore-grounded means an individual identity that is particularly relevant to the moment (for example, identity as a “student” while at school), while back-grounded means it is still part of the whole picture but less relevant to the moment (for example, identity as a “brother” while at school).

¹⁸ **Marginalization/Marginality-** *Cultural marginality* is the experience of being different culturally. *Encapsulated marginality* is the sense of being trapped because of being different. *Constructive marginality* is the sense of being empowered because of being different, (Schaetti, retrieved 2011).

GP:B2.5 Reflect on cultural aspects of life experiences

GP:B2.6 Define the terms “cross-cultural kid¹⁹,” “third culture kid²⁰,” and “global nomad”²¹

GP:B2.7 Develop their worldview²²

GP:B2.8 Use knowledge of cultural identity to inform decisions and intercultural encounters

Standard C: Students will develop an understanding of their host country and home(s) country’s cultures.

Competency GP: C1 Engage with host country culture

GP:C1.1 Develop an awareness of their host country culture from surface culture to deep culture²³

GP:C1.2 Demonstrate awareness of cultural adjustment²⁴

¹⁹ **Cross-Cultural Kid (CCK)**- “A Cross-Cultural Kid is a person who has lived in- or meaningfully interacted with- two or more cultural environments for a significant period of time during developmental years,” (Van Reken & Bethel, 2007).

²⁰ **Third-Culture Kid (TCK)**- “Is a person who has spent a significant part of his or her developmental years outside the parents’ culture(s). Although elements from each culture are assimilated into the TCK’s life experience, the sense of belonging is in relationship to others of similar background,” (Van Reken & Bethel, 2007).

²¹ **Global Nomad**- Coined by Norma McCaig in 1984, the term is defined in the same way as TCK and used interchangeably. When distinctions are made between the two terms, “global nomad” is used to distinguish TCKs who have moved frequently during their developmental years.

²² **Worldview**- This term comes from “the German word Weltanschauung composed of Welt, 'world', and Anschauung, 'view' or 'outlook'. It is a concept fundamental to German philosophy and epistemology and refers to a *wide world perception*. Additionally, it refers to the framework of ideas and beliefs through which an individual interprets the world and interacts with it,” (Wikipedia, 2011).

²³ Example, what are the symbols, norms, and deep cultural core values and beliefs that motivate every-day behaviors?

²⁴ **Cultural Adjustment**- Adjustment is the term used to refer to the short-term or medium-term adaptive process of sojourners in their overseas assignments. *Sojourners*- individuals who have a transitional stay in a new culture as they strive to achieve their instrumental goals (be an international school student) and/or socioemotional goals (make friends with locals), (Ting-Toomey, 1999). This also includes the student’s experience with the host country in relation to their experiences with culture surprise, stress, and/or shock to help them understand the host country’s “deep culture.” **Culture shock**- “Culture shock refers to the transitional process in which an individual perceives threats to his or her well-being in a culturally new environment. Culture shock produces an identity disequilibrium state, which can bring about adaptive transformations in a newcomer on moral, affective, cognitive and behavioral levels.” (Ting-Toomey, 1999; Oberg, 1960) For the five identity stages of culture shock see Furnham (1988). For “culture surprise”, “culture stress”, and “culture shock” stages see Shaules (2010).

GP:C1.3 Actively engage in learning about local culture and language

GP:C1.4 Recognize emotional vulnerability as part of cross-cultural experience

GP:C1.5 Practice intercultural orientation²⁵

Competency GP: C2 Identify home country culture(s)

GP:C2.1 Recognize various definitions of “home”

GP:C2.2 Acknowledge that people have multiple “homes,” countries, cultures or places

GP:C2.3 Articulate their unique history and experiences

GP:C2.4 Identify diversity²⁶

GP:C2.5 Balance their unique perspective and the perspectives of others from the “home” culture with respect and intercultural sensitivity²⁷

Standard D: Students will develop a personal practice²⁸ for applying intercultural competence and bridging²⁹ successfully across cultural difference.

Competence GP: D1 Take leadership of one’s own “cultural programming”³⁰

GP:D1.1 Recognize that cultural values and beliefs may conflict

²⁵ **Intercultural Orientation-** Having the attitude and mindset to practice intercultural communication.

Intercultural Communication- “... the study of cultural difference that really ‘make a difference’ in intercultural encounters. It is also about acquiring the conceptual tools and skills to manage such differences creatively,” (Ting-Toomey, 1999)

²⁶ **Diversity-** “Diversity refers to the rich spectrum of human variation. Diversity is otherness or those human qualities that are different from our own and outside the groups to which we belong yet present in other individuals and groups,” (Ting-Toomey, 1999).

²⁷ **Intercultural Sensitivity-** “The ability to discriminate and experience relevant cultural differences,”(Hammer M. B., 2003; Bayles, 2009). Current best practices to understand the development of intercultural sensitivity are based on the Developmental Model of Intercultural Sensitivity (DMIS – see http://en.wikipedia.org/wiki/Bennett_scale or search “DMIS intercultural” for downloadable articles in pdf). Best practices to measure the development of intercultural sensitivity include the Intercultural Development Inventory (IDI) as based on the DMIS see www.idiinventory.org

²⁸ The idea of having a “practice” to develop skill has a long tradition in the arts and athletics, obviously, and for the past 30+ years also in leadership development. The idea of having a practice to develop intercultural competence is more recent. For a model of current best practices in the field, see Schaetti, Ramsey, and Watanabe (2008).

²⁹ See www.culturaldetective.org for a tool to help build the skill of cultural bridging.

³⁰ **Cultural Programming/Enculturation-** “refers to the sustained, primary socialization process of strangers in their original home culture (or natal) wherein they have internalized their primary cultural values,” (Ting-Toomey, 1999). People can begin identifying their cultural programming by noticing their automatic reactions (for example, judgments and emotions) and default behaviors.

- GP:D1.2 Be willing to disentangle from your own cultural programming³¹
- GP:D1.3 Entertain the possibility of simultaneous opposing cultural “truths”
- GP:D1.4 Demonstrate mindfulness³²
- GP:D1.5 Articulate what it means to take an intercultural orientation to all interactions

Competence GP: D2 Be aware of the possible motivations (values and beliefs) behind someone else behaviors

- GP:D2.1 Demonstrate an ability to describe someone’s behaviors using purely descriptive language³³.
- GP:D2.2 Demonstrate an ability to describe someone’s values and beliefs using conceptual tools.
- GP:D2.3 Identify ways cultural values and beliefs may motivate other people’s behavior
- GP:D2.4 Be willing to ascribe positive intent to other people’s behavior

Competence GP: D3 Bridge from your own cultural values and beliefs to those you think may be in operation for the other person(s)

- GP:D3.1 Refuse to take personal offense
- GP:D3.2 Identify shared values
- GP:D3.3 Be flexible in expressing the core dimensions of culture³⁴
- GP:D3.4 Demonstrate a readiness to interact across differences³⁵ in values
- GP:D3.5 Envision³⁶ a world where people automatically accept and bridge differences

³¹ Disentangling from one’s cultural programming means being able to take responsibility for one’s automatic reactions and default behaviors. The idea is that the more students can disentangle from their cultural programming, the more they can control their automatic reactions rather than be controlled by them – and the more they will be able to mindfully and creatively bridge differences with others.

³² **Mindfulness**- “Being particularly aware of our own assumptions, viewpoints, and ethnocentric tendencies in entering any unfamiliar situation,” (Ting-Toomey, 1999); *Ethnocentric*- “A perspective ‘that one’s own culture is experienced as central to reality in some way,’” (Bayles, 2009; Hammer & Bennett, 2001). *Ethnorelative*- “A perspective ‘that one’s own culture is experienced in the context of other cultures,’” (Bayles, 2009; Hammer & Bennett, 2001).

³³ Consider the “D-I-E model.” It distinguishes between describing, interpreting, and evaluating. It is a natural tendency to jump right into interpreting and evaluating someone else’s behaviors, especially when we don’t like those behaviors. Intercultural competence, however, requires that we be able and willing to at least begin by being descriptive. For an easy D-I-E activity, see <http://www.intercultural.org/die.php> .

³⁴ For example if a person is a direct communicator, increasing their skills in communicating indirectly.

³⁵ This may look like a readiness to not just choose “your way or their way,” but instead to create new “both/and” ways of interacting across differences.

³⁶ “Visions provide direct support as we live and work in situations of difference,” (Schaetti, Ramsey, & Watanabe, 2008). For a facilitator guide, see Schaetti, Ramsey, & Watanabe, in Berardo and Dearthoff (in press).

Standard E: Students will acquire knowledge and attitudes to manage transition effectively.

Competency GP: E1 Acquire knowledge of the transition process

GP:E1.1 Understand that transitions happen over the life span

GP:E1.2 Articulate a simple model of transition and apply it³⁷

GP:E1.3 Accept the challenges of changing countries and schools

GP:E1.4 Identify emotions throughout the transition event³⁸

GP:E1.5 Recognize the individual nature of the transition experience³⁹

GP:E1.6 Use knowledge of the transition process to enhance communication and inform decisions

Competency GP: E2 Develop healthy attitude towards transition

GP:E2.1 Recognize personal tendencies when faced with transition

GP:E2.2 Develop positive strategies for how to manage transition events

GP:E2.3 Apply positive strategies both personally and for others

GP:E2.3 Understand that transition is complex

GP:E2.4 Demonstrate "leaving" well, whether physically or in a life stage⁴⁰

³⁷ For example William Bridge's model: 1) ending, 2) neutral zone, 3) new beginning.

³⁸ One may wish to explore the relation to theories of cross-cultural adjustment including culture surprise, stress and shock, reverse culture shock, as well as assimilation and acculturation. *Reverse or Reentry culture shock*- "Involves the realignment of one's new identity with a once familiar home environment," (Ting-Toomey, 1999). Expert interculturalists in this area are Martin, Martin & Herrel, and Sussman. *Assimilation*- "Individuals who attach low significance to their ethnic values or norms and tend to view themselves as members of the larger culture practice assimilation," (Ting-Toomey, 1999). *Acculturation*- "Interculturalists have employed this term to describe the long-term change process of immigrants (or refugees) which often involves subtle change to overt change. Acculturation involves the long-term conditioning process of newcomers in integrating new values, norms, and symbols of their new culture, and developing new roles and skills to meet its demands," (Ting-Toomey, 1999).

³⁹ Example: Different people going through the same transition event who may go through the stages of the transition at different speeds and with different emotional reactions such as two members of the same family who move at the same time to a new location.

⁴⁰ Example of leaving well is RAFT: reconciling, affirming, saying goodbye, and looking forward to the new place/lifestyle (Pollock & Van Reken, 2001).