Embedding the Development of Intercultural Competence in Business Higher Education

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Defining intercultural competence as...
A dynamic, ongoing, interactive self reflective learning process that transforms attitudes, skills and knowledge for effective communication and interaction across cultures and contexts.

Project Aims
1. To raise the profile of intercultural learning and competence in Business education
2. To develop a framework for embedding the development of intercultural competence (IC)
3. To identify appropriate strategies that will embed the development of IC
   - Identify and promote relevant seeding activities within communities of practice that can be adapted to support a maturing intercultural ethos
   - Identify and establish policies, curriculum and procedures that can be adapted to support the sustained development of IC
   - Identify and develop resources, tools and databases that can be adapted to develop IC

Project Drivers and Rationale
Intercultural competence is a valuable attribute
- Global literacy required in a changing business environment
- Multicultural workforce requiring IC. Business/industry keenly interested.
- Diverse cohorts in higher education and business schools with a disproportional high number of international students
- Need for developing and embedding communication as a graduate attribute with IC as a nuance

Project Deliverables and Key Outcomes
- An annotated literature review on IC, development of IC and embedding the development of IC
- A set of exemplar development activities
- An ALTC website to share resources
- A taxonomy to guide curriculum planning

Project Deliverables and Key Outcomes (cont)
- Special interest groups established at each site
- Capital city working seminars
- Conference presentations
- Research publications
- Embedding framework developed

Taxonomy of Learning Activities to Develop IC
- Activity can traverse multiple levels and domains eg. Day 1 class audit used first to raise awareness and later in-class to develop understanding of attitudes

Embedding Framework
- Systemic change is an iterative process
- Underpinned by leadership and communities of practice

Challenges to sustainable change
- Engaged university leaders
- Incentives to engage in curriculum renewal and attract appropriate participants to engage (incl workshops)
- Engage program directors so program not subject specific approach to curriculum renewal - incentives?
- Engage disciplinary academics in conception of teaching and the role of graduate attributes (vis content)
- Reliable (ALTC exchange) portal for dissemination and engagement that is quality assured.

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